

BUILDING DREAMS GROWING LEADERS



WHERE GREAT IDEAS BEGIN

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Great beginnings: Dean Edick and her five grandkids.

Visualizing an idea or a dream is like taking a glimpse into a possible future. You've probably heard the quote from philosopher Lao Tzu, "a journey of a thousand miles begins with a single step." By taking that "single step," an idea or a dream can eventually become a reality, especially with the right support and resources.

In July, I celebrated my 10th anniversary as the first woman dean of the College of Education (COE). I'm proud of that milestone, and I often think of my single step: the decision to become an elementary school teacher, dreaming of the impact I could have on education.

Over the past ten years, it's been a privilege to play a role in helping our students, staff, faculty, and administrators build their dreams and develop their ideas. One of our college's biggest accomplishments has been supporting Dr. Nick Stergiou to rethink the impossible and build the world's first free-standing building devoted to Biomechanics research, the Biomechanics Research Building (BRB). A privately-funded, \$11-million expansion of the BRB has been under construction for the last year, and this fall we will celebrate the grand opening of 30,000 sq. ft. of new learning spaces and research labs, and an expanded machine shop.

Inspiring, life-changing work is happening throughout our entire college. In this publication, you'll read about recent alumna Melany Spiehs, an early childhood educator at Spring Lake Elementary. During her graduate program coursework, she developed ideas for a toy library, an outdoor classroom, and a guided playgroup for families, all implemented at her school. Because our project-based early childhood curriculum utilizes the most cutting-edge play research, Melany's projects are already having positive impact on the 110+ preschoolers at Spring Lake.

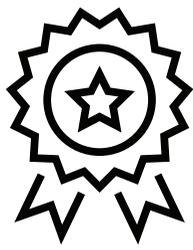
You'll also read about many of our emerging leaders and the people supporting them on their academic journeys. People like faculty member Dr. Janice Garnett, who helps first-generation college students and women of color navigate their first year of college through a program offered in UNO's Office of Multicultural Affairs. Not only is Dr. Garnett modeling the values of her department, Educational Leadership, she is helping our young leaders lay the groundwork for success.

I hope you enjoy reading about the projects that originated here in the College of Education and the many leaders we've grown along the way. We are so proud of the COE-connected individuals who are working to help our campus and community thrive. Thank you, alumni, donors, students, and friends, for joining us on this journey and for helping us change lives.

Nancy A. Edick, EdD
Lois G. Roskens Dean

 @UNO_COE

 @COE.UNO



COE Grad student Kabao Lor, Winner of UNO's 2019 Outstanding Service Award

DEDICATED TO SERVICE

Kabao Lor grew up in a busy household with high expectations for academics. Five of her six siblings attended UNO, and she spent time on campus as a youth, so coming to UNO was a natural fit. A passion for language drew her to the field of speech-language pathology, as did the influence of one of Kabao's biggest cheerleaders—her sister, a nurse who has worked closely with many therapists and clinicians.



KABAO LOR
GRADUATE STUDENT, SPEECH-LANGUAGE PATHOLOGY

SERVICE LEARNING IS AN AWESOME WAY TO GET INTO THE COMMUNITY TO EMPLOY THE SKILLS WE ARE TAUGHT IN CLASS. WE GET THE OPPORTUNITY TO PRACTICE IN REAL-LIFE SITUATIONS.

In April, Kabao was honored with one of UNO's most prestigious student awards: the 2019 Outstanding Service Award. Over the last five years, Kabao has participated in six projects with the UNO Service Learning Academy (SLA). She is a member of the UNO chapter of the National Student Speech Language Hearing Association (UNO NSSLHA), and has volunteered with the Omaha Public Schools (OPS) Transition Program, helping high school graduates with disabilities practice their life skills.

"Service learning was an awesome way to get into the community to employ the skills we were taught in class. We had the opportunity to practice in real-life situations. Going to these places and having to think on your feet and move as fast as the environment around you moves, it's really good for sharpening your critical thinking skills and how fast you can problem solve," explained Kabao. "It was a great way to become a better student, and overall a better clinician."

Her most memorable service learning experience was at Blackburn Alternative High School, an OPS alternative education site serving 9-12 graders. Kabao was part of the Rad Women of Omaha project, which involved Blackburn students and resident artist Kim Darling, the UNO Writing Center, and UNO speech-language pathology students. Kabao and her fellow speech-language pathology students helped the Blackburn teens write and edit the narratives for the language-focused portion of the project through Dr. Mitzi Ritzman's Childhood Language Disorders course.

According to Dr. Ritzman, "Service learning projects require integration and application of course content, flexibility of thought, and the ability to generalize knowledge to new contexts. Kabao's commitment to excellence throughout these experiences speaks to her genuine commitment to serving individuals with communication disorders."

Kabao will graduate with her master's degree in May 2020 and is beginning the externship portion of her program. She is working alongside a certified speech-language pathologist (SLP) to learn about scheduling, managing caseloads, and serving clients in an education and a medical setting.

Kabao is grateful for the support she's received from faculty and the staff of the UNO Speech-Language Clinic, where students work toward clinical hours. "My clinical educator/supervisor, Lynn (Grubb), was amazing. She is so knowledgeable on the clinical side



RAD WOMEN OF OMAHA

Thirty-six notable women from Omaha's past and present were the focus of the recent Rad Women of Omaha project at Blackburn Alternative High School. Students spent a semester researching, writing narratives, and creating paintings and sculptures about the women with support from Resident Artist and UNO alumna Kim Darling, the UNO Writing Center, and UNO speech-language pathology students. Rad Women culminated in an exhibition at the Omaha Design Center and was later displayed at UNO's Community Engagement Center.



and has been a huge inspiration. Being in clinic with Lynn has prepared me to manage behaviors in kids which is important in research to keep things consistent."

Kabao continued, "It was also important to make social connections and make friends. I met my best friend in the program, and she's been one of my biggest motivators. We both came for undergraduate and stayed for the grad program. She keeps me going, and I keep her going, and we always joke that we probably wouldn't have made it far if we hadn't met because it was really tough. I can't imagine doing it without that social support group."



BROOKLYN LARIMORE
UNDERGRADUATE STUDENT,
PUBLIC HEALTH



THE POWER OF ADVOCACY

Photos courtesy of the Campaign for Tobacco-Free Kids

The future is in excellent hands with College of Education student Brooklyn Larimore. Just starting her sophomore year at UNO, this Public Health major is already a nationally-recognized tobacco prevention advocate.

For the last seven years, Brooklyn Larimore has followed her passion. And that passion has taken her from community advocacy and outreach in Nebraska all the way to lobbying efforts in Washington D.C., leading to a measurable change in both local and national policy.

"I got involved with tobacco prevention because the majority of my family used to smoke, and I personally saw the negative impacts that it had on people's health. I realized I could do something about that. I could get involved and really make my voice heard," said Brooklyn. "Policy change is key with making a difference with tobacco prevention because policy impacts how people behave."

She began tobacco prevention work in 7th grade. A teacher encouraged Brooklyn to join No Limits, Nebraska's first youth-led and youth-driven tobacco prevention movement. She joined their board, composed of teens from across the state who are dedicated to fighting Big Tobacco and served as president for three years.

"It opened the door to the field of public health because I was exposed to the education and community outreach side and the policy side, so I was set on entering public health since the start of high school."

Through No Limits, Brooklyn presents to middle schoolers about the health risks of vaping and tobacco. "My prevention strategy is to get at the kids early, in middle school. I've seen how education works on those ages, and they receive it better coming from a young person rather than an adult. Schools are trying to equip them to enter high school. It's harder to reach juniors and seniors, who already have influences and behaviors."

In 2018, national organization Campaign for Tobacco-Free Kids (TFK) honored Brooklyn as a Youth Advocate of the Year, recognizing her as a top youth leader in the fight against tobacco. Through Campaign for Tobacco-Free Kids, Brooklyn has served as a National Youth Ambassador for almost four years. The twenty TFK Youth Ambassadors from across the country gather on Capitol Hill once a year to advocate with

“ Policy change is key to making a difference with tobacco prevention because policy impacts how people behave.”

lawmakers. Throughout the year, the teens work with regional directors and the TFK national lobby team to help progress policies on the state level. The teens also fly to Washington D.C. to attend hearings and to lobby with U.S. Senators.

Brooklyn is also involved as a youth ambassador with the American Cancer Society Cancer Action Network (ACS CAN), the nation's leading cancer advocacy organization, and for Truth Initiative, a national nonprofit working to create a culture where all youth and young adults reject tobacco. She is interim president of Metro Omaha Tobacco Action Commission (MOTAC) and works with an engaged team on Omaha-based initiatives such as smoke-free apartments and tobacco-free parks.

Through TFK and ASC CAN, Brooklyn has testified in front of the Nebraska Legislature on four bills. "This year, Nebraska passed Tobacco 21. It didn't raise the age from 18 to 21, but it was amended to 19. I testified for that bill trying to raise the age. Although we didn't get it to 21, having it at 19 is really helpful because gets it out of high schools."

BROOKLYN'S ADVOCACY WORK



2018 Youth Advocate of the Year,
Campaign for Tobacco-Free Kids

Interim President of Metro Omaha
Tobacco Action Commission (MOTAC)

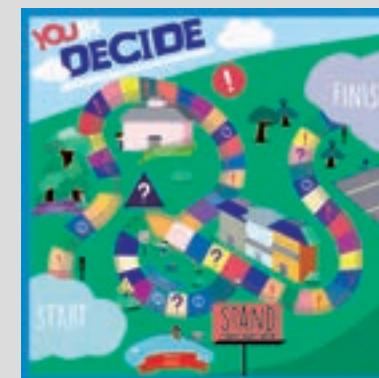
Board Member and Past President
of No Limits Nebraska

Youth Ambassador with the American
Cancer Society Cancer Action
Network & the Truth Initiative



Developed a board game for
middle schoolers, YOUth Decide

YOUth Decide conveys to kids how tobacco marketing affects different groups according to identity, race, and socio-economic status. Using scenario cards, players move along the game board based on the situation they select.





“ EVERY PROJECT THAT I CHOSE WAS DESIGNED TO HAND PLAY BACK TO CHILDREN.”

MELANY SPIEHS
ELEMENTARY EDUCATION, BS '04 & MS '18

SUPPORTING OUR LITTLEST LEARNERS WITH PLAY

To step inside Melany Spiehs' classroom at Spring Lake Elementary is to enter a magical, colorful world of learning and fun. Melany keeps her preschoolers busy with the most important work of young children: play.

Melany Spiehs, a '18 graduate of the Master of Science in Elementary Education, Early Childhood Education, returned to UNO and teaching in 2015 after a 10-year hiatus. She was excited about the advances in play research, the project-based learning format of the classes, and the mentoring and support from faculty.

One of her favorite experiences was helping to design UNO's Play Lab, a hands-on learning lab for aspiring early childhood educators, which opened in Aug. 2017.

"We designed it from the ground up. Having that Play Lab, where a teacher can get comfortable with play, is so important. If a teacher is not comfortable with play in her own life, it's hard to let it happen in the classroom. We need to take time for joyful activity."

Several projects Melany developed during her grad school experience at UNO have been rolled out to the seven classes and approximately 110 preschoolers at Spring Lake Elementary.

"Every project that I chose was designed to hand play back to children. Giving children the autonomy to play and work out those skills and develop their own ideas will help keep our country and culture democratic. They have been robbed of play through screen time, and we must give play back to kids."

Driven by her passion for outdoor play, Melany's first project was a revitalization of an abandoned nature playground a few hundred feet away from her portable.

"I noticed an area that seemed to be a garden space but had fallen into disrepair and vandalism," explained Melany.

During Dr. Deb Wisneski's Leadership in Early Childhood class, Melany was motivated to get buy-in from the community to help clean up the space. She sought guidance and advice from the principal at neighboring school Gomez Heritage Elementary and from UNO's Dr. Steven Rodie. With clean-up assistance

from the Spring Lake Park Neighborhood Association, along with the parents and teachers of Spring Lake, the team restored the outdoor classroom.

"Each class goes out twice a week. The kids don't want to come in! They prefer it to the playground," smiled Melany. "It's arranged like center time with play provocations, and we switch up the materials—

“ We are now seeing the younger siblings in our classes, and they have more of those constructive play skills.”

art, books, music and instruments, blocks, binoculars, paints. The goal is to keep it simple and natural."

In the UNO course, Play as a Learning Medium, Melany developed the concept for a toy library, inspired by observations of her younger students. "My 3- and 4-year-olds were coming in with immature play skills: dumping and knocking toys down like a toddler would do, when they should have been doing constructive play. I discovered that they didn't have simple toys like blocks, baby dolls, and dishes at home. They didn't have the exposure, and they didn't know how to play with open-ended toys."

Her students now have a strong home/school connection by checking out toys every Friday from regularly-rotated, developmentally-appropriate items. "They love it when it's their turn to take toys home—they think it's the best thing ever. We tell parents, 'this is their homework, and they need to go home and play with these toys with their siblings.' We are now seeing the younger siblings in our classes, and they have more of those constructive play skills—creating stories along with their play."

Melany's newest undertaking is an extension of her capstone project, "I was stuck on that low-play skills aspect. I make home visits and when I would ask, 'What do they play with?' parents were showing me tablets and phones, which are not the best for children."

In response, Melany created a playtime vs. screen time infographic flier in English and Spanish, and she supplemented those materials with 4-week evening playgroup class, piloted this past spring.

"The preschool teachers set up provocations, we gave a short talk, and then we let the families play while we observed. If we noticed a parent was disconnected, we jumped in and modeled," explained Melany.



PROJECT-BASED LEARNING

While pursuing her master's degree, Melany Spiehs embraced the project-based learning format of the Early Childhood Education program. Three projects she developed in grad school were rolled out to all seven preschool classes at Spring Lake Elementary, having a positive impact on over 110 preschoolers and their families.

- 1 Revitalized an Outdoor Classroom**
- 2 Developed a Toy Library**
- 3 Created a Playgroup for Families**



Photos courtesy of Spring Lake Elementary

[Biomechanics]

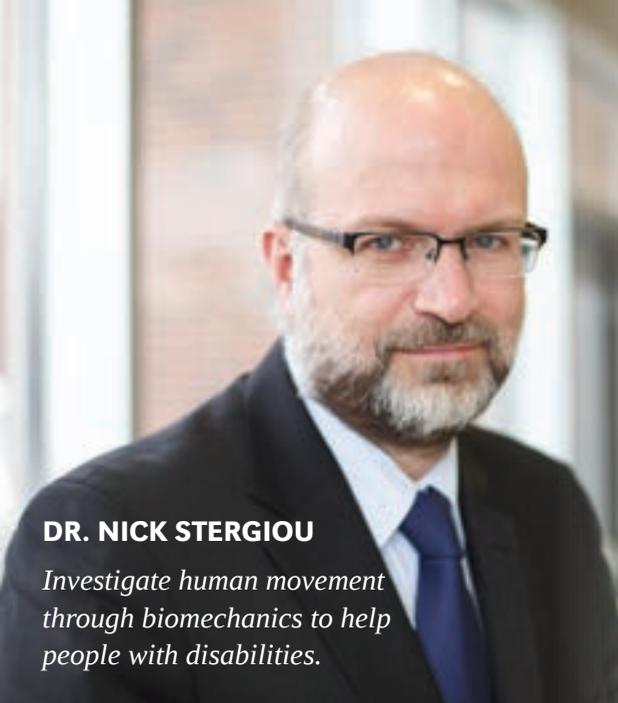
DR. JORGE M. ZUNIGA

We examine the influence of upper limb prostheses in the brains of children.



DR. BRIAN A. KNARR

Improving rehabilitation through the design and testing of assistive technology.



DR. NICK STERGIOU

Investigate human movement through biomechanics to help people with disabilities.

MEET THE DREAM TEAM

Many dynamic teams exist in the College of Education, and one visionary team is ready to accomplish a dream many years in the making. Under the leadership of Founding Chair Dr. Nick Stergiou, an expansion of the Biomechanics Research Building (BRB) is almost complete. To learn about the research at the BRB, visit coe.unomaha.edu/brb-ar or scan the QR code to read the annual report.



DR. NATE HUNT

Discovering movement performance principles for improving mobility, stability, and agility.



DR. MUKUL MUKHERJEE

We study dynamics of sensorimotor interactions during gait and postural tasks.



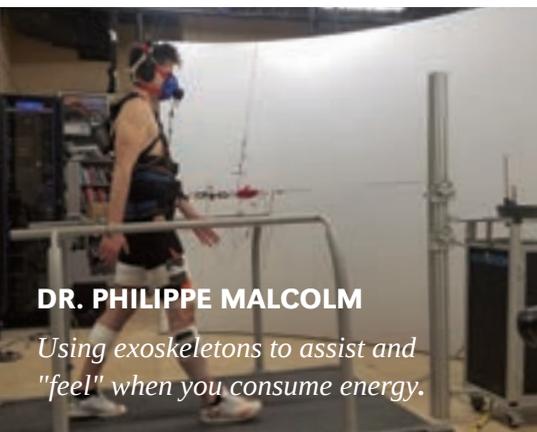
DR. SARA MYERS

Using biomechanics to improve walking performance in patients with peripheral artery disease.



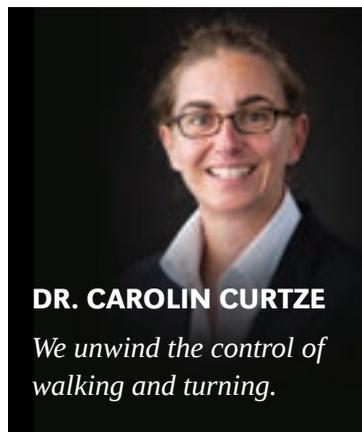
DR. VIVIEN MARMELAT

We study how humans coordinate their movements, alone, together or with music.



DR. PHILIPPE MALCOLM

Using exoskeletons to assist and "feel" when you consume energy.



DR. CAROLIN CURTZE

We unwind the control of walking and turning.



DR. KOTA TAKAHASHI

We study human feet, from muscles, sweaty feet to prostheses.



DR. JENNA YENTES

Helping people with pulmonary disease feel better about moving.



New for the 19-20 academic year, faculty join us from UNMC:

**DR. ALEXEY KAMENSKIY,
DR. ANASTASIA DESYATOVA,
AND DR. KASPARS MALECKIS**



Department of Biomechanics honored with the 2018 Innovator of the Year Award from UNeMed



Biomechanics featured on NET Television's new series on innovation and creativity in Nebraska, "What If..."



3

National Institutes of Health (NIH) Awards: Drs. Brian Knarr and Nate Hunt each received an R15, and doctoral student Jeff Patterson received an F31



Mentees and mentors having fun at a YWEI getting-to-know-you activity



IT IS IMPORTANT TO EMPOWER YOUNG WOMEN TO BREAK THROUGH STEREOTYPES AND ASSIST THEM WITH CREATING A PATHWAY TO BE LEADERS IN THE FUTURE."

DR. JANICE GARNETT | INSTRUCTOR, EDUCATIONAL LEADERSHIP

COLLEGE SUCCESS IS A GROUP EFFORT

For Educational Leadership faculty member Dr. Janice Garnett, one question frequently drives her work: how can we mentor the next generation of women leaders? At UNO, a wrap-around support system for college success is helping young women in the early stage of their leadership journey, and Dr. Garnett plays a key role.

The Young Women Empowerment Institute (YWEI) is designed for young women of color between 17-21 years of age, who are first-generation UNO freshmen.

Funded in part by the Omaha Chapter of The Links, Incorporated, the YWEI is based on a model that was first launched by The Links at Langston University, a historically black college (HBCU) in Oklahoma, and successfully rolled out to 71 chapters of The Links throughout the country.

Dr. Garnett helped establish the original model through her work with The Links' central organization. "We wanted to put this comprehensive support system around students—especially women and first-generation students—so they had a way of navigating this landscape called college," explained Dr. Garnett, who works as the YWEI Community/Faculty Liaison.

In 2015, she worked with leadership in the Office of Multicultural Affairs to bring the concept to UNO.

Through Multicultural Affairs' Sisterhood Program, young women meeting the criteria for YWEI are identified and provided an invitation to join the cohort. Ten to fifteen freshmen women are brought into the program each year and provided with a layered support system consisting of five components: professional development, mentoring, life planning, social awareness, and health and wellness.

“ There are so many people who care about you and your future. It's good knowing people care.” - 2018 YWEI Participant

The young women write a Life Plan which must include their career goals and plans beyond college. They are also paired with a mentor: a successful woman from the community, and often a first-generation student herself. The year-long program concludes with an end-of-the-year celebration where the participants present their Life Plans and celebrate with the program mentors, community partners, and donors.

"The celebration is to acknowledge that we do not do this in isolation," explains Dr. Garnett. "Being

positive role models, providing guidance and advice, assisting with difficult situations, and being a cheerleader on the side is a must for the next generation of women of color. It is important to empower young women in our communities to break through stereotypes and assist them with creating a pathway to be leaders in the future."

According to long-term outcomes of the program, 90% of participants completed the goals in their Life Plans, and 80% of participants graduated from college and obtained sustainable, living-wage careers.

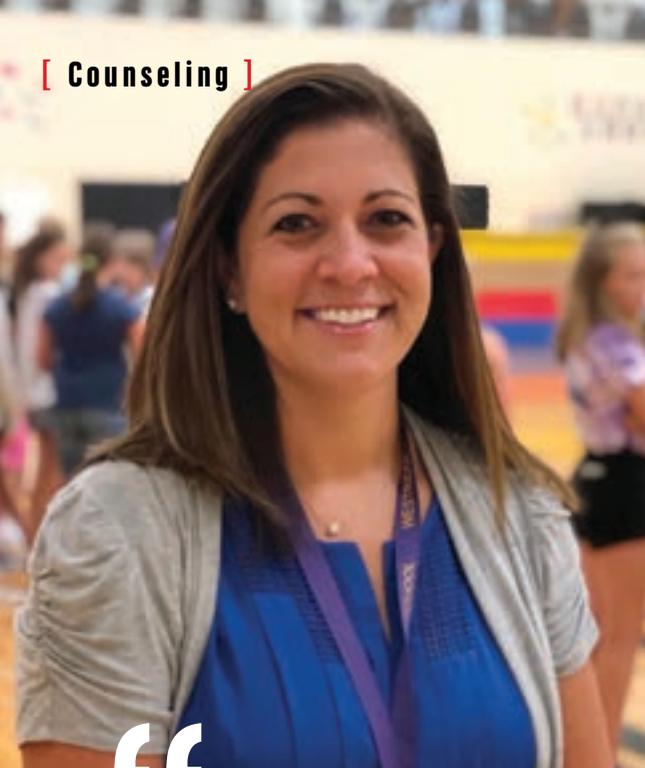
Multicultural Affairs' Interim Director Taricka Burton believes the success of YWEI lies in the strength of the partnerships. "This program is an example of what collaboration looks like. Working with Dr. Garnett helped to establish a structure for a program of women empowering other women. We are the safety nets for these young women. These young women have truly developed more confidence in their ability to succeed. They become focused and committed to doing well in their college courses. They have a comprehensive support system in place to assist with their transition from high school to college."

THE WORK OF EDUCATIONAL LEADERSHIP

According to Dr. Kay Keiser, chair of the Department of Educational Leadership (EDL), a commitment to equity and social justice have shaped the department and its alumni for over 30 years. The first doctoral program on UNO's campus, EDL has cultivated leaders from the field of education as well as the private and non-profit sectors. EDL programs look at a variety of different leadership beliefs and their role in society.

Events such as the biennial DocTails gathering, and the annual Topics In Education Symposium (TIES) in partnership with Phi Delta Kappa (PDK), are important spaces for EDL students and alumni to have connection and conversation with other Omaha-area leaders. This year, DocTails was held at Joslyn Art Museum during the 30 Americans exhibition, showcasing works by the most important African American artists of the last three decades.





AT UNO, I DEVELOPED A STRONG PASSION FOR SCHOOL COUNSELING, DREAMING OF THE PROGRAM I WOULD CREATE AND THE STUDENTS I COULD HELP.

RACHEL CATLETT | COUNSELING, MS '15

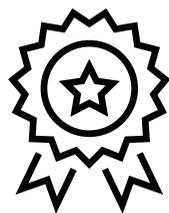
GOING ABOVE AND BEYOND

COE Counseling Alumna and School Counselor at Westridge Middle School in Grand Island, Rachel Catlett, was recently honored as the 2019 Nebraska School Counselor of the Year by the Nebraska School Counselor Association.

Rachel Catlett came to the field of school counseling with a bachelor's degree in Criminal Justice from UNL. She earned concurrent master's degrees in 2015, completing UNO's Counseling program and a fast-track Curriculum and Instruction program from Doane University.

Her academic background and experiences—including teaching practicums at Omaha North and Omaha Central High Schools—prepared her to implement dynamic programming at Westridge, with topics like anti-bullying, online safety, suicide prevention, and inclusion, as well as robust mental health resources for students and families.

According to Westridge Assistant Principal Kayla Wichmann, "The students know that they can go to her and trust her. For a lot of the kids, she is the first person that they go to."



**COE Alumna
Rachel Catlett is
the 2019 Nebraska
School Counselor
of the Year**

What was your experience like at UNO and in the School Counseling Program?

I thoroughly enjoyed my experience at UNO. I loved arriving to night classes and walking onto campus in the Fall. As a small-town Nebraskan, UNO's campus is a wonderful escape from the urban hustle and noise. All of my classes were enlightening, and I developed a strong passion for school counseling; dreaming of the program I would create and the students I could help.

Graduate school is when I really came out of my shell. I had always done well in school, but had been shy and rarely spoke up in class. My graduate experience was much different. I was passionate about the topics and always wanting to learn more. The way we practiced our skills face to face is something you could never get online. Moving through the awkwardness can only be done in person. Overall, I found my classes challenging and inspiring.

How was UNO's School Counseling program significant to your professional development as a school leader and school counselor?

The School Counseling program prepared me to be a strong advocate for school counselors, a comprehensive program, and students. We discussed the roadblocks school counselors face and how to advocate for ourselves, which in turn helps students. We discussed the major themes of the ASCA (American School Counselor Association) model, which includes leadership. This was a very important part of each class, and I feel UNO prepared me to be the leader I am at Grand Island Public Schools.

Did your perspective change as you went through the program?

I became more self-aware of my thinking process and how my strengths could help improve schools and student success. Throughout the program, I realized that I see the big picture, yet follow through with the planning, organization, and details just as well. This is a great asset to have when you are implementing new programs into a school setting. I also learned that showing stakeholders your outcome data is extremely important.

What sets UNO apart from other institutions?

I enjoyed the challenging classes and was inspired to become a high-quality school counselor. Also, I don't think I would be the school counselor I am today if I took my classes online. Communication, discussions, and truly finding my voice during graduate school has shaped me into a strong leader and advocate.

COUNSELING HIGHLIGHTS



New Alternative School Counseling Endorsement creates a pathway for students without teaching certificates



American School Counseling Association (ASCA) model used as a framework to train students



8.35%

Increase in client sessions from 2017 to 2018 in the Community Counseling Clinic

In existence since 1977, the Community Counseling Clinic is the training clinic for advanced counseling students completing clinical hours. Students work with clients while being mentored and supervised by licensed Counseling department faculty.

STORIES FROM THE NU FOUNDATION



WHY I GIVE: DR. CONNIE SCHAFFER

As an alum, I give to honor the COE faculty who in my past role as a student influenced my professional and personal life in countless ways. Among other things, these faculty members taught me to...

- ask good questions
- appreciate the opportunities embedded in new challenges
- consider and value multiple perspectives

As a faculty member, I give to sustain the critical work of COE's current programs. I am privileged to teach and learn with COE colleagues and students who are...

- engaged in research and practices that contribute to the cognitive, emotional, and physical well-being of people
- recognized within their disciplines at the national and international level
- relentlessly advocating for equity and justice

While the past and present provide significant motivation for giving, I primarily give to support the future. I trust my financial contributions will forward the COE legacy so the next generation of faculty, staff, and students can...

- continue to enhance the quality of life for our children and grandchildren
- solve problems and challenges difficult for us to imagine
- commit themselves to ongoing learning, professional excellence, and advancing the ideals of our democracy

Interested in supporting the College of Education? **Donate online at www.nufoundation.org/UNOFundCOE** or contact COE Director of Development, Nicole Massara, at 402.502.4105 or nicole.massara@nufoundation.org.

JUAN "MANNY" VALADEZ ELEMENTARY EDUCATION MAJOR

My name is Juan Valadez. I am the son of a single mother and a first-generation college student. In the fall of 2019, I will be entering my senior year at UNO majoring in Elementary Education with an endorsement in general education and a concentration in ESL. Growing up, I always knew I wanted to be a teacher. I was inspired by the teachers in my life and how much they helped me to value myself and my hard work. I always knew that college would be in my future, but I often worried about how I would pay for it. I have had a job ever since I was able to work, I saved a little money for college, but I also had to help pay my portion of bills at home. I worked hard in school so I could get good grades and hopefully receive scholarships. Since I chose to attend a university outside of my home state, I was not eligible for many of the scholarships offered at my high school. Despite this, I still applied to each one I was eligible for.

I have mostly financed my education by working and taking out student loans. When I was notified the summer before my junior year that I would be receiving the Alice Pratt Memorial Fund Scholarship, I was thrilled. It meant so much to me that generous donors would be willing to help someone they didn't know finance their education and better their future. The summer before my senior year at UNO, I was notified that I had been awarded the Brignoni ESL/Bilingual Scholarship, I was so overwhelmed that I had again been awarded a scholarship by generous donors. I would never be able to express the gratitude I felt towards these donors and how much it meant to me that they were willing to help me continue on a path towards my dreams.



GROWING UP, I ALWAYS KNEW I WANTED TO BE A TEACHER. I WAS INSPIRED BY THE TEACHERS IN MY LIFE AND HOW MUCH THEY HELPED ME TO VALUE MYSELF AND MY HARD WORK.

Make a difference in the lives of our students with a recurring gift

It's easy and convenient to set up a recurring gift to the College of Education at www.nufoundation.org/UNOFundCOE. After entering your email address, select your gift amount, enter your donor and payment information, check the "Make my gift recurring" box, and select your giving frequency. **Thank you for helping us ensure a strong future of research and education at UNO.**



\$10
PER MONTH:

Covers the cost of one student's licensure exam



\$25
PER MONTH:

Sends a grad student to a conference to present research



\$50
PER MONTH:

Provides global engagement support



\$100
PER MONTH:

Supports student scholarships

2018-2019 HIGHLIGHTS



TEACHER EDUCATION

TED faculty created a four-year Global Engagement Plan, increasing study abroad options for undergrads.

The Teacher Scholars Academy project funded by the NU Foundation and launched at the October 2018 Educator's Rising Conference.



SPECIAL EDUCATION & COMMUNICATION DISORDERS

Dr. Phil Nordness and colleagues awarded a \$1.25M Personnel Prep grant from the Dept. of Education.

A SECD team joined an American Association of Colleges for Teacher Education (AACTE) network working to address the national shortage of special education teachers.



HEALTH & KINESIOLOGY

Dr. Jason Coleman is the new director of the School of Health & Kinesiology.

Exercise Science alumnus Dr. R.J. Shute received the Helen Hansen Outstanding Graduate Student Award.

The Midlands Sexual Health Research Collaborative (MSHRC) received an Omaha Community Foundation Equality Fund grant for an LGBTQIA+ leadership institute.



COUNSELING

Graduated 61 students in 2018, a 64.68% increase from 2016.



BIOMECHANICS

New Master of Science in Biomechanics and minor in Biomechanics approved.

Faculty and staff welcomed 120 middle schoolers for National Biomechanics Day.

Dr. Mukul Mukherjee received an AIREA award, and his doctoral student Zachary Motz received a Predoctoral Fellowship from the American Heart Association (AHA).



EDUCATIONAL LEADERSHIP

Launched the Leadership Summit, a 5-part speaker series for students and the community.

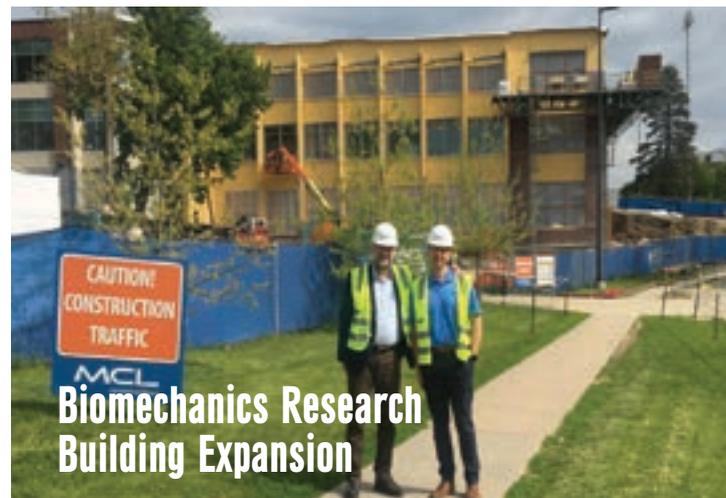
A series of online current issues courses were developed for alumni seeking to add or renew administrative certificates.



The Metropolitan Omaha Educational Consortium (MOEC) celebrated its 30th year of dedication to public education



National Biomechanics Day



Biomechanics Research Building Expansion



Vascular Lab Opens



New Virtual Dissection Table



Athletic Training at the Omaha Children's Museum



BODYMODELS



Eureka!-STEM

2018-2019 HIGHLIGHTS



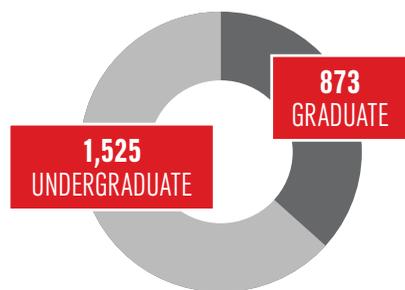
ENROLLMENT

NUMBER OF STUDENTS PER UNIT | FALL 2019

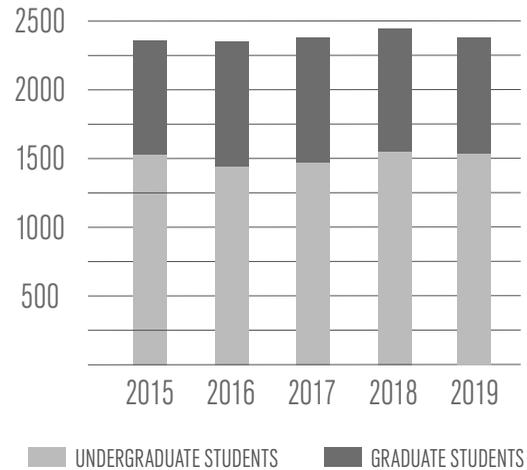
- Biomechanics: **61***
- Counseling: **184**
- Educational Leadership: **142**
- Health and Kinesiology: **409**
- Special Education & Comm. Disorders: **381**
- Teacher Education: **1,298****

*Exercise Science PhD, duplication of 11
**Early Childhood Inclusive, duplication of 61

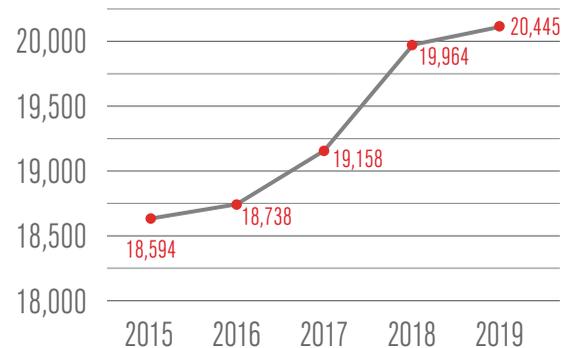
OUR STUDENTS | FALL 2019



TOTAL # OF STUDENTS (2015-2019)



STUDENT CREDIT HOURS PRODUCED



AWARDS & ACCOLADES

The Department of Biomechanics honored with the 2018 Innovator of the Year Award from UNeMed.

Dr. Shari DeVeny received a 2019 Alumni Outstanding Teaching Award.

Dr. Sofia Jawed-Wessel selected as a 2019 Champion of Pride by The Advocate.

Courtney Luxon received an Excellence in Advising Award from NACADA: The Global Community for Academic Advising.

Erica Rose received a 2019 Outstanding Innovation in Teaching with Technology Award.

Dr. Dusty Slivka recognized with the 2019 UNO Graduate Mentor Award.

Dr. Nick Stergiou voted President-Elect of the American Society of Biomechanics.

Dr. Jenna Yentes received the Chancellor's Commission on the Status of Women (CCSW) Outstanding Achievement Award and a Promising Scientist Award from the International Society of Posture and Gait Research (ISPGR).

Dr. Deb Wisneski graduated from Leadership Omaha, Class 41.

2

Fulbright Program Award Winners

Samantha Sack, Biomechanics and Molecular & Biomedical Biology | Gabriela Amador, Elementary Education



EXTERNAL FUNDING

\$71.4 MILLION

in faculty grant proposals submitted in 2019

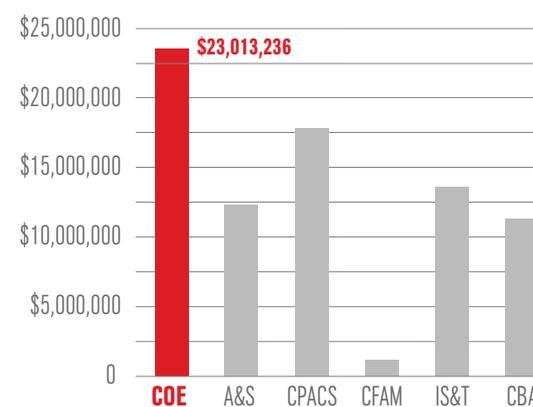
GRANTS AWARDED (2014 - AUG. 2019)

Data now reported by academic year

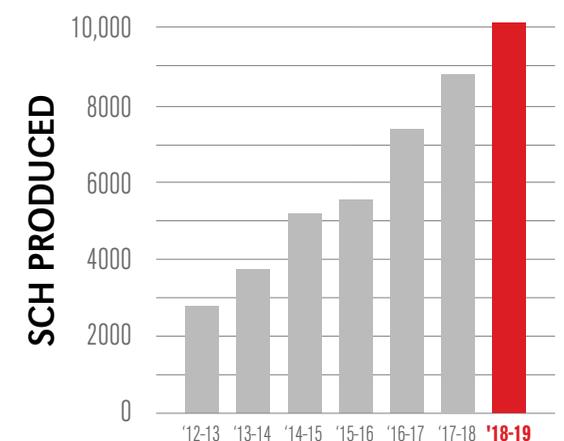
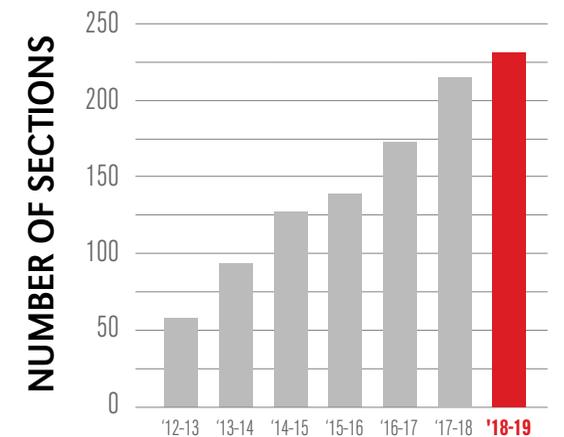


GRANTS AWARDED BY COLLEGE (2014 - AUG. 2019)

Data now reported by academic year



DISTANCE EDUCATION



COE ANNUAL REPORT

2018-2019

Lois G. Roskens Dean

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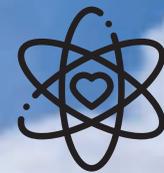
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STEM HIGHLIGHTS



BODYMODELS is bringing STEM and Biomechanics curriculum to 1,500+ Omaha-area elementary students



Eureka! STEM partnership with Girls, Inc. wrapped up a seventh successful summer



uBEATS partnership with UNMC delivering STEM curriculum to 90,000 Nebraska secondary students



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