

ACCEPTING THE CHALLENGES of Urban Education

SINCE ITS INCEPTION, THE SCHOOL OF EDUCATION HAS HAD A PRESENCE IN URBAN COMMUNITIES, although we never defined ourselves as being deeply focused on urban education. Now, we do. There is undeniably a crisis in American urban education. In nearly every urban community in America, roughly half of all students who enter kindergarten do not graduate from high school; the percentage of students from some demographic groups, in particular African American and Hispanic students, who do not complete high school is astronomical. Syracuse public schools fit this mold, so it should surprise no one that a nationally ranked school of education would turn its attention to the challenges of urban schooling in its own backyard.

The problem of differential school performance cannot be effectively understood by looking at the characteristics of individual children. Rather, there are larger forces at work that have created the crisis we face. For example, based on national statistics, 50 percent of white, African American, and Asian/Pacific Islander children whose family income in 1990 was \$100,000 or more participated in early childhood education at the ages of 3 and 4. However, if the parents' income was in the poverty range, preschool attendance dropped below 25 percent. To cite another statistic, African American and Hispanic students are 100 percent overrepresented in special education schools, while white students are nearly 30 percent underrepresented in these same schools nationally. These examples point to the fact that quality early childhood programming has a long-term impact on education and overall quality of life.

A school of education cannot single-handedly change such realities. However, we can concentrate our efforts in those areas where we can make a difference. We do this by forming school partnerships committed to eliminating alternative curricula with lower performance expectations for some groups of students. We do this by helping to create school climates in which each child knows she or he belongs. We do this by initiating after-school and summer-school enrichment programs that excite young minds about math, reading, art, music, science, sports, and a world of other subjects. We do this by creating Saturday learning academies in science and technology. We do this by creating in these young scholars the expectation that they will be able to go to college, by providing the financial framework to make this a reality, and—through research and practice—by improving our understanding of how to best enable these students to succeed and flourish.

This issue of *Education Exchange* focuses on many of the school's funded research and demonstration initiatives in urban education. Also in this issue is a special section on our nationally known program in higher education, which is a leader in studying factors that ensure college success for all students, but especially for first-generation college students. Thank you for your interest and support of this important work.

Sincerely,



DOUGLAS BIKLEN
DEAN



URBAN EDUCATION



Pictured with the Mobile Literacy Arts Bus (MLAB) after its arrival at Fowler High School are from left, David Morgan, director of the Partnership for Better Education; Stephen Mahan, instructor, SU College of Visual and Performing Arts; Marion Wilson, director of Community Initiatives for SU College of Visual and Performing Arts; and Jason Armstrong, assistant principal, Fowler High School. The renovated RV is stocked with laptops, printers, digital cameras and software to help students complete a creative writing and photography project.

SCHOLARSHIP IN ACTION: Initiatives in Urban Education

SCHOLARSHIP IN ACTION—SYRACUSE UNIVERSITY'S COMMITMENT TO INVEST ITS EXTENSIVE educational and research resources beyond the SU campus and become an active, dynamic partner in the cultural, educational, and business life of the Syracuse community—is perhaps best exemplified by the University's ongoing involvement with the Syracuse City School District (SCSD). Through the School of Education, the University has a long history of partnering with the SCSD, not just with student placements and professional development programs. This summer, the school expanded its involvement in local public schools by becoming home to a variety of programs—some new and some well-established on campus—designed to meet a wide range of needs unique to students from traditionally underserved, urban environments.

“The programs that relocated to the School of Education are Gear Up (both state and federal), STEP (Science and Technology Entry Program), TRIO, and HEOP (TRIO and HEOP make up Student Support Services),” says Sandy Trento, assistant dean for Continuing Education and Global Outreach. “The SSR programs were positioned within the School of Education to give them direct affiliation with an academic unit. The School of Education is a great fit, because we're already involved in these kinds of activities.”

In addition, two high-profile Scholarship in Action initiatives have been incorporated into the School of Education: The Partnership for Better Education and the Syracuse Say Yes to Education program. Both programs are dedicated to helping urban students achieve success in higher education. In addition to these programs, the School of Education's initiative in urban public education also includes the new Schools of Promise program, designed by two School of Education faculty members to support inclusiveness at the school level.

Say Yes to Education and Economic Development Demonstration Program (Say Yes)

Say Yes to Education Inc. (Say Yes) is a national, nonprofit education foundation committed to dramatically increasing high school and college graduation rates for urban youth. The program provides comprehensive support, including the promise of a full college or vocational education, aligned with what research indicates is needed to enable every child in the program to achieve his or her potential. The Syracuse chapter is unique because it is the first to embrace an entire city school district, making it the largest school improvement program of its kind in the nation.

Syracuse is the latest Say Yes chapter. Housed within the School of Education, it has been funded by a grant from Say Yes to Education Inc. and will function as a collaborative partnership among Syracuse University, the Syracuse City School District (SCSD), and 25 private colleges.



RACHAEL GAZDICK, Executive Director, Say Yes to Education, Syracuse Chapter
As former director of the Office of Community Engagement and Integration for SU, Rachael Gazdick will use her wide-ranging experience in community-based programs and her dynamic vision to lead the Syracuse chapter of Say Yes to Education. Gazdick will enlist the entire community—from SU students, faculty, and staff to parents and other volunteers—to engage public school students in the excitement of education. She holds a bachelor's degree in speech communication from SU; a master's degree in community organizing, planning, policy, and administration from Boston College; and a master's degree in education policy from Harvard University. She is currently working to complete a doctorate in the school's Cultural Foundations of Education program. “I have seen firsthand how remarkable our young people are in the Syracuse City School District,” Gazdick says. “I am honored to be able to continue working across the city with countless individuals who work tirelessly to educate, mentor, and inspire our students.”



TRACY ANN HOGARTH-MOSIER, Assistant Director, Say Yes to Education, Syracuse Chapter
As the chapter's assistant director, Hogarth-Mosier brings 20 years of experience in youth development and seven years of teaching experience in the Syracuse area and the administrative skills acquired from coordinating the activities of eight community-focused agencies, including Girls Incorporated of CNY and Syracuse Model Neighborhoods. She will assist the executive director by recruiting and coordinating staff members and volunteers, organizing the scholarship program for students ready to enter higher education, coordinating with the SCSD to create after-school programs, and managing other day-to-day activities associated with the project. Hogarth-Mosier holds a bachelor's degree in environmental and forest biology from SUNY College of Environmental Science and Forestry and a master's degree in teaching inclusive childhood education from Le Moyne College in Syracuse.

URBAN EDUCATION



Photo by Ben Gabbe '07

The Partnership for Better Education

The Partnership for Better Education, one of SU Chancellor Nancy Cantor's Scholarship in Action initiatives, was established to provide Syracuse City School District (SCSD) students the support needed to graduate and successfully pursue higher education. The partnership offers opportunities for quality instruction through formal working arrangements with the SCSD, Syracuse University, SUNY College of Environmental Science and Forestry, Le Moyne College, Onondaga Community College, and SUNY Upstate Medical University.

The partnership is a pre-K-16 initiative that prepares students to succeed at each grade level. At the same time, it gives SU students, faculty, and staff members new opportunities to engage with the local community through entrepreneurship, education, the arts and literature, math, science, and technology. The partnership includes pipeline programs for middle and junior high school students, following their progress into higher education (these include STEP, Liberty Partnership, and GEAR-UP). An early hiring initiative for partnership schools is designed to recruit outstanding new teachers into urban education.



DAVID MORGAN, Director, Partnership for Better Education

Morgan was chosen to be the director of the Partnership for Better Education based on his more than 20 years of experience in the field of higher education. He served as a manager for the College Board and was associate dean of admissions for Claremont McKenna College in Claremont, California, and Occidental College in Los Angeles. Drawing from this experience, Morgan will oversee the development, implementation, and evaluation of the initiatives of the partnership and provide administrative management in recruiting, organizing, and deploying human and financial resources for fulfillment of the organization's mission. Morgan holds an A.B. degree in history from Dartmouth College. "Being in the School of Education will immediately give the partnership many more points of contact with SCSD," Morgan says. "It will also allow us to infuse the expertise of the School of Education into areas where the partnership exists. We further hope it will allow us to engage more SU students in service learning with the city, thereby influencing the perspectives of students who have no grounded experience in urban communities."

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

The GEAR UP Projects are collaborative initiatives between Syracuse University and the Syracuse City School District (SCSD) designed to increase the graduation rate and college attendance of students from Syracuse public schools. GEAR UP also is aligned with community institutions, agencies, and business partnerships, including SUNY Upstate Medical University, Le Moyne College, Onondaga Community College, and Partners for Education and Business, a consortium of more than 100 local employers in Central New York that helps students with college and career searches.

The GEAR UP Projects include the U.S. Department of Education-funded GEAR UP program and NYGEAR UP, which is funded by the NYS Higher Education Service Corporation. Both programs serve Syracuse City School District students, including 3,500 8th- and 9th-graders in the federal project and 1,555 10th-grade students in NYGEAR UP.



PHILLIP HADDIX, Executive Director, GEAR UP Projects

Haddix directed youth development programs in Cambridge and Boston for eight years before coming to Syracuse to manage the federally funded initiatives of the Syracuse GEAR UP program and provide overall leadership for Syracuse GEAR UP as its executive director. Through his career as a teacher, mentor, counselor, case manager, and advocate for young people, Haddix has gained a deep understanding of inner-city youth. Haddix's experience as a lecturer, workshop facilitator, and moderator on issues of diversity and racial relations, combined with his collaborative work with some of Boston's largest institutions, has well prepared him to be executive director of the GEAR UP Projects. In this role, Haddix will offer a wide range of guidance, support, and leadership for initiatives that impact school leaders, educators, students, and parents in the GEAR UP network. Haddix earned a B.A. degree in communications from Cardinal Stritch University, Madison, Wisconsin.



BERNICE BRADWAY, Director, NYGEAR UP

Having spent 14 years as a teacher at Nottingham High School and nine years as vice principal at Fowler High School, Bernice Bradway is well known within, and has a deep understanding of, the SCSD. Armed with this wealth of knowledge and experience, Bradway is well equipped to collaborate with partners within the district to administer all aspects of the state GEAR UP grant. Bradway has established an informal network with other state directors, state sector partners, and school district officials to learn about best practices, which she shares with parents, teachers, students, and community and political leaders to ensure that all participants receive the full benefits of the program. She also facilitates staff development and in-service programs for teachers who implement GEAR UP programs. Bradway graduated from New York University with a B.S. degree in business education. She also holds an M.S. degree in education and a certificate of advanced study in educational administration and supervision from the State University of New York at Oswego.

URBAN EDUCATION

SSS (Student Support Services)

Student Support Services (SSS) is a program authorized by the U.S. Department of Education as a TRIO program. TRIO programs are established by Congress to help low-income Americans enter college, graduate, and move on to participate more fully in America's economic and social life. These programs are funded under Title IV of the Higher Education Act of 1965. The SSS program identifies and provides academic support services for students who are admitted to the University but are educationally "at risk" due to economic circumstances, academic background, or their status as a first-generation college student.

Students enrolled in SSS receive advising, counseling, tutoring, and other supportive services throughout their college career. Syracuse University also demonstrates its commitment to this program by providing participants with full-need financial aid awards.



ROBERT WILSON, Director

Following a 9-year career as a teacher, coach, and counselor in England, Robert Wilson came to Syracuse University 25 years ago to teach and counsel student athletes and dependency scholars. Today, Wilson is responsible for managing comprehensive academic, personal, and career development activities to more than 400 students. He develops, submits, and coordinates funding proposals and negotiates budgets with federal agencies and foundations, identifies and develops innovative approaches, and implements work plans. He creates collaborative partnerships with University offices and academic units to promote policies supportive of students in general as well as first-generation students from low-income families. He has received four Chancellor's Exemplary Achievement Awards for his innovative projects and was awarded a Vision Fund grant for developing student writing portfolios. Wilson holds a bachelor's degree in physical education and English education from Loughborough College in England, a master's degree in teacher education, and graduate degrees in counseling and human relations from the University of Nottingham in England.

"The School of Education houses a wealth of resources that are complementary to the work of the Student Support Services program at Syracuse University," Wilson says. "These resources include outstanding professors with relevant expertise, national and international leaders in the fields of retention and inclusion, and an infrastructure that provides support in such areas as alumni support and grant writing. SSS brings to the School of Education a cadre of experienced professionals, a population of diverse and talented students, and proven models of developmental approaches that have facilitated high levels of achievement and which include some special initiatives in the areas of parent education and study abroad. The students who participate in SSS not only achieve, but also have a passion to support communities similar to their own, and have been tremendously active and successful as mentors and tutors in the local community."



Photo by Ben Gabbe '07

HEOP (Higher Education Opportunity Program)

HEOP is a program for New York State residents that provides educational opportunity and academic support to students with strong academic potential and personal initiative who would otherwise be excluded from higher education due to circumstances of academic and economic disadvantage. Once admitted under HEOP, students participate in the SummerStart Program and receive counseling, tutoring, and other support services throughout their college careers. Syracuse University demonstrates its commitment to this program by providing a full-need financial aid award to the participants. HEOP is supported, in part, by a grant from the New York State Education Department.



DENISE TRIONFERO, Director

Denise Trionfero began her career at SU in 1991 as an academic counselor for the Office of Supportive Services. She has touched the lives of countless students since, while moving up the ranks as assistant director, associate director, and to her current role as director of HEOP. While she is responsible for full operation of HEOP, her dedication to students drives her to maintain a personal counseling load of approximately 30 to 40 students each year. She served as president of the HEOP Professional Organization from 1998 to 2002 and now serves as acting treasurer and member of the executive board, which allows her to engage in policy recommendations and procedural changes for HEOP statewide. She also serves as liaison to the State Education Department and presents often at regional and national conferences. Trionfero holds a bachelor's degree in elementary education from SUNY Potsdam, an accounting certificate from Bryant & Stratton, and a master's degree in counselor education from SU.

"The merger of the Office of Supportive Services with the School of Education could easily become a model for other state colleges and universities that offer opportunity programs," Trionfero says. "This relationship allows education students the opportunity to interact with underrepresented students and hear firsthand what their prior educational experience lacked. This relationship offers School of Education students new research opportunities and assists them in strengthening their own teaching methods and styles to meet the needs of all students as they enter into the field of education. If we are able to begin to bridge the gap through these kinds of learning experiences, perhaps, some day, we would lessen the high need for opportunity programs. Currently HEOP and EOP (New York State programs) are serving merely 5 to 10 percent of the student population in need of this support; so there is a long way to go. Why not begin filling the gap right here in SOE?"

URBAN EDUCATION

STEP (Science and Technology Entry Program)

STEP helps SCSD students in grades 7 to 12 acquire the skills necessary for entry into pre-professional degree programs in scientific, technical, and health-related fields. STEP provides tutorials, hands-on activities, and a broad range of academic support programs, including the Saturday Learning Academy/Enrichment Program (which offers advising, college preparation, academic instruction, and other academic services), workshops, and cultural awareness programs.



LEONESE NELSON, Director, STEP

Leoneese Nelson came to SU in 1993 as a teaching assistant for the Department of African American Studies and within three years had received the SU Graduate School's Outstanding Teaching Assistant Award and was awarded two fellowships. She then landed a graduate assistantship position with STEP, which led to her deep commitment and exemplary career with the program. By 2000, she had moved into the position of program coordinator of STEP, chairing the Annual STEP Statewide Student Conference, and by 2004, not only was she named associate director of STEP, but she had also completed her Ph.D. in political science with an area of specialization in American politics and public administration. Her dissertation, titled *Visions of African American and Latino Legislative Life: A Study in Political Identity*, explored race, identity, and substantive representation in the New York State Legislature.

Nelson is currently the director of STEP, managing day-to-day operations and the Saturday Learning Academy. Along with her program management responsibilities, she is the state committee chair of the annual STEP Statewide Student Conference, which draws 500 students and staff from 40 colleges and universities across New York State. She also conducts governmental, race-relations, and political research and is a member of the Pre-K-12 Consortium Committee, the Parents for Public Schools Inc. Celebration of Excellence Planning Committee, and the Southside Academy Charter School Board of Trustees, among other committees and affiliations. She was recently named an assistant research professor in the School of Education. Nelson graduated *summa cum laude* from Tuskegee University, Alabama, with a bachelor's degree in political science, and earned an M.A. and Ph.D. in political science from SU.

Liberty Partnerships Program

The Liberty Partnerships Program (LPP) is funded by the New York State Education Department through the School of Education. Each year, it serves 200 middle school students who are considered at risk of not graduating from high school. Services include tutoring, mentoring enrichment, community service, counseling, workforce preparation, and career awareness. These services are offered in after-school programs in the Syracuse City School District middle schools, the Dunbar Center, the Spanish Action League, and in summer programming on the SU Campus. LPP provides funding and collaborative opportunities for basic and advanced academic skills development through special classes and tutorial services.



SYLVIA MARTINEZ-DALOIA, Director, Liberty Partnerships Program
Before becoming LPP director, Martinez-Daloia was community relations director for SU's Office of Government and Community Relations, working to improve communication between the community at large and the University by working closely with neighborhood groups. She also was a community liaison representative for New York State Assemblyman Melvin N. Zimmer, for whom she conducted research on specific constituents and targeted interest groups, followed up on legislative matters for staff and constituents, and maintained communication between community service organizations and the assemblyman. She founded the Association of Neighbors Concerned for Latino Advancement (ANCLA), a coalition of a cross-section of individuals to address issues affecting the Latino community in Syracuse and Onondaga County. Martinez-Daloia is an active member of many community-focused organizations. She holds a B.S. in child and families from SU.

"The SOE has made a 19-year commitment to the SCSD students who are considered at risk of dropping out of school," Martinez-Daloia says. "This kind of involvement has insured the success of LPP and the direct impact it has on services provided to enrolled students. The SOE, SCSD, and the LPP participants and their families share an important agenda. Building positive relationships with our most vulnerable youth during their challenging middle school years will help to increase their motivation to succeed, graduate from high school, and be better prepared to enter higher education and/or the workforce."

Schools of Promise

Schools of Promise is a partnership between Syracuse University's School of Education and the Syracuse City School District (SCSD) in which both parties have a vested interest in creating deeply inclusive schools by building a sense of belonging and connection to the school community for all students and staff. What distinguishes Schools of Promise from similarly inspired programs is that it focuses on creating inclusive schools versus inclusive classrooms. The program is designed to improve elementary schools for all students, particularly students with disabilities, students learning English, students of color, and students from low-income families. The long-range goal of the initiative is to establish multiple inclusive schools throughout the district by developing a replicable model for schools that nurture and engage each and every child.



JULIE CAUSTON-THEOHARIS, assistant professor, and GEORGE THEOHARIS, assistant professor, Teaching and Leadership program

Schools of Promise was introduced to Central New York by Julie Causton-Theoharis and George Theoharis, both School of Education faculty members. Before coming to Syracuse University, the Theoharises used the Schools of Promise approach in four urban elementary schools in Madison, Wisconsin. Student achievement increased significantly in these schools: At one school, the number of students reading at grade level increased from 50 to 86 percent during the program's tenure.

Julie Causton-Theoharis, Ph.D., and George Theoharis, Ph.D., have published works on issues of inclusion, leadership, and school improvement in such journals as *Exceptional Children*, *Teaching Exceptional Children*, *Journal of Research in Childhood Education*, *Behavioral Disorders*, *Educational Administration Quarterly*, *Journal of School Leadership*, *Journal of Educational Administration*, *The Journal of Research in Leadership Education*, and *The International Journal of Inclusive Education*.



URBAN EDUCATION



The success of the Syracuse Say Yes program will depend on its leadership. A comprehensive national search for an executive director concluded with the selection of Rachael Gazdick. “We wanted to find someone who has a vision for what is possible, and also the experience of working hand-in-hand with teachers, school administrators, superintendents, community agencies, foundations, and, above all, families and students,” says Dean Douglas Biklen. “We found all of these qualities here at home in the person of Rachael Gazdick.”

Gazdick was formerly director of the Office of Community Engagement and Integration for Syracuse

University, reporting to the dean of Hendricks Chapel. She also has taught at Syracuse University since 1999 and currently is an assistant professor of communication and rhetorical studies in the College of Visual and Performing Arts. “She is the ideal person to help mobilize us all to achieve the promise that the Syracuse Say Yes demonstration affords,” Biklen says. “She has a host of ideas for how to engage public school students in the excitement of education. She will enlist the entire community, from SU students, faculty, and staff to parents and other volunteers, to help make sure that Syracuse students blossom. I am grateful that Rachael has agreed to take on this crucially important position.”

“Rachael is a dynamic leader who knows our kids and our systems,” says Syracuse City School District Superintendent Daniel Lowengard. “She will be a perfect match to lead the most exciting initiative the school district or community has ever undertaken.”

Syracuse is the latest Say Yes to Education chapter. Housed within the School of Education, it has been funded by a grant from Say Yes to Education Inc. and will function as a collaborative partnership among Syracuse University, the SCSD, and a number

of private colleges in the Central New York region.

Say Yes to Education Inc. recognizes that social, health, and financial barriers—as well as academic ones—must be removed to make it possible for students to have the mindset and resources to graduate from high school and go on to college. The foundation has committed long-term assistance and millions of dollars to help students and their families at Say Yes chapters in Cambridge, Massachusetts; Hartford, Connecticut; New York City; and Philadelphia.

The Syracuse Say Yes chapter will begin this fall with K-3 students in the Corcoran High School quadrant. Additional grades and students in other quadrants will be introduced to the program in succeeding years. The goal is to provide every elementary student in the city an individual learning plan and access to counseling, after-school tutoring, and mentoring within five years. The program also will provide summer school and full-day pre-kindergarten, as well as 20 full days of training each year for participating teachers.

Another unique feature of the Syracuse Say Yes chapter is that the commitment to the program goes beyond the school district and the foundation. Syracuse University Chancellor Nancy Cantor has made SU a main partner, and has received commitments from 25 additional private colleges to provide free tuition and books to any city student who qualifies academically, beginning with the Class of 2009. Syracuse University’s Trustees have raised funds to cover tuition-free access to SUNY schools for the first year.

Gazdick’s extensive experience in community-based programs includes serving as executive director of Syracuse’s Near East Side Community Development Organization. She also has served as site director for

The program provides comprehensive supports, including the promise of a full college or vocational education, aligned with what research indicates is needed to enable every child in the program to achieve his or her potential.

Citizen Schools in Boston, and as a special needs elementary school teacher for Teach for America in Los Angeles and in Lake Arthur, Louisiana. Gazdick currently serves on the boards of On Point for College and Refugee Resettlement. She was chair of Syracuse University’s 2008 Martin Luther King Jr. Celebration and is past president of the Syracuse Inner City Rotary Club.

As director of the Office of Community Engagement and Integrative Learning, Gazdick was responsible for overseeing a number of com-

munity-focused programs, including the International Young Scholars Program, the Sojourner Storytelling Conference, Hoops for Peace, Chess Camp for Kids, and Roots & Wings.

Roots & Wings, an after-school program for children at the Dr. Martin Luther King Jr. and Bellevue elementary schools, invites fourth- and fifth-graders to engage in hands-on learning through apprenticeships. The apprenticeships introduce young people to the world of science, journalism, government, photography, law, and the arts. “I have seen firsthand how remarkable our young people are in the Syracuse City School District,” Gazdick says. “I am honored to be able to continue working across the city with countless individuals who work tirelessly to educate, mentor, and inspire our students.”

“We are thrilled to have such a skilled leader head up our efforts in Syracuse,” says Mary Anne Schmitt-Carey, president of Say Yes to Education Inc. “Rachael has a clear track record of success, and we believe she can help nurture and grow our program to help children in the Syracuse schools reach their full potential and achieve academic success.”

SAY YES to Education

Bringing new resources to SOE’s commitment to improving urban education

SYRACUSE UNIVERSITY AND THE SCHOOL OF

Education took a big step forward this fall to making the dream of higher education a reality for urban public school students by launching a new Say Yes to Education chapter in the Syracuse City School District (SCSD). Say Yes to Education Inc. (Say Yes) is a national, nonprofit education foundation committed to dramatically increasing high school and college graduation rates for inner-city youth. The program provides comprehensive supports, including the promise of a full college or vocational education, aligned with what research indicates is needed to enable every child in the program to achieve his or her potential. The Syracuse Say Yes initiative is unique because it is the first Say Yes chapter to embrace an entire city school district, making it the largest school improvement program of its kind in the nation.

URBAN EDUCATION



LIBERTY PARTNERSHIPS Program



THIS SUMMER, THE LIBERTY PARTNERSHIPS PROGRAM SPONSORED a two-week summer leadership program. Nineteen Syracuse City School District middle school students met in Huntington Hall each morning, then attended computer labs in Link Hall in the afternoon. The program was designed to increase the students' reading and vocabulary skills through journal writing, art, and exploring New York State. Here, students are taking part in a Link Hall computer lab session.

GUARANTEED Success

SOE receives Teacher Opportunity Corps grant

THE SCHOOL OF EDUCATION HAS BEEN named a recipient of a New York State Teacher Opportunity Corps (TOC) grant for 2008-2011. The grant was awarded on a competitive basis to develop comprehensive programs to support and guarantee the success of 10 historically underrepresented, underserved, and/or economically disadvantaged Syracuse University students in teacher preparation programs. The School of Education is one of just 14 New York schools and colleges to receive TOC funding this year from the NYS Education Department.

"This is a very exciting opportunity for the School of Education and one that is very consistent with our desire to increase the diversity of our teachers in schools and to improve our own capacity to address issues of social justice and difference well in all our programs," says Mara Sapon-Shevin, professor of education and TOC program principal investigator.

TOC grants are designed to respond to the critical need for and the shortage of teachers of at-risk students, especially in urban schools, by addressing the learning needs of students at risk of truancy, academic failure, or dropping out. TOC's goal is to increase and encourage the participation of historically underrepresented and/or economically disadvantaged individuals in teaching careers. Competitive grants are awarded to institutions that offer approved programs in teacher preparation leading to permanent certification in programs registered by the State Education Department for teacher education purposes.

TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for provisional/

initial or permanent/professional certification. TOC provides specialized coursework to address the needs of at-risk students, coordinates supplemental field placements at low performing schools, and links graduates with mentors during the first year of teaching. TOC projects also provide support services such as counseling, academic advising, and supplemental research experiences.

"The Syracuse University TOC has established formal partnerships within the University and the Syracuse City School District and many community-based organizations to support and enhance the education of all our TOC students," says Sandy Trento, School of Education assistant dean and TOC program director.



URBAN EDUCATION



NYC SUMMER COLLEGE Grows with Hayden Foundation Grant

THE SECOND YEAR OF SYRACUSE UNIVERSITY

Summer College in New York City was a resounding success, energized by news of a major grant from the Charles Hayden Foundation.

Thirty New York City public school students were selected from the 184 who applied to spend six weeks taking college-level courses led by Jeffery A. Mangram, assistant professor in the School of Education, and Tamika Carey and Patricia Serviss, both graduate teaching assistants in the College of Arts and Sciences. Classes were held in the High School for Leadership and Public Service in lower Manhattan.

Courses offered this year were Writing 105 and Media Education and Contemporary Culture (CFE 200/EDU100). Students in the writing class visited and conducted research at the New York City Public Library. They also took part in a symposium in which they used the theoretical approach of hyper-visibility to critique various representations of New York City. Students in the Media Education course used a cultural studies approach to study such topics as the meanings of beauty during the

19th and 20th centuries and how the sport of basketball and its meanings are structured and contested in a variety of ways in different social contexts.

Earlier this year, the Charles Hayden Foundation awarded a \$50,000 grant to the Summer College in New York City program in support of its mission to give New York City public high school students a chance to experience college-level courses and earn college credit during the summer before their senior year. This summer, Kenneth Merin, chief executive officer of the Hayden Foundation, and other foundation staff members took part in Summer College class discussions with students and faculty members.

"Syracuse University's Summer College program exemplifies the mission of the Charles Hayden Foundation," Merin says. "We're encouraged by the commitment of Syracuse University and Syracuse University's Friends of the High School for Leadership and Public Service to provide New York City high school students opportunities to experience and succeed in higher education."

The Landscape of URBAN EDUCATION

Lecture Series Features Leaders in Urban Education



Nikki Grimes

THIS YEAR, THE LANDSCAPE OF URBAN EDUCATION

Lecture Series continues the tradition started during the school's centennial year by hosting some of the nation's leading experts on education in urban public schools and on issues of inclusion, diversity, access, and equity.

The 2008-09 season presents the following lectures:

"The Power of Poetry"

Nikki Grimes

Poet, Author, Performance Artist

October 17

4 p.m.

Public Events Room,
220 Eggers Hall

"Affirming Diversity: The Sociopolitical Context of Multicultural Education"

Sonia Nieto

*Professor Emerita, Department of Teacher
Education and Curriculum Studies,
University of Massachusetts, Amherst*

December 12

4 p.m.

Public Events Room, 220 Eggers Hall

"Race, Desegregation, and American Public Schooling"

James Anderson

*Chair and Professor, Educational Policy
Studies, University of Illinois at Urbana-
Champaign*

and

William Trent

*Professor, Education Policy Studies,
University of Illinois at Urbana-Champaign*

Moderated by Dean Douglas Biklen

November 11

7:30 p.m.

Hendricks Chapel

*Sponsored in cooperation with
The University Lectures*

"The Case for Affirmative Action on Campus"

Christopher Brown

*Dean, College of Education, University of
Nevada, Las Vegas*

March 26, 2009

4 p.m.

Public Events Room, 220 Eggers Hall

Project NExT FELLOW



LEVI MOLENJE, A DOCTORAL STUDENT IN the Mathematics Education Program, has been selected as a Project NExT fellow for 2008-09. Project NExT is a professional development program of the Mathematical Association of America (MAA). The project is designed to prepare outstanding new or recent Ph.D.s in the mathematical sciences for all aspects of an academic career, from improving the teaching and learning of mathematics to participation in professional activities. The project also provides participants an opportunity to network with peers and mentors in the field of mathematics education.

As a fellow, Molenje is participating in a number of Project NExT-sponsored events this year, including special sessions during the MAA summer meeting (the 2008 Mathfest) in Madison, Wisconsin, and at the Joint Mathematics Meetings in Washington,

D.C., in January. During these sessions, Project NExT fellows explore and discuss subjects relevant to beginning faculty, such as innovative approaches to introductory and advanced courses, the use of writing to help students learn mathematics, and alternative methods of assessing student learning.

Molenje was born in Kabras Division, Kakamega District, Kenya. He earned a bachelor's degree in mathematics and mathematics education at Kenyatta University and taught high school mathematics before beginning his graduate studies. He earned a master's degree in mathematics at the University of Nairobi, where he also served as a mathematics instructor. Molenje's research at Syracuse has focused on how the use of technology may improve the understanding of mathematics (especially algebra) and how teachers' beliefs affect the use of the graphing calculators in high school classrooms. He has accepted a position in the mathematics department at Grand Valley State University in Allendale, Michigan.

The Mathematics Education Program at Syracuse University is a joint program of the Department of Mathematics in the College of Arts and Sciences and the School of Education's Teaching and Leadership program. The program is committed to the integration of theory and practice through university-school partnerships and extensive field-based experiences for all students.



Rendering of the facility's entrance on Comstock Avenue (left) and lab interior (below)

NEW Residence Hall

Facility to House Exercise Science Laboratory

A NEW EXERCISE SCIENCE FACILITY IS TAKING SHAPE in the Ernie Davis residence hall now under construction on Comstock Avenue. The exercise science department out-bid five other departments from across the University for the facility with a proposal that innovatively integrates teaching space into the new residence. "We proposed using the space as teaching space," says Jill Kanaley, professor of exercise science and department chair. "The laboratory will have a classroom attached to it, so students can go from the classroom to the lab."

The proposal also called for a learning community associated with the laboratory and classroom space. "Students who live in the building will be able to get involved with the community and the research associated with it," Kanaley says.

The Exercise Science Laboratory will serve primarily as a teaching facility and center for undergraduate research. "The center will hold all our equipment,



including a treadmill, metabolic cart, and instruments to measure body fat, fitness, muscle strength, and different parameters related to the cardiovascular system; but it will be set up from a teaching standpoint," Kanaley says. "It will allow undergraduate students to get involved in research. It also will have space for dietary and fitness counseling."

The new facility is scheduled for completion next year.

SCHOOL NEWS

ENITIATIVE Awards

Three School of Education faculty members are among this year's Enitiative award winners

BENJAMIN DOTGER, ASSISTANT PROFESSOR OF EDUCATION in teaching and leadership, was awarded an Enitiative grant to create a Principal Communication Model (PCM) to enhance the communication and engagement skills of school administrators. The PCM will be designed to directly address training for administrators regarding what to say to parents, students, colleagues, and community representatives and how to say it. Dotger will use significant input from area administrators to develop the PCM and to then infuse the resulting cases/procedures into a course offered to both pre-service and in-service school leaders. Dotger and his students will work with SU's Technology Transfer office for guidance in developing a marketable form of the PCM and proceeding through the process of copyright and/or trademark agreements.

Jing Lei, assistant professor of education in instructional design, development, and evaluation, received an Enitiative grant to promote information and communication technologies (ICT) entrepreneurship to youth on Syracuse's South Side. The Digital Entrepreneurship and Excellence Program (DEEP) is an after-school program designed to inspire excellence among urban public school students. DEEP will focus on the development of ICT entrepreneurship: the ability to use ICT to create technology products, provide digital services, and pursue a fulfilling career in the digital economy. A variety of authentic and inquiry-based ICT activities and projects will be designed to engage students in ICT inquiry, communication, expression, and construction to equip them with essential ICT capacities to live, work, and lead in a digital economy. The project, supported by strong University-community connection and collaboration, will also be connected to Instructional

Technologies for Educational Settings, a graduate course offered every fall semester.

James Rolling, associate professor of art education, was awarded two Enitiative grants. With partner Laura Reeder, executive director of Partners for Arts Education, he received a grant to develop the Rethinking Art Education picture eBook project. The project will create a series of electronic image-based fiction and nonfiction picture books and graphic novels promoting the arts as an information product, a reservoir of diverse cultural heritages, a cultivator of multi-literacies, and a means of entrepreneurship.

With Susan Fix, executive director of the Museum of Young Art (MOYA), Rolling received an Enitiative eTeam grant to create an educational collaboration promoting the arts as a focal point of social entrepreneurship. Through a series of workshops to be conducted at the new Museum of Young Art, youngsters will work in groups to identify site-specific locations in the Syracuse area and Central New York region where there is a problem that can be addressed with a work of art that beautifies, expresses an important community or global story, or illuminates a social injustice.

Enitiative is the Syracuse Campus-Community Entrepreneurship Initiative (SCCEI), made possible through a grant awarded to Syracuse University by the Ewing Marion Kauffman Foundation. This five-year, \$3 million grant will enable a coalition of academic and community partners to incorporate entrepreneurship into every facet of the Scholarship in Action vision throughout the Central New York area. Enitiative aims to connect campus and community through entrepreneurship to achieve sustainable community development.

Linguistics SPECIALISTS

Department launches master's program for teachers of English language learners

THIS FALL, THE DEPARTMENT OF READING AND LANGUAGE ARTS launched a new master's degree teacher preparation program in Teaching English Language Learners (TELL). The program is a 30-credit course of study designed to prepare candidates for working with English language learners in pre-K-12 institutions. The program will be offered to full- and part-time students.

The TELL program prepares language teachers to provide integrated and free-standing services for English language learners in school programs designed to meet the needs of all students. In accordance with New York State guidelines, educators seeking admission to the program must first meet the requirements for an NYS provisional/initial teaching certificate in early childhood education, childhood education, middle childhood education, adolescent education, students with disabilities, speech and language disabilities, or another relevant area.

"The program is grounded in the philosophy that the linguistic and cultural backgrounds that English language learners (ELLs) bring to the classroom are resources and that ELL students acquire and develop English language literacy—speaking, listening, reading, and writing—best in rich language contexts," says Zaline Roy-Campbell, associate professor of reading and language arts and TELL program coordinator. "The master's degree in Teaching English Language Learners prepares teachers for service in a linguistically diverse society, with the goal of helping students develop proficiency in English for academic as well as social purposes." Roy-Campbell adds that degree candidates will gain knowledge of the theories, strategies and methodologies regarding teaching English to speakers of other languages as well as the sociocultural and sociolinguistic issues that impact English language learners' acquisition of English.

Students in the program will gain experience working in Syracuse area public schools and collaborate with teachers of English language learners in planning, instruction, and assessment. The classes and practical experiences will prepare teachers as specialists in educating English language learners by teaching them how theory is connected to effective practices for promoting second language acquisition and developing literacy for social and academic purposes.

IN MEMORIAM: Margaret J. Early

THE SCHOOL OF EDUCATION IS saddened to note the passing of an esteemed and admired colleague, Dr. Margaret J. Early, at her home in Gainesville, Florida, on June 28. Early was a professor in the School of Education for 30 years. During her tenure at Syracuse, she earned a national reputation as a specialist in the teaching of reading and English. An inductee of the Reading Hall of Fame, Early served as president of the National Council of Teachers of English and on the board of directors of the International Reading Association and the National Society for the Study of Education. In 1985, Early joined the University of Florida College of Education as chair of the Department of Instruction and Curriculum. She retired from Florida as an emeritus professor. After retirement, she remained active in a number of professional organizations and as a consultant and editor.

A native of Dedham, Massachusetts, Early earned B.A., M.A., and Ed.D. degrees in English and reading from Boston University, where she was awarded the Ida M. Johnson Distinguished Alumni Award in 1994. She worked briefly in publishing before beginning her career in education as a secondary school English teacher in public schools in Connecticut and Massachusetts.

Seven years ago, Early established a unique scholarship program for a sixth-grade class at Shea Middle School in the Syracuse City School District. The Early Incentive Scholarship encouraged students to stay in school and achieve academic excellence by offering scholarships for post-secondary education. On the day of Early's death, six of the former Shea students who this year graduated from Fowler High School were awarded scholarships totaling \$126,000.



SCHOOL NEWS

CACREP Accreditation

THE DEPARTMENT OF COUNSELING AND HUMAN Services has been granted eight years of accreditation for a number of its programs by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). “The site team’s report was glowing and cited strengths in the curriculum, the faculty, the alumni, our adjunct team, and our students,” says Janine Bernard, professor of counseling and human services and department chair during the accreditation review process. “Though their report cited strengths across all our programs, they singled out the doctoral program in particular to praise for achieving unique strength in preparing students to teach and do research, in addition to clinical work and supervision. Another strength they underscored was the overall commitment to diversity that was apparent throughout our curriculum.”

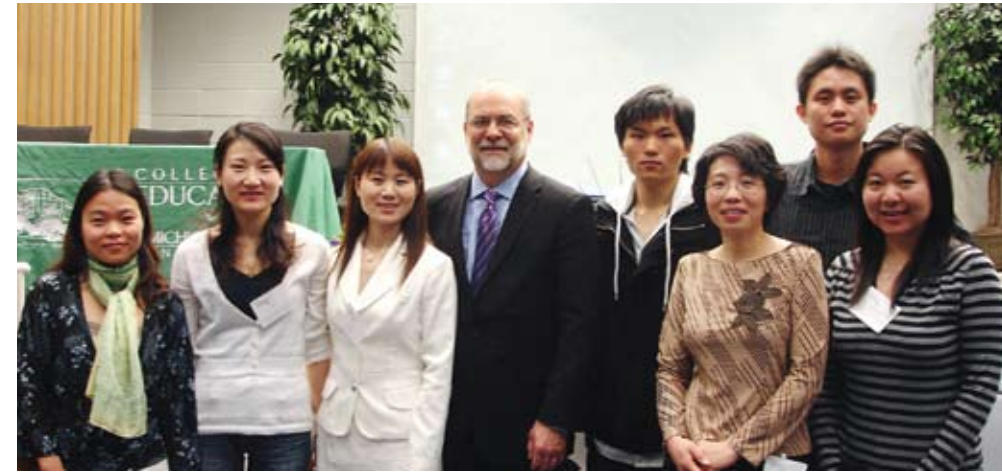
Counseling and Human Services programs covered by CACREP include the counselor education doctoral

program and master’s degree programs in community counseling, rehabilitation and community counseling, school counseling, and student affairs counseling. Accreditation was awarded without conditions to any of the department’s programs. The letter sent to Chancellor Cantor by the executive director of CACREP noted, “Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement.”

CACREP, an independent agency recognized by the Council for Higher Education Accreditation, promotes excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP supports the professional competence of counseling and related practitioners through development of preparation standards, encouragement of excellence in program development, and accreditation of professional preparation programs.

Faculty Named AERA Inaugural Fellows

NICK L. SMITH, PROFESSOR OF EDUCATION IN INSTRUCTIONAL DESIGN, DEVELOPMENT, and evaluation; Kenneth Strike, professor of cultural foundations of education; Louise Wilkinson, Distinguished Professor of Education, Psychology, and Communication Sciences; and David Krathwohl, Hammond Professor of Education Emeritus, were among the first class of scholars granted the status of fellow by the American Education Research Association (AERA). Fellow status is awarded to AERA members who have made sustained outstanding contributions to research in education.



Pictured at the 12th Global Chinese Conference on Computers in Education are, from left, Liangyue Lu, Jia Lu, Dr. Jing Lei, Dean Douglas Biklen, Yanqiu Liu, Jing Xu, Jingye Zhou, and Yiyen Wu.

TECHNOLOGY in Education

SOE sponsors 12th Global Chinese Conference

THE SCHOOL OF EDUCATION SPONSORED THE 12TH GLOBAL CHINESE CONFERENCE ON Computers in Education (GCCCE), held last May in East Lansing, Michigan. The five-day conference, organized by Michigan State University, SOE, and Beijing Normal University, brought together researchers and educators from around the world to discuss ideas on research and application of computer technology in education. David R. Krathwohl, Hannah Hammond Professor of Education Emeritus, provided the financial support that made possible the school’s sponsorship of the conference.

As a co-sponsor, the School of Education played a key role at the conference. Dean Douglas Biklen attended the opening ceremony and presented a welcome speech at the dinner reception, emphasizing the importance of using technology for educational research and practices, and calling for more collaboration in the field. SOE attendees presented five papers during the course of the conference.

Jing Lei, assistant professor of education in instructional design, development, and evaluation, co-chaired the conference organizing committee. Lei organized the traditional face-to-face conference and initiated and coordinated the first online conference (the eGCCCE), which was held concurrently for researchers who could not attend in person.

Department of Instructional Design, Development, and Evaluation doctoral students Liangyue Lu, Yiyen Wu, and Jingye Zhou provided real-time, online broadcasts of the keynote speeches and facilitated the online interactive paper presentations and discussions.

The GCCCE is an annual conference that has been held in mainland China, Hong Kong, Macau, Singapore, Taiwan, and the United States, and has a very high profile in these regions and beyond. In its 12 years, its influence has expanded outside of the Chinese communities and it has become a major event for scholars and researchers around the globe. This year’s conference theme was information and communication technology (ICT) and educational globalization.

SCHOOL NEWS



Attracting OUTSTANDING YOUNG SCHOLARS

TWO HIGHLY TALENTED POST-GRADUATE scholars have joined the Center on Human Policy, Law, and Disability Studies as Advanced Rehabilitation Research and Training (ARRT) Project Fellows through 2010.

Chris Bell, a doctoral candidate in English at Nottingham Trent University in Great Britain, joined the center in August. His teaching and research examine the intersections of identity and social justice. He is particularly interested in how cultural constructions such as race, class, gender, sexual orientation, disability, and nationality inform an individual's sense of self and cultural experience. Bell is a past board president of the Society for Disability Studies and has made numerous professional presenta-

tions in North America and Europe on issues related to cultural minority status, HIV/AIDS, LGBT, and disability studies.

"I first met Chris when we were both members of the board of the Society for Disability Studies and knew right away that he was the kind of emerging scholar I would love to recruit for Syracuse University," says Steven Taylor, Centennial Professor in Disability Studies and director of the human policy center. "I am delighted to have him here and have no question that he will contribute to the University's interdisciplinary programs on disability, race, gender, and sexuality."

Youngoh Jung joined the center as an ARRT Fellow after completing her doctoral studies in rehabilitation counselor education

at the University of Texas-Austin in July 2008. For her dissertation, she studied rehabilitation services and outcomes for persons with HIV/AIDS. She also has studied vocational services and human rights protections for persons with disabilities in South Korea. While at the University of Texas-Austin, Jung assisted in the development of the National Center for the Dissemination of Disability Research, a registry of systematic reviews. Jung is a Certified Rehabilitation Counselor.

"Dr. Youngoh Jung's research agenda has the potential to provide guidance to rehabilitation policy makers, service recipients, and clinicians who wish to improve outreach and service quality to the historically underserved population of persons with HIV/AIDS," says James Bellini, associate professor of counseling and human services. "Dr. Jung has considerable research skills in using large data sets to illuminate rehabilitation policy issues, and we look forward to her continuing development as a rehabilitation researcher at the Center on Human Policy."



The Center on Human Policy, Law, and Disability Studies is an expansion of the Center on Human Policy, which was founded by Dr. Burton Blatt in 1971. The center is a network of academic programs, centers, student organizations, and affiliated faculty whose research, teaching, and advocacy seek to promote the rights of people with disabilities locally, nationally, and globally, and to facilitate a critical examination of disability as an aspect of diversity in society.

Professors welcome scholars to Florence conference



PROFESSORS JANINE BERNARD AND DICK HACKNEY OF THE Counseling and Human Services Department joined other officials in welcoming participants of the Bilateral Counseling Conference to a reception given at the SU center in Florence, Italy (SUF). The conference was a joint effort of the National Board for Certified Counselors-International (NBCC-I) and the Federazione delle Associazioni Italiane di Counseling (FAIC). The conference, held May 31 and June 1, was dedicated to sharing insights about the counseling profession from the perspectives of both the United States and Italy and was attended by counselors from both countries. Bernard and Hackney presented at the conference. Pictured from left are Dr. Andreea Szilagyi, director of NBCC-I of Europe; Dick Hackney; Janine Bernard; Amy Kleine, counselor at SUF; Dr. Sylvia Fernandez, board chair, NBCC-I; and Jim Kauffman, associate director of SUF.



Equity, Access, *and* Student Success

A LOOK AT THE SCHOOL OF EDUCATION'S HIGHER EDUCATION PROGRAM

THE SCHOOL OF EDUCATION'S HIGHER EDUCATION PROGRAM KEEPS PACE with changes in the field by constantly updating and expanding its curriculum and faculty. Today, the leading edge of study in that discipline involves the close examination of equity issues in interdisciplinary study. "Three of our five new faculty members have been at Syracuse University for fewer than three years, after receiving doctorates at nationally recognized graduate programs at UC Berkeley, University of Maryland, College Park, and the University of Illinois," says Cathy Engstrom, associate professor of education and department chair. "Still, they bring a shared commitment to the long-standing program mission that builds on our tradition of preparing leaders in student affairs and higher education administration. They're committed to developing leaders in higher education who are focused on promoting campus conditions that ensure student success."

That history begins with the Student Dean Program, which was established in 1931 to train women to be deans of women at colleges and universities, high school and college counselors, and placement officers. In the 1960s, the program became co-educational and the curriculum expanded to include higher education administration, introducing a greater emphasis on scholarly research. To more accurately reflect the program's broader scope, it was renamed the Higher Education Program. Courses originally taught under the Student Dean Program continue to this day in higher education's master's degree program.

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A Unifying Commitment

Today, the students and faculty members of the Higher Education Program share a common commitment to being advocates for student success. “Our students and graduates are taught the importance of truly getting to know college students, understanding their diverse backgrounds and schooling, learning more about how they experience college in and out of the classroom, and identifying conditions that promote or hinder learning,” Engstrom

advocacy

“We’re preparing student advocates who may be administrators or advisors or teachers, but who all share a common passion to help their students succeed.” —VINCE TINTO

says. “Our students and graduates want to be champions for student success. To do that, they have to learn to be really effective at partnerships that extend beyond administrative or student affairs offices.” The Higher Education Program emphasizes the importance of developing cross-campus partnerships and establishing relationships with K-12 initiatives and programs geared to introduce and prepare students for postsecondary education. “Students’ lives are not fragmented into social and academic domains,” Engstrom says. “Learning experiences must be organized and facilitated in ways that recognize the social and affective dimensions of learning, not just the cognitive. Too many times programs and offices in higher

education are organized in ways totally contrary to how students learn.”

For many higher education students, an important first step in gaining a thorough understanding of partnerships comes through a master’s degree course called Laboratory in Learning Communities. “This course is all about going out and seeing integrated learning experiences right away,” Engstrom says. That experience demonstrates dramatically the importance of equity and access in education to student success.

“I don’t think any program has the strength of learning communities as we do. We are unique that way,” says Vince Tinto, Distinguished Professor of Education and former department chair. “We’re known for it, and we’re building upon that by making sure our community is inclusive and diverse as well.”

“Our goal is not to produce a set of administrators,” Engstrom says. “We’re preparing student advocates who may be administrators or advisors or teachers, but who all share a common passion as educators to dismantle organizational barriers and figure out the best way to help students succeed.”

Higher Education Program graduates assume leadership roles on college campuses from all institutional types in the United States and abroad. Two recent examples include Jade Anderson, a spring 2008 master’s program graduate who accepted a residence life position at the Qatar Foundation in Qatar, and Cathleen McColgin, a doctoral program graduate who recently was named provost and senior vice president at Onondaga Community College.

“Our graduates tend to have a ‘lock’ on curricular learning-community type positions, thanks to our program’s emphasis on learning

about and getting practical experience with innovative pedagogies,” Engstrom says. The Higher Education Program’s curriculum and extensive research focused on college student success has received considerable national attention. Lumina Foundation-funded work directed by Engstrom and Tinto on the effectiveness of curricular learning communities for under-prepared college students has given Higher Education Program students opportunities to be involved in cutting-edge scholarly work and practices.

Expanding the Field: New Faculty Members

“Our new faculty members make our work more inclusive in different situations and introduce different voices, which make the program stronger,” Tinto says. “We are committed to diversity and inclusion as the hallmarks of our notion of community, and Dawn Johnson, Kalena Cortes, and Tim Eatman bring to it multiple perspectives that we otherwise would not have. We have a more diverse, more inclusive type of conversation about research and practice, so it’s a wonderful time for the program, absolutely wonderful. These are very bright, committed people who make the program stronger in many ways.”

“The program’s faculty members mesh well when viewed in terms of their research interests; our backgrounds and interests come together on issues of equity, access, and student success,” Engstrom says. “Kalena Cortes, assistant professor of education, brings an economics frame of reference, which is pretty unique.”

Cortes earned a Ph.D. degree in economics from UC Berkeley. Before coming to Syracuse,

she was a post-doctoral research fellow at the Office of Population Research at Princeton University. Her research interests lie in the intersection of the economics of education, labor economics, and economic demography, with an emphasis on the economic wellbeing of immigrants. “My training is in economics, and one of the things I love to do is interdisciplinary work,” Cortes says. “I see what other disciplines are doing and how that applies to my work. I like to borrow from different approaches and see how they fit together, so this is how I approach my research.”



Her education-related research and publications include “The Effects of Age at Arrival and Enclave Schools on the Academic Performance of Immigrant Children” (*Economics of Education Review*), “College Selectivity and the Texas Top 10 Percent Law: How Constrained Are the Options?” (*Economics of Education Review*), and “College Attendance and the Texas Top 10 Percent Law: Permanent Contagion or Transitory Promise?” (*Woodrow Wilson School of Public and International Affairs Policy Brief, November 2003*).

“I work in two different fields,” Cortes says. “I started off working on immigrants in New York. My dissertation focused on human capital development of immigrants in the U.S., which has the component of investment in education. My research looks at how education plays a role in their assimilation, and I use economic theory to explain education phenomena.”

Cortes brings to the School of Education her expertise in empirical research using

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quantitative statistical tools to analyze large, existing datasets (such as standardized test scores). “One of the courses I offer is on affirmative action policy—I take a point and show both sides of it by looking at the empirical research,” she says. “The course is a little

thick on numbers, but I wanted students to be able to understand and analyze an argument based on what the numbers show. You can debate something to death, but there are some questions out there that can only be answered by looking at numbers.”



Another new faculty member, Timothy K. Eatman, assistant professor of higher education, also serves as research director for Imagining America (IA), a national consortium of academic and community institutions with the goal of strengthening the public role of the humanities, arts, and design. Eatman has a Ph. D. degree in higher education policy from the University of Illinois at Urbana-Champaign. He joined the Syracuse University community in fall 2007 after a postdoctoral fellowship at the University of Michigan in the Center for the Study of Higher and Postsecondary Education. “I’m trained as a person who thinks through higher education policy issues with the mindset of a sociologist,” Eatman says. “I’m very concerned about social equity issues, and the relationship between schooling from kindergarten through higher ed, but especially higher ed, political economy, how the world works, and ideology.”

Eatman’s recent work with IA has focused on a national research and policy project called the Tenure Team Initiative on Public Scholarship, which has focused on improving

the rewards system in academe for faculty members who practice engaged scholarship in the cultural disciplines. His special research interest is in students who aspire to careers in the STEM (science, technology, engineering, and math) disciplines. “My interaction with the community of scholars here gives me a sense that there is a value for liberal arts generally, which is critical to the advance of the democracy. I know that sounds philosophical, but that is what is in my heart for a number of reasons.”

Also new to the Higher Education Program faculty is Dawn Johnson, assistant professor of education. Johnson’s research interests include the experiences of women of color in STEM programs and the impact of social justice education courses on attitudes toward diversity. She also has professional experience in multicultural affairs, admissions and recruitment, and academic advising. She earned a Ph.D. degree from the University of Maryland.

“The Higher Education Program offered me an opportunity to be a part of something that was new and growing in terms of the real commitment to bringing in faculty of color and then trying to engage in work that was about broadening access to higher education and in having that work supported by the entire department,” Johnson says. “I have colleagues who have similar interests—maybe we come at them from different angles, but we all have a common thread in our agenda. We also have a dean who understands and supports that agenda, which in turn fits in with the broader



diversity

“For us in education, it’s all about how it improves the experience of students—all students, not just some—so we have that perspective and strength by the inclusion of more diverse voices.” —VINCE TINTO

goals and agenda of the University as envisioned by Chancellor Cantor.”

The Master’s Program

The master’s degree program, which traces its roots to the original student deans program, remains strongly innovative. The program gives students a solid foundation in the application of theories of student development and learning to administrative, programming, advising, and policy-making—in short, how educators can more effectively act on behalf of students from diverse environments throughout higher education. Students in the program benefit from Engstrom and Johnson’s 30 years of combined experience as student affairs administrators, as well as their leadership on boards and directorates of national professional associations, including the American College Personnel Association (ACPA) and NASPA-Student Affairs Administrators in Higher Education (formerly the National Association of Student Personnel Administrators).

“The focus on preparing student services professionals is still a centerpiece of the program,” Tinto says. “Though we train researchers, and though we train faculty members,

much of the work is still preparing people to work in student affairs to be effective agents of change. I think that strain of the program remains; we are the continuation and extension of that program started years ago.”

Beginning this year, students in the master’s degree program will benefit from even closer affiliation with Syracuse University’s Higher Education Opportunity Program (HEOP), which now is part of the School of Education (see page 7). HEOP, a program for New York State residents, provides educational opportunity and academic support to students with strong academic potential and personal initiative who otherwise would be excluded from higher education as a result of academic and economic disadvantage.

Because HEOP now has a direct connection to the Higher Education Program, HEOP participants will be able to work closely with the higher education students and faculty members. “We brought in HEOP because many of SU’s college support programs now are also located in the School of Education,” Engstrom says. “That’s unique. You’re not going to find that anywhere else. It’s really wonderful to have immediate access to professionals who for years have been doing extraordinary work

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to promote the success of hundreds of under-prepared students. Our laboratories can now extend to the next building.”

“It’s not enough to do research,” Tinto says. “You have to research forms of practice and reveal practice that can be used by other people, as opposed to being a department of sociology, perhaps, where you’re looking at theory and research. For us in education, it’s all about

inclusion

“We can’t keep preaching equality and inclusion in society and not practice it in our colleges.” —VINCE TINTO

how it improves the experience of students—all students, not just some—so we have that perspective and strength by the inclusion of more diverse voices.”

The Higher Education Program competes for students with some of the best programs in student affairs in the country, including the University of Maryland, the University of Vermont, Michigan State, and Bowling Green. To meet that competition, Engstrom is working with the School of Education to increase the number of graduate assistantships and other incentives to give the Higher Education Program a competitive edge in attracting the best students.

“I think we’re way ahead of our competitor institutions in terms of recognizing that the success of student affairs depends on working with faculty members and in K-12 classroom

settings to understand where students are coming from, to recognize how they learn, and to develop integrated learning experiences,” Engstrom says. “There is great potential in our graduate assistants getting hands-on experience with K-16 partnerships, working with high school students about college choices and preparing for college, and working with families.”

Community, Inclusion, Diversity

Through the Higher Education Program, the School of Education covers the educational loop from kindergarten to graduate school. “We can’t do our work without understanding the schools at all levels, but if you look at most higher education literature, you would never, ever know there is high school or elementary school,” Engstrom says. “We have to understand how students have been educated, what their life experiences are, and how that impacts the educational opportunities they’ve been provided. Understanding those experiences gives you a different educational frame of reference in terms of how you teach college students, or provide co-curricular activities. Most people in higher education have never thought about where these students come from.”

One thing the School of Education offers that most universities do not is a truly interdisciplinary faculty. “We talk to each other, we talk about each other’s work, we try to build upon each other’s work, we share students, we have shared seminars,” Engstrom says. The program has a particularly close connection with the Cultural Foundations program. “You can’t look at issues of student success and



advocacy without understanding the social conditions behind the issues.”

“What’s special about the Higher Education Program is what you see in our mission: the commitment to community, inclusion, and diversity,” Tinto says. “We are about promoting forms of action that promote community. If we

want a society that’s inclusive and values its members, we have to start with the schools.

We are committed to understanding how to build practices within colleges and universities that make that happen. We can’t keep preaching equality and inclusion in society and not practice it in our colleges.”

community

“You can’t look at issues of student success and advocacy without understanding the social conditions behind the issues.” —CATHY ENGSTROM

FACULTY NEWS

PIONEERING Scholarship and Commitment



The school's first Centennial Professor will develop new undergraduate disabilities studies programs

STEVEN J. TAYLOR, PROFESSOR OF CULTURAL FOUNDATIONS and co-director of Syracuse University's Center on Human Policy, Law, and Disability Studies, has been named Centennial Professor in Disability Studies in the School of Education. Taylor's appointment as the school's first Centennial Professor is in recognition and appreciation of his pioneering scholarship in and commitment to the field of disability studies. Among his duties as Centennial Professor will be the creation of an undergraduate disabilities studies program. The program, although housed within the School of Education, will be interdisciplinary in its outlook and operation.

In announcing this appointment, Dean Douglas Biklen noted, "Steve has been one of the leaders inter-

nationally in establishing the field of disability studies, and so it is fitting that he will lead Syracuse faculty and students in creating an undergraduate disability studies program. In naming Steve Centennial Professor in Disability Studies, Syracuse University seeks to build on a historical tradition in disability research here."

With partial support from the Syracuse University Chancellor's Initiatives, the professorship will invest in a series of activities including program development, public lectures, seed grants, film screenings, and other activities that will enhance the University's contributions to the interdisciplinary field of disability studies.

The new disabilities studies program will be an extension of Taylor's life-long commitment to the field of disability studies. The program will offer undergraduate-level courses in the sociology of disability, disability rights, culture of disability, social policy and disability, and representation of disability and ability. While the program will offer School of Education students the opportunity to make disability studies the focus of their undergraduate major, it also will allow undergraduates in schools and colleges across the SU campus to pursue minors in disability studies. In addition, this unique program aims to attract prospective students with disabilities and those who have had personal experience with people with disabilities.

"I'm honored to be appointed Centennial Professor, but more than anything else, this appointment will enable me—with the help of other faculty and students—to continue to build Syracuse University's disability studies program," Taylor says. "We had the first graduate disability studies program in the country. Now, it's time to develop an undergraduate program. We hope to do on the undergraduate level what we've done in our graduate program—attract outstanding students to Syracuse University."

This summer, Taylor began designing the undergraduate program with University faculty members,

"I'm honored to be appointed Centennial Professor, but more than anything else, this appointment will enable me—with the help of other faculty and students—to continue to build Syracuse University's disability studies program."

administrators, and students. The program will focus on policy, popular culture, social and cultural aspects of disability, and the relationship between disability and race, class, gender and sexuality. Students in the program will benefit from having the opportunity to study with prominent disability studies faculty members, with additional support from outstanding doctoral students and adjunct faculty who will be available to help with the program.

Taylor is a nationally recognized specialist in the inclusion and rights of people with disabilities. In addition to conducting research, he provides training and technical assistance in the area of disabilities studies and has extensive experience in establishing community living arrangements for people with severe disabilities. Taylor is an authority on deinstitutionalization, school and community inclusion, disability policy, disability trends and

controversies, and has written numerous books and articles on these topics. In recognition of his scholastic excellence, he has received numerous awards and citations, including the American Association on Mental Retardation Research Award (1997); a visiting professorship at Keio University, Japan (1998); and the Syracuse University Chancellor's Citation for Exceptional Academic Achievement (2003). Earlier this year, Taylor was presented the first Senior Scholar Award of the Society for Disability Studies.

Taylor holds a bachelor's degree from the University of Pennsylvania and a Ph.D. degree in sociology from Syracuse University. He worked at the University of Minnesota and University before becoming director of SU's Center for Human Policy in 1983. He was named co-director of the Center on Human Policy, Law, and Disability Studies in 2005.

Tinto and Engstrom Study Featured

AN ARTICLE IN A RECENT ISSUE OF *THE CHRONICLE OF HIGHER EDUCATION* (JULY 3, 2008) focused on a new study by Vincent Tinto, Distinguished Professor of Education, and Cathy Engstrom, associate professor of education and Higher Education Department chair. As reported in the *Chronicle*, the study found that community college students who are low-income and academically unprepared appear to benefit from being placed in effective "learning communities," where they take classes together and can give each other support.

A summary of the study can be found in the inaugural issue of *Opportunity Matters: A Journal of Research Informing Educational Opportunity Practice & Programs*, published by the Pell Institute for the Study of Opportunity in Higher Education, the research arm of the nonprofit Council for Opportunity in Education. Support for this research includes funding by a grant from the Lumina Foundation.

FACULTY NEWS

New FACULTY

This fall, the School of Education welcomes four outstanding professionals to the ranks of its faculty.

SANDRA BARGAINNIER, Assistant Professor, Exercise Science



Since earning an Ed.D. degree in curriculum and teaching from Boston University, Bargainnier has held a variety of health and physical education-related positions in higher education. She was coordinator of student teaching and an assistant

professor at Pennsylvania State University's Department of Kinesiology, University Park, Pennsylvania, and an associate professor in the Department of Health Science, Physical Education, and Athletics at the State University of New York at Oswego. She also was a health education teacher at Milford Public High School, in Milford, Massachusetts.

Bargainnier holds professional certifications from a number of state and national organizations, including the American Cancer Society, the American Association for Health Education, the Division of Adolescent and School Health (DASH) at the Centers for Disease Control and Prevention, and the National Commission for Health Education Credentialing Inc. (Certified Health Education Specialist). She has a B.S. degree in health and physical education from Lock Haven University of Pennsylvania and an M.S. degree in physical education from the University of Rhode Island. Articles by Bargainnier have been published in *Research Quarterly for Exercise and Sport* and *SIECUS Report*. She is a reviewer for *American Journal of Health Education* and *Research Quarterly for Exercise and Sport*.

ALAN FOLEY, Associate Professor, Instructional Design, Development, and Evaluation



Foley's extensive background in instructional technology includes serving as learning technology liaison for the University of Wisconsin system and as a lecturer at the University of Wisconsin-Madison Department of Curriculum and

Instruction. He also has held teaching positions at the University of Alabama, North Carolina State University, and at the American School of Asunción, Paraguay.

Foley has a B.S. degree in secondary English education and an M.S. degree in curriculum and instructional technology, both from Oklahoma State University. His Ph.D. degree in curriculum and instruction is from the University of Wisconsin-Madison. In addition to his teaching background, Foley has broad experience in educational technology evaluation and development, including curriculum and web site development. His writing has appeared in the *International Journal of Instruction Media, Equity & Excellence in Education*, and the *Journal of Educational Technology Research and Development*. He also has contributed to a number of books and textbooks on instructional technology.

MARCELLE HADDIX, Assistant Professor, Reading and Language Arts



Before coming to Syracuse, Haddix was a teaching fellow in the Lynch School of Education at Boston College. She also served as a content specialist for Education Development Center, Inc., an Innovation Partnership Schools Project in Newton, Massachusetts. In addition to her teaching experience at Boston College, Haddix has held faculty posi-

tions at Lesley University, Cambridge; Wheelock College, Boston; and Bentley College, Waltham, Massachusetts. She also taught English/English language arts (eighth and ninth grades) at private schools in Milwaukee.

Haddix holds a B.S. degree in secondary education and English from Drake University, Des Moines, Iowa; an M.Ed. degree in adult education from Cardinal Stritch University, Milwaukee; and a Ph.D. degree in education from Boston College. Haddix's dissertation investigated language practices of black and Latino/a pre-service teachers. She has published in *Language and Education* and is a frequent presenter at conferences for the American Association for Applied Linguistics, the National Council for Teachers of English, and the Conference on College Composition and Communication.

DEREK SEWARD, Assistant Professor, Counseling and Human Services



Seward comes to the School of Education from the University of Rochester, where he taught group counseling and advocacy/systems consultation courses and advised master's degree students in counseling and human development. He also has

worked as a group facilitator for Syracuse University on National Institutes of Health-funded projects and for the Health Improvement Project—Rochester on HIV prevention.

Seward earned a B.A. degree in psychology from the University of Rochester, ED.M. and M.A. degrees in psychological counseling from Teachers College, Columbia University, and a Ph.D. degree in counselor education and supervision from the University of Rochester. Seward's dissertation focused on understanding racial minority students in multicultural counselor training courses. His research interests include diversity training, racial minority student cultural development, and HIV/STD prevention.

Changing Chairs

FOUR FACULTY MEMBERS HAVE

stepped up to the challenge of chairing academic departments of the School of Education. This year's new chairs are as follows:

- ▶▶ **Kelly Chandler-Olcott**, Reading and Language Arts,
- ▶▶ **Dennis Gilbride**, Counseling and Human Services,
- ▶▶ **Jill Kanaley**, Exercise Science
- ▶▶ **Nick Smith**, Instructional Design, Development, and Evaluation.

They join the following continuing department chairs:

- ▶▶ **Sari Biklen**, Cultural Foundations of Education,
- ▶▶ **Cathy Engstrom**, Higher Education
- ▶▶ **Corinne Smith**, Teaching and Leadership.

WIDENING THE CIRCLE on a Global Scale



THIS SUMMER, MARA-SAPON SHEVIN, professor of inclusive elementary and special education, enjoyed a unique opportunity to share her ideas about inclusion and diversity with an audience a world away in South Africa. Sapon-Shevin's African odyssey started last year in London, where she was contacted by Melodia Hougaard, president of the Southern African Association for Learning and Educational Difficulties. Hougaard had read Sapon-Shevin's book *Because We Can*

Change the World (Allyn and Bacon) and was greatly impressed. She read Sapon-Shevin's latest book, *Widening the Circle* (Beacon Press), and decided to name the conference, held this July in Johannesburg, South Africa, after that work.

In *Widening the Circle*, Sapon-Shevin argues strongly for a broader implementation of inclusive education in all communities. She uses storytelling and argument to support a bold, even radical vision for full

classroom inclusion, laying out a moral and educational case for creating school communities in which all students—regardless of race, family background, disability, special needs, or other perceived “differences”—are welcomed as full and valued members from the very start.

More than 500 teachers and administrators from schools and agencies across South Africa attended the four-day “Widening the Circle” conference. “The people at the conference were mostly from South Africa,” Sapon-Shevin says. “Presenters were from Africa, Australia, and the UK.” Sapon-Shevin was invited to give the opening and closing keynote addresses.

While in South Africa, Sapon-Shevin also had an opportunity to visit a rural school in the village of Jozini in KwaZulu-Natal province. While there, she teamed with a group of Australian scholars to present an additional workshop on inclusion.

“South Africa is still very divided, both racially and socio-economically,” she says. “The vision is for the whole country to be doing inclusive education, but it’s far from being realized.” That vision is complicated by conditions unique to South Africa, such as having 14 official languages. Students in the schools speak different languages, and yet they are all supposed to be taught in their own languages; there is a shortage of teachers who speak all of the languages. Despite such obstacles, Sapon-Shevin found her South African counterparts very optimistic.



FACULTY NEWS

FACULTY Publications

School of Education faculty members continue to make substantial contributions to the canon of professional literature. Listed below are recent publications by department.

COUNSELING AND HUMAN SERVICES

- ▶▶ **Janine Bernard**, Professor
Bernard, J.M., & Goodyear, R. K. (2009). *Fundamental of clinical supervision, 4th edition*. Columbus, OH: Merrill.
- ▶▶ **Richard Shin**, Assistant Professor
Shin, R. Q. (July 2008). Advocating for social justice in the academy through recruitment, retention, admissions, and professional survival. *The Journal of Multicultural Counseling and Development*, 36, 180-191
- ▶▶ **Melissa Luke**, Assistant Professor
Luke, M. (August 2008). School-family-community partnerships: Implications for school counselors to bridge the gap in urban schools. *New York State School Counseling Journal*, 5.

Scarborough, J. L., & Luke, M. (August 2008). School counselors walking the walk and talking the talk: A grounded theory of effective program implementation. *Professional School Counseling*, 11(6), 404-416.

EXERCISE SCIENCE

- ▶▶ **Tim Fairchild**, Assistant Professor
Petrus, A.K., T.J. Fairchild and R.P. Doyle. Vitamin B(12) as a Carrier for the Oral Delivery of Peptides (Review) *Angewandte Chemie International Edition*. Accepted March, 2008.

Holmstrup M., K.S. Bruening and T.J. Fairchild (2008). Caloric estimation bias of realistic meal and beverage portions. *Topics in Clinical Nutrition* 23(3): 234-43.
- ▶▶ **Keith DeRuisseau**, Assistant Professor
Jung SH, DeRuisseau LR, Kavazis AN, DeRuisseau KC. Plantaris muscle of aged rats demonstrates iron accumulation and altered expression of iron regulation proteins. *Exp Physiol*. 2008 Mar; 93(3): 407-14.

McClung JM, Whidden MA, Kavazis AN, Falk DJ, DeRuisseau KC, Powers SK. Redox regulation of diaphragm proteolysis during mechanical ventilation. *Am J Physiol Regul Integr Comp Physiol*. 2008 May; 294(5): R1608-17.

- ▶▶ **Jill Kanaley**, Professor and Department Chair
Short-term training effects on diastolic function in obese individuals, with and without the metabolic syndrome. Baynard, T., R. Carhart Jr., L.L. Ploutz-Snyder, R.S. Weinstock, J.A. Kanaley. *Obesity Research*, 16: 1277-83, 2008.

Effect of 4 Weeks of Aerobic or Resistance Exercise Training on Arterial Stiffness, Blood Flow and Blood Pressure in Pre- and Stage-1 Hypertensives. S Collier, JA Kanaley, R Carhart Jr., V Frechette, M Tobin, A Hall, A Luckenbaugh, B Fernhall. *Journal of Human Hypertension*, Epub April, 2008.

Autonomic Responses to Physiological Stressors in Women with Type 2 Diabetes. Franklin, R.M., T. Baynard, S. Gouloupoulou, R.S. Weinstock, R. Carhart, Jr., R. Ploutz-Snyder, A. Figueroa, B. Fernhall and JA Kanaley. *Clinical Autonomic Research*, 18: 66-73, 2008.

Kanaley JA. Growth hormone, arginine and exercise. *Curr Opin Clin Nutr Metab Care*. 11: 50-4, 2008.
- ▶▶ **Scott Collier**, Assistant Professor
Collier SR. Sex differences in the effects of aerobic and anaerobic exercise on blood pressure and arterial stiffness. *Gen Med*. 2008; 5(2):115-23

INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION

- ▶▶ **Tiffany A. Koszalka**, Associate Professor
Russ-Eft, D. F., Bober, M. J., de la Teja, I., Foxon, M., & Koszalka, T. A. (2008). *Evaluator competencies: Standards for the practice of evaluation in organizations*. San Francisco: Jossey-Bass.
- ▶▶ **Jing Lei**, Assistant Professor
Lei, J., Conway, P. F. & Zhao, Y. (2008). *The digital pencil: One-to-one computing for children*. New York: Lawrence Erlbaum.

Lei, J. & Zhao, Y. (2008). One-To-One Computing: What Does It Bring To Schools? *Journal of Educational Computing Research*, 39(2)
- ▶▶ **Nick Smith**, Professor and Department Chair
Smith, N. L. & Brandon, P. R. (Eds.). (2008). *Fundamental issues in evaluation*. New York: Guilford.

READING AND LANGUAGE ARTS

- ▶▶ **Rachel Brown**, Assistant Professor
Brown, R. (2008). The road not yet taken: A transactional strategies approach to comprehension instruction. *The Reading Teacher*, 61, 538-547.
- ▶▶ **Marcelle Haddix**, Assistant Professor
Haddix, M. (2008). Beyond sociolinguistics: Toward a critical approach to cultural and linguistic diversity in teacher education. *Language and Education*, 22(5), 254-270.
- ▶▶ **Kathleen Hinchman**, Professor
Hinchman, K. A., & Sheridan-Thomas, H. (2008). *Best Practices in Adolescent Literacy Instruction*. New York: Guilford.
- ▶▶ **Louise Wilkinson**, Distinguished Professor of Education, Psychology, and Communication Sciences

Louise C. Wilkinson, Lesley Mandel Morrow, and Victoria Chou. (2008). *Improving Literacy Achievement in Urban Schools: Critical Elements in Teacher Preparation*. Newark, DE: International Reading Association

TEACHING AND LEADERSHIP

- ▶▶ **Christine Ashby**, Assistant Professor
Causton-Theoharis, J., Theoharis, G. & Ashby, A. (2008). But We Already Do Inclusion, Don't We? *The School Administrator*. September, p. 30-31.

Rossetti, Z., Ashby, C., Arndt, K., Chadwick, M., & Kasahara, M. (2008) "I like others to not try to fix me": Recognizing and supporting the agency of individuals with developmental disabilities. *Intellectual and Developmental Disabilities*.
- ▶▶ **Julie Causton-Theoharis**, Assistant Professor
Causton-Theoharis, J., Theoharis, G. (2008). Creating Inclusive Schools for ALL Students. *The School Administrator*. September, p. 24-30.

Causton-Theoharis, J., Theoharis, G. & Ashby, A. (2008). But We Already Do Inclusion, Don't We? *The School Administrator*. September, p. 30-31.

Causton-Theoharis, J., & Theoharis, G. (2008). Teaching Pre-Service Teachers to Design Inclusive Instruction: A Lesson Planning Template. *The International Journal of Inclusive Education*.

Theoharis, G. & Causton-Theoharis, J. (2008). Oppressors or Emancipators: Critical Dispositions for Preparing Inclusive School Leaders. *Equity and Excellence in Education*, 41(2), 230-246

Causton-Theoharis, J. & Burdick, C. (2008). Paraprofessionals: Gatekeepers of Authentic Art Production. *Studies in Art Education*.

- ▶▶ **Elisa Dekaney**, Assistant Professor
Dekaney, E.M. Students' Pre-departure Expectations and Post-sojourn Observations in Short-Term International Program Abroad on the Culture, Music, and Art of Brazil. *International Education* (Spring 2008).
- ▶▶ **Gail Ensher**, Professor
Clark, D.A., Ensher, G.L. & Songer, N.S. (2008). *Families, Infants, & Young Children at Risk: Pathways to Best Practice*. Baltimore, MD: Paul H. Brookes
- ▶▶ **Emma Rodriguez Suárez**, Assistant Professor
Rodriguez Suárez, E. (2008). "Globalization and Transformation in the Local Music Classroom", *Global Studies Journal*, 1(2), 39-44.
- ▶▶ **James H. Rolling**, Dual Associate Professor, Department Chair (Art Education)
Rolling, J. H. (2008). Contesting content, or, how the emperor sheds his old clothes. *Qualitative Inquiry*, 14 (6), 839-850.

Rolling, J. H. (2008). Sites of contention and critical thinking in the elementary art classroom: A political cartooning project. *International Journal of Education & the Arts*, 9 (4).

Rolling, J. H. (2008). Rethinking relevance in art education: Paradigm shifts and policy problematics in the wake of the Information age. *International Journal of Education & the Arts*, 9 (Interlude 1).
- ▶▶ **George Theoharis**, Assistant Professor
Causton-Theoharis, J., Theoharis, G. (2008). Creating Inclusive Schools for ALL Students. *The School Administrator*. September, p. 24-30.

Causton-Theoharis, J., Theoharis, G. & Ashby, A. (2008). But We Already Do Inclusion, Don't We? *The School Administrator*. September, p. 30-31.

Causton-Theoharis, J., & Theoharis, G. (2008). Teaching Pre-Service Teachers to Design Inclusive Instruction: A Lesson Planning Template. *The International Journal of Inclusive Education*.

Theoharis, G. & Causton-Theoharis, J. (2008). Oppressors or Emancipators: Critical Dispositions for Preparing Inclusive School Leaders. *Equity and Excellence in Education*, 41(2), 230-246

Making METHODOLOGY

Rolling awarded funding for art education research



JAMES H. ROLLING JR., DUAL ASSOCIATE professor of art education and teaching and leadership in the College of Visual and Performing Arts (VPA) and the School of Education and chair of the Department of Art Education, received a \$4,000 grant from the VPA Interdisciplinary Committee of Faculty Council to develop a course in arts-based educational research called Making Methodology: Exploring Art-Based Educational Research. According to Rolling, the grant will permit him to hire an adjunct to teach one of his art education courses,

allowing him to offer the course in spring 2009.

“Arts-based educational research is inherently interdisciplinary,” Rolling says. “It has been intersecting social science practices more and more frequently over the past couple of decades and has a rich body of research literature validating its efficacy.” Rolling notes that the Arts Based Educational Research Special Interest Group of the American Educational Research Association (AERA) defines itself as a democratic, grassroots organization that strives to represent the intricate weavings of diverse genres (autobiography, narrative, poetry, visual art, drama, dance, music) with educational insights.

Rolling piloted the course this summer with a small group of graduate students in art education, early childhood education, teaching and curriculum, English education, and cultural foundations. “My intent is for the confluence of interdisciplinary research methodologies that may be generated through arts-based inquiry practices to reach the broadest cross-section of students possible at SU and, ultimately, to regularize this coursework.”

Rolling also has been named Interdisciplinary Research Group (IRG) leader for the 2008-09 academic year in the College of Visual and Performing Arts.

Promoting Public Scholarship

A NEW REPORT FROM IMAGINING

America, co-written by Timothy K. Eatman, assistant professor of higher education, is the subject of a recent article in the *Chronicle of Higher Education*. The report, titled “Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University,” was produced by Imaging America’s Tenure Team Initiative. The report finds that, while publicly engaged academic work is becoming increasingly popular in American colleges and universities, tenure and promotion policies lag behind public scholarly and creative work. As a result, some faculty members are discouraged from engaging in public scholarship. To overcome this obstacle, the report proposes ways to change the culture surrounding promotion and tenure to create enabling settings for doing and reviewing intellectually rigorous public work.

Eatman is research director for Imaging America, a consortium of 80 colleges and universities dedicated to promoting public scholarship in institutions of higher education. As research director, Eatman provides oversight and direction for Imaging America’s Tenure Team Initiative and the American Council for Learned Societies survey project. Syracuse University Chancellor and President Nancy Cantor is co-chair of Imaging America’s Tenure Team Initiative.

HONORING WHAT’S IMPORTANT to You



Dear Alumni and Friends,

During my summer vacation in the Adirondacks, I sat on a park bench made from the granite Au Sable Forks, New York is famous for and watched the river, thinking about how nice it would be to do some fishing there. When it was time to move on, I got up and noticed the brass plaque on the bench. On the plaque was the name of a man. The plaque was donated by his family in his name, saying this was his favorite fishing spot.

As I looked back at that beautiful river, I thought of that man and how wonderful it was that he and his family chose to provide this bench in this beautiful spot, right where I needed it. Now, placing your or a loved-one’s name on a research laboratory at Syracuse University takes on somewhat broader dimensions, but the principle is the same: To honor what is important to you by giving to the people and places that can best carry on your ideals and who will be the custodians of that tribute.

The Exercise Science Research Center in the new Ernie Davis residence hall, its equipment and rooms (see page 17) all merit the level of support appropriate for a “naming” gift. Such a gift would support the students and researchers in the exercise science department by equipping and maintaining the facility. A contribution of this magnitude would be an enduring inspiration to the entire student body and faculty of the School of Education.

The exercise science center is among a number of significant naming opportunities for buildings, equipment, and facilities at the School of Education. I would be honored to help you or someone you know create a lasting tribute that will be a tremendous benefit for the students and faculty of the School of Education, now and in the future, like that park bench at Au Sable was for me.

A naming right for a school, building or a facility can be established through an outright gift, a multi-year pledge, an estate or other planned gift, or a combination of gifts. Please call me for information about this type of gift or for information on how to support any of the School of Education’s programs, departments, and student support funds.

Thank you for all your support.

Sincerely,

Victoria F. Kohl

SUPPORTING THE SCHOOL

The following funds directly support the departments at the School of Education. Please visit soe.syr.edu/alumni/giving/index to “find a fund” and support:

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Thank you for supporting the School of Education!

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ALUMNI EXCHANGE

Science Videos for the Classroom



Brian Jerome grew up in Chittenango, about 15 miles from the Syracuse campus. Both of his parents graduated from Syracuse, as did his grandfather. Although Jerome left Syracuse to earn a B.S. degree in science education at the University of Vermont at Burlington, he too returned to Syracuse for all his graduate work. “The School of Education was one of the best schools

around when I was looking to go back to graduate school,” Jerome says. “I have orange in my veins, so it was just a natural thing to come back here, and it’s an excellent school.”

After teaching for five years, Jerome found a new way to apply his talent and training to education. Today, he works with teachers to develop instructional materials for the classroom. His business, Visual Learning Company (www.visuallearningco.com), makes curriculum-based videos for elementary and middle school teachers on such topics as simple machines, microscopic life, and photosynthesis.

“When I think about what I gained from all my graduate work at SU that I use in my job—I’m still in education—I realize I learned a lot of things there that help me everyday,” he says. “The biggest thing I learned was how to write well. Sari Biklen taught me how to write clearly and well, and there was a heavy emphasis on writing all the time. I took Bob Bogdan’s class in qualitative research, and I took several statistics classes. I spent a lot of time at the library doing research. The whole process of ferreting out and analyzing information is another skill I use all the time.”

The videos produced by Jerome’s company are recognized for their excellence in the United States and abroad, winning best of show at the National Media Market awards and beating such companies as Discovery and WGBH. His videos have been translated into several languages, including Spanish, Swedish, and a number of eastern European languages. Visual Learning Company has received outstanding reviews from professional teaching and library journals, including *School Library Journal*, *NSTA Recommends Video Librarian*, *Booklist*, and the *National Association of Media Technology Centers*.

Class NOTES

’60s

William Indek ’68 (BA, social studies ed), **’71** (MA, counseling and guidance) retired this year as guidance team leader at Glen Ridge High School, Glen Ridge, N.J. An educator for 40 years, he spent the last 36 as a guidance counselor at Glen Ridge. He was named Glen Ridge Teacher of the Year and inducted into the Glen Ridge Hall of Fame in recognition of his 23 years as track coach.

Jeff Baker ’78 (MS, counseling and guidance) published a monograph titled *Extended Testing Time for College Students with Learning Disabilities: Differences in Grade Point Averages for Students Using as Opposed to Not Using Accommodations* (VDM Verlag). The research shows that use of extended time for students with LD results in modest increases in both first-year and total GPA. Baker, who also holds a Ph.D. in educational psychology, serves as an adjunct faculty member at both Rochester Institute of Technology and Monroe Community College in Rochester (N.Y.).

’70s

Susan Newman ’76 (BS, special education) since graduating from the School of Education, Newman has been a special education teacher. She writes to say, “Not a day has gone by that I have not felt gratitude for the education I received at SU. I’ve done some exciting things in my career, but nothing surpasses the sincere passion I have for teaching.” She says she fondly remembers Professors Burton Blatt and James Winschel.

’80s

Debra Hamilton Schoening ’81 (BS, Elementary Education, MS, Urban Education, CAS, Educational Administration) is supervising director of school improvement for the Syracuse City School District. Since joining the SCSD in 1981, her professional experiences have included inclusive education, teacher training, staff development, and administration at the elementary, K-8, and middle school levels. She spent five years as an elementary principal in Syracuse and was recognized by the New York State Education Department for her work in raising student achievement.

Howard Adams ’78 (PhD, higher education administration) is president of H.G. Adams & Associates, Inc., Norfolk, VA. He recently published *Career Management 101: A Primer for Career and Life Management Planning* (H.G. Adams).

ALUMNI EXCHANGE

Schoening joined the superintendent's staff as director of elementary education in 2000. She currently serves on the board of directors for The Consortium for Children's Services and Community Wide Dialogue of the IRC and is a volunteer for many community organizations, including the Central New York United Way and the American Heart Association.

James S. Vacca '83 (PhD, reading) is associate professor and chair of the department of special education and literacy at Long

Island University, C.W. Post College. He recently published the following articles: "Scaffolding is an Effective Technique for Teaching a Social Studies Lesson about Buddha to Sixth Graders," *Journal of Adolescent and Adult Literacy*, 51:8, May, 2008; "Autistic Children Can Be Taught to Read," *International Journal of Special Education*, 23:1, February, 2008; "Children of Incarcerated Parents: The Invisible Students in Our Schools—What Can Our Schools Do to help them?" *Relational and Youth Care*

Practice, Vol. 21 No. 1 p.p. 49; "Foster Children Need More Help After They Reach The Age Of Eighteen," *Children and Youth Services Review*, 30:5, May, 2008.

Jacqueline Goettel Strecansky '83 (BS, special education), '88 (MS, elementary education) is literacy coach for Early Reading First in the Syracuse City School District, where she completed 25 years of service this June. She is married to **John Strecansky '91** (VPA).

'90s

Vincent J. Loffredo '91 (BS, exercise science) was appointed associate vice president for University Student Services at the University of Texas Medical Branch, Galveston, TX. Loffredo is responsible for overseeing the operations of the institutional Student Services programs and activities, including the Offices of the Registrar, Financial Aid, Student Life, Counseling, and Student Health Services. Loffredo has an M.S. degree in physical education and an Ed.D. degree from the University of Houston.

Amy Rancier '94 (BS, inclusive education), '96 (MS, special education) is a special education teacher at Living Word Academy, Syracuse, and mother of a son adopted in India in 2002.

'00s

Chun-Ping Wu '08 (Ph.D., instruction design, development, and evaluation) has accepted a position as an assistant professor (tenure track) in the department of educational technology at Tamkang University, Taiwan. Regarded as one of Taiwan's best, the program will provide Chun-Ping an excellent research environment. Chun-Ping received a doctoral student research award from Syracuse for her dissertation, which she passed with honors.

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