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## **College of Education Newsletter Spring 2016**

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[Browse A-Z Index](#)

[Directories](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[RESEARCH](#)

[STUDENT LIFE](#)

[ABOUT WSU](#)

[NEWS & INFO](#)

[ATHLETICS](#)

[GIVE TO WSU](#)

## WSU College of Education Newsletter

### Dean's Message

Thursday, May 19, 2016 Posted: 10:19:17 AM CT

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### Dean's Message

Our faculty, staff, students and community partners were busy collaborating this year to build strong programs and innovative connections both within the college and far beyond. These efforts resulted in national awards and new partnerships that drive our college forward.

The teacher preparation program earned two major national awards in the past year. Our Professional Development School partnership with Wichita Public Schools received the 2015 Shirley S. Schwartz Urban Education Impact Award from the Council of the Great City Schools last fall. This spring we were honored with the Distinguished Program in Teacher Education Award from the Association of Teacher Educators. Both awards recognize the strong partnership between Wichita State and Wichita Public Schools in providing teacher education candidates with classroom experience while earning their education degree.

The department of Counseling, Educational Leadership, Educational and School Psychology produced the world's first School-Based Registered Play Therapist. Our Play Therapy Center and



[COLLEGE OF  
EDUCATION DEAN'S  
OFFICE HOME](#)

**College of Education  
Dean's Office Edition  
(5-19-2016)**

[Dean's Message](#)

[College advisory board  
enthusiastic about COEd  
future](#)

[College of Education's  
faculty mentoring program  
key to retaining new faculty](#)

[The Professional  
Development School - full  
circle](#)

[World's first School Based  
Registered Play Therapist](#)

[Athletic training student  
Yume Mashiki follows her  
dream](#)

[RSS Feed](#)

[Newsletter Archive](#)

certification program are leading the way in the growing field of Play Therapy.

Sport Management faculty welcomed the second Executive-in-Residence, Mike McCoy, director of business development for the Indoor Football League. McCoy was also general manager for several professional football teams. He shared his knowledge and lessons learned from experience with sport management students by teaching some courses and conducting a number of professional development events for students in the program.

The department of Human Performance Studies' Athletic Training program enhanced its recruitment of international students. Assistant professor Rich Bomgardner has been working with Wichita State's Office of International Admissions to develop videos to actively recruit students from Japan.

I commend the efforts of all these dedicated people, and all of those in our college who create a positive impact on our community, our state and our world.

With Shocker Pride,

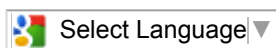
Dean Shirley Lefever

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## College advisory board enthusiastic about COEd future

Posted: Thursday, May 19, 2016 Posted: 10:23:40 AM CT



*Rachel Allen and Christine Downey-Schmidt co-chair the WSU College of Education Advisory Board.*

The College of Education Advisory Board is co-chaired by two enthusiastic advocates for education. One of their priorities is to increase the visibility of the college— in the state and around the world.

Christine Downey-Schmidt was a non-traditional student in the 1970s when she first attended the WSU College of Education, working on her bachelor's degree in elementary education. She had two young children at home and was expecting the third. Now, several decades later, after earning a master's degree in Education Administration, teaching in the public education system for 20 years, teaching for seven years at Bethel College, serving as a state senator and Kansas Board of Regents member, and currently serving as a trustee of the Higher Learning Commission, she is undeniably qualified to serve as an advocate for educators.

Downey-Schmidt felt the time was right to take an active role in supporting the college in its efforts and to be a voice for educators. "Because of cultural issues – poor pay, little respect, strong demands for accountability, and the general perception in the public that almost anybody can teach, which is false – there is a need for really strong advocates for educators," she said.

Rachel Allen taught middle school math for six years in Wichita Public Schools before shifting the direction of her career upon earning a bachelor's degree in accounting from Wichita State. Her passion for children and education remained strong, especially concerning math education. She decided to share her love of mathematics by opening Mathnasium, a math-only learning center, in west Wichita in February 2012. The first center proved to be so popular, she opened a second Mathnasium on the east side of Wichita six months later.

Allen is enthusiastic about the changes going on at Wichita State. "The College of Education has the opportunity to educate people about its excellent programs and to grow the programs, she said. "I am excited to be a part of something that has such a positive impact on young people."

The board currently comprises 26 members, including college alumni, community business owners, a county government official, COEd scholarship donors, retired educators, a retired community college president, and a licensed clinical therapist, among others.

It is a diverse group with a common purpose: to support the mission of the WSU College of Education through the creation and implementation of action plans to increase:

- Opportunities for applied learning and real world experiences for students in the college;
- Resources, including financial, to advance the mission of the college and university;
- The College's ability to assess the needs of the partner and community agencies they are working with, and thus better serve them;
- Awareness and visibility of the College of Education as a recognized leader in education, and the value proposition of attending and supporting Wichita State University and the College of Education, and;
- The ability of the College of Education to identify, evaluate and respond to opportunities and challenges.

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**URL:** <http://webs.wichita.edu/dt/newsletter/show/printthis/index.asp?NID=11228&AID=27261>

# College of Education's faculty mentoring program key to retaining new faculty

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Posted: Thursday, May 19, 2016 Posted: 10:27:00 AM CT

New university faculty members face a steep learning curve as they settle into their assignments. Besides starting their teaching assignments and, in many cases, building research agendas, new faculty members must familiarize themselves with a vast amount of university processes and practices that impact their work.

To assist faculty members in the early years of their appointments, the WSU College of Education (COEd) has implemented a Faculty Mentoring Program. The program pairs newer, more inexperienced faculty members with more seasoned colleagues who can serve as guides, sounding boards and confidants. In some cases, mentors are COEd faculty members; in others, they come from other colleges within the university.



The program is purely voluntary. College leadership assigns mentor-mentee pairings with a “no strings attached” lunch as the initial step in ensuring each party is comfortable with the assignment. Mentors and mentees are then encouraged to meet for lunch or coffee at least monthly. There are no assigned topics for discussion, but a list of suggested topics is provided as a resource.

In addition, all the mentors and mentees meet together in large group sessions two to three times per year. These meetings are platforms for sharing insights, and for discussion of topics of broad interest to mentees and mentors. This year, the large group meetings focused on student engagement and undergoing review for tenure and promotion.

Since its launch in 2012, the program has been well received by both mentees and their mentors. Dr. Heidi Bell, clinical educator in Human Performance Studies, was mentored by Dr. Brien Bolin, director of the School of Social Work, this year. She reported having an excellent experience.

“I found it to be very helpful as I journeyed through my first year,” she said. “Brien’s genuine interest in how I was adjusting in my newest role at the university was obvious, while his approachable and caring demeanor made it very easy to converse and seek his guidance. As a result of this program, I have not only gained a wonderful mentor but also a true friend.”

Dr. Bolin echoed those sentiments, noting that the program provides growth opportunities for both mentees and their mentors. “I have gained as much as Heidi in the mentoring relationship,” he said.

And as summer approached, Dr. Bolin said, “I will miss the monthly meetings, conversations, and ability to carve out space in our schedules to talk without agendas. I hope to be able to continue this journey next year.”

New faculty members are eligible to continue in the program for the first five years of their appointment, so mentors and mentees do indeed have the opportunity to continue working together from year to year. Such relationships may play key roles in ensuring the success of talented, new faculty members.

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## The Professional Development School - full circle

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Posted: Thursday, May 19, 2016 Posted: 10:32:12 AM CT



*Jodi McArthur, fourth from left, was part of the first cohort of the College of Education's Professional School Development candidates in 1996.*

It is so satisfying when things come full circle.

In 1996 Jodi McArthur entered the Elementary Education program at WSU and was given the option to be a part of the Professional Development School program. The students who chose this option would spend more time in the public school classroom than others in their cohort.

McArthur jumped at the chance. "I was drawn to the extra experience we would receive in the classroom," she said. "I'm a hands-on learner, so that resonated with me."

The PDS program is designed to develop a collaborative learning community of university faculty, teacher candidates, classroom teachers, and PreK-12 students.

Approximately 20 WSU students in the PDS program spent time observing and learning at Horace Mann, Irving and Park Elementary Schools. They even attended some of their professional education classes at Horace Mann, where university faculty taught classes on site.

The education students made arrangements with their cooperating teachers to spend 12-15 hours per week in the elementary classroom. During McArthur's senior year, she spent the entire time in one classroom with the same teacher. Upon graduating she felt confident stepping into the role as a full time teacher.

McArthur taught first grade at Irving elementary and was a cooperating teacher, mentoring PDS students from WSU. "I loved it," she said. "I knew where they were coming from and I loved learning from them and sharing what I had learned."

McArthur then taught third grade at Horace Mann where she also served as PDS Site Coordinator where she was given the task to recruit cooperating teachers within the school and help place WSU education students with those cooperating teachers.

She eventually taught middle level math at Marshall Middle School. “That’s what I originally had wanted to do,” McArthur said. After a successful run at teaching middle school math, she became an instructional coach, whose job it is to observe teachers and give constructive feedback to encourage continual improvement of teaching skills. “I found myself giving feedback to teachers who had been my cooperating teacher when I was a student,” McArthur said.

McArthur now serves as Elementary Liaison for the WSU College of Education, supervising education students in their placements and coordinating the efforts of university faculty and school personnel to ensure that the WSU/Wichita Public Schools partnership is benefitting everyone involved. “I’m excited to be a part of (the PDS) and to give to future teachers what was given to me.” And she’s just the person to do that, having been through the entire process – the full circle.



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# World's first School Based Registered Play Therapist

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Posted: Thursday, May 19, 2016 Posted: 10:36:28 AM CT

Sylvia Schmidt is the world's first SBRPT... and she couldn't be more pleased or proud to put those credentials behind her name.

Schmidt has been a counselor for Wichita Public Schools for almost 22 years, but becoming a School Based Registered Play Therapist through the Wichita State Play Therapy certification program, offered by the Department of Counseling, Educational Leadership, Educational and School Psychology, provides her with a whole new perspective.

"Learning about play therapy fundamentally changed my approach to counseling," she said. "Knowing about brain development and how dysregulation occurs over time gives me a much stronger position in which to help teachers and other staff develop more comprehensive ways in which to view behavior and devise more appropriate strategies to help kids be successful and move forward."

Dysregulation is a term used to describe a person's inability to regulate themselves cognitively, behaviorally, emotionally, etc. which can be caused by trauma.

Schmidt would encourage school counseling students to pursue the play therapy certificate. "Knowing a few play therapy techniques that are learned in a workshop or using some techniques from a book is not nearly as effective as gaining the knowledge and background to know why a person may need to do an activity or process to work through his or her issues."



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**URL:** <http://webs.wichita.edu/dt/newsletter/show/printthis/index.asp?NID=11228&AID=27264>

## Athletic training student Yume Mashiki follows her dream

Posted: Thursday, May 19, 2016 Posted: 10:39:30 AM CT



*Yume Mashiki dreamed of becoming an athletic trainer. Her dream brought her to Wichita State and now she and Dr. Rich Bomgardner are encouraging other Japanese students to do the same.*

To Mashiki, Wichita is in “the country.” She considers the largest metropolitan area in Kansas as quiet compared to her home town of Saitama, Japan (population almost 1.5 million), just north of Tokyo.

Mashiki played tennis in high school, but suffered injuries and couldn’t play as well as she had hoped. She was in the hospital receiving treatment for a tennis injury when she met an athletic trainer who had studied in the U.S.

“Before, I thought I wanted to be a doctor,” Mashiki said. But when she found out about athletic trainers, her interest changed. “I like sports!” she said.

Mashiki liked the idea of working with people to help them feel better after being injured while playing sports. She went to the U.S. Embassy in Japan where staff helped her find athletic training programs on the internet. She found herself dreaming of becoming an athletic trainer and sent emails to about 20 different universities that offered the program. “Some of them never replied,” she said.

But Dr. Rich Bomgardner did.

Bomgardner is assistant professor in the department of Human Performance Studies and leads the athletic training program. “We’ve had several students from Japan,” said Bomgardner. “And one from China.”

Bomgardner has been working with Tat Hidano, an international admissions advisor with Wichita State’s Office of International Education, to actively recruit students from Japan. Sport is a huge industry there and Bomgardner sees much potential in being a part of meeting its athletic training needs.

“We’ve made some videos that Tat is showing in Japan at recruitment events,” said Bomgardner.

One video features Mashiki telling about her experience at Wichita State and about the athletic training program here. Bomgardner invites anyone interested to contact the Wichita State Office of International Education for more information. The other is a whirlwind tour of the facilities in the Heskett Center and specifically in the state-of-the-art Human Performance Lab, where students spend much of their time learning about athletic training.

Mashiki said the best thing about Wichita State is the friendly people she meets. And, she said, “In Japan, I could only imagine what an athletic trainer does. Here, I get to experience it.”

The most difficult thing for her is communication. And while her conversational English is quite good, there are so many words in the English language that have similar meanings, but with subtle distinctions. And, as in any field, there is specific terminology that is used.

Bomgardner gave the example of the words “strength” and “tension” that are used in the athletic training field. He said that because the English language and the field has words with such specific meanings, he makes accommodations for non-native speakers to ensure they understand the content of what they are learning and the questions asked on tests. Bomgardner allows them to take tests in his office, if they choose, so they feel comfortable asking about the specific meaning of some of the words.

Mashiki plans to graduate in 2019, which she said will be perfect timing for her to be involved in the 2020 Olympics, hosted by Japan. Then she would like to return to the U.S. to attend graduate school.

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