COLLEGE OF EDUCATION
AND HUMAN SCIENCES

Enhancing Lives—Strengthening Relationships

cehs.unl.edu
Mission
The College of Education and Human Sciences is dedicated to enhancing the lives of individuals, families, schools, and communities and to strengthening the relationships among them.

Values
In pursuing our mission, the faculty, staff, students and graduates of the College of Education and Human Sciences are guided by shared values that inform every aspect of our work. Specifically, we value:

• Excellence in all aspects of the life of the College;
• Innovation, creativity, and curiosity as we address the complex issues facing individuals, families, schools, and communities;
• Respect for diverse people, ideas, voices and perspectives;
• Multidisciplinary approaches to scholarship that integrate teaching and learning, research, scholarship, and creative activity, outreach, and service;
• Working together to positively impact the lives of individuals, families, schools, and communities;
• Partnering with people in the community to support the mission and vision of the College of Education and Human Sciences;
• Emphasizing both the creation of new knowledge and its application to human and community needs thereby combining the strengths of a research-intensive, land-grant university.

Our Mission and Values in Action
The mission and values of CEHS come to life through research/creative work, teaching/learning, and extension/outreach. Each of these functions informs and affects the others. This report describes how we are enacting our mission and values at the University of Nebraska–Lincoln.

Message from the Dean
Here at the University of Nebraska–Lincoln, the College of Education and Human Sciences (CEHS) brings the power of higher education to bear on the challenges individuals, families, schools and communities face every day. That power manifests itself through the teaching, research and outreach of talented faculty, staff and students and is demonstrated through the contributions our alumni make to the communities in which they live.

Approximately 3,010 undergraduate students, 1,200 masters and doctoral students, and more than 300 faculty and staff members are part of the CEHS community. Although our interests vary widely, all of our academic efforts address the physical, intellectual, social and economic well being of individuals, families, schools and communities as they function here in Nebraska and throughout the world. As a result, CEHS programs are intellectually stimulating and personally satisfying. The people-oriented focus of the college gives students, faculty and alumni a world of opportunity in which to achieve their goals and dreams. High academic standards undergird the knowledge and skills students, faculty and staff members rely on to pursue those dreams effectively.

This college, which began in 2003, by combining Teachers College and the College of Human Resources and Family Sciences, has come into its own. Since that first year, we have grown in many ways—in the size of our student body, faculty and staff; in our scholarly productivity; and in the scope of our teaching and outreach. Most importantly, the quality of our work is high and so are our aspirations to make a difference.

I invite you to learn more about us in these pages. We are proud of our past, enthused about the present, and eagerly looking forward to the future.

Sincerely,

Marjorie Kostelnik
Dean, College of Education and Human Sciences
University of Nebraska–Lincoln
CEHS takes pride in its academic offerings and is dedicated to maintaining excellence in teaching and learning. We embrace the practice of program review and believe validation by others is an important part of continuous improvement.

- Athletic Training program – Commission on Accreditation of Athletic Training Education
- Counseling Psychology – Commission on Accreditation, American Psychological Association
- Dietetic Internship and Didactic Program in Nutrition and Dietetics – Accreditation Council for Education in Nutrition and Dietetics, Academy of Nutrition and Dietetics
- Marriage and Family Therapy program – Commission on Accreditation for Marriage and Family Therapy Education
- Nebraska Internship Consortium in Professional Psychology – Commission on Accreditation, American Psychological Association
- Ruth Staples Child Development Laboratory – National Academy of Early Childhood Program Accreditation, National Association for the Education of Young Children
- School Psychology program – Commission on Accreditation, American Psychological Association and the National Association of School Psychologists
- Special Education Hearing Impaired program – Council for Education of the Deaf
- Speech-Language Pathology and Audiology programs – Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association
- Teacher and Professional Education programs – Council for the Accreditation of Educator Preparation (TEAC/CAEP) and the Nebraska Department of Education
One in four graduate students at UNL is enrolled in CEHS. The college has more graduate students than any other college on campus.

In addition to our on-campus programs, CEHS offers via distance education:

- 1 undergraduate degree completion program
- 18 master's degrees, specializations, concentrations or areas of study
- 3 doctoral degrees
- 8 graduate certificates
- 10 teaching endorsements

### CEHS FACTS

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Undergraduate Programs

Child, Youth and Family Studies
• Child Development/Early Childhood Education
• Child, Youth and Family Studies/Journalism and Mass Communications
• Early Childhood Education in a Mobile Society
• Family and Consumer Sciences Education
• Family Science
• Inclusive Early Childhood Education: Birth to Grade 3

Nutrition and Health Sciences
• Athletic Training
• Culinary Science (Culinology®)
• Nutrition and Dietetics
• Nutrition, Exercise and Health Science
• Hospitality, Restaurant and Tourism Management
• Nutrition Science
• Pre-Physical Therapy

Special Education and Communication Disorders
• Elementary Education and Special Education (K-6)
• Special Education (7-12)
• Speech-Language Pathology—Pre-professional

Teaching, Learning and Teacher Education
• Elementary Education (K-6)
• Secondary Education (7-12)

Textiles, Merchandising and Fashion Design
• Merchandising
• Textiles and Fashion Design
• Textiles, Merchandising and Fashion Design/Communications
• Textile Science

CEHS FACTS
CEHS awards 39 teaching endorsements
Since 2003, CEHS has graduated over 5,000 new teachers for the nation’s schools
Our college graduates are in every Nebraska county and in all 50 states
100% of CEHS undergraduate students complete a practicum, internship or field experience for their degree

CEHS Fact Book
Our college holds an annual student research conference to give undergraduate and graduate students an opportunity to showcase their work and dialogue with faculty and peers.

CEHS partners with the Institute of Agriculture and Natural Resources to conduct federally funded research through the UNL Agricultural Research Division.
Obesity is eating away at our country’s health and economy. At epidemic proportions, America’s collective weight gain shows no signs of slowing. Even though the “cure” to obesity is relatively simple—balancing caloric intake with an appropriate amount of exercise—it seems many Americans aren’t willing, or in some cases able, to get in step.

Enter the Nebraska Center for the Prevention of Obesity Diseases through Dietary Molecules (NPOD). Funded by a five-year, $11.3 million grant from the National Institutes of Health’s Centers of Biomedical Research Excellence (COBRE), NPOD is researching nutritional solutions to obesity at the molecular level. The grant was awarded in 2014, and the center is housed in the Department of Nutrition and Health Sciences (NHS) in the College of Education and Human Sciences.

“Through this center, we’ll develop science-based strategies using dietary compounds to improve human health,” says Janos Zempleni, NPOD director and Willa Cather Professor of Molecular Nutrition in NHS. “Our focus on nutrient signaling and the prevention of obesity and obesity-related diseases makes NPOD unique in the United States and globally.”

What is the cost of obesity? In medical care costs alone, one 2008 estimate puts it at a staggering $147 billion annually. Obesity-related diseases include diabetes, cardiovascular disease and non-alcoholic fatty liver disease. The personal costs to individuals’ and families’ quality of life are incalculable.

Zempleni is building a center that will become a global leader in nutrient signaling research. Collaborating with the University of Nebraska Medical Center and other strategic allies, NPOD is establishing a community of nationally recognized researchers in nutrition, genetics, biochemistry, molecular biology, immunology and bioinformatics.

Nutrient signaling research explores how nutrients initiate biochemical chain reactions that cause a cellular response, including fat storage and disease-causing inflammation. Many nutrient-dependent signaling pathways await discovery and are promising targets for consumer-friendly, cost-effective methods to prevent and treat obesity-related diseases, according to Zempleni.

“NPOD has a genuine interest in translating research discoveries into patient care and consumer behavior,” says Zempleni. “The services offered by our core facilities will accelerate the rate of discovery.”

NPOD facilities, located on the University of Nebraska–Lincoln’s East Campus, provide services for UNL-based researchers and external collaborators that include bioinformatics, biostatistics, large-capacity and high-speed computation, molecular biology, animal imaging and phenotyping, and metabolomics.

Construction on the core research facility at UNL is scheduled for completion in October of 2015. The facilities, coupled with the scientific expertise of researchers, hold tremendous potential for discovering molecular secrets that nutrients may possess. It is hoped those discoveries will lead to nutritional solutions for decreasing the risk for obesity and related diseases. But Zempleni and his colleagues are not waiting for construction to be completed. Research is underway in other locations on campus, and a network of collaborative researchers across the globe is being assembled.

With a healthy appetite for discovery, NPOD researchers hope their menu of nutritional expertise, persistence, fresh resources and innovation will result in a diet that Americans can swallow.
Evidence-Based Interactions between Indoor Environmental Factors and Their Effects on K-12 Student Achievement, U.S. Environmental Protection Agency; Bovaird (Educational Psychology, Nebraska Center for Research on Children, Youth, Families and Schools)

Food Safety for Diverse Families with Young Children, U.S. Department of Agriculture–NIFA; Albrecht (Nutrition and Health Sciences)

Indigenous Roots Teacher Education, U.S. Department of Education; Engen-Wedin (Teaching, Learning and Teacher Education)

Innovation and Collaboration: Creating a Transdisciplinary Childhood Obesity Prevention Graduate Program, U.S. Department of Agriculture–AFRI; Carr, Fischer, Takahashi (Nutrition and Health Sciences); DeGuzman (Child, Youth and Family Studies)

Language Bases of Skilled Reading Comprehension, U.S. Department of Education; Bovaird (Educational Psychology, CYFS); Nelson (Special Education and Communication Disorders)

Math Early On, Buffett Early Childhood Fund; Heaton (Teaching, Learning and Teacher Education); Edwards, Molfese (Child, Youth and Family Studies)

Midwest Regional Robert Noyce Connections 2014-2015: Building Communities of Practice, National Science Foundation; Lewis, Pedersen, Swidler (Teaching, Learning and Teacher Education)

Parents and Children: An Efficacy Study of Peer Support for Parents of Middle-School Youth with Emotional Disturbance, U.S. Department of Education–IES; Duppong-Hurley, Epstein, Torkelson-Trout (Special Education and Communication Disorders)

Promoting Transition Outcomes in Youth with LD and EBD: An Efficacy and Replication Study of the On the Way Home Aftercare Intervention, U.S. Department of Education–IES; Duppong-Hurley, Epstein, Torkelson-Trout (Special Education and Communication Disorders)

A Randomized Trial of Joint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students with Disruptive Behaviors, U.S. Department of Education-IES; Bovaird, Sheridan, Glover, Kunz (Educational Psychology; Nebraska Center for Research on Children, Youth, Families and Schools)

An Ecological Model of Latino Youth Development, National Science Foundation; Buhs (Educational Psychology); de Guzman (Child, Youth and Family Studies)

Child Care and Youth Training and Technical Assistance Project, U.S. Department of Agriculture; Durden (Child, Youth and Family Studies)

COBRE, Nebraska Center for the Prevention of Obesity Diseases through Dietary Molecules, U.S. Department of Health and Human Services, National Institutes of Health, National Institute of General Medical Sciences; Zempleni, Su (Nutrition and Health Sciences); Computational Creativity to Improve Computer Science Education for CS and non-CS Undergraduates, National Science Foundation; Shell (Educational Psychology)

Efficacy of the Getting Ready Intervention at Supporting Parental Engagement and Positive Outcomes for Preschool Children at Educational Risk, U.S. Department of Education-IES; Bovaird (Educational Psychology); Clarke, Knoche, Sheridan (Nebraska Center for Research on Children, Youth, Families and Schools); Marvin (Special Education and Communication Disorders)

Evaluation of Early Steps to School Success, Save the Children; Raikes (Child, Youth and Family Studies)
The College of Education and Human Sciences provides outreach at the local, state and national level putting our experience and expertise to practical use.

UNL Barkley Speech Language and Hearing Clinic provides services for individuals with speech, language, hearing and other disabilities. Services available include hearing evaluations, hearing aid selection, habilitation and rehabilitation for persons who are deaf and hard of hearing. The center also houses the Sertoma Hearing Aid Bank which is available to assist clients who need hearing aids but lack the resources to buy them.

Counseling and School Psychology Clinic conducts psychological and educational evaluations of children, youth and adults to address referral questions from parents, caregivers and/or schools.

Couple and Family Clinic is a non-profit family therapy center located on campus providing counseling and therapy for individuals, couples and families from the community. The center provides real-life training experiences for students.

Kit and Dick Schmoker Reading Center provides quality literacy instruction for children struggling with reading and writing. It provides service to the community, training for CEHS students, and conducts literacy research. Instruction is individualized for each child with the goal that each improve reading skills, gain greater confidence as a reader, and develop a love for reading.

Robert Hillestad Textiles Gallery is devoted to the exhibition of textiles—from art to apparel, from East to West, from past to present, and from emerging artists to the acclaimed. The gallery is dedicated to Dr. Robert Hillestad, an internationally renowned fiber artist and professor emeritus of Textiles, Merchandising and Fashion Design.

Ruth Staples Child Development Laboratory provides students the opportunity to observe and work with children directly. The Laboratory serves children and families from the United States and around the world.

Nebraska Extension is an integral part of CEHS. Programs and outreach activities translate research into practice, improving the lives of Nebraska residents. Programs receiving national recognition include The Learning Child, Community Vitality, Food, Nutrition and Health, and 4-H Youth Development.
The College of Education and Human Sciences partners with others across the University of Nebraska system to expand the reach of the university. Examples include:

• The Buffett Early Childhood Institute—transforming the lives of young, at-risk children by improving their learning and development.

• The Rural Futures Institute—supporting rural communities and regions in building upon their unique strengths and assets to achieve their desired futures.

Everyone loves a win-win scenario, and that describes the Kit and Dick Schmoker Reading Center. In fact, it’s a win-win-win scenario.

Win #1: Established in 2004, the center serves as an integral part of CEHS’s teacher preparation program. Every student seeking a teaching certificate at UNL will spend time working with struggling readers at the Schmoker Reading Center. Students from all three CEHS departments that prepare teachers—Teaching, Learning and Teacher Education, Special Education and Communication Disorders, and Child Youth and Family Studies—are provided hands-on experiences that will help them better understand reading and writing disabilities and how to help children overcome them.

“Our students learn how to assess a student for reading problems, interpret the assessments and determine appropriate interventions to meet the student’s needs,” said Michael Hebert, director of the Schmoker Reading Center. “Because these children often have reading disabilities, they need instruction that is systematic and direct. Our UNL students need to learn how to provide explicit skills and strategy instruction to these children. Struggling readers need many opportunities to respond to instruction with immediate and consistent feedback. We don’t want them wasting time guessing at the right or wrong strategies.”

Win #2: The Schmoker Reading Center is making a difference for Lincoln children who are reading below their grade level. While not free, the service is low cost and scholarships are available for families who qualify. Approximately 180 students participated last year with plans to expand up to 220. During the school year, the program meets in 24 one-hour sessions each semester—twice a week. In the summer, students meet four days a week for 90-minute sessions for a total of 13 sessions.

“We see growth in the reading skills of the children we work with,” says Hebert. “Our approach includes explicit instruction in writing, comprehension strategies, phonics and spelling, and reading fluency. We tailor the strategies to the needs of the student—an important teaching lesson for our pre-service teachers.”

Win #3: The center also contributes to the scientific knowledge about reading and writing development by acting as a research lab—a way to try promising new strategies that can help children improve their reading skills and then duplicate them elsewhere to help more children. For example, a study examining using note-taking strategy for teaching students about informational text was recently conducted as a study using small group tutoring sessions.

“We’re trying to put more emphasis on research,” Hebert says. “We want to make sure that we’re teaching our college students the most effective and state-of-the-art approaches. We want to maximize the instructional time for children and our UNL students, so we teach our students to use evidence-based practice shown to be effective by research.”

While the primary purpose of the Kit and Dick Schmoker Reading Center is to train pre-service teachers, the long-term goal is to improve reading and writing skills for children. That happens as a result of the instruction at the center and through UNL graduates taking their teaching skills into Nebraska classrooms.

During the NU Foundation Capital Campaign, the College of Education and Human Sciences received more than $38.3 million in gifts from alumni and friends. These funds support students and faculty in the college and have enabled us to enhance our programs and facilities, including the examples below.

Scholarship and Fellowship Support. CEHS had available more than $1.35 million to award in scholarships and fellowships to CEHS students in 2015. Through the generosity of CEHS supporters, 120 new scholarships and fellowships have been established through the University of Nebraska Foundation since 2003.

Professorships for Faculty Support. The College of Education and Human Sciences was pleased to receive funding to add seven new professorships since fall 2014. These professorships recognize the promise/potential of existing faculty, and may also be used to recruit new faculty to strengthen our areas of excellence.

Facilities and Program Enhancement. A new addition to the Quilt House building is the most recent college project established through private gifts. A groundbreaking ceremony was held in 2014 with completion in June of 2015. Other existing facilities have also been refurbished as a result of initiatives funded through donor support for capital improvements to education and the human sciences. Examples include:

- The Student Services Center and Field Placement Office, providing academic and study abroad advising services to CEHS students in every major.
- The Henzlik Hall lobby and Pixel Lab (formerly the Instructional Design Center).
- Ruth Leverton Hall, home to the Department of Nutrition and Health Sciences.
- Home Economics Building, home to the Department of Textiles, Merchandising and Fashion Design and offices for the Department of Child, Youth and Family Studies and the CEHS Dean.
- The Alumni Learning Technologies Center (ALTC), providing computers and technology support to faculty, staff and students in CEHS.
- The Angeline Anderson Children’s Garden, transformed the playground of the Ruth Staples Child Development Laboratory into a state-of-the-art outdoor environment.
- The Barkley Memorial Center, preparing teachers and other professionals to educate children and adults with speech and hearing disabilities and which provides clinical services to individuals with speech and hearing impairments.
- The Buros Center for Testing, providing leadership in measurement and testing practices.
- The Robert Hillestad Textiles Gallery, the only gallery of its kind in the region devoted exclusively to the exhibition of textiles.
- The Ricketts Computer Classroom, providing instructional space for active student participation in computing.
CEHS sponsors the following Annual Conferences and Speaker Series:
- Building Family Strengths (international conference)
- International Quilt Study Center & Museum Symposium (international conference)
- Women in Educational Leadership (national conference)
- Nutrition and Food Update (state conference)
- Student Research Conference (collegiate conference)
- Annual Research Methodologies Series
- Creating Rural Connections (speaker series)
- Helen Kelley Symposium for Excellence in Education
- Charles and Shirley Niemeyer Healthy Housing Seminar
- Critical Issues Forum (statewide conference)
- Sybouts Student Research Conference (annual conference in Educational Administration)
- Nebraska Center for the Prevention of Obesity Diseases (NPOD) Annual Symposium
- Tech Edge (annual statewide series of conferences)
- Nebraska Gateway to Nutrigenomics (NGN) Seminar Series

CEHS is home to the following publications:
- Instructional Leadership Abstracts (Katherine Wesley, editor)
- Journal of Women in Educational Leadership (Marilyn Grady, editor)
- Applied Measurement in Education (Kurt Geisinger, editor)
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- Journal of Women in Educational Leadership (Marilyn Grady, editor)
- Applied Measurement in Education (Kurt Geisinger, editor)

Departments

Child, Youth and Family Studies
Richard Bischoff, chair
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402-472-2957

Educational Administration
Brent Czaja, chair
341 Teachers College Hall
Lincoln, NE 68588-0360
402-472-3726

Educational Psychology
RJ De Ayala, chair
114 Teachers College Hall
Lincoln, NE 68588-0345
402-472-2223

Nutrition and Health Sciences
Timothy Carr, chair
110 Leverton Hall
Lincoln, NE 68588-0806
402-472-3716

Special Education and Communication Disorders
Sherrri Jones, chair
301 Barkley Center
Lincoln, NE 68588-0738
402-472-2145

Teaching, Learning and Teacher Education
Lawrence Scharmann, chair
118 Henzlik Hall
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402-472-2231

Textiles, Merchandising and Fashion Design
Michael James, chair
234 Home Economics
Lincoln, NE 68588-0802
402-472-2291