

# CEBS NEWSLETTER

UNIVERSITY of  
NORTHERN COLORADO



SUMMER 2006

College of  
Education and  
Behavioral  
Sciences  
McKee Hall/Campus  
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## CEBS FACULTY AWARDS

**Scholar Award**  
*Harvey Rude  
Special Education*

**Teacher Award**  
*Katrina Rodriguez  
Higher Education  
& Student Affairs  
Leadership*

**Service  
Provider**  
*Francie Murry  
Special Education*

*Barbara Whinery  
Teacher Education*

## Message from the Dean

I am pleased to report some of our major accomplishments during 2005-06. The College began the year with a name change: the College of Education became the *College of Education and Behavioral Sciences*. This name change affirms the historical prominence of education at UNC while validating the College's productive engagement in today's pressing educational challenges. This new name also acknowledges the benefits of collaboration among educators and behavioral scientists.

The College reorganized three divisions and four departments into five schools: Applied Psychology and Counselor Education; Psychological Sciences; Research, Leadership, and Technology; Special Education;

and Teacher Education. This reorganization brought together faculty from related disciplines under a more streamlined administrative structure.



McKee Hall

The College continues to lead the state in the preparation of education professionals. We have a more comprehensive array of education programs than any other university in Colorado and are continually adding new areas of study, such as the Distance Opportunity Interpreter Training program. This innovative undergraduate program, one of the few in the nation, trains sign language interpreters to work in education settings.

Faculty efforts led to a significant increase in grant writing and scholarship this year. Faculty wrote over 250 scientific documents (e.g., research articles, monographs, books, and proceedings) and generated more than \$3 million in grant funding.

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## College of Education and Behavioral Sciences'

### Students Excel on National Tests

The Professional Counseling program faculty members are proud of their students' performance on course work and on national exams. Two years ago a national comprehensive examination was introduced in the field. With this standardized instrument, they track student performance from semester to semester, and compare student performance to that of their peers across the country.

Examination results for Professional Counseling students (community, marriage and family, and school counseling) consistently have been above the national average. These results provide strong support that UNC prepares knowledgeable professional counselors.

**98%** of UNC's  
elementary and  
secondary  
education teacher  
candidates successfully  
completed the licensing  
examination!

**NCATE**

The Standard of Excellence  
in Teacher Preparation



**Dr. David Gilliam**

**NCLID**  
**Working to**  
**help one**  
**million**  
**American**  
**children live**  
**their own**  
**lives....**



# Research from Psychological Sciences

Women who consume alcohol during pregnancy place their offspring at risk for a number of congenital malformations including mental retardation. Approximately 9/1000 infants born have some form of disability from prenatal alcohol exposure with an annual cost in the United States of \$4 to \$11 billion. My colleagues and I have identified

both maternal and fetal genetics as playing a role in susceptibility to prenatal alcohol effects. In several studies we found that fetuses carried by one type of mouse had more malformations than genetically identical fetuses carried by another type of mouse. These differences are not due to sex-linked genes or to factors transmitted in the

maternal egg cytoplasm, but may be due to differences in alcohol effects on maternal physiology and uterine environment. Our next research step is to verify genetic susceptibility differences using embryo transfers and examine fetal gene expression patterns.

- Dr. David Gilliam  
 Professor of Psychology

## The National Center on Low Incidence Disabilities

Across the nation, approximately one million children and youth have low-incidence disabilities that affect their hearing, vision, movement, and intellectual capabilities—alone or in combination. These students present unique and often complex issues when it comes to assessment, planning, and meeting their educational needs. Unfortunately, because the number of students impacted by low-incidence dis-

abilities is small, the needs of these students may be overshadowed by the needs of the population at large. At NCLID we believe strongly that by collaborating with others invested in the education of students with low-incidence disabilities we can present a stronger, more unified effort to gather the resources necessary to support the education of these students.

The NCLID is committed to improving access to quality educational services for these students by serving as a central resource for information, research, training, and technical support for families and educational professionals.

For more information please visit us online at:

<http://nclid.unco.edu/joomla>

Key activities for academic year 2005-06 included:

- Association of College Educators of the Deaf and Hard of Hearing Conference in February 2006 convened to discuss issues and innovation in the preparation of teachers of the deaf and hard of hearing.
- Creation of a nationwide online newsletter with more than 900 subscribers.
- Getting in Touch with Literacy Conference in December 2005 attracted more than 400 participants to the only conference devoted exclusively to the literacy of individuals with visual disabilities.
- On-line courses enrolling students from across the nation.

*For information on the National Center please contact*

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# Rocky Mountain Children's Literature Conference

The College of Education and Behavioral Sciences maintains ongoing partnerships with our surrounding schools and makes every effort to provide teachers and other educators with opportunities for continuing education. With this focus in mind, The Rocky Mountain Children's Literature Conference (RMCLC) was established in 2004. Dr. Jennifer Geringer and Dr. Matthew Zbaracki have worked to bring together experts in children and young adult literature to focus on various aspects of literacy.

In October 2005, the University of Northern Colorado held the second annual Rocky Mountain Chil-

dren's Literature Conference. Designed as a two-day conference, authors and illustrators gather to meet teachers, librarians, teacher candidates, and others who care deeply about children's literature. In addition, the conference provides an opportunity for attendees to share books and ideas, have discussions, experience new literature, and revisit old favorites in small group interactive sessions.

The Third Annual Conference is set for October 6 and 7 of 2006. This conference will feature the following acclaimed authors:

- Richard Peck
- Pamela Duncan Edwards
- Henry Cole
- Justin Matott
- Debbie Dadey

In its first two years of existence, RMCLC attracted attendees with the presence of several nationally and internationally acclaimed award-winning authors and illustrators. Data collected from the first two conferences suggest that interest in attending the conference is high and will continue to grow. This past year attendance grew by 50 percent. One-hundred fifty attendees and presenters came from 30 different cities in Colorado, as well as from Iowa, New York, Ohio, Texas, and Wyoming.

*For more information regarding this conference*

*please visit our website: [www.unco.edu/childlitconf](http://www.unco.edu/childlitconf)*

## The Tointon Institute for Educational Change

The Tointon Institute for Educational Change has been providing high quality leadership training to K-12 administrators throughout the state of Colorado since 1995. A gift to UNC from Bob and Betty Tointon of Greeley helps to fund this enormously successful program. The mission of the institute is to increase the effectiveness of school leaders so that overall student achievement will be increased.

Participants in this program are given an opportunity to learn from

many of the state's premier practicing educators and staff developers and to network with colleagues from districts across Colorado. The program is comprised of residential academies that focus on leadership skill building with an emphasis on instructional leadership.

The Institute offers two types of academies, one for principals and assistant principals and one for teams of teachers and their principals. All academies are residential in nature. The Principal Leadership

Academy and the School and Teacher Leadership Academy last for five and four days respectively.

All academies are held in mountain resort locations. *If you are interested in learning more about this program please contact Dr. Janet Alcorn, Director, at 970-351-1108. [janet.alcorn@unco.edu](mailto:janet.alcorn@unco.edu)*



**Summer Principal Leadership Academy  
Beaver Creek, CO**

## CONGRATULATIONS TO DR. GEORGE BETTS

Dr. George Betts earned this year's M. Lucile Harrison Award for Professional Excellence, UNC's top faculty honor. This award recognizes those who have demonstrated excellence in teaching, professional activity and service. Dr. Betts, a faculty member at UNC for nearly 30 years, is a professor in the

School of Special Education and Director of the Center for Education and Study of the Gifted, Talented and Creative. The author of two popular textbooks was selected by the National Association for Gifted Children as one of the top 50 most influential leaders in the history of gifted education. Dr. Betts is an acclaimed

speaker and consultant in North America, Europe, Australia, New Zealand and Asia, helping schools, districts, states, and national organizations implement and refine programs for the gifted and talented. Dr. Betts received the award during the University's Graduate Commencement, May 2006.



## The University of Northern Colorado Alumni Association

### Honors Dr. Steven R. Forness

Dr. Steven R. Forness was chosen to receive the University of Northern Colorado's Alumni Association's Distinguished Educator Award. Dr. Forness will be recognized at the Honored Alumni Celebration on October 13, 2006.

Dr. Forness' professional accomplishments have established him as an outstanding leader in the field of special education. Dr. Forness holds a B.A. in English Education and

M.A. in School Psychology from the University of Northern Colorado. In 1968, Dr. Forness received his Ed.D. in Special Education from UCLA. After graduation he became a school principal at the UCLA Neuropsychiatric Hospital and Chief of Educational Psychology services where he remained for 35 years until his retirement in 2003.

Dr. Forness is internationally known for his work in the

areas of depression, psychopharmacology, early intervention, and mental retardation, and as a continual advocate on behalf of children/adolescents with emotional behavioral disorder and their families. With more than 250 published articles, chapters, and books, and hundreds of presentations, he has dedicated his life to research which has consistently proven to benefit society and higher education.

## Retiring Faculty

### DR. TONY CARVAJAL

Dr. Tony Carvajal retired after 34 years as a faculty member at UNC in the School of Special Education. When reflecting on his most memorable experiences at UNC he states: "I will remember my students, both graduate and undergraduate, who have crossed my path though the years. They are now in their own professional roles, making a significant difference in the lives of young people in our schools. These students have validated to me the importance and true meaning of compassion and dedication. Without any doubt whatsoever, I will miss my colleagues and friends at UNC. I will always think of them fondly. In the future I plan to keep professionally active, explore new horizons with my wife and grandchildren in the Pacific Northwest, and work diligently to forget faculty meetings."

### DR. PAUL RETZLAFF

Dr. Paul Retzlaff retired from the psychology program. In his 18 years at UNC Dr. Retzlaff taught undergraduate and graduate courses such as abnormal psychology, tests and measurements, and neurological assessment. He worked on many graduate student committees and enjoyed mentoring student researchers. Dr. Retzlaff is a prolific scholar who authored more than 240 presentations, abstracts, technical reports, journal articles, and book chapters, mainly in the area of assessment and psychometrics. Paul was selected as UNC's Distinguished Scholar in 1994. Paul's expertise led to extensive reviewing for academic journals and numerous consulting contracts. Paul was well known as a "Mr. Fix-it" among the faculty. The psychology faculty and students benefited from his leadership, generosity, and good humor.

### DR. RICHARD KING

After 30 years in higher education, with the last 17 years as a professor in Educational Leadership and Policy Studies at UNC, Dr. Richard (Dick) King retired. He spent several years as Division Director and also served a term as Interim Dean of the Graduate School. During 2004-2005, Dr. King served as a Fulbright Scholar in Taiwan. Dick stated that engaging students in studies of policy and leadership has been a rewarding experience. He authored numerous journal articles and three editions of a School Finance textbook. Dr. King also represented the college at many meetings of school administrators around the state. While Dr. King has retired from UNC, he recently accepted an administrative position at the University of South Florida.

# Mentoring Student Teachers

The preparation of pre-service teachers is a multifaceted task. The college classroom provides the foundation: content knowledge, learning theory, and teaching methodologies. Yet, this critical foundation is not enough. The student teaching experience provides the missing piece – the opportunity to work with students, parents, teachers, and administrators. This experience can only be provided by K-12 teachers in the field.

I have had the opportunity to work with many UNC student teachers over the past 25 years. Their addition to my classroom has brought added responsibilities and extra paper work. These “negatives,” however, have become insignificant when compared with the many benefits student teachers have brought to my classroom.

Their fresh eyed observations, questions, suggestions, and insights have given me the opportunity to see my classroom anew. Having to explain the classroom’s philosophy, curriculum, structure, and procedures with each new student teacher has provided a form of ongoing quality control. In fact, the only true “negative” comes when they must leave the classroom. Their absence is always felt by me and my students.

I strongly encourage any teacher who has the opportunity to work with a UNC student teacher to accept this responsibility. You and your students will benefit from the experience. You will also have the satisfaction of knowing that you have given back to the profession of teaching by helping prepare our next generation of educators.

Douglas Wurst  
Elementary Teacher  
University Schools  
Greeley

UNIVERSITY of  
NORTHERN COLORADO



Visit us on the Web  
[www.unco.edu/cebs](http://www.unco.edu/cebs)

## Dean continued

At the state level, the *College of Education and Behavioral Sciences* will have to do its share to demonstrate that UNC is meeting the terms of our performance contract. In particular, we will have to ensure that we provide beginning teachers with the skills to recognize the effects of gender on learning. Further, we need to ensure the educators we prepare are fully versed in the use of the CSAP to improve student achievement.

Higher education across the state continues to face financial challenges. Funds are tight—we need to be good stewards of our resources.

On the national scene we need to remain vigilant about issues surrounding teacher preparation. Even though Colorado achieved the highest grade in the nation for the prepa-

ration of teachers from the National Council for Teacher Quality, it seems that we must repeatedly demonstrate our worth to the system. Data are essential to our advocacy and public relations efforts. To that end we are in the process of conducting a large assessment of our elementary teacher preparation programs. This study will be completed in September 2006. Data from the study will be used to improve our programs.



UNC Commencement

The challenges we face are not insurmountable. They should stimulate us to do better. We have top-quality programs, faculty, staff, and students. Our alumni carry out the mission of the college throughout the United States and the world. I suspect some are facing challenges similar to ours.

You are an important asset and ambassador to the College. Thank you for taking the time to read this newsletter. Also, thank you for your ongoing support of the College and UNC.

Have a great summer.

Eugene P. Sheehan

Dean

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