

Dawn Leann Mollenkopf, Ph.D.  
 Professor: Early Childhood Inclusive Endorsement  
 University of Nebraska at Kearney  
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### **EDUCATIONAL BACKGROUND**

Ph.D. Special Education Policy Integration Emphasis: Early Childhood Education Minor: Social Work	University of Kansas Lawrence, KS 2002
M.S. Special Education Cross-Categorical Disabilities--K-12	University of Oregon Eugene, OR 1989
B.A. Elementary Education; English	Andrews University Berrien Springs, Michigan 1988

### **TEACHING CERTIFICATIONS HELD**

Elementary Education K-8  
 English and Humanities Grade 9  
 Early Childhood Education K-3  
 Special Education Cross Categorical Disabilities, Mild Moderate K-12

### **PROFESSIONAL EXPERIENCE**

<u>Assistant Chair</u> : Teacher Education Department	2023 to present
<u>Co-Assistant Chair</u> : Teacher Education Department	2022 to 2023
<u>Professor</u> : University of Nebraska at Kearney	2021 to present
<u>Program Chair</u> : Early Childhood Inclusive Endorsement	2003 to present
<u>Associate Professor</u> : University of Nebraska at Kearney	2009 to 2020
<u>Assistant Professor</u> : University of Nebraska at Kearney	2003 to 2008
<u>Research Evaluator</u> : Institute for Educational Research and Public Service at the University of Kansas	2001-2003
<u>Graduate Teaching Assistant</u> : Practicum Student Supervisor at the University of Kansas Laboratory Schools--Educare and Jayhawk Learning Center	1999-2000
<u>Special Projects Assistant</u> : Regional Head Start Program --curriculum kits	1998
<u>Administrator</u> : Park City Jewish Center Religious School, PreK-6.	1997-1998
<u>Teacher</u> : Park City Jewish Center Religious School, grades 1-2	1996-1997
<u>Research Assistant</u> : Center for Persons with Disabilities, Practicum Supervisor at Utah State University's Laboratory School, Infant and Toddler, and Preschools	1992-1994

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Instructor: Walla Walla College, special education 1991-1992

Teacher: Tillamook Elementary School, primary grades 1989-1991

## **COLLEGE TEACHING**

### UNIVERSITY OF NEBRASKA AT KEARNEY (2003 TO PRESENT)

TE 204:	Typical and Atypical Development
TE 341	Introduction to Early Childhood Education
TE 342	Literacy Methods for Preschool Teacher
TE 343	Methods of Inclusive Education Ages Birth through Three
TE 344	Methods of Inclusive Education Ages Three to Five
TE 345	Field Experience: Early Childhood Unified: (0-3) and (3-5)
TESE 333	Young Children with Special Needs
TESE 334	Assessment and Intervention
TESE 334L	Field Experience: Assessment and Intervention
TE 335	Methods of Inclusive Education Ages K-3
TE 335L	Field Experience: Methods of Inclusive Education K-3
TE 336	Methods for Preschool and Kindergarten Classrooms
TESE 437/837P	Medical Aspects of Disability
TE 805	Overview of Assistive Technology
TE 832	Research-Based Instructional Strategies for Students w Exceptionalities
TE 851	Principles of Early Childhood Education
TE 852	Issues and Trends in Early Childhood Education
TE 853A	Improvement of Instruction in Early Childhood Education
TE 857	Early Communication, Language, and Literacy
TE 816A	Practicum: Early Childhood Unified/Inclusive

### WALLA WALLA COLLEGE: (1991-1992)

EDUC 315	Instruction for the Exceptional Learner
EDUC 340	Behavior Management for the Exceptional Learner
EDUC 430	Legal Trends and Issues in Special Education
EDUC 515	Curriculum and Design for Exceptional Learners with Severe Disabilities
EDUC 346	Educating the Exceptional Preschool Child
SPED 504	Foundations of Effective Instructional Procedures

## **SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES**

- 2022** The Chronicle's Strategic Leadership Program for Department Chairs: Big Picture Thinking: August 2-19, 2022 Denver, CO; Academic Impressions
- 2023** Willhouse Global Transformative Inclusive Leader Certificate, April 30-June 5, 2023; Virtual
- 2023** National Higher Education Teaching Conference: June 22-23, 2023; New York City, NY—National Association of System Heads (NASH)/ Association of College and University Educators (ACCUE)

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## **CURRICULUM AND PROGRAM DEVELOPMENT**

2021 to present: Developed with Early Childhood colleagues, a comprehensive curriculum renewal for the Early Childhood Inclusive program and submitted catalog changes to go into effect for Fall 2022. Set up the course development sequence for the rollout of the revised program; Currently studying competency-based education and apprenticeship models and am engaging with stakeholder/partners through the RESPECT grant to develop shared statewide early childhood teacher competencies; I will be taking the curriculum from the new program and piloting a stackable certificate option by 2024 to assess the viability of this model.

2017 to 2021: Directed the Nebraska Department of Education's Early EdU pilot project which was designed to be a gateway for early childhood teachers not otherwise considering college; Revised the Curriculum and Instruction: Elementary I Montessori Curriculum and program of studies and created an undergraduate option which allowed it to be converted to a minor; Created a new Curriculum and Instruction: Early Childhood Montessori Curriculum and program of studies, with an undergraduate option allowed it to be converted to a minor.

2009-2016: Developed and taught the remaining three courses for the Early Childhood Specialization in the C & I MAED. Provided resources and supports for the College of Arts and Sciences and Teacher Education to develop the online courses needed to complete the ECU BA completion degree and the ECU Initial Certification track for ECU Online. Collaborated with Nebraska Indian Community College to enable native students to complete BA Early Childhood degrees. Created the administrative structure for ECU Online which includes a program coordinator, a website, advertisement materials and mentors, and currently oversee the program. Completed the NCTE accreditation report and updated program requirements and Rule 24 Matrix for NCTE and the Nebraska Department of Education; sat on the Nebraska Department of Education Ad Hoc Committee to revise the ECU endorsement and align to new national standards from the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children—Division of Early Childhood (DEC). Revised the ECU (now ECI) endorsement for the state and created syllabi for several of the new and revised courses. Developed, taught the new courses: TESE 333, TESE 334/334L, TE 336, and TE 335/335L. Created the Early Childhood and Family Advocacy (ECFA) Degree with the Family Studies department, and revised the Early Childhood Minor. Serves as the co-advisor for ECFA.

2005-2008: Continued revisions to the face-to-face ECU endorsement BA program. Developed the online courses needed to complete the ECU Additional Endorsement and opened the program online. Taught several of the courses and personally supervised field experiences for both face-to-face and online students. Created the early childhood specialization in the Curriculum and Instruction Master's program. Created the syllabus and taught the first course for that program, TE 852.

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2003 to 2005: Developed the face-to-face ECU endorsement BA program. Personally created the course syllabi and content for TE 341, 342, 343, 344, 345. Created and orchestrated field experience sites for TE 343, 344, and 345, and visitation sites for TE 341 and 342. Updated Rule 24 Matrix for NCTE accreditation and the Nebraska Department of Education. Established an early childhood curriculum section in the Calvin T. Ryan Library and an early childhood educational materials collection in the College of Education. Worked with the Nebraska Department of Education to develop the preschool Early Learning Guidelines.

### **TEACHING AWARDS/RECOGNITION**

2014 NU System-Wide: Outstanding Teaching and Instructional Creativity Award  
2013 UNK: Creative Teaching Award  
2012 UNK: Creative Teaching Award  
2011 UNK: Creative Teaching Award  
2012 COE: Academy for Teacher Education Excellence at UNK  
2008, 2009, 2017: Mortar Board Faculty Recognition at UNK

### **SERVICE AWARDS/RECOGNITION**

2018 UNK: The David Stevenson Faculty Senate Distinguished Service Award  
2013 COE: Outstanding Service Award  
2012 State: Nebraska Children's Champion Award—Region VII Head Start  
2010 UNK: New Frontiers Featured Faculty, Office of Graduate Studies/Research

### **RESEARCH AWARDS/RECOGNITION**

2022-2023 UNK: Research Faculty Fellows; UNK Online  
2022-2023 NU System: NAECR Policy Fellow

### **ADVISING**

Advise majors in ECI, ELED, SPED, ELL, EIS and minor in Early Childhood  
 Co-advise Early Childhood Family Advocacy; Secondary Advisor to ECI Online

### **DIRECTED STUDENT LEARNING**

#### MASTER'S THESIS COMMITTEES:

Master's Thesis Committee member, "Comparing the effects of traditional dialogic reading and music-enhanced dialogic reading on language production and comprehension of preschool children with language impairment," Communication Disorders. (June 2013 - December 2014).  
 Advised: Lindsey Shoemaker

Master's Thesis Committee member, "Vocabulary Teaching and Learning Strategies in a Foreign/Second Language," Teacher Education. (December 2012 - July 2013).  
 Advised: Candida Carvalho

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**GRADUATE STUDENT RESEARCH: (GRADUATE RESEARCH WEEK)**

Fish, A. (Spring, 2021). Flexible Freshman: Assessing the relationship between Adverse Childhood Experiences and supports in post-secondary education. Poster session. Graduate Research Day. Kearney, NE. Advisor. Mollenkopf, D.

Fish, A. (Spring, 2020). Resiliency in relation to Adverse Childhood Experiences. Poster session. Graduate Research Day. Kearney, NE. Advisor. Mollenkopf, D.

Irwin, B. (Spring, 2020). Meeting the needs of twice-exceptional children: Parent perspectives on services and supports. Poster session. Graduate Research Day. Kearney, NE. Advisors: Mayto-Cepero, J. and Mollenkopf, D.

**FUNDED EXTERNAL GRANTS**

Early Educator Investment Collaborative, \$2,159,125 (2022-2025). Responsive Equitable System for Preparing Early Childhood Teachers (RESPECT) across Nebraska: Proposal to Transform Early Childhood Education Lead Teacher Preparation Programs. Primary Investigator; Julia Torquati UNL; Co-PI's Dawn Mollenkopf, Deb Wisneck. UNK Subaward Primary Investigator: \$280,367; Mollenkopf, D.

U.S. Department of Education, \$72,878 per year (est. \$291,512) (2021-2025). *Project ACCESS: (Affordable Child Care and Educational Support Services)*. Child Care Access Means Parents in School (CCAMPIS Project Director: Chelsea Bartling: Grant Writer and Faculty Supervisor, Mollenkopf, D.

U.S. Department of Education FIE \$349,899 (2010-2013) *University of Nebraska---Kearney, Kearney, NE for Curriculum Development: Building and Sustaining a Statewide online BA ECU degree program*. University of Nebraska at Kearney. Primary investigator: Mollenkopf, D.

U.S. Department of Education \$399,487 (2009-2012). *Nebraska Native American professional development project*. Primary Investigator: Jackie Hahn; Sole Author and Technical Consultant: Mollenkopf, D.

U.S. Department of Education FIE: \$95,000 (2009-2011) *Developing BA Program in the Early Childhood Unified Endorsement And Expanding Online Access to the Underserved*: University of Nebraska at Kearney. Primary investigator: Mollenkopf, D.

U.S. Department of Education, \$1,705,844 (2004-2006). *Nebraska early childhood educator professional development*: Primary investigator: Mollenkopf, D.

U.S. Department of Education, \$2,143,566 (2003-2005): *Topeka's prepared preschoolers*. Primary investigator: Bailey, J. Grant writer and Technical Consultant: Mollenkopf, D.

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### **FUNDED INTERNAL GRANTS**

NU System Collaborative Grant \$40,000. (2022-2024) Understanding Competency-Based Education Delivery Models for Early Childhood Teachers through Large-Scale Research. Primary Investigator: Mollenkopf, D. Co-PI's; Macy, M., Trainin, G., Buchheister, K., Karabon, A., Roy, L., & Jolley, T.

NU System Collaborative Grant \$7,500. (2021-2022) *Solving the early childhood workforce teacher pipeline-pathway problem through systems-based research.* Primary Investigator: Mollenkopf, D. Co-PI's; Dinkel, D., Roy, L., Trainin, G., & Zuckerman, S.

UNK Research Services Council Grant, \$5,000. (2021-2022). *Understanding College Completion Factors in the Early Childhood Workforce.* Primary Investigator: Mollenkopf, D.

Program of Excellence: \$7,280 (2016-2017) *Improving Competencies for Early Childhood Inclusive Students through Capacity Building and Curriculum Renewal.* Primary Investigator: Mollenkopf, D., Co-PI's: Gallagher, K. & Thompson, P.

### **ARTICLES IN NATIONAL/INTERNATIONAL PEER REVIEWED JOURNALS**

Mulhearn, S. C., Ghazi Saidi, L., Gaskill, M., Mollenkopf, D. (in press). Do changing times call for changing definitions? Dynamic definitions of disengagement as a response to trauma from the COVID pandemic. *Journal of Trauma Studies in Education.*

Mollenkopf, D., Cepero, J., Lewis, J., Irwin, B. & Joy, J. (2021). Testing, identifying, and serving gifted children with and without disabilities. A multi-state parental perspective. *Gifted Child Today*, 44(2),83-92.  
<https://doi.org/10.1177/1076217520986589>

Mollenkopf, D., Gaskill, M., Nelson, R., & Diaz, C. (2020). Navigating a “new normal” during the COVID-19 pandemic: College student perspectives of the shift to remote learning. *International Journal of Technologies in Higher Education*, 17(2), 67-79.

Mollenkopf, D. & Gaskill, M. (2020). Navigating technological transience in a time of unprecedented change: Student support strategies in college courses for those “suddenly online.” *Journal of Literacy and Technology*, 21-2(1), 130-148.

Mollenkopf, D., Vu, P., Crow, S., and Black, C. (2017). Does online learning deliver? A comparison of student teacher outcomes from candidates in face-to-face and online program pathways. *Online Journal of Distance Learning Administration*, 20(1).

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Moore, T. & Mollenkopf, D. (2014). Computer instruction: A place in Piaget's and Vygotsky's Worlds? *Journal of Technologies in Education*, 10(1), 11-17.

Mollenkopf, D. (2009) Creating Highly Qualified Teachers: Maximizing university resources to provide professional development in rural areas. *Rural Educator*, 30(3), 34-39.

### **OTHER SCHOLARLY PUBLISHED ARTICLES**

Lynott III, F. J., Westerlin, S. A., Bittner, G. L., & Mollenkopf, D. L. (2022). Fostering motor development through the application of nonlinear pedagogical design principles in primary elementary learners. *Educational Research: Theory and Practice*, 33(3), 47-57.

Eckerson, J., Jacobs, C., Ghazi Saidi, L., Mollenkopf, D., Vu, P. (2022). Turning the tables: Using non-English conversation tables to create connections for international students, campus, and community. A practice report. *Student Success Journal*, 13(3), 29-36.

Mollenkopf, D., Elliott, M., & Monden, K. (2008) Effects of a professional development model on preschool teachers' literacy practices in Early Reading First classrooms: *Journal of Research Methodology*, 21(3), 273-294.

### **BOOK CHAPTERS IN EDITED COLLECTIONS**

Mollenkopf, D. & Gaskill, M. (2021). Empowering early childhood teachers for program completion through the integration of technology. In Jade Burris, Dina Rosen, Donna Karno (Ed). *Empowering Early Childhood Educators with Technology* (pp. 185-204). IGI Global.  
<http://doi:10.4018/978-1-7998-6888-0>

Nelson, R.M., Mollenkopf, D., & Gaskill, M. (2021). The four pillars of digitally infused education: Transcending modalities in a post-COVID learning environment. In R.E. Ferdig & K.E. Pytash (Eds.), *What Teacher Educators Should Have Learned From 2020* (pp.79-89). Association for the Advancement of Computing in Education AACE:  
<https://www.learntechlib.org/p/219088/>

Mollenkopf, D. & Gaskill, M. (2020). Creating meaningful learning experiences for pre-service and in-service teachers facing interruptions in field experience placements during the COVID-19 pandemic. In Ferdig, R. (Ed). *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic*. AACE.

Mollenkopf, D. L., Felton, M. K., Karabon, A., & Westerlin, S. A. (2020). Building higher education community: A lesson from Nebraska. In D Cunningham (Ed.), *Professional and Ethical Consideration for Early Childhood Leaders* (pp. 202-225). IGI Global. <http://doi:10.4018/978-1-7998-5089-2.ch010>

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Mollenkopf, D. (2015). Bridging the Gap in the Mid-Plains Area: Providing Quality Professional Development for Time and Place Bound Early Childhood Teachers. In J.M. Blauwkamp (Ed.), *Just Plains Folks: Studies of the People of the Great Plains*. (pp. 150-165). Kearney, NE: University of Nebraska at Kearney.

### **PEER REVIEWER ACTIVITIES**

2023 Peer Reviewer for Journal for the Education of the Gifted  
 2022, 2023 Peer reviewer for Journal of Early Childhood Teacher Education  
 2021, 2023 Peer reviewer for Early Childhood Educational Technology Research Handbook and  
 2021, 2023 Peer reviewer for Mountain Plains Journal of Business and Technology  
 2020 Peer reviewer for Early Childhood Research Handbook  
 2019 Peer reviewer for Journal of Curriculum, Teaching, Learning, and Leadership in Education  
 2014 Peer Reviewer for the International Journal of Technology, Knowledge, and Society  
 2016 to present: Peer reviewer of conference proposals for the National Association of Early Childhood Teacher Education (NAECTE) for their national conference

### **PROFESSIONAL CONFERENCE PRESENTATIONS**

#### NATIONAL/INTERNATIONAL, PEER REVIEWED

Sweeney, E., Ghazi-Saidi, L., Mollenkopf, D. & Gaskill, M. (November, 2022). Faculty Perceptions on Student Disengagement in Post-COVID: The Evidence and Possible Solutions Moving Forward. Ed Media + Innovative Learning 2022 International Online Conference.

Mollenkopf, D., Eckerson, J., Ghazi-Saidi, L., Jacobs, C., & Vu, P. (November, 2022). Creating Connections for International Students on College Campus: Languages Other Than English Conversation Tables. Ed Media + Innovative Learning 2022 International Online Conference.

Ghazi-Saidi, L., Sweeney, E., Mollenkopf, D., & Gaskill, M. (November, 2022). Dynamics and definitions of disengagement in post-COVID: Preliminary results of a survey of higher ed faculty. Ed Media + Innovative Learning 2022 International Online Conference.

Eckerson, J., Ghazi-Saidi, L., Jacobs, C., Mollenkopf, D., & Vu, P. (October, 2022). Creating Connections for International Students on College Campus: Languages Other Than English Conversation Tables. International Society for Information Technology and Teacher Education (SITE) Interactive Online Conference.

Mollenkopf, D., & Thompson, P. (June, 2022). *Preparing Early Childhood teachers to work in inclusive classrooms*. National Association of Early Childhood Teacher Education (NAECTE). Virtual Conference.

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- Mollenkopf, D. & Gaskill, M. (April 2022). *Empowering early childhood teachers for program completion through the integration of technology*. Society for Information Technology & Teacher Education (SITE) International Conference. San Diego, CA., Virtual Conference.
- Macy, M., Mollenkopf, D., Thompson, P., & Bartling, C. (March, 2022). *Environmental design that supports playful encounters*. Poster presentation. Society of Research in Child Development (SRCD) Conference. St. Louis, MO.
- Matyo-Cepero, J., & Mollenkopf, D. (January 2022). *Singular answers from parents of twice-exceptional children*. Council for Exceptional Children (TAG) Annual Convention, Orlando, FL., Virtual Conference.
- Mollenkopf, D., Nelson, R., & Gaskill, M. (November, 2021). *The fine line between teaching modalities in post-COVID learning environments: The four pillars of successful digitally infused education*. Innovate Learning Summit Online International Conference.
- Matyo-Cepero, J., Mollenkopf & Irwin, B.A. (September, 2021). *Twice-exceptional children: Parent perspectives on services, supports and meeting the needs of their 2e children*. The European Council for High Ability (ECHA) Conference, Porto, Portugal, Virtual Conference.
- Gaskill, M., Mollenkopf, D., & Nelson, R. (October, 2021). *The fine line between modalities in post-COVID learning environments: The four pillars of successful digitally infused education*. Society for Information Technology & Teacher Education (SITE) International Online Conference.
- Nelson, R., Mollenkopf, D., & Gaskill, M. (July, 2021). *The four pillars of digitally infused education: Transcending modalities in post-COVID learning environments*. ED Media + Innovative Learning Online International Conference.
- Mollenkopf, D. (June, 2021). *Technological Transience: Preparing early childhood teachers in a post-COVID world*. National Association of Early Childhood Teacher Education; Virtual Conference.
- Gaskill, M. & Mollenkopf, D. (April, 2021). *Technological transience in a time of unprecedented change: Student support strategies in college courses for those "suddenly online."* Society for Information Technology & Teacher Education (SITE) Interactive Online Conference.
- Irwin, B., Cepero, J., & Mollenkopf, D. (February, 2021). *Parents' voices: Recognizing early childhood Giftedness: A case study approach*. Council for Exceptional Children, Virtual Conference.

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- Mollenkopf, D., Gaskill, M. (October, 2020). *Impact of emergency learning adjustments to field-based experiences on pre-service and in-service teachers during the COVID-19 Pandemic*. Society for Information Technology & Teacher Education (SITE) Interactive Online Conference.
- Cepero, J., Mollenkopf, D., Joy, J. & Irwin, B. (February, 2020). *Meeting the needs of twice-exceptional children: Parent perspectives on services and supports*. Council for Exceptional Children, Portland, OR.
- Mollenkopf, D., Gallagher, K., & Thompson, P. (June, 2017). *Beyond access: Building individualization in early childhood teacher education*. National Association of Early Childhood Teacher Education; San Francisco, CA.
- Gallagher, K., Mollenkopf, D., & Thompson, P. (June, 2017). *New frontiers in early childhood teacher education: Online and traditional access to knowledge and competencies*. National Association of Early Childhood Teacher Education; San Francisco, CA.
- Mollenkopf, D. (June, 2016). *Navigating new waters in a sea of change: Linking policy, research, teaching and outreach to prepare the early childhood workforce*. National Association of Early Childhood Teacher Education; Baltimore, MD.
- Mollenkopf, D. & Thompson, P. (November 2012). *We're online. Now what? Creating the infrastructure, mentoring, and supports to help students successfully complete BA Early Childhood degrees*. National Association for the Education of Young Children; Atlanta, GA
- Thompson, P. & Mollenkopf, D. (October, 2012). *Weaving together online programs with quality field based experiences*. National Network for Educational Renewal. Denver, CO.
- Mollenkopf, D. & Thompson, P. (June, 2012). *ECU online: Creating a comprehensive system of supports for online students in early childhood teacher education*. National Association of Early Childhood Teacher Education; Indianapolis, IN.
- Mollenkopf, D. (October, 2009). *Creating highly qualified teachers: Adapting professional development for teachers in need*. National Network for Educational Renewal; Bellevue, WA.

REGIONAL, PEER REVIEWED

- Mollenkopf, D., & Thompson, P. (May, 2012). *Pursuing online early childhood bachelor's degrees: A high quality option*; Region VII Head Start Conference: Kansas City, MO.

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Mollenkopf, D., & Carlson, A. (May, 2007). *Empowering leaders by removing the barriers to higher education through statewide college and Head Start partnerships: One state's model and lessons learned*. Region VII Head Start Conference: Kansas City, MO.

Mollenkopf, D.L., (2006) *Creating centers of excellence: Effects of professional development and on-site coaching and mentoring on teacher's literacy skills in low-income early reading first classrooms*: Regional International Reading Association; Omaha, NE

Rohren, T., Halverson-Rigatuso, K, & Mollenkopf, D. (2005). *The slow, thoughtful march toward articulation*: Regional Midwest Faculty Institute; Kansas City, MO

#### STATE, PEER REVIEWED

Matyo-Cepero, J. & Mollenkopf, D. (February 2015). *You spoke, we listened: The results of the UNK national gifted survey*. Nebraska Association for the Gifted; Omaha, NE.

Mollenkopf, D. (February 2013). *Gifted Preschoolers: Applying developmentally appropriate practice to assessment, curriculum planning, and programming*. Nebraska Association for the Gifted; Omaha, NE.

#### UNIVERSITY-WIDE, PEER-REVIEWED

Mollenkopf, D., Trainin, G., Buchheister, K., Macy, J., Karabon, A., Roy, L, & Jolley, T. (April, 2022). *Understanding college completion factors in the early childhood workforce*. CYFS Summit on Research in Early Childhood, Lincoln, NE.

Malczyk, B. & Mollenkopf, D. (May 2019). *Student-centered blended learning: The hyflex approach to blended learning: Innovation in Pedagogy and Technology Symposium*; University of Nebraska Information Technology and University of Nebraska Online Worldwide, Lincoln, NE

Mollenkopf, D. (May 2016). *Managing and maintaining an online Program: A five-year perspective*: Innovation in Pedagogy and Technology Symposium; University of Nebraska Information Technology and University of Nebraska Online Worldwide, Lincoln, NE

Moore, T. & Mollenkopf, D. (May 2014). *Computer instruction: A place in Piaget's and Vygotsky's Worlds?* Innovation in Pedagogy and Technology Symposium; University of Nebraska Information Technology and University of Nebraska Online Worldwide, Lincoln, NE

#### INVITED PRESENTATIONS

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Bartling, C. and Mollenkopf, D. (October 2022). *Plambeck Early Childhood Education Center Tour: Quality Programming in a Quality Environmental Space*. Thriving Children, Families, and Communities Conference. Kearney, NE

Gaskill, M. & Mollenkopf, D. (June 2020). *Pre-service and in-service teachers: interruptions in field experience placements during the COVID-19 pandemic*. Future Ready Nebraska Conference. Lincoln NE. (virtual).

Gaskill, M. C., Mollenkopf, D. (Keynote, May 2016) University of Nebraska Medical Center Annual Meeting., "Active Learning: Tools and Strategies for the 21st Century Learner" University of Nebraska Lincoln, Lincoln, NE.

Mollenkopf, D. (October, 2014). *Highlights from the ECICC Survey*. BECI Workforce and Development Planning Forum. Omaha, NE

Mollenkopf, D. (Keynote, 2005): *Early literacy for beginning learners*: State branch of the International Dyslexia Society; Kearney, NE

Mollenkopf, D., Berg, M., & Stegelman, T. (2004). *Prepared preschoolers: The Topeka Early Reading First project from a first-year perspective*. U.S. Department of Education Early Reading First Conference. Phoenix, AZ.

### **PROFESSIONAL MEMBERSHIPS**

National Association for the Education of Young Children (NAEYC)  
 National Association of Early Childhood Teacher Educators (NAECTE)  
 Council for Exceptional Children (CEC, DEC)  
 Association for Childhood Education International (ACEI)  
 International Literacy Association (ILA)  
 Phi Kappa Phi

### **PROFESSIONAL ACTIVITIES**

#### NATIONAL LEVEL COMMITTEE/COMMUNITY

2021 - present Transforming Early Ed Learning Community member—RESPECT Grant project  
 2022 – present Research Intentions Committee-Reflections Professional Learning Community

#### STATE LEVEL COMMITTEES

2022 – present Special Education Rule 24 Ad Hoc Committee  
 2018 - present NeAECTE (Nebraska Association for Early Childhood Teacher Education) Officer: Treasurer and Membership  
 2016 - 2020 NDE RDA Special Education Stakeholder's Committee:

Dawn Leann Mollenkopf, Ph.D.  
 Professor: Early Childhood Inclusive Endorsement  
 University of Nebraska at Kearney  
 Teacher Ed Dept. COE B=188  
 Kearney, NE 68849  
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 E-mail: [mollenkopfdl@unk.edu](mailto:mollenkopfdl@unk.edu)  
 Website: <http://dawnmollenkopf.weebly.com>

- 2010 - 2017 Early Childhood Interagency Coordinating Council (Governor's Cabinet)  
 Chair: Professional Development and Workforce Committee 2012-2015  
 Member: Steering Committee 2012-2017  
 Higher Education Representative: 2010-2017
- 2012-2014 Other state level contributions:  
 Contributor on the Early Childhood Data Summit  
 Panelist for the Infant-Toddler Summit  
 Panelist for the Early Childhood Research Symposium
- 2011-2013 NDE Rule 24 Early Childhood Endorsement Ad Hoc Committee
- 2007-2012, 2019 to present Nebraska Association for the Education of Young Children (NeAEYC)  
 Board member: 2019-present  
 Past President: 2012  
 President: 2010 to 2011  
 State affiliate for NAEYC and MAEYC: 2010 to 2011  
 President-Elect: 2008 to 2009  
 Board member: 2007-2012
- 2006-2007 Nebraska Early Childhood Core Competencies Leadership Team (Nebraska Department of Education)
- 2003-2005 Nebraska Early Learning Guidelines 3-5 Review Team (Nebraska Department of Education)
- 2004-2005 Early Childhood Leadership Policy Study Team: (Nebraska Dept. Ed)  
 National Allies Committee: (Nebraska Department of Education)

#### UNIVERSITY LEVEL COMMITTEES

- 2022 – present Calendar Committee
- 2022 – present OTICA Selection Committee
- 2019 DOC Subcommittee member on Faculty Recruitment and Retention for the Diversity Officer's Collaborative
- 2017 - 2021 Learning Frontiers Advisory Board
- 2017 - present Nebraska Academy for Early Childhood Research (NAECR) Advisory Board

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- 2008 – 2015    Buffett Early Childhood Institute (BECI)  
                     BECI Strategic Planning Commission: 2013- 2015  
                     BECI Steering Committee 2012  
                     BECI Phase I Planning Committee 2011-2012  
                     Early Childhood Education Consortium “White Paper”  
                     Committee 2008 to 2011
- 2014, 2019    NU System President Search and Advisory Committee  
                     NU President Carter 2019-2020  
                     NU President Bounds 2014-2015
- 2014-2015    NU System Educational Innovations Taskforce
- 2010-2011    Online World-Wide Community of Practice (University-wide)
- 2008-2011    Distance Education Committee (University-wide)

#### CAMPUS LEVEL COMMITTEES

- 2020 – present Plambeck Center Advisory Board  
                     Chair 2020-present
- 2020 – 2021    Disability Services Advisory Board
- 2019 - present Diversity, Equity, and Inclusion Leadership Council (formerly  
                     Equity, Access and Diversity Committee)  
                     Faculty Senate Representative 2019-2020  
                     Member 2020-present  
                     Facilitator: Productive Dialogues 2019-present  
                     First Gen Committee 2019-2021
- Hearing Loop Advocate: Advocated in 2017  
                     hearing loop at UNK installed 2019
- 2008-2014    Ethnic Studies Committee
- 2013-2014    NCA Self-Study Committee
- 2007-2014, 2016 to present Faculty Senate  
                     Parliamentarian/Faculty Senator-at-large: 2020-present  
                     COVID Committee 2020  
                     Faculty Advisory Committee—Reduction in Force 2020-2021  
                     President; 2019-2020  
                     President-elect: 2018-2019  
                     Faculty Senator-at-large, 2016 - present  
                     Past President: 2013-2014  
                     President: 2012-2013  
                     President-elect: 2011-2012

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Faculty representative for Executive Committee: 2010 to 2011  
 Faculty Senator for the College of Education: 2007-2010

#### COLLEGE AND DEPARTMENT LEVEL COMMITTEES

2020 - 2022 Diversity, Equity, Inclusion, and Social Justice Committee

2015 – 2021 CAEP Accreditation

CAEP Accreditation Site Visitor—trained in 2015

UNK CAEP Accreditation Leadership Team 2015-2016

2015 – present UNK Early Childhood Committee:

Committee Chair: 2018 - present

Member 2015 - present

2012 - present Student Success Committee:

2006 - present TE Graduate Committee

TE Graduate Program Chair: 2012-2016

TE Graduate Program Co-Chair: 2011-2012

Member: 2006-2016; 2019-present

2008 - 2010 TE ECU Online Committee

2009 COE Vision/Mission Committee

2003 – 2005 COE Technology Committee

#### COMMUNITY LEVEL COMMITTEES/CONTRIBUTIONS

2021, 2023 Senior College Instructor—Judaism course

2021 Summer Fun Club Instructor—Sign Language Class

2010 - present Association of Adult Musicians with Hearing Loss (AAMHL):

Board member: 2016 - present

Member: 2010 - present

2005 - present Advisory Council for Bright Futures Preschools—Kearney Public Schools

2005 - present Director and Lay Leader: Central Nebraska Jewish Community