Expanding our Mission

On behalf of the entire School of Education community, I welcome you to the second edition of our newly-designed Education Exchange.

I am pleased to conclude the academic year with the announcement of an exciting new project for SU: the launch of the new Center on Disability Studies, Law, and Human Policy. The center builds on the School of Education’s long and productive history in disability rights, teaching, research, and advocacy. It expands the mission of the School of Education’s 34-year-old Center on Human Policy, by bringing together scholars from multiple disciplines to study disabilities from a variety of different perspectives. The work of the center is focused on the conditions necessary for the optimal development of every citizen in the least restrictive environment.

Although much has been accomplished in the past decades, we need to further research that will inform our policies, law, and practices. In addition, we need to interpret and apply that knowledge to make our classrooms, schools, factories, religious institutions, families, and governments more responsive to individuals with disabilities. Finally, we need to evaluate what kind of a job we’re doing, so we meet the spirit of our democracy and the spirit of the law.

The center will co-sponsor academic degree and certificate programs, including an education master’s degree program in disability studies and a joint three-year J.D. degree program. Additional important programs include national symposia, speaker series, conferences, and education law reform efforts. Key members of the center serve as advocates on behalf of children and adults with disabilities, locally and globally; they prepare legal briefs for what may well be precedent-setting cases.

You can read more about the Center for Disability Studies, Law, and Human Policy on page 2 of this issue of Education Exchange, as well as in the spring 2005 edition of Syracuse University Magazine.

Best wishes for a happy and productive 2005.

Louise C. Wilkinson
Dean
Imagine a world with no stairs, where doorways are wide, countertops low, and curbs cut into clear pathways. More noticeable than its physical appearance, this world embraces all people and their unique strengths and impairments as simply part of what it means to be human. This diversity enriches society and challenges others to expand their perceptions and to experience the world with a new set of paradigms. “This is my world,” says Liat Ben-Moshe, a doctoral student in sociology earning a certificate in disability studies through the School of Education who uses a wheelchair. “I know that people consider me to be different, but I also know that’s only because of what they believe normal is. And what they believe to be normal is socially constructed. It’s not inherent in me. It’s a social construct, and therefore, I can change it.”

An INCLUSIVE WORLD
New interdisciplinary center broadens disability studies research

Syracuse University’s new Center on Disability Studies, Law, and Human Policy hosted a February campus visit by Luis Benigno Gallegos Chiriboga (second from left), the permanent representative of Ecuador to the United Nations in New York. Also pictured are (from left) education professors Steven Taylor and Beth Ferris and law professor Arlene Kanter.
Israeli native Ben-Moshe and a growing number of students worldwide are coming to Syracuse University to do just that: They are revolutionizing the way the world perceives and interacts with people with disabilities. Building on its long history in disability rights teaching, research, and advocacy, the University developed a new Center on Disability Studies, Law, and Human Policy. The new center expands the work of the School of Education’s 34-year-old Center on Human Policy by pulling together people from many disciplines to study disabilities as they relate to all aspects of life.

“The center will examine the conditions necessary for the optimal development of every citizen in the least restrictive environment,” says Dean Louise Wilkinson. “We need to further research and create new knowledge to inform our policies, law, and practices. We also need people to interpret and apply the knowledge to make our schools, our factories, our religious institutions, our families, and our governments more responsive to individuals with disabilities. We need to evaluate what kind of a job we’re doing so we really meet the spirit of our democracy. Who better to do that than Syracuse University, which pioneered the entire field of disability studies?”

In 2001, the need for a multidisciplinary center to study disabilities became obvious to a group of faculty from across campus who had until then only met informally over lunches to share their research. The Academic Plan’s emphases on areas of historic strength and interdisciplinary research and the arrival of Wilkinson and law school dean Hannah Arterian encouraged the group to formalize their relationship. “Syracuse has such a rich history in this area,” Arterian says. “What makes this collaboration so exciting is the quality of the pieces.”

Education professor Steven Taylor and law professor Arlene Kanter—both known internationally for their work in disabilities—will co-direct the new center, assisted by a faculty executive committee consisting of professors Douglas Biklen and Beth Ferri, education; Robert Bogden, sociology; Nancy Mudrick, social work; and Michael Schwartz, law. “The center has enormous potential to change how we think about people with disabilities,” Kanter says. “We can no longer view people with disabilities as in need of a ‘cure’ or ‘treatment,’ or as people who need to be ‘fixed.’ Instead, we must ‘fix’ society to accept and respect the individuality, abilities, and dignity of people with disabilities.”

The center will provide a home to several new academic degree and certificate programs springing up across campus, including the country’s only three-year joint J.D. and master’s degree program in disability studies and a joint three-year J.D./M.S.W. program. It will sponsor programs, speaker series, conferences, and law reform efforts. The center and its staff will advocate on behalf of children and adults with disabilities who are as close as campus and as far away as Turkey, and will prepare legal briefs for precedent-setting cases. “The legal aspect of this collaboration is important,” says Taylor, who serves as the director of the Center on Human Policy. “We’ve worked with clubs and organizations in the community before, but the ability to collaborate with the College of Law and its public interest law clinic will enable us to have much more of an impact. We’ll be able to bring in more speakers and sponsor more events. Our visibility on and off campus will definitely increase.”

—Margaret Costello

"I know that people consider me to be different, but I also know that’s only because of what they believe normal is. And what they believe to be normal is socially constructed. It’s not inherent in me. It’s a social construct, and therefore, I can change it."

—LIAT BEN-MOSHE
The idea for the film originated with School of Education professor Douglas Biklen, an internationally known researcher and an advocate of facilitated communication, an alternative means of expression for people whose speech is highly limited. “Sue Rubin is a young woman with autism who at one time was believed to be severely retarded,” Biklen says. “She learned to communicate with facilitated communication and now does so without any physical support.”

The film project grew out of a chapter that Rubin wrote for Biklen’s forthcoming book, *Autism and the Myth of the Person Alone* (New York University Press). Rubin wrote the script, and Academy Award-winning director Gerardine Wurzburg co-produced the documentary with Biklen. Actress Julianna Margulies, the film’s narrator, provides a voice for Rubin’s words. “What I think is distinctive about this film is that it is told by Sue Rubin herself,” Biklen says. “To my knowledge, no other documentary has been made in which a person with autism whose speech is severely impaired writes the story, tells the story, and gives this insider’s account of autism.”

The documentary was shown on campus in October as part of a disabilities film series sponsored by the student-run Beyond Compliance Coordinating Committee, and was also screened in several locations in the United States. Wurzburg attended the SU screening to discuss the film with an audience that included several people with autism who use facilitated communication. Biklen and Wurzburg have collaborated before on several projects. She credits Biklen’s leadership and reputation in making *Autism Is a World* a reality. “Doug has been busy bringing the notion of facilitated communication to this country,” Wurzburg says. “The film represents a community trying to bring change.”

Biklen hopes the film will challenge professionals to reconsider how they think about autism and the value of facilitated communication. “For years there has been a facile equation between communication impairment and mental retardation, and I think that’s just not accurate,” he says. “This is part of the evidence to challenge that. In the end, I think it will be people with autism themselves who win the argument.” —Amy Speach Shires
In her former position as a school psychologist, Sheila Clonan G’92, G’97 noticed that the children who were repeatedly referred to her office because of behavior problems often had underlying academic difficulties. “I knew there was a connection there,” says Clonan, now a faculty member in the Department of Reading and Language Arts. “The kids with the most chronic behavioral difficulties often were struggling readers who acted out due to frustration, or in an attempt to conceal their weaknesses.” Clonan believes that the current system in place in many schools makes it difficult to address these underlying deficits until they become significant enough that the child becomes eligible for special education. “By that time, the child has struggled academically and behaviorally for years,” she says, “and intervening becomes much more difficult.”

Clonan has combined her background in psychology with her passionate interest in literacy intervention in an effort to provide earlier, more universal intervention, explore the connection between academics and behavior and, ultimately, improve literacy while preventing antisocial and violent behaviors. Together with co-investigator Gretchen Lopez, Clonan is working on Creative Conflict Resolution, part of the Syracuse University Violence Prevention Project in the School of Education. In consultation with Priscilla Prutzman and Kathleen Cochran of Creative Response to Conflict, Inc. (CRC), a conflict resolution organization based in Nyack, New York, the two are working with teachers at Grimshaw Elementary in the LaFayette Central School District to implement “A Community of Learners,” a curriculum that integrates conflict resolution and literacy education.

“Children at Grimshaw Elementary learn nonviolent, creative solutions to conflict.”

“The program is unique because it teaches skills that lead to nonviolent, creative solutions to conflict through lessons that are imbedded in an academic context,” Clonan says. “The children learn through stories, songs, chants, games, and activities that also are designed to benefit literacy skills.”

In November, CRC’s Kathleen Cochran began classroom demonstrations, working with teachers to introduce the program, which covers such topics as cooperation, self-control, and creative problem solving. By May, teachers will have implemented all 12 program segments in their classrooms. Data will be analyzed during the summer to determine how to strengthen the program at Grimshaw Elementary and for use in other schools. “We teach kids the vocabulary to identify their feelings and provide them with the tools to recognize another person’s point of view,” Cochran says. “We teach a step by step conflict resolution process, and this gives them a foundation of skills and concepts as well as a sort of road map for handling conflict.”

The approach used in the project, which is currently funded by the Wege Foundation and the Central New York Community Foundation, is one that promotes equity in the classroom; Lopez sees this as an important aspect in violence prevention efforts. “Our emphasis in teaching students and teachers about violence prevention is on trying to prevent problems before they occur,” she says. “This program supports positive, pro-social behaviors, as opposed to taking a problem-focused orientation or being more reactive when problematic behaviors occur.”

—Amy Speach Shires
Behind the Scenes

To be enrolled in 20 credits while designing sets for five different theatrical productions is a feat most students would shy away from. But **MELISSA SHAKUN** does not regret her incredibly hectic semester. In fact, she embraces it. “My crazy days are a lot of work and stress,” she says. “But if I didn’t love everything I do, I wouldn’t do it.”

Shakun, a 2004-05 Remembrance Scholar, is a senior majoring in art education in the School of Education. She was selected for the scholarship, which honors the 35 students killed in the bombing of Pan Am Flight 103, because of her high academic achievement and University involvement. With passions for teaching, art, and theater, she piles on as many classes as possible. “The art education program is unbelievable because it lets me have so many options,” she says. “I can take classes in art history, French, and ceramics. I figure, why not give everything a shot?”

Originally set on teaching, Shakun’s life was turned upside down during her sophomore year when she studied theater in London. “I fell in love with the technical side of the theater,” she says. “I realized I wanted to pursue theatrical set design as soon as I got back to SU.” She enrolled in the College of Visual and Performing Arts, and is now torn over which path to take. “I love teaching art, but theatrical design is enticing, too,” she says.

After researching her options, she is applying for set and costume design programs at Yale and New York University. She hopes to one day teach theatrical design at the university level. But nothing’s definite. “I’m looking forward to student teaching this spring,” she says. “I really have to take it all in before I can make any final decisions.”

—Ashley Sterne G’05

Announcements and Briefs

- **Four School of Education students** were appointed to *Who’s Who Among Students in American Universities and Colleges*, a distinction reserved for a select group of students from more than 2,300 higher education institutions across the country: **Stella Albanese**, an inclusive elementary and special education major; **Jessica Bedard**, an inclusive elementary and special education major who is dually enrolled in the College of Arts and Sciences as a Spanish language, literature, and culture major; **Lansing Dimon**, a master’s degree student in music education and instructional design, development, and evaluation; and **Nazan Uludag**, a Ph.D. student in science education.

- **The School of Education** was ranked 41st among the top public and private colleges and universities by *U.S. News & World Report*, putting it in the top 22 percent of ranked institutions. It ranked 12th in special education, 15th in rehabilitation counseling, 18th in elementary education, 23rd in cultural foundations of education, and 23rd in higher education. The school’s reputation among superintendents of schools ranked 22nd, and its reputation among deans of education ranked 28th.

- **Sandy Trento**, director of continuous education and global outreach, administers selection and screening for the Fulbright Teacher and Administrator Exchange Program, which is sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

- **The School of Education Community Counseling Program** was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for a four-year period beginning in January 2004.
The Art Education Program and the SU Student Art Education Association completed its latest mural this fall at Syracuse's Elmwood School on South Avenue. Elmwood students worked with the SU artists to complete the painting, called Caring and Sharing. The Art Education Program, a dual program with the College of Visual and Performing Arts’ School of Art and Design and the School of Education, prepares students to teach art in grades K-12.
School News

SCHOOL OF EDUCATION
Inaugural Year Events

The following list is a representation of lectures and events that were scheduled throughout the year as a way of celebrating the November inauguration of Syracuse University’s 11th Chancellor and President, Nancy Cantor, and in keeping with the Chancellor’s inaugural theme of “Exploring the Soul of Syracuse.”

➤ “Progressive Education in Conservative Times,” Sari Biklen, professor, cultural foundations of education, Laura J. and L. Douglas Meredith Professor of Teaching Excellence. This discussion series featured faculty from the School of Education, the Maxwell School of Citizenship and Public Affairs, the College of Arts and Sciences, the S.I. Newhouse School of Public Communications, and the College of Law, who spoke on educational and social issues for SU students, staff, and faculty.

➤ “...and Nobody Said Anything: Uncomfortable Conversations about Diversity,” Mara Sapon-Shevin, professor, teaching and leadership (with Professor Richard Breyer, the Newhouse School); DVD debut, faculty dealing with diversity issues; fall 2004.

➤ “What Every Public School Leader Needs to Know,” Kenneth Strike, professor, cultural foundations of education (with Professor Jeffrey Stonecash, the Maxwell School); co-sponsored by the Study Council at Syracuse University. This conference for school administrators and supervisors focused on the implications and consequences of “No Child Left Behind,” covering such topics as diversity, equity, access, and student achievement; October 5, 2004.

➤ “Laughing With Us: Disability and Comedy Film Festival,” Steven Taylor, professor, cultural foundations of education and director of the Center on Human Policy; with the Syracuse University Beyond Compliance Coordinating Committee; film series and critical commentary for the SU community; October 15-17, 2004.

CORBIN PRESENTS GANDERS LECTURE

Charles B. Corbin, Ph.D. delivered the 16th annual Harry S. and Elva K. Ganders Distinguished Lecture, “The Fitness and Fatness of American Youth: What the Research Says About Problems and Solutions,” at the Schine Student Center in October. More than 200 attended the Arizona State University faculty member’s lecture. Corbin has more than 70 books to his credit, including the most widely adopted high school and college texts in the area of fitness and wellness.
“Math, Gender Issues, and Single-Sex Schooling: Perspectives From Down Under,” Helen J. Forgasz, Monash University, Melbourne, Australia, and Helen Doerr, dual professor, mathematics and teaching and leadership; co-sponsored by the School of Education and the College of Arts and Sciences; lecture and discussion for the SU community; November 12, 2004.

“Counseling Update 2005: Educating the Whole Counselor—Rookie to Veteran,” Janna Scarborough, assistant professor, counseling and human services; co-sponsored by the Study Council at Syracuse University and the Department of Counseling and Human Services; Drumlins Country Club, Syracuse; January 28, 2005.

“Sacred Cows: Current Controversies in American Education,” Sandy Trento, director of continuous education and global outreach; sponsored by the Syracuse University Superintendents Alumni Association; presentation and discussion with school leaders on controversial issues in education, including conflict resolution, diversity issues, and creating and sustaining inclusive educational environments; spring 2005.

“Inclusive Schools and Communities for Children and Youth,” Gerald Mager, professor, teaching and leadership, Laura J. and L. Douglas Meredith Professor of Teaching Excellence; conference at the Marriott Westchester in Tarrytown, N.Y., for members of the New York higher education community; May 17-18, 2005.

“Disabilities Studies, Law, and Human Policy Series: The Legacy of the Center on Human Policy,” Steven Taylor, professor, cultural foundations of education and director of the Center on Human Policy; with Professor Arlene Kanter, College of Law and director of clinical legal education; spring 2005.
School News

BRINGING YOGA to the Classroom

ara Lynda Guber ’65 knows firsthand about the challenges a teacher faces in the classroom. After graduating from the School of Education, she taught at PS 277 in Brooklyn. The teachers there struggled with classroom management in an environment where concentration levels were low, violence was prevalent, attention spans and social skills were diminishing, and test scores were plummeting. “Discipline was a real problem in the classroom,” Guber recalls. “We were losing our future–our children–and I wondered how we were going to bring what was needed into the classroom to balance kids, so they can be learning-ready.”
Then, the idea came to her: why not introduce to classrooms the yoga that had transformed her own life? “My dream was to do my part in helping education get out of crisis and bring to children a way for them to have self-worth,” Guber says. “You’re never too young to be healthy and conscious and to feel good about yourself.” Her idea led to the creation of Yoga Ed.™ Tools for Teachers, the program she shared with members of the Syracuse University community this past October in a lecture, open yoga session, and workshop on campus.

Guber launched Yoga Ed. in 1999 at the Accelerated School in South Central Los Angeles. Students could take yoga twice weekly for 36 weeks to meet their physical education requirement. Guber designed the curriculum to help K-8 students learn focus, concentration, and discipline through connecting mind, body, and self. Though skeptics questioned the benefits of the program, the results were astounding. Teachers and parents noticed that students were more calm and centered after practicing yoga. The students also reacted positively. Guber recalls one student saying, “I feel better inside, about myself, now.”

With the momentum of Yoga Ed.’s success, Tools for Teachers emerged. Designed by Guber and Leah Kalish, program director for Yoga Ed., the aim of Tools for Teachers is to train educators. The program comprises a series of 5- to 15-minute exercises that are appropriate for the classroom. “The powerful part of bringing yoga to the classroom is connecting the teacher to the kids and getting the focus and attention that is desired in the classroom,” Guber says. The four program categories include breathing exercises, games, yoga poses, and “time-in.” Breathing exercises allow students to de-stress and release tension, while the games center on play and encourage creativity. Through yoga poses, children develop focus and flexibility. Each pose can be done at a desk, on classroom rug space, or standing. Time-in is an activity that redirects students’ focus internally and is accompanied by visualization, music, or breathing exercises.

Yoga Ed. Tools for Teachers sets teachers as the models and is built on the belief that a teacher’s attitude affects those of the students. Guber sees this “positive behavior modeling” as essential to classroom yoga. Teachers are responsible for their own self-management and must project balance, calm, and focus if they expect that from their students, Guber says.

This fall, Donna Acox, a graduate student in the Department of Exercise Science who attended a Yoga Ed. workshop in Texas, plans to teach Yoga Ed. Tools for Teachers to selected participants for subsequent implementation in Syracuse-area programs. In addition, Chancellor Nancy Cantor visited the Accelerated School in January 2005 to observe how the program’s methods might be relevant to her visions for Syracuse University’s engagement with the community and Dean Louise Wilkinson’s vision for the School of Education. “Yoga Ed. seems to be very much in keeping with the philosophy of the School of Education,” says Wilkinson, “that all children can learn and achieve.”

—Julie Andrews G’04
Andrea Dunbar '04 expected to learn a lot as a student teacher in a fourth grade classroom at PS 94 in Brooklyn, but she was surprised when one of those lessons turned out to be about the importance of civic responsibility and community pride. Dunbar admired the way her host teacher turned a negative situation—in which someone had spray-painted graffiti on the side of the school building—into the foundation for a classroom discussion. The teacher explored with the children the concept of negative stereotypes and encouraged them to embrace a sense of ownership and...
make positive contributions to their school and community. “She talked about how something like graffiti makes the neighborhood look grungy, and that it makes other people think about the community in a certain way,” says Dunbar, who is now working toward a master’s degree in literacy education. “It was interesting to hear what the kids had to contribute to the discussion. They were only 9 years old, but they seemed to have a heightened awareness of their culture. They wanted to be seen as a community, but not as a community that would permit that kind of thing.”

This type of lesson is just one of the countless benefits that resulted from having a student teaching experience in New York City, Dunbar says. She is one of several School of Education teacher candidates who have participated in A Bridge to The City, a connection that is enhancing the education of New York City children as well as the professional preparation of the School of Education students who are working with them. Launched in spring 2003, the program provides SU teacher candidates with a guided student-teaching experience in a challenging urban environment, while connecting New York City schools to the School of Education’s faculty, resources, and graduates. The program was established by Gerald M. Mager, a Laura J. and L. Douglas Meredith Professor for Teaching Excellence, in conjunction with the New York City Board of Education. “The bridge is a metaphor for a partnership that is about excellence in teacher preparation, continuing professional development, and scholarship on teaching and learning, all in a culturally and racially diverse environment,” Mager says.

A Bridge to The City has placed SU student teachers with PS 94, which is an elementary school, and with two regional middle-high schools: the School for International Studies and the Brooklyn School for Global Studies. Students who have since graduated have accepted teaching positions in the city. In addition, a professional development course for the partner school educators was initiated this year, with plans to expand on that effort. “From our standpoint, the program is fantastic,” says Larry Saunders, who was principal of PS 94 when the program began and has since retired. He describes the school as being very community based. Its 1,400 students, the majority of whom are Hispanic or Asian American and many of whom are English language...
Cover Story

learners, all live within a six-block radius of the school. “Teacher preparation at SU is first rate,” Saunders says. “The students they place with us have a commitment to teach in urban schools and a willingness to expand their knowledge and professional development. And they work very hard.”

The school’s current principal, Janette Caban, agrees. “Everyone is benefiting! There’s a lot of learning going on, both by the students and at the school,” she says. Caban is impressed with the way SU students contribute and participate, and notes that three former student teachers are now teaching at PS 94. “The student teachers share in staff development and seem to feel very comfortable as part of our family and community. We’ve created great partnerships through this program. The students are a tremendous asset, and I look forward to working with others in the future.”

The students themselves have many reasons for choosing to spend a semester student teaching in New York, from wanting to try something new to wanting an experience in an urban school. Many hope to one day live and work in New York City. “The children are so different from students I worked with in Syracuse,” says Kate Labenski ’04, an inclusive and elementary education major from the Poughkeepsie (New York) area who worked in a fifth grade classroom at PS 94 early in the fall semester. “Most come from homes with families who don’t speak English—from Puerto Rico, the Dominican Republic, Mexico, Arabia, or China. But I like it. I like the challenge. And the teacher I worked with is unbelievable. She’s supportive and kind, and so helpful. I’m interested in teaching down here after I graduate.”

Brigitte Heimbueger ’04 had never been to New York City before making the decision to student teach there. “I live upstate, so this was a really good opportunity to be in the city,” says Heimbueger, an inclusive and elementary education major with a math minor from Henrietta, New York. “It’s great, because our housing is paid for, and I’m student teaching at a school that has an awesome reputation and has proven itself to be great!” Heimbueger also commented on the cultural diversity of the classrooms she worked in at PS 94, describing the teachers as “amazing,” their teaching philosophy as “incredible,” and the children as “extremely polite and eager to learn.” While working in a fourth-grade classroom in Brooklyn, she learned to conduct reading and writing workshops that consisted of...
10- to 15-minute mini lessons. “The teacher asked a lot of open-ended questions to help kids understand how a character works and notice the problem a character is facing,” she says. “It was amazing to me how much they learned in those mini lessons.”

Michelle Maas ’04 is an inclusive and elementary education major and sociology minor from Rochester, New York. “I wanted to do something different, and I love the city experience,” she says about her decision to student teach at PS 94. “I always wanted to teach in New York City. I’d like to build my career down here.” Maas says her family was concerned about her being so far from home. “They wondered if I would be safe, but I wasn’t concerned,” she says. “The subway system can be hard to get used to, and I miss the independence of living in an apartment, which we don’t have here in the St. George Residence. But I am definitely attached to these kids. I don’t want to leave!”

According to Mager, this response is typical of students who have participated in the program. “Our students are excited about what they’ve seen,” says Mager, who will turn the project over to teaching and leadership instructor Frank Albino at the end of the spring 2005 semester. “They come back glowing about the approaches to curriculum and instruction they have seen enacted.” Mager says the New York City schools are equally pleased with the program. “They have been very welcoming of our students and faculty as we have visited and worked together,” he says. “They see a partnership with Syracuse University as an opportunity to bring creative, accomplished, and hard-working individuals into their schools, where they will become substantial contributors and leaders.”

Later this spring, four childhood education graduate students will complete their nine-week student teaching placements at PS 94. In addition, the School of Education is providing a professional development program for interested teachers at the Brooklyn school—a series of one-credit courses titled “Helping All Children to Success in Learning Mathematics.” And a recent $10,000 grant from the GreenPoint Foundation will help ensure the continued success and future growth of the project, Mager says. “A Bridge to The City will not solve all the problems of New York City’s schools,” he says. “But this partnership, designed and cared for and expanded over time, will make a difference in the learning and the lives of many participants.”

—Amy Speach Shires

The bridge is a metaphor for a partnership that is about excellence in teacher preparation, continuing professional development, and scholarship on teaching and learning, all in a culturally and racially diverse environment.

—GERALD M. MAGER
Faculty News

Achievements and Accomplishments

COUNSELING AND HUMAN SERVICES

CULTURAL FOUNDATIONS OF EDUCATION
➤ Sari Knopp Biklen wrote “Trouble on Memory Lane; Adults and Self-Retrospection in Researching Youth,” in Qualitative Inquiry, Vol. 10, No. 5.
➤ Cecil Abrahams joined the faculty as a Visiting University Professor, a shared appointment with the higher education department and the College of Arts and Sciences. Abrahams has extensive administrative and educational experience with scholarly interests in literature and African studies.

EXERCISE SCIENCE

➤ Jill Kanaley was awarded a $290,000 grant from the National Institute of Health for research on the regulation of heart rate and exercise in Type II Diabetes.
➤ The Department of Exercise Science received a $226,334 award from the New York State Office of the Attorney General, in conjunction with the departments of nutrition and child and family studies in the College of Human Services and Health Professions, to implement a childhood obesity intervention program in the Syracuse City Schools and the Boys and Girls Clubs.
➤ Elaine Gregory received the Professional of the Year Award from the Central North Zone New York State Association of Health, Physical Education, Recreation, and Dance at their annual conference in Buffalo, New York, November 3-5, 2004. Gregory is serving a three-year appointment on the organization’s Jay B. Nash Award Committee. Five physical education undergraduate students—Daniel Hoock, Corey Kimball, Jeremy Roberts, Santos Rodriguez, and Tanner Williams—also attended the conference and gave professional presentations on “Turning Your Playground into a Physical Education Classroom.”
➤ Lori Ploutz-Snyder and Vish Unnithan gave featured lectures at the 27th annual Mid-Atlantic Regional Chapter of the American College of Sports Medicine Conference in Bushkill,
Pennsylvania, November 5-6, 2004. Five Ph.D. students—Tracy Baynard, Brian Clark, Summer Cook, Ruth Franklin, and Scott Collier—gave professional presentations on their areas of research. Tracy Baynard won the President’s Award, and Brian Clark won the Best Student Presentation Award for his presentation, “Peripheral Contractile Dysfunction of Unweighted Human Skeletal Muscle.”

**HIGHER EDUCATION**

- **Vincent Tinto** gave a presentation titled “Moving Beyond Access: Translating Gains in Access to Gains in Completion,” October 8, 2004, for the Washington Higher Education Secretariat, an organization whose members are all directors of higher education associations in Washington, D.C. He was also one of 10 researchers invited to attend a meeting in Chicago, hosted by the College Board, the purpose of which was to identify what additional research on diversity might be needed to further support affirmative action in higher education.

**INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION**

- **Tiffany Koszalka** partnered with SUNY Health Science Center’s Department of Family Medicine, through a funded fellowship program, to offer master’s degrees in instructional design, development, and evaluation to family medicine teaching physicians. She was also appointed to the International Board of Standards for Training and Instruction.

- **Nick Smith** served as presiding president of the American Evaluation Association at its annual meeting, November 3-6, 2004, in Atlanta, Georgia. (See story on p. 18.)

### Professor Mosenthal Remembered

**PETER B. MOSENTHAL,** professor of reading and language arts in the School of Education, died suddenly on August 3. Mosenthal was a former chair of his department, as well as a former associate dean of the school. He was the co-founder of Performance by Design, an educational consulting company.

“Professor Mosenthal was a brilliant scholar; a wise mentor to hundreds of teachers, administrators, and researchers; and an irreplaceably generous colleague,” says Kathleen Hinchman, associate professor and chair of the Department of Reading and Language Arts. “We will miss him deeply.”

Dean Louise Wilkinson adds, “We deeply mourn the loss of our dear friend and colleague Pete Mosenthal. For 24 years he served as an outstanding member of the faculty, a caring member of the Syracuse community, and an internationally recognized leader in the field of reading research.”

Mosenthal specialized in testing and assessment. He was past president of the National Reading Conference and active in the International Reading Association. He served on the editorial boards of five publications, was a consultant to the Educational Testing Service Adult Literacy and Learning Group, and published more than 150 books, articles, and chapters. His latest project involved working with three area schools to enhance student performance on New York State’s 4th- and 8th-grade standards tests.

Mosenthal received a bachelor’s degree from the College of Wooster, and master’s and doctoral degrees from Ohio State University. He is survived by his wife, Randie; two daughters, Beth and Lauren; his mother, Barbara; three siblings; and several nieces and nephews. A memorial service for Mosenthal was held August 8 in Hendricks Chapel. Contributions in his memory may be made to the School of Education, 230 Huntington Hall. (See story on p. 21.)
Faculty News

Evaluation Expert

As president of the American Evaluation Association (AEA), the world’s largest program evaluation professional organization, Nick Smith meets and works with people from all over the world. “We have about 4,000 members right now,” says Smith, a professor of instructional design, development, and evaluation who has been with the School of Education for almost 20 years. “That includes 35 topical interest groups whose members are doing evaluations in a wide range of professions: government, environmental studies, business and industry, foundations, the private sector, housing and urban development, independent consulting, human services—the whole spectrum. There are psychologists, economists, sociologists, and educators. Anyone who does program evaluation, in practically any sector, may belong to AEA.”

As president, Smith’s duties are to run the association, set the theme for the annual conference, and run the conference. The 2004 conference, which explored the theme “Fundamental Issues in Evaluation,” was held in Atlanta in November. “The conference was attended by about 2,000 people, representing all 50 states and 57 nations,” says Smith, who has been involved with AEA since its formation in 1986. “I’ve really enjoyed the diversity of this organization—the different views.”

The organization’s diversity is representative of that of the entire Department of Instructional Design, Development, and Evaluation, Smith says. “About one third of our students are international,” says Smith, whose research focuses on the theory and methods of evaluation of educational and social programs. “There’s a lot of interest in program evaluation throughout the world, and there’s a lot of opportunity in the field. That attracts students.” The department’s faculty has an equally varied background. “The faculty bring a real breadth of experience that is matched by the students and the applications of the work we do,” Smith says, “all of which makes this a really exciting place to be.”

—Amy Speach Shires

Reading and Language Arts

➤ M. Kristiina Montero joined the faculty as visiting assistant professor in literacy education. Her research interests focus on sociocultural dimensions of literacy acquisition of English language learners in general, but specifically on the development and maintenance of heritage language literacy alongside English language literacy development. Additionally, she dedicates her research efforts to explore the use of international and global children’s literature to promote culturally responsive teaching contexts and the use of inquiry-based learning methods with preservice teachers. She is the co-author of a textbook written for preservice and inservice teachers titled Content Area Literacy Instruction in the Elementary Grades. (See story on p. 20.)


➤ Sheila Clonan was awarded $50,000 from the Wege Foundation to support Creative Conflict Resolution in the LaFayette and Syracuse City School Districts. (See story on p. 5.)

➤ Gretchen Lopez, project director for Creative Conflict Resolution, has been appointed as the faculty associate for diversity in the Syracuse University Division of Undergraduate Studies. Lopez will be responsible for extending and building intergroup dialogue offerings at the University. (See story on p. 5.)
Rachel Brown’s article, “A Quasi-Experimental Validation of Transactional Strategies Instruction with Low-Achieving Second-Grade Readers,” Journal of Educational Psychology, was selected to be reprinted in the International Reading Association’s collection, Theoretical Models and Processes of Reading.

TEACHING AND LEADERSHIP

Mara Sapon-Shevin received the 2004 Critics Choice Award from the American Educational Studies Association for her book, Teaching Cooperative Learning: The Challenge for Teacher Education (SUNY Press, 2004). She has also produced a DVD, with Professor Richard Breyer from the S.I. Newhouse School of Public Communications, titled …and nobody said anything: Uncomfortable Conversations about Diversity. The DVD consists of five vignettes related to diversity issues that arise in college classrooms and invites faculty response, storytelling, and conversation.

Rhonda Hackworth has joined the faculty as visiting professor of music education. Her research interests are in vocal health and voluntary versus compulsory participation in elementary music programs.

Joanna Masingila, Helen Doerr, and three of their doctoral students in mathematics education—Leah Bridgers, Kevin Faria, and David Dickerson—attended and presented their research at the North American Chapter for the International Group for the Psychology of Math Education 26th Annual Conference in Toronto, October 21-24, 2004.

Gail Ensher is the senior author of two new publications: Infants and Young Children at Risk; Pathways to Best Practice, co-written by Nancy Songer, director, SU Early Childhood Direction Center, and Playmates: A Developmental Assessment from Birth to 3.

Corinne Smith was a volunteer co-chair for a concert and dinner benefit for United Way of Central New York, held in Skaneateles, New York, in August.

DEAN’S OFFICE

Multicultural Perspective

Even before you enter PROFESSOR KRISTIINA MONTERO’S office in the Department of Reading and Language Arts, you sense an atmosphere that is warm and inviting. Once inside, you hear Latin rhythms drifting from her computer, above which a bilingual calendar highlights a Pablo Neruda poem. With a wave of her hand, she offers visitors an array of flavored teas and flips on her kettle. The question pinned to her wall asks, “What does it mean to be literate in a multicultural era?”

In August 2004, just weeks after she defended her dissertation at the University of Georgia, the Department of Reading and Language Arts welcomed Montero as a faculty member. “Professor Montero is an enthusiastic and knowledgeable scholar who brings an important perspective to the department,” says Kathy Hinchman, associate professor and department chair. “We are delighted to have her with us.”

Montero brings a unique viewpoint to her work at the School of Education. A native of Ontario, Canada, she speaks three languages in addition to English. Born to a Finnish mother and a Spanish father, Montero grew up using multiple languages and gaining respect for different cultures. As an English as a Second Language and high school French as a Second Language teacher, she shared her love of travel with her students. She assisted with a poverty awareness program that placed students with families in the Dominican Republic and exposed them to a different way of life, and arranged a trip that allowed students to assist a community-initiated project in Haiti. “The students saw that not everybody lives like we do in industrialized nations,” Montero says.

Her appreciation of foreign languages and cultures went against the message Montero’s parents received throughout her schooling. Because teachers believed that the way to a good education was by practicing only the English language in Anglophone Ontario, her immigrant parents were urged not to speak their native languages at home. “Language is an enriching experience and a part of people’s lives. Teachers should not squash someone’s opportunity to learn another culture, or their own,” Montero says. “I thank my parents for going against the mainstream to teach me Finnish and Spanish, even after they were told it would make me cognitively deficient.” Montero’s research interests led her to understand that first-language literacy can directly transfer to second-language literacy.

Montero teaches a class in children’s literature, weaving international and global children’s books into the syllabus so students can explore different societal perspectives and issues. She makes it a point to engage her students in discussions on the American educational system as it evolves to serve an increasingly multicultural population. She says these are imperative discussions for emerging teachers, the majority of whom are female and from largely white, middle-class backgrounds. “These issues are such a part of me that I can’t see talking about education without talking about how to teach literacy to children from various cultural backgrounds,” she says.

Getting situated as an SU faculty member was easy. Everybody went out of their way to help,” Montero says. “People here are very collegial; that warmth has been beautiful.”

—Julie Andrews G’04
Scholarship Established in Professor’s Memory

Thanks to the generosity of friends, students, neighbors, colleagues, family members, and others, the School of Education recently established a permanent scholarship fund in memory of Professor Peter B. Mosenthal. Mosenthal, who died last August, was a much beloved professor in the Department of Reading and Language Arts. In addition to many memorial gifts in his honor, the Peter B. Mosenthal Graduate Scholarship Fund was created through the generosity of his former graduate student at SUNY Albany, Veronica K. Krieger, and her husband, Dale B. Krieger ’72 (A&S).

“This new scholarship is a wonderful way to honor Peter and his love of students and teaching,” says Professor Kathleen Hinchman, who is chair of the Department of Reading and Language Arts.

The Mosenthal scholarship, which will be awarded for the first time in 2005, will support a deserving master’s or doctoral student, with preference given to a type of student for whom Professor Mosenthal had a special place in his heart: an under-prepared or other nontraditional student, a student from a rural area, or a student dedicated to working with such populations.

We thank all those who contributed to create this much-needed resource in the School of Education. As with all scholarship funds at the University, additional gifts can be made in any amount at any time.

DIRECTOR CHANGES RESPONSIBILITIES

School of Education director of development Ruth Benedict recently moved to the College of Arts and Sciences to serve as director of development and foundation relations for that unit of Syracuse University. When her successor is appointed here, Benedict will assist him/her in getting acquainted with the school’s alumni, friends, and projects. Please join us in wishing her well in her new responsibilities.
Supporting the School

Your Dean’s Fund Support Accomplishes Much

Each year, thousands of alumni, parents, corporations, foundations, and friends provide unrestricted gifts to help the dean operate and enhance the School of Education. We thank all those who have provided support to the Dean’s Fund for Education, which has supported a wide variety of programs and projects. These programs and projects include such efforts as:

➤ Student research
➤ Special scholarships: for example, Operation Link Up, which brings students from urban high schools in high-need areas to Syracuse for preparation and recruitment to attend the School of Education
➤ Equipment for student instruction and research
➤ Publications and instructional and research materials
➤ Faculty professional development
➤ Faculty-student research projects
➤ Professional travel for faculty and graduate students, such as faculty presenting research or leading professional association meetings

➤ Bringing speakers to Syracuse, such as the Brown sisters, who spoke at a campus symposium in honor of the 1954 Brown v. Board of Education Supreme Court decision on school desegregation, and author and educator Geoffrey Canada, president and CEO of the Harlem Children’s Zone
➤ Receptions and outreach honoring and celebrating keynote speakers at School of Education events (for example, New York City Public Schools Chancellor Joel Klein)
➤ Recognition and celebration of student accomplishments, such as their work with the Literacy Volunteers of Greater Syracuse
➤ Other special recognition events for the School of Education community, including students, faculty, staff, alumni, and friends

We thank all those who faithfully support the Dean’s Fund for Education each year. Your contributions make a big difference in the life of the School of Education.

Donation Form

I/we wish to support the School of Education Dean’s Fund with $__________

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Please return this form to: Development Office, Syracuse University, 820 Comstock Avenue, Syracuse NY 13244-5040

You may also make a secure gift online using the form at givetoSU.com.
A full range of giving options—credit card, check, stocks, bonds, and mutual funds—plus many helpful tools, including a list of matching gift companies, are provided at giving.syr.edu.

Thank you for supporting the School of Education!
New Tools to Help Plan Your Gift Wisely

If you have ever wondered about how “planned giving” or “gift planning” work, Syracuse University now has an interactive web site to help you explore this subject. Simply visit giving.syr.edu, click on “How to Give,” and then click on “Gift Planning.” This is the place to learn how to plan a gift to Syracuse University. We’ll tell you about creative giving strategies that enhance your and your family’s well-being, as well as ours.

We designed this web site to be interactive and fun to use. If you’re already considering certain giving options, click on “All Gifts at a Glance” and select the gifts you want to learn more about. But if you’re not sure how our gift plans can meet your financial goals, please explore our GiftTree®. Start with “Giving Wisely” for a roadmap of the planning choices you have and the gifts that can get you there. Then, enter the GiftTree® and follow the trail to the gifts that will work best for you. Each option you select will lead to more detailed choices, letting you design your own gift plan. You can move back and forth in the Tree to compare the benefits of the gift options you’re examining.

You can request a personalized gift illustration from us that details your plan, read our most recent Tip of the Week, and refer to FAQs and a glossary. You can also use this site to learn more about our Founders Society, read our newsletters online, meet the members of our gift planning team, and communicate with us via e-mail. Choose between charitable goals… change your mind, go back, go forward, see a full description, see tips, ask for help, and more. And, of course, we invite you to explore this topic the old-fashioned way, by calling us at 315-443-3033 or toll free at 888-352-9535.

Gift planning presents a personal opportunity to craft a plan that protects your loved ones and provides for the School of Education. In addition, your generosity inspires others and ensures a bright future for the students we will serve. Please feel free to call us anytime.
Alumni Exchange

Class Notes

'60s
David Farnsworth ‘61 (M.S., education) lives in Fletcher, N.C., where he is a tutor trainer for the Blue Ridge Literacy Council and president of the Men’s Garden Club of Asheville.

Salvatore J. Parlato ‘61 (M.S., instructional design, development, and evaluation) wrote a memoir titled Uphill Both Ways: Confessions of a Catholic College Alum.

Hugh Gunnison ’64 (Ed.D., counseling and guidance) is a professor emeritus at St. Lawrence University in Canton, N.Y. He recently completed a book titled Hypnocounseling: An eclectic bridge between Milton Erickson and Carl Rogers (PCCS Books and Crown House Publishing). For more information, go to www.pccsbooks.co.uk/.

Allen Berger ’66 (Ed.D., reading education), Heckert Professor of Reading and Writing at Miami University in Ohio, is coauthor of Educators on the Frontline: Advocacy Strategies for Your Classroom, Your School, and Your Profession, published by the International Reading Association.

William Indek ’68, ’70 (M.A., counseling and guidance), a director of guidance and former track coach at Glen Ridge (N.J.) High School, received the New Jersey State Sports Award from the New Jersey State Interscholastic Sports Association for significant contributions to a high school sport.

'70s
Mary Lou Fenili ’70 (M.A., student personnel administration) is assistant vice chancellor for academic and student affairs at the University of Colorado at Denver and University Ombuds, a position she has held for 15 years. After leaving Syracuse, she worked at USC in Los Angeles and Mills College in Oakland, before earning a J.D. degree at Santa Clara University School of Law. She served as legal counsel to the California Parole Board and then moved to Pacific Lutheran University as vice president and dean of students before coming to the University of Colorado in 1987.

Barry Glick ’72 (Ph.D., counseling and guidance), co-developer of the multi-modal, cognitive behavior intervention and coauthor (with late SU professor Arnold P. Goldstein) of Aggression Replacement Training, had trademarks issued in 2004 by the U.S. Patent and Trademark Office for both Aggression Replacement Training® and ART®.

Bessie Cooper Noble ’73 (Ed.D., elementary education), an educator, author, and humanitarian, was part of the contingent of students and administrators representing the Syracuse University Martin Luther King Library at the gala opening of Cincinnati’s Underground Railroad Freedom Center in August 2004. She informed us that First Lady Laura Bush delivered a compassionate address, followed by other notables, including Oprah Winfrey, Angela Bassett, and Andrew Young.

Peter Cataldi ’73 (Ph.D., physical education) of Frenchtown, N.J., is community services manager in the resident life department of Cedar Crest, a retirement community.

In Memory

HAROLD J. CORDTS ’59 (Ed.D., physical education) died in April 2004 at age 75. A South Dakota native, Cordts graduated from South Dakota State University (SDSU) in 1952 with a bachelor’s degree, after which he served in the U.S. Army in Georgia, Indiana, and Colorado, and in the Korean War. Cordts earned a master’s degree in physical education at SDSU in 1955 and a doctorate of education at Syracuse University in 1959. As an educator, Cordts served as coach, athletic director, and professor over a long career that concluded at Frostburg State University in 1995 when he retired. He is survived by his wife, Jeanne Moore Cordts, four sons, and a daughter.
Mentor for Success

LORI HUNTER C’00 was working as an engineer for a top computer company when she discovered another calling. While at Digital Equipment Corporation, Hunter, who had earned a B.S. degree in electrical engineering from the University of Pittsburgh, volunteered to help recruit college graduates and become a mentor. “It was interesting and it was a way to give back for the mentoring I had received,” Hunter says. She then decided to return to school and earned an Ed.M. degree in higher education at Harvard.

Her next step brought her to SU, where she was named associate dean at the L.C. Smith College of Engineering and Computer Science. Hunter, who at the same time earned a Ph.D. degree in higher education from the School of Education, focused on student retention in engineering programs. One of the programs she started engaged students who might be having trouble with more challenging courses. Modeled on another university’s successful program, the first of the Academic Excellence Workshops involved upper-division students leading underclass students through calculus problems. Students began mastering calculus through the process of discussion with their peers. “They began to feel they weren’t the only ones struggling,” Hunter says. Hunter also examined the experience of women and students of color in the work shops and whether they were also reaping the benefits. She was relieved to discover that race and gender didn’t matter. “Everyone was in the same boat,” Hunter says.

Hunter, who still keeps in touch with many of her SU students, is now the associate dean in continuing studies and director of the Graduate Liberal Studies Program at Wesleyan University in Middletown, Connecticut. Her interest in student success remains strong, as she recognizes those teachers and mentors who contributed to her own development. “That’s why I do what I do,” Hunter says. “I’m trying in my little way to make a difference.”

—Kathleen Haley
the Virginia Lottery’s Excellence in Education Award last October. The presentation took place in front of nearly 60,000 spectators during the Syracuse-Virginia football game.

The year before, Baldanza, also a former director of the American School in El Salvador, was recognized with a Distinguished Educational Leadership Award from the Washington Post.

‘90s

William Anderson ’92 (M.S., foreign language education) was appointed coordinator of foreign languages and ESL in the Lindenhurst School District on Long Island. He was also chosen to present at the annual meeting of the New York State Association of Foreign Language Teachers in Rochester, N.Y. He previously taught Spanish in Massapequa High School and Pine Bush High School.

Lori Goldberg ’92 (M.S., speech language pathology) is a speech-language pathologist at the Center for Children with Special Needs at Tufts New England Medical Center in Boston. She is married to Rob Rofman and they have an infant daughter, Dinah Rose.

Kristen Koerner Lynch ’92 (B.S., math education) and husband Chris of Lake Ridge, Va., announce the birth of their daughter, Samantha Francis.

Lori Angelo Kilian ’93 (B.S., elementary education) and husband Fritz of Webster, N.Y., announce the birth of their third daughter, Telaney Ann. Daughters Tessa and Teagan welcome their new sister.

Kristin (Mina) Aylward ’96 (B.S., inclusive elementary and special education) and husband
JON NACHISON G’76, G’81 was appalled when he learned that a third of all homeless Americans are veterans. “To me and my friend, Robert Van Keuren, that was a national disgrace—to have men and women who served their country living on the streets,” says Nachison, a licensed psychologist in California. In 1987, the two organized a three-day event of services in which homeless veterans could find respite from the harshness of daily life. Van Keuren was executive director of Vietnam Veterans of San Diego at the time, and Nachison was clinical director. “Through the all-volunteer event, we provided them with showers, medical assistance, food, job counseling, and everything we could think of,” Nachison says. “We had only planned on doing it once.” Nearly 18 years later, the event, known as “Stand Down,” has spread to 200 U.S. cities. Stand Down, which in times of war means a place of rest for weary troops, brings together individuals who give their time and expertise to assist the veterans.

A Vietnam veteran who served in the U.S. Army, Nachison earned a master’s degree and doctorate in counseling from the School of Education. He remembers professors Al Goldberg and Dick Pearson, who offered much encouragement. “They were terrific teachers and mentors,” says Nachison, who was named the 2004 Mental Health Clinician in San Diego. Nachison is the chief of psychology at Bayview Psychiatric Hospital and the principal psychologist for the San Diego Fire Department.

Nachison continues his work organizing the San Diego Stand Down. Two thousand volunteers, including Nachison’s wife and their two daughters, assist an average of 800 veterans. The need is still there. “The initial goal was a safe haven from the street,” Nachison says. But, organizers also want to help the veterans off the streets. “That is the ultimate goal,” he says.

—Kathleen Haley
Alumni Exchange

Committed to Learning

NANCY SCHULMAN '73 wears many hats in her role as nursery school director of the 92nd Street Y in New York City, a position she has held for 15 years. “I’m sort of a chief cook and bottle washer,” says Schulman, whose duties range from curriculum development and fund raising to working in the classroom with children. “I also work a lot with parents, which was the least expected, but most enjoyable aspect of my job.” Schulman advises parents on the independent school admission process, something she describes as a “rite of passage” for New York City parents. “Parents apply to schools a full year before entry,” she says. “In my position, I support parents in coming here with their children, and in leaving and applying for kindergarten.”

Hosted by the School of Education, Schulman presented a discussion titled “The Mystery of Independent School Admissions: Cracking the Code,” at Syracuse University’s Lubin House in October. Joined by Elisabeth Krents, director of admissions at the Dalton School, she spoke on what parents should think about and how schools view the admissions process, which, due to its competitive nature, is often misunderstood. “There are many interesting and diverse philosophies from an amazing number of schools, which lends a richness to making education choices,” says Schulman, who earned a bachelor’s degree in early childhood and elementary education from the School of Education and a master’s degree from New York University. “Everyone is basically looking for a good match between child and school,” she says.

Formerly a teacher and director of admissions at the Horace Mann Lower School, Schulman has served on the executive board of the Independent School Admissions Association of Greater New York since 1986. She is co-editor of the New York Independent School Directory, and serves on the School of Education advisory board. “My involvement as an advisory board member has been personally enriching,” she says. “I meet wonderful, committed people and am interested in how the school is growing and in all that’s happening here. In fact, I wouldn’t mind going back and doing it all over again!”

—Amy Speach Shires

Bridgette (Bradley) Wilde '99 (M.S., exercise science) is a research associate for HealthCare Dimensions Inc. in Tempe, Arizona, and the director of its Institute for Active Living. She is also an adjunct faculty member in the Department of Exercise and Wellness at Arizona State University and a consultant to the Arizona Department of Public Health. She and husband Charlie have a 2-year-old daughter, Kyla.

‘00s

Sally Barton Dirgee ’01 (M.S., higher education), an academic advisement specialist at Monroe Community College, was named one of 15 Up and Coming Businesswomen by the Rochester Women’s Network for career and leadership potential in the Rochester community.

Amy Jo Bromley ’02 (B.S., physical education) is a physical education teacher at North Rose Wolcott High School. She coaches girls’ junior varsity soccer, is an aquatic director, and is working on a graduate degree in curriculum and instruction at SUNY Oswego.

Thomas A. Murlin ’03 (M.S., English education) is a golf pro at the U.S. Naval Academy Golf Course in Annapolis, Md.

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