

Our First 100 Years

SOCRATES
PLATO
ARISTOTLE
BOYD
LOYOLA
COMENIUS
PESTALOZZI
HERBART
FROBELL
MCGUFFEY
BORACE MANN
ELLIOT



COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

Points of Pride

- UF education graduates have a perfect pass rate on the Florida teacher certification exam nearly every year.
- Our Counselor Education department was the nation's top-ranked program in its discipline in 1997, according to the *U.S. News & World Report*, and remains a consistent Top 5 selection.
- UF's ProTeach program was one of the first teacher-preparation programs requiring an additional fifth year of study for teacher certification.
- The Florida Fund for Minority Teachers, created to attract minorities into teaching, is based at and administered by the UF College of Education.
- Our elementary teacher education program received an international award in 2003 for distinctive achievement in integrating technology into the curriculum.

A Century of Innovation

Since 1906, the College of Education at the University of Florida has been a nationwide leader in education. Our faculty have been pioneers in the community college and middle school movements and in science and counselor education, as well as in teaching children with special needs and in perfecting methods of education. Our five-year programs for teacher preparation were among the first of their kind and remain among the best.

Each year, our 84 full-time faculty help prepare some 350 teachers, counselors, administrators and school psychologists for roles in education. They teach more than 1,900 full-time undergraduate and graduate students and produce roughly 250 publications. Their outreach extends to schools and classrooms throughout Florida and provides professional leadership to organizations and agencies with national and international missions.

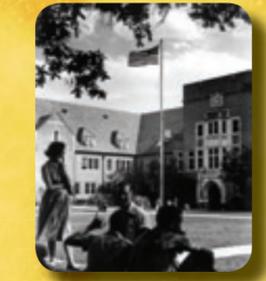
Success of our graduates, national recognition of our programs, our historical significance and our promise for future achievements: These are all sources of our pride – past, present and future.

Outreach Scholarship

Outreach Scholarship, or scholarship that contributes to the public good, is the core principle of a transformation the College of Education is implementing in its research, teaching and service programs. Here are a few examples:

- Professors partner with public school educators to devise ways to include more students with disabilities in regular classrooms.
- A UF professor leads field trips for students to migrant farm worker communities in South Florida to study their culture and educational opportunities.
- Education technology researchers develop online high school lessons for rural or home-schooled students who otherwise might not have access to such courses.
- UF "professors-in-residence" embed themselves in classrooms throughout Florida to help high-poverty schools boost teacher retention and student achievement.

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1996
The state's new Florida Fund for Minority Teachers is based at UF to attract promising minority students into teaching careers.

1999
UF alumni Allen and Delores Lastinger contribute \$2 million, the College's largest gift to date, to establish the Lastinger Center for Learning, which develops projects to help at-risk children in K-5.

2006
Yearlong Centennial Celebration planned.

1984
COE launches ProTeach, the nation's first mandatory five-year teacher preparation program.

1994
New education Dean Roderick J. McDavis becomes UF's first African-American dean.

2005
William and Robbie Hedges commit \$1.9 million for research to help marginal students learn.
Ambitious fund-raising campaign launched to renovate Norman Hall and build education research and technology annex.

1958
P.K. Yonge School moves to own campus.
A leader in desegregation in the South, the College enrolls its first black student.

1997
Counselor Education program ranks No. 1 in its specialty by *US News & World Report*.

2003
First Scholarship of Engagement banquet held to honor scholarship students, donors and educators whose activities address important social and community concerns.

1905
Florida Legislature consolidates higher education for teacher preparation into two schools—UF for men and the Florida State College for Women.

1912
School restructured as UF Teachers College and Normal School.
John A. Thackston becomes first dean.

1931
Teachers College renamed College of Education.

1947
Women are allowed to enroll at College of Education for regular academic year.

1957
P.K. Yonge School building renamed Norman Hall for former Education Dean James W. Norman.

1906
First education classes held by the UF Normal School (predecessor of the College of Education).

1913
First permanent College of Education Building (Peabody Hall) is built in center of campus.



1934
College moves into own campus building at new P.K. Yonge Laboratory School, the state's first lab school.

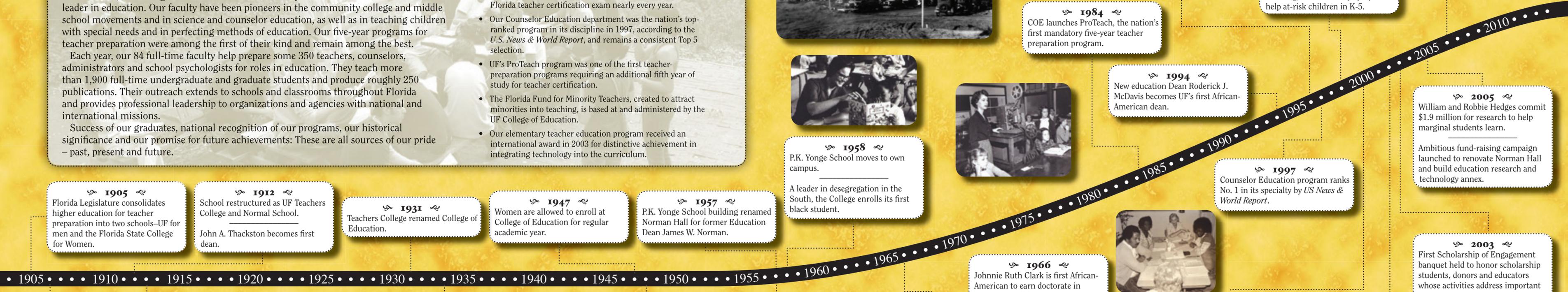
1948
Alice McCartha earns a Ph.D. in education, the first woman to receive a doctorate from UF.

1957-67
Education Professor James Wattenbarger guides development of state's community college system.

1966
Johnnie Ruth Clark is first African-American to earn doctorate in education at UF.
Yearlong institute culminates three-year effort to create middle-school system in Florida to help educators handle a child's formative years in a transitional setting.

2000
UF Alliance program formed, linking UF with urban schools around the state to explore new solutions to urban education issues.

2002
Catherine Emihovich becomes first woman to lead College as dean.



COLLEGE OF EDUCATION UNIVERSITY OF FLORIDA

~ Celebrating the Past; Educating for the Future ~

The founding of a Normal Department for male teacher education in Gainesville in 1905 set the stage for a long and rich history for the College of Education at the University of Florida.

The Early Years



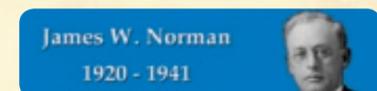
John A. Thackston
1909 - 1916

In 1909, founding dean, John A. Thackston, and other early administrators worked tirelessly to promote education at the university. Their efforts became visible in 1912, when the university opened a Teachers College that offered courses leading to bachelor's degrees in education, as well as a Summer School open to men and women.



Harvey Warren Cox
1916 - 1920

Harvey Warren Cox replaced Thackston as dean in 1916. A new era in teacher training at the university level would soon take shape as the Florida Legislature ruled to consolidate teacher training around the state into the two programs at the University of Florida and the Florida State Women's College (now FSU).



James W. Norman
1920 - 1941

In 1920, James W. Norman, fresh with a doctorate from Teachers College at Columbia University, took over the dean's chair, a seat he would hold for more than 20 years. Norman endorsed the idea that professional training combined with experience would result in success in education. His philosophy took shape in the form of a laboratory school that would house a K-12 school as well as College of Education faculty and students.

P.K. Yonge Laboratory School opened in 1934 with 470 students.

The Early Transition Years

The 1940s were important transition years for the College. Norman stepped

down as dean in 1941 and Assistant Dean G. Ballard Simmons, who had a long history at the university including director of P.K. Yonge Laboratory School, was named acting dean.

G. Ballard Simmons
1941 - 1949

Graduate education got a boost in 1946, with approval to offer a doctor of education degree.

A major change for the university and College alike came in 1947 when the Legislature made both state universities coeducational. The challenge of the late 1940s was to accommodate the rise in enrollment at both the undergraduate and graduate levels that came with coeducation and the influx of young men taking advantage of the G.I. Bill.



Joseph B. White
1949 - 1964

By the time Joseph B. White, a young professor in elementary education, was appointed dean in 1949, the College was experiencing serious growing pains. In 1957, a new laboratory school opened on 37 acres near the university. The old P.K. Yonge Laboratory School – renamed Norman Hall for the former dean – became the College of Education.

The rising student enrollment in the College made it necessary to place more student teachers in community schools, thus shifting the role of P.K. Yonge in teacher training from active involvement to observation and limited participation. Meanwhile, the College gained national recognition for its teacher-education program in 1954, when it was accredited by the National Council for the Accreditation of Teacher Education.

By the 1950s, Florida was on its way to becoming the largest state in the Southeast. The state Board of Control sought out UF Education Professor James Wattenbarger to develop a plan for community colleges that would help lessen the strain on the higher education system from the growing population.

Under Wattenbarger's guidance, the state's community college system went from an enrollment of just under 3,000 students to more than 75,000.

The College of Education remained active in higher-education development through the newly formed Institute of Higher Education, which today continues its mission of helping state colleges and universities run more efficiently.

The Early Research Years



Kimball Wiles
1964 - 1968

Kimball Wiles became dean in 1964. Although he sat in the dean's chair for just four years before his death in an auto accident, his legacy would live on more than 30 years later.

By 1965, Wiles felt that colleges of education had progressed past the point of merely turning out teachers. To become a quality graduate institution in education, Wiles thought the College needed to expand its research efforts. He enacted a plan to create three institutes that would promote scholarly investigations in the fields of human resources, curriculum development and educational leadership.

The Florida Educational Research and Development Council was also formed, linking the College with 21 counties to promote innovation and research in state public schools. And in 1963, the College helped advance the study of a new middle-school concept to meet the needs of children between the ages of 10 and 13.

Bert Sharp, director of undergraduate programs in teacher education, was named dean after Wiles' death in 1968.



Bert Sharp
1968 - 1978

This was a high time for the College. In a 1971 survey of education doctoral programs, the College ranked among the top 10 in the fields of higher-education administration and curriculum teaching and in the top 15 in guidance and administration. In 1975, P.K. Yonge was

voted the country's best laboratory school. And a 1976 survey rated the College 16th in the nation in terms of faculty and program strength. Also during the 1970s, the Department of Counselor Education made great strides in its path to becoming the No. 1 counselor-education department in the nation.

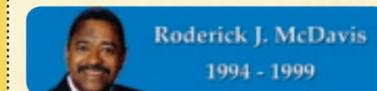
The ProTeach Years



David Smith
1978 - 1994

Sharp left the dean's office in 1978 and David Smith, then dean of the School of Education at the University of Montana, was tapped to replace him. Smith's 16-year tenure would be marked by a project that would overhaul the teacher-education program.

Pioneered in the early 1980s by College faculty, ProTeach (PROfessional TEACHER) entailed two components: general studies to provide students with a broad liberal arts and sciences base and professional studies to give students instruction in the College and experience in schools. The program required five years of study toward a master's degree. Enrollment rose along with the quality of applicants for admission.



Roderick J. McDavis
1994 - 1999

Roderick J. McDavis became the College's ninth dean in 1994. Recognizing that the College could not remain static if it wanted to keep on the cutting edge of teacher education, McDavis set out to restructure the teacher education program and the College as a whole.

The ProTeach program was retooled in 1995 to focus on the changing demographics in public schools and the movement to include students with disabilities in general education classes. By combining the elementary and special education programs, the College was better able to prepare teachers for dealing with the varied demands of an exceptional student body.

One of the final changes McDavis made before he left the university in 1999 was to reorganize the College into five academic

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departments: Counselor Education; Educational Administration and Policy; Educational Psychology; Special Education; and Teaching and Learning. The restructuring created opportunities for more collaboration between units and for the development of new graduate programs and research initiatives.

The Later Transition Years



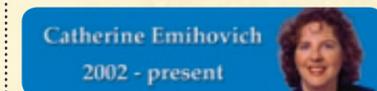
Ben F. Nelms
2000 - 2002

In 2000, Ben F. Nelms, director of the College's newly named School of Teaching and Learning, agreed to serve as dean for a two-year term. Nelms persuaded Rodman Webb, veteran faculty member, to join him as associate dean for academic affairs. It was a tough period for the university, which was experiencing budget woes and a statewide reorganization. Together, Nelms and Webb would help transition the College into the 21st century.

Nelms and Webb led the College through several construction projects that included building a new student services center, restoring the former P.K. Yonge school library for use as classroom and meeting spaces, and commissioning plans to build a proposed education technology annex.

Perhaps the highlight of Nelms' administration, however, is the extension of services to public schools. The Laster Center for Learning opened to serve high-poverty elementary schools in the Gainesville, Jacksonville and Miami areas. And the University of Florida Alliance became a universitywide program, collaborating with urban high schools in Jacksonville, Miami and Orlando to help prepare at-risk students for college admission.

The Current Years



Catherine Emihovich
2002 - present

In August 2002, Catherine Emihovich became the first woman dean of the College of Education. Adding a fresh perspective to the College's already-successful outreach initiatives,

Emihovich introduced the "Scholarship of Engagement" concept, where academic scholarship speaks to important education and social issues of the time.

Also in this time, collaborations within the UF community have strengthened, with the College and other campus units teaming on projects to address substance abuse and addiction issues and multidisciplinary training avenues. The relationship with P.K. Yonge Laboratory School has been bolstered through the work of the Center for School Improvement, which has applied its new model of teacher inquiry in 14 school districts in Northeast Florida.

The Future Years

Preparing teachers to meet the classroom demands of the 21st century will be a special challenge for the College in the coming years. Distance education and online degree programs will take on a greater importance in the College through such initiatives as a job-embedded master's degree program that enables classroom teachers to earn their degrees on-site in their districts while working with master teachers and UF faculty.

The College's biggest challenge may be in restoring and preserving the history of Norman Hall while also updating its facilities to accommodate 21st-century classroom technologies. Plans call for adding a state-of-the-art educational technology and research complex that will make UF a leader in the design, application and study of experimental classroom technologies.

Looking to the future, the College is well-positioned to frame public debates on the pressing questions of how to best educate citizens to meet the challenges of expanding economic globalization, increasing population diversity and rising K-12 enrollments. Over recent years, the College has consistently ranked in the top 25 of the best graduate education programs in the nation. The steady growth of graduate student enrollment and outreach scholarship activities will enable the College to maintain its leadership role across Florida and the United States in establishing the models and paradigms that will define and shape education deep into the 21st century.

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