

2013-14 ISSUE

EDUCATIONEXCHANGE

SCHOOL OF EDUCATION | SYRACUSE UNIVERSITY

WORLDCLASS

Syracuse University study abroad
programs offer top-quality academics
and cultural immersion experiences

Photo courtesy of Lauren Shallish

17 | WORLDCLASS

A \$1 million gift to the School of Education has made it possible for more students to participate in signature short-term study abroad programs designed by School of Education faculty. This cohort of students did a two-week exploration of inclusive education and accessibility in Brazil in August 2013, and took time for some sightseeing from the top of Sugarloaf in Rio de Janeiro.



2013-14 ISSUE

EDUCATIONEXCHANGE

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We would like to hear your comments. Please direct all correspondence to: Editor, *Education Exchange*, School of Education, Syracuse University, 230 Huntington Hall, Syracuse, NY 13244, or edex@syr.edu.

Produced by the Syracuse University Office of Publications

ON THE COVER

A view of the landscape in rural Kenya. The 'Cuse in Kenya series of projects has made it possible to extend resources to many areas of Kenya to provide services and professional development for education.





DEAR ALUMNI, STUDENTS, PARENTS AND FRIENDS,

This year marks my 40th as a faculty member of the School of Education and ninth as dean. As I approach the eve of my planned retirement in February 2014, I do so with profound thanks for the many wonderful qualities of the School of Education and with great confidence for what is yet to come.

It is perhaps fitting that this issue of *Education Exchange* focuses on our global engagements. When I first came to SU as a doctoral student, it was just after completing a two-year stint in the Peace Corps, in Sierra Leone, West Africa. For me, that experience abroad prepared me to look closely at taken-for-granted understandings within our own culture, whether in the field of disability that became my focus of study, or in education more generally, and to consider the idea that on any issue there are often multiple perspectives and narratives to examine.

Happily, Syracuse University and the School of Education are making learning in global contexts more possible now than ever.

Each year over the past decade, I have been telling prospective students and their parents, that all of our fields, whether higher education, exercise science, counseling, literacy, technology, or education, have become global; every faculty member and most students are learning from work that is occurring around the globe and are engaging with international scholars.

You have heard me explain previously that our School's faculty and students are more diverse now than ever in our 100 year history. And one of the ways we are more diverse is in our increase in international students. Further, our placements in local schools

and agencies bring our students into interaction with children, youth, and adults who are recent immigrants. Seventy different languages are spoken by students in the Syracuse public schools.

A year ago, the School of Education was fortunate to receive a gift from the Himan Brown Trust that enables us to provide financial aid to enable all of our students to study abroad. The result is a 300% increase in study abroad this past year. As the interest and importance of global engagement grows, we will have need for even more financial support, but we are excited about the progress we've made on this important front.

As you know the School has a long history of breaking new ground, all oriented at attempting to improve the human condition. Our goal of enabling all of our students to become global citizens continues this tradition. I welcome you to read about our many global initiatives as well as other groundbreaking work featured in this issue of *Education Exchange*.

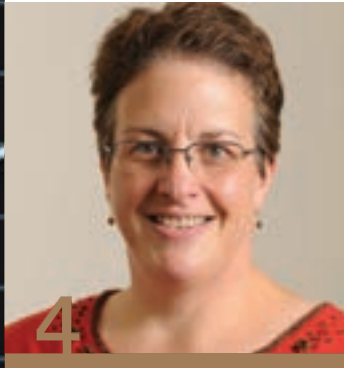
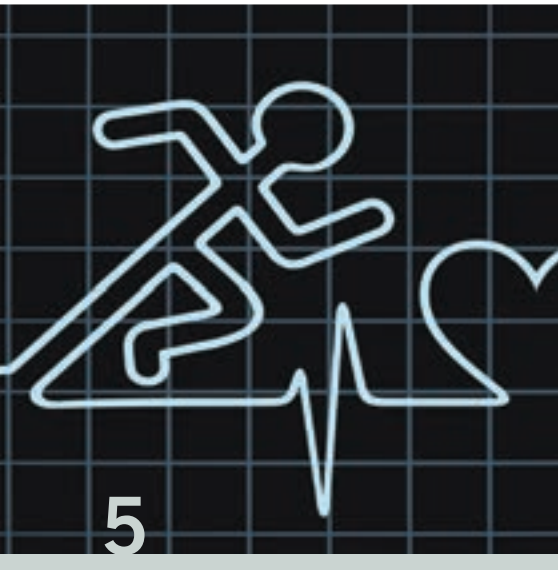
And finally, I bid you farewell as Dean and thank you for your incredible support for the School.

Sincerely,

DOUGLAS BIKLEN, DEAN



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NEW INTERIM DEAN

**JOANNA O. MASINGILA IS NAMED
THE INTERIM DEAN-DESIGNATE OF
THE SCHOOL OF EDUCATION**

SYRACUSE UNIVERSITY INTERIM

Chancellor and Vice Chancellor and Provost Eric F. Spina has named Joanna O. Masingila interim dean-designate of the School of Education. A professor of mathematics education and mathematics, Masingila is a Meredith Professor for Teaching Excellence and holds a dual appointment in the School of Education and The College of Arts and Sciences. She currently serves as the chair of the school's largest department, Teaching and Leadership. Masingila will formally assume the role of interim dean on Jan. 31, 2014.

Douglas P. Biklen, who has served as dean of the School of Education since 2005, had announced in February his plans to retire in early 2014.

"Dr. Masingila brings great breadth and depth of experience and expertise to this position," says Spina. "She is a highly effective and respected teacher and researcher whose work has attracted significant grant support and is having real impact on communities and in professional practice. Through her dual faculty roles in the School of Education and The College of Arts and Sciences, and as the lead faculty member in accreditation of teacher

preparation programs across Syracuse University, Joanna has gained considerable perspective on effective academic and administrative practice.

"Joanna will be an effective and collaborative leader of the School of Education, and I know she will work very well both within and outside the school," he continues.

Masingila says she is honored to be asked to lead the School of Education through this period of change. "This is an important time of transition with the arrival of a new chancellor and extraordinary challenges in the field of education, such as rapid changes in technology, shrinking resources for schools and increasing school accountability, while at the same time, schools must prepare learners to be engaged and productive citizens of the world," she says.

"As interim dean-designate, I realize that this is not the time for us to pause, but to continue the advances being made within the School of Education," Masingila continues. "As a scholar and a leader, Doug Biklen has done an outstanding job in leading the School of Education with passion and a commitment to excellence in research, social justice and urban education; I thank him and wish him all the best."

"I am looking forward to working with the outstanding faculty and staff in the School of Education to turn these challenges into opportunities and to continue the school's excellence in inclusive education, preparing educational leaders, fostering innovative use of technology and working with global partners on important educational issues."

Dean Biklen has high praise for

Professor Masingila and says he is delighted she has agreed to serve as interim dean. "Dr. Masingila has extensive experience in inclusive urban education, as well as with global initiatives, and is an internationally respected teacher and scholar. The school will be in good hands," Biklen says.

Masingila's research interests include teacher development, teacher-educator development, mathematical

knowledge for teaching teachers and students' out-of-school mathematics practice. She has been the principal investigator or co-principal investigator on approximately \$5.6 million in research grants, including six from the National Science Foundation and two from the U.S. Agency

for International Development. She is widely published in journals and books, and has developed a number of multimedia case studies examining issues in teaching practice.

In 1998, Masingila was a Fulbright Scholar to Kenyatta University in Nairobi, Kenya, and in 2011 she returned there as a visiting professor for six months.

Masingila says her goal is to lead the school to meet the challenges of collaborative leadership and scholarship in the field of education through innovation, collaboration and research. "Together we can turn these challenges into opportunities to share our scholarly work and teaching expertise with the larger community and to best serve the students in the School of Education," she says.

Masingila is a graduate of Goshen College and Indiana University-Purdue University Indianapolis. She received a Ph.D. in mathematics education from Indiana University-Bloomington. ■

—Erin Martin Kane



WORKING TOWARD **CARDIOVASCULAR** HEALTH

KEVIN HEFFERNAN HAS ALWAYS BEEN EXCITED

about exercise. In high school and college he was active in many sports, and his sports training led to a love of weight lifting. His earliest research focused on weight training and the health of the heart. Now an assistant professor in the Health and Exercise Science department at Syracuse University, Heffernan is looking at the relationship between cardiovascular and cognitive health across the lifespan.



"I want to show that exercise is the best medicine for all of this...for the heart, for the brain," said Heffernan, who was recently honored with the Young Investigator Award by the North American Artery Society.

"The idea is maybe the arteries age before the brain. So, if we can fix the arteries, maybe we can fix the brain," Heffernan explained.

Heffernan is the director of the Human Performance Laboratory at SU, where current research studies focus on consequences of lifestyle choices on artery function, which can have implications for cardiovascular disease. Heffernan and his team of students are studying the cardiovascular response to stress and cognitive engagement in both young children and adults. Their goal is to identify factors, such as physical inactivity or poor diet, which may predict certain cardiovascular events.

Nicole Spartano, a postdoctoral associate in the Human Performance Laboratory says that undergraduate and graduate students play an active role in the research projects underway.

"Dr. Heffernan has high expectations, and students put in long hours to collecting data," she says. "In the end, they have great experiences and will have multiple publications by the time they graduate."

Heffernan has been very successful in securing external funding to ramp up his research efforts. The National Dairy Council and the Dairy Research Institute recently awarded him a grant to exploring the effects of whey protein on artery health and cognitive functions in older adults.

"Whey protein and whey protein shakes have been used by body builders for years to build muscle, but there are lots of other things in the proteins to lower blood pressure and do good things for the arteries," Heffernan says.

After earning his bachelor's degree at the University of Scranton and his master's at Columbia University, Heffernan began his PhD at Syracuse University. His advisor moved to the University of Illinois at Urbana-Champaign, so Heffernan followed him and finished his degree at Illinois. He then worked in a post-doctoral fellowship at Tufts Medical Center before returning to Syracuse as a faculty member.

"It's nice to come full circle, because this is where I started. I've always felt at home here. It's nice to be back," he says. ■

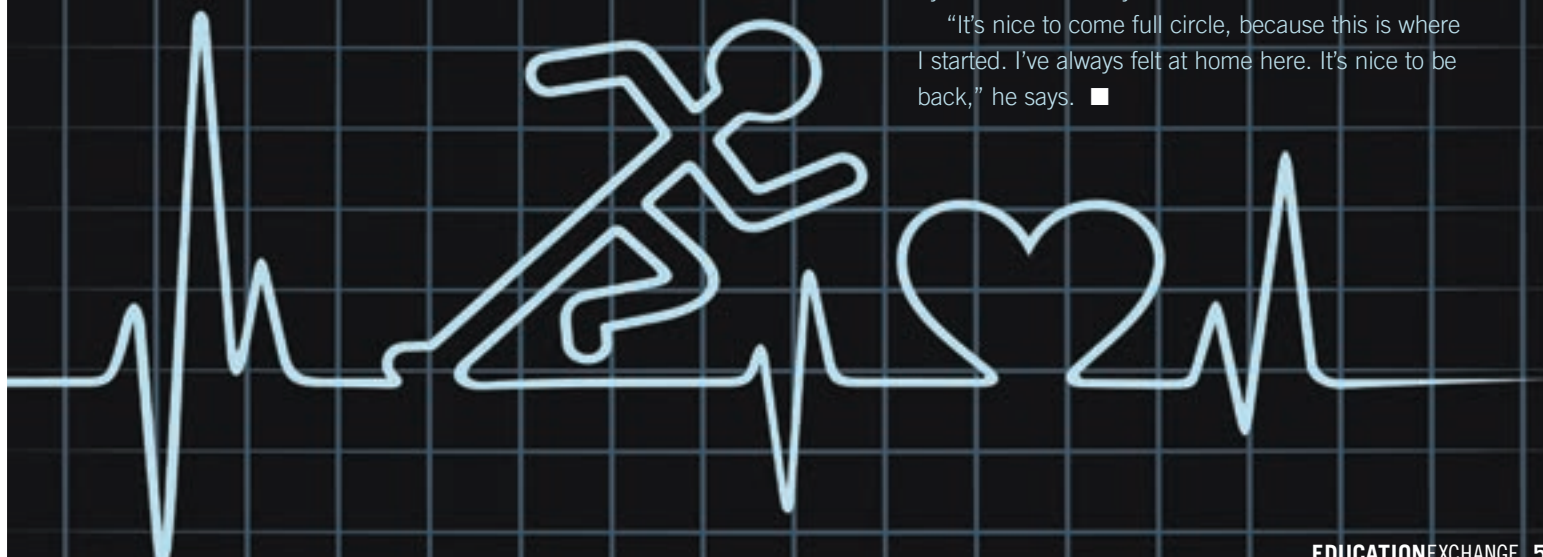


Photo courtesy of James Rolling, Jr.

PROFESSOR JAMES ROLLING, PROGRAM CHAIR AND

"Because [the building] was invisible geographically, it felt that we were easy to not think about," he says.

The department's new facility provides access and functionality that M-17 could not, such as wheelchair

The ComArt space allows for bigger end-of-season shows, says Rolling, especially “The Big Show,” the culminating event for the Saturday Art Workshops for Young People that the Art Education department has been facilitating for 50 years. These workshops for children ages 8-15 are lead by Syracuse University students every Saturday morning as an extension of the Art Education curriculum.

“Directing children based on a self-made lesson plan is an invaluable experience that the new space has directly contributed to improving,” says Rolling. “The 85-person capacity has now boomed to about twice the size.”

Rolling is anxious to use the new facilities as a springboard to grow the art education program, and extend its reach and impact in the community. He would also like to see larger but still comfortable class sizes, as well as diversity in the types of students entering Art Education programs, including students “who are not just interested in classroom teaching, but may be interested in museum education, or community engaged learning spaces and how you create community space for valuing the arts and investing in the community.” He emphasized how students interested in other fields, such as architecture and design, now have the ability to also study art education and see how those disciplines intersect and lend to one another. ■

Students in the new Jewish Education Studies minor can strengthen their pedagogy, and their knowledge of Jewish culture and history through required courses and participation in free programs from the School's Holocaust & Genocide Education Initiative.



NEW MINOR

SERVES THE JEWISH COMMUNITY'S NEED FOR QUALIFIED EDUCATORS

THE SCHOOL OF EDUCATION HAS established a new minor, Jewish Education Studies, to prepare any student at Syracuse University with the content knowledge and fundamental pedagogy to be an effective teacher at a synagogue, Hebrew school, or community organization. Corinne Smith, professor of Teaching and Leadership programs says the school frequently receives requests from these groups for qualified educators.

Smith says that it is common for students to enter into Jewish teaching positions with only some of the necessary skills. She says, synagogues and Hebrew day

schools “may get people who know a lot about the Jewish content but do not know how to organize, motivate, teach, and visualize in a classroom. Then, they have others who know a great deal about teaching because they’re earning teaching degrees, but they don’t know a lot about the Jewish content that they’re teaching and therefore can’t teach it very richly.”

The program includes a methods course for non-education majors, designed to attract more people to teaching without the dense commitment of an education major, as well as appeal to those who might use teaching skills part-time for activities such as tutoring,

mentoring, or volunteering. Smith cautions that methods courses in the Jewish Education Studies minor are in no way a substitution for coursework and field experience that an education major would receive, but it “addresses the community’s need for a more qualified workforce” in this particular content area.

“The person who might be attracted to this program is somebody who cares a lot about conveying knowledge about Jewish history, literature, customs, the religion, and at the same time know enough about how to teach in order to promote success in the classroom,” Smith says. ■



WORLDCLASS

Syracuse University study abroad programs are recognized for offering top-quality academics and cultural immersion experiences. School of Education students have greater access than ever before to international learning experiences thanks to signature study abroad opportunities designed and led by SOE faculty, and supported by SOE scholarship funds.

Students from other countries also see the School of Education as a destination for living and learning. Our

graduates are sought after at institutions worldwide, and faculty are called upon to collaborate with colleagues around the globe.

The following stories highlight some of the most exciting international projects our faculty and students are engaged in, and the scope of our global presence is becoming broader each year. The School of Education's international presence is clearly world class.

\$1 MILLION GIFT Supports Scholarships for Study Abroad

The School of Education has received a \$1,000,000 gift to be used over the next five years to support students who study abroad and to further develop signature global education programs. The Himan Brown Charitable Trust of New York, NY presented the School of Education the gift in honor of Professor Corinne Smith, in recognition of her 40 years of service to the University, and her dedication to her new role as coordinator of Global Outreach activities at the School.

The School of Education offers several short-term and semester-long programs around the world that are exclusive to its students. These funds will provide need-based scholarship funding so any undergraduate or graduate student who is interested

will remove the financial barriers that often keep students at home. Our goal is to educate global citizens and we know that travel and study abroad will make our students better educators, practitioners, counselors, or researchers."

Mr. Himan Brown, the pioneer radio producer and director of popular shows of the 1930's and 1940's, passed away in 2010 at the age of 99. Born in Brooklyn in 1910, he was the son of immigrant tailors from the Ukraine. He graduated Brooklyn Law School as valedictorian in 1931. Always the entrepreneur, he began his foray into radio while still in college. Mr. Brown became one of the radio industry's most respected and successful figures. He



Corinne Smith

Disabilities: A to Z" (New York: The Free Press, 2010). She has served as interim dean of the School of Education and chair of Teaching and Leadership Programs. In 2011, she was appointed

"Our goal is to educate global citizens and we know that travel and study abroad will make our students better educators, practitioners, counselors, or researchers."

—DEAN DOUGLAS BIKLEN

can take advantage of these exciting offerings.

Since the Himan Brown funds were announced in February 2013, the number of School of Education students participating in study abroad has increased by 76%.

"We are extraordinarily grateful for this generous gift," says Dean Douglas Biklen. "It will allow many more students in such diverse fields as education, exercise science, disability studies, instructional technology, counseling and literacy to take advantage of Syracuse University's study abroad opportunities. This gift

produced over 30,000 radio shows and was involved in almost every aspect of the business. Orson Welles, Helen Hayes and Boris Karloff were voices on his immensely popular radio dramas, which included "Inner Sanctum", "Grand Central Station" and the adventures of the Thin Man and Dick Tracy. As TV moved into the forefront of popular entertainment, Mr. Brown continued creating successful radio shows well into the 1990's. He was inducted into the Radio Hall of Fame in 1990.

Corinne Smith, Professor of Teaching and Leadership is an expert on learning disabilities, and co-author of "Learning

to Coordinator of Global Outreach at the School.

"The opportunity to immerse themselves in new cultures is of immense value to our students in learning to appreciate the rich diversity of views, customs, and languages represented in our classrooms," says Smith. "We are so grateful to the philanthropist Himan Brown for creating an enduring legacy which will give the School of Education the opportunity to transform the experience of our future teachers and make a great contribution to their practice." ■

HIGH ALTITUDE



BOLIVIA, PERU, COSTA RICA, MEXICO, ITALY, AND BELGIUM ARE AMONG THE MANY PLACES PROFESSOR TOM BRUTSAERT HAS EITHER DONE RESEARCH OR EXPLORED RESEARCH COLLABORATIONS.

Since 1993, he has been studying how high altitudes affect the body, and as he enters his fifth year as department chair of Exercise Science at Syracuse University, he has succeeded in bringing many students around the world with him.

If a student registers for one of Brutsaert's altitude or exercise science classes, then they may have the chance to sit atop a mountain on his or her first day of class. This is thanks to the hypobaric chamber in the Altitude Simulation Laboratory Brutsaert had installed in the Women's Building on campus shortly after his arrival at Syracuse. Hypobaric chambers are used to simulate high altitudes and hypoxia (low oxygen). Brutsaert can fit a class of ten in the chamber easily, he says, and can crank the volume up to about 15,000 feet. "That's about as high as Pike's Peak in Colorado—just about as high as you can get in the continental U.S."

Professor Tom Brutsaert with Jason Howard, current PhD student in Exercise Science, Melisa Kiyamu, former post-doc in Exercise Science, Abigail Bigham, assistant professor at University of Michigan, collaborator on the NSF project with a local "Medicine-Man" (far left). The locals are very superstitious in the high places. The mountains are thought to have spirits and this man was brought along to make an offering with coca leaves, rum, and cigarettes.



One can inhabit the chamber for several minutes, several hours, or even overnight, depending on the purpose of the study being performed. The chamber is large enough to fit a treadmill, bicycle, and other types of equipment to test how heart rate, blood pressure, and other bodily functions react to the increases in altitude.

Brutsaert's abroad studies, which provide students with invaluable hands-on experience, were originally more physiologically based, comparing how Andean people are adapted to the altitude, compared to people of lowland ancestry.

"We use this migration research model where we look at populations that have migrated from the highlands to the lowlands, or vice versa," says Brutsaert. "In that way we can get a sense of how birth and development effects these various traits, like large lungs and exercise capacity. Those studies in about the last ten years have evolved into a more

genetic focus, so we've been trying to discover which genes control the specific physiological traits we are interested in."

The exercise science department, as an extension of

"We're able to show an association with low birth weights—so kids who have probably experienced intrauterine growth stress—with reduced physical activity during childhood."

—TOM BRUTSAERT

some upper level physiology courses (such as PPE 497, Physiology of Exercise), offers a two-week winter break trip to Peru where students have opportunities to conduct research under Brutseart's supervision, and enjoy the unique terrain and culture of the area.

The first week of the excursion is dedicated to getting students acclimatized to the altitude of the Andean community, which is a small and agriculturally based. They study Andean culture, food, animals, markets, and cultures both post and pre Inca, which tie into given lectures. During the second week, they trek the Inca trail, and collect physiological data on themselves. When they return to campus, the data is applied in a lab report.

Brutsaert's studies have also brought him and Syracuse University students to Costa Rica, where he

used previously established relationships with the rural Costa Rican community to launch two related studies on childhood obesity. The first was a survey of the population's health and collection of basic data such as blood sampling, height, weight, blood pressure, etc. Then, in a follow up, they worked with Costa Rican children, measuring their health statuses and patterns of physical activity.

"We're able to show an association with low birth weights—so kids who have probably experienced intrauterine growth stress—with reduced physical activity during childhood. That was the hypothesis we were testing," said Brutsaert, who later referred to it as the fetal programming hypothesis, "because kids that are born small tend to wind up as smaller adults. They have less muscle and they tend to be slightly fatter. The hypothesis was that these effects on muscle mass would effect their physical activity... or that the reduced physical activity would explain the reduced muscle mass."

Brutsaert plans to do a more extensive version of the trip to Peru with about 10-12 students in the summer of 2014. Of his research trips, he admits "they're fairly grueling, but exciting. It's a chance to get out from the office and work intensively in a completely different setting." ■



Brutsaert's Hypoxia lab on campus can simulate the conditions of altitudes of up to 15,000 feet, and has space to allow for fitness and research equipment, and multiple participants.

Photos courtesy of Tom Brutsaert

A CLASSROOM OF PROMISE

Aracely Hernandez uses an inflatable globe to show her students where Syracuse is in relation to South Africa. Hernandez worked with the students for four weeks in an after-school program designed through SU Abroad connections.



ARACELY HERNANDEZ G'13 HAD JUST RETURNED TO SYRACUSE IN JUNE AFTER WORKING WITH STUDENTS IN SOUTH AFRICA WHEN SHE SENT THEM AN E-MAIL TO TEST THEIR MATH SKILLS.

SOUTH
AFRICA

"I wrote 'I left Grahamstown at this time and I arrived in Syracuse at this time. Given the time difference, how many hours did it take me to get home?' And they wrote back to me," says Hernandez, a graduate of the childhood education program. "I want to make sure I keep the dialogue going with these kids. I told them you have a friend in Syracuse; I'm always thinking about you."

Hernandez and four fellow SU students—Ivy Green '14, Nicole Keler '15, Anqi Liu '16 and Ayania Wellington '15—traveled to South Africa for an SU Abroad course experience that had them explore the nation's socio-economic development and education in the pre- and post-apartheid eras. They were also required to develop a project that would have a lasting impact on the students in a youth empowerment program, Inkululeko, in Grahamstown that partners with local community-based organizations and schools for academic and leadership development.

The course, Socio-Economic Enterprise in Post-Apartheid South Africa, was led by Timothy Eatman,

associate professor of higher education and co-director of the national consortium Imagining America: Artists and Scholars in Public Life, headquartered at Syracuse University. Professor Eatman worked closely with Jason Torreano, founder and executive director of Inkululeko and SU abroad adjunct instructor, who is

who were educated in the '90s, just as apartheid was ending," she says. "The philosophy under apartheid was that black people were created to be servants so their education was very minimal. It's no longer legal, but it still lingers."

"While white South Afrikaners have a myriad of opportunities, black South Africans are less fortunate. This nonprofit is designed to target those students, not necessarily those who are smartest, but those with ambition and motivation," Eatman says.

The SU students worked with Kellen in understanding what assistance he might need for the Inkululeko academic enrichment component, which included English instruction and math and critical thinking skill development.

"I implemented classroom management strategies to harness every single minute he had with these kids to make it effective," Hernandez says. Those included working on transitions between different topics, a system for students to mark their own attendance and initiating community building and mental math exercises.

During another part of the classroom work, Green implemented a curriculum, developed with the assistance of public health associate professor Mary Ann Middlemiss, on a critical health concern in South Africa. "A team of students from Rhodes University helped me deliver a lesson on HIV/AIDs, several preventative methods on how to remain free of the disease and how to remain safe and healthy if infected," Green says.

Keler, Liu and Wellington built their final project around the organization's data from applications and surveys to help refine the instruments, archive the data and be better able to identify new students for the program.

The SU students' efforts have helped to propel Inkululeko forward, Torreano says. "Each had a profound, positive impact on the organization," he says. "Our Inkululeko learners will benefit a great deal from this mutually beneficial collaboration with SU Abroad."

The experience for the SU students provides them with more choices about finding meaningful careers. "It's an opportunity to think more broadly about the world they live in, and how the career decisions they make can have global consequences," Eatman says. ■



▲ A student in Hernandez's class completes her assignment and looks forward to the "American" snacks Hernandez will serve, such as peanut butter and jelly sandwiches.

▶ Professor Tim Eatman and Inkululeko founder and executive director Jason Torreano, who worked together to make the after-school program in Grahamstown available as a study abroad experience.



based in Syracuse, and Matt Kellen, deputy director and curriculum advisor for Inkululeko, who works at the Grahamstown site.

During the four-week course, the SU students examined the country's history and educational system, through such readings as "Kaffir Boy" by Mark Mathabane, an autobiography about growing up under apartheid.

Hernandez saw the impact of apartheid in the educational system when she and her fellow students went to observe classrooms. "There were teachers



5000 MILES FROM BRAZIL

BY DR. FERNANDA ORSATI

THE IDEA OF LEAVING MY HOME IN BRAZIL TO STUDY ABROAD CAME TO ME AFTER COMPLETING MY MASTER'S DEGREE IN SCHOOL PSYCHOLOGY FROM MACKENZIE UNIVERSITY IN SÃO PAULO IN 2007.

I was working with kids with disabilities, who were included in schools, but I did not feel I

had the tools to give teachers to successfully include these students. I could not find anyone

in Brazil that seemed to know what to do to meaningfully support students with disabilities in inclusive schools. We used a medical model of disability. We knew how to diagnose, we knew how to assess, but a disability studies perspective was missing. I knew I needed to go abroad.

I began researching graduate schools that had a focus on inclusion. I found Syracuse University and Doug Biklen. In Brazil, I worked a lot with students who used augmentative and alternative communication (AAC), and knew that SU valued alternative means of

“I began to see that ability is not something that can be neatly labeled.”

communication. I came to visit SU, and Dean Biklen introduced me to Marilyn Chadwick, the former Assistant Director of the Institute on Communication and Inclusion (ICI), and Jenn Seybert a graduate student in the SOE who uses facilitated communication (FC). Meeting Jenn changed everything I thought I knew about how people with disabilities communicate. I decided to apply to SU.

I was accepted for the fall of 2008, and came here expecting to be able to prove that inclusion can work for everyone. I came with a quantitative, medical model, and thought that I could prove that inclusion could be effective for people with disabilities, not that it was the right thing to do from a social justice and disability studies perspective. I had to learn to infuse the social model of disability in my work. This moved my research from a need to prove that inclusion works, to work that promotes inclusion through a human and disability rights perspective.

Once I started at SU, The idea of “ability” was the first thing that I found really different. I began to see that ability is not something that can be neatly labeled. I also noticed all of the accommodations people with disabilities receive on campus. It blew my mind. Just

the fact that I could take courses with people who have disabilities in my master’s program was a new concept to me. Self-advocacy was new to me as well. I had never heard the term in Brazil before. The idea of disregarding the notion of the medical model was the biggest change for me.

When I first moved here, I was scared of being isolated socially, and was concerned the language barrier would keep me from making friends. The international perspective of the “conservative US” was also a worry for me, as was all of the racism, and stigma associated with learning English in the US. But, this was my first time living away from home, so I was more excited than anything.

Once I arrived, I was amazed by the size of the library, and how many journals we had access to. The resources provided for grad students to travel also impressed me. I traveled to conferences more during my time at SU than my professors in Brazil. At SU I enjoyed the high academic standards, the passion for critical thinking, the small class sizes, and the intimate discussions within them. My time here has been fantastic.

In summer 2013 I defended my dissertation and moved back to Brazil. I plan to teach at my former

university, and infuse the social model, UDL, accommodations, and inclusive strategies in the psychoeducational courses I teach there. However, I also need to show my future students why inclusion is important through a disability studies framework for inclusion. I also want to work in the community with topics on race, critical international disability issues, and neocolonialism. Over time I would like to start an NGO that supports schools to develop inclusive supports for everyone. ■



'CUSE IN KENYA

THE 'CUSE IN KENYA SERIES OF PROJECTS, ALL BROUGHT ABOUT BY JOANNA MASINGILA, PROFESSOR OF MATHEMATICS EDUCATION AND CHAIR OF TEACHING & LEADERSHIP PROGRAMS, HAVE BEEN ACTIVE FOR NEARLY AS LONG AS MASINGILA HAS BEEN AT SYRACUSE.

Photos courtesy of Alan Foley

Masingila began her tenure at Syracuse University in 1992, and was accepted as a Fulbright Scholar in 1997. She was invited to take her sabbatical at Kenyatta University (KU), so she moved with her family to the KU campus from January to July of 1998.

By 2000 the KU/SU linkage was official, and since then over 25 Kenyan graduate students have studied in various programs in the School of Education, and faculty and students from nearly



KENYA

every academic department at the School have had the opportunity to travel to Kenya for research and collaboration. Institutional linkages can be defined broadly, and partnered universities agree to facilitate activities that may include scholar exchanges, initiate collaborative grant projects, student exchanges, co-sponsored conferences, and a wide variety of other academic projects; 'Cuse in Kenya has involved many and more of these elements.

In 2009, SU received a grant from the United States Agency for International Development (USAID) titled Building Capacity through Quality Teacher Preparation, encouraging organizational collaboration between sub-Saharan African and U.S.-based institutions in one of six areas of focus, one

of them being teacher education. Concurrently, faculty from both KU and SU began planning the First International Conference on Education (ICE) to be held at KU in July 2009, the first major event of a proposed five-year project.

Since the initial USAID funds came in 2009, Masingila has traveled to Kenya on 5 separate occasions with different cohorts of SOE faculty and graduate students, and Syracuse University has hosted more than 15 scholars from Kenyatta University, many for months at a time. Subsequently, there have been 2 additional International Conferences in Education hosted by Kenyatta University.

Alan Foley, associate professor of instructional design, development and evaluation, has made technology integration at

(Continued on page 18)

TEACHING and LEARNING in Kenya

BY BRENT ELDER and MICHELLE DAMIANI

Our goal in Kenya was to create sustainable access to primary classrooms for students with disabilities without the need for additional school resources, and strategies that are beneficial to all learners in the classroom. Upon arrival in Kenya, we implemented a two-day inclusion workshop for

We focused on developing two types of classroom activities; Community building activities, and inclusive instructional strategies. The community building strategies were aimed at giving students equal voice, and understanding diversity that exists in each classroom. The inclusive instructional strategies

choices to create activities that actively engaged students with and without disabilities in their classes while utilizing existing materials and resources. They each utilized at least one inclusive strategy they learned from the three days of trainings. We looked at each other and said, "It's happening!"

We appreciated how difficult it was for the teachers to work with us. They took professional risks to attend this training during a strike. They also took pedagogical risks by trying out the new inclusive strategies we introduced. Not only were these teachers actively engaged in a struggle against the government, but they also disrupted the traditional discourse about who is entitled to an education in Kenya.

Our time in Western Kenya was more than simply collaborating with teachers. It was about engaging with people who are committed to empowering their own communities to create change by creatively utilizing existing resources. The change revolved around members of the community co-constructing plans that enable people to co-exist in spaces that value social justice and basic human rights. ■

"Not only were these teachers actively engaged in a struggle against the government, but they also disrupted the traditional discourse about who is entitled to an education in Kenya."

teachers at Kenyatta University. We also developed a two-week project aimed at training teachers to use these "no cost" strategies in Western Kenya.

At Kenyatta University we met the Chief of Education for UNICEF/Kenya, Suguru Mizonoya, and the National Chairman of the Partnership on Children with Disabilities, Jean-Claude Adzalla. Through these contacts we invited the Deputy Director of Quality Assurance in the Ministry of Education headquarters, Anne Musalia to our trainings in Western Kenya. They were responsive to our plans for professional development and said, "Your work is timely."

Earlier in the summer we received notice about a national teacher strike and we were concerned that our months of planning would be derailed. Despite the political climate, we had an audience of 15 teachers from seven primary schools and one special school, along with two members of the Ministry of Education.

disrupted the "transmission" model where the teacher talks and the students listen. Strategies had students in cooperative groupings, talking with one another, and presenting material to the class. Both the community and inclusive instructional strategies involved us presenting them, the teachers changing them to fit the realities of their classrooms, co-planning activities with other teachers on lesson plan templates, and presenting their lessons to our group. We had teachers plan in grade-similar groups so the lessons they plan could be immediately put to use in their real classrooms.

The government officially re-opened schools throughout the country while we were still there. This allowed us to observe teachers implementing the strategies in their own classrooms. Our two-day observation schedule took us to seven (often very remote) schools, to see 12 teachers in action.

We observed the Western Kenya teachers taking risks and making

Minister Musalia traveled to Western Kenya, and spent a day observing the trainings, speaking with teachers, and looking through past training materials. She participated with teachers, and responded to their questions and concerns about inclusive education. She voiced her full support for the philosophies and strategies we shared in our training, and told us she would like to replicate them throughout Kenya.



Photo courtesy of Brent Elder

Students with vision impairments support each other using the new iPads that have been introduced to them to support their learning .



Alan Foley takes an iPhone photo of himself with children from Kamanzi village, a rural area where 'Cuse in Kenya has broadened its scope to build capacity in quality education and technology.



KU a focus of the grant. Through an approved budget revision, the grant has been able to provide all faculty members in the Department of Educational Communication and Technology at KU with laptops and

USB modems. This has created momentum for more technology workshops that Foley developed, along with Masingila, and SU and KU alumnus Patrick Kimani, and SU graduate student Lenny Kamau.

An extension of Foley's technology integration work has been in the area of assistive technology, outfitting KU students with visual impairments with Apple Operating System (iOS) devices (e.g., iPods and iPads with Bluetooth-connected keyboards). Thus far, 14 students have received iOS devices and keyboards and are able to access print material, read and send email messages, create text documents, and use social media.

USAID recently extended the

Kenyatta-Syracuse partnership grant for another year, bringing the total award to over \$1 million. This final year will focus on analyzing data that have been collected, writing articles to submit for publication, planning and implementing activities based on the results of the research studies, and preparing proposals for funding to extend particular areas of capacity. Masingila hopes to continue the work initiated with the original grant, but also wants to focus on the uses of iOS equipment for students with vision impairments, and initiate research projects on uses of mobile technology for students with disabilities in a variety of Kenyan school settings. ■



Photo courtesy of Mara Sapon-Shevin

BEYOND ANTI-BULLYING

In August of 2011, Mara Sapon-Shevin, professor of inclusive education in Teaching & Leadership Programs presented a keynote at a conference at the Pontificia Universidad Católica de Valparaíso in Chile. The conference was the culmination of a campaign on school climate called

She also participated in a grant given to ten Chilean universities to develop standards for special education and inclusion.

Sapon-Shevin says that the most exciting part of the trip was visiting local schools and field-testing the anti-bullying curriculum.

"I emphasized the need for teachers to

“People want to stop bullying, but they treat it like a weed. They want to cut off the top, but don’t want to talk about the root system: racism, sexism, homophobia, and disability oppression.” —MARA SAPON-SHEVIN

“More respect, more diversity = Less Mistreatment.”

Because of Sapon-Shevin’s work at the conference, which led to the development of new curriculum, she was invited back to Chile for a month in summer 2013 to continue development and implementation of an anti-bullying curriculum, teach courses on diversity and inclusion, and make presentations at conferences in Valdivia and at the 5th Iberoamerican Conference on School Violence in Santiago.

In addition to the curriculum work, Sapon-Shevin conducted workshops for teachers and school professionals on school violence, and organized an open space mini-conference on bullying in schools. She advised doctoral students, and presented to special and general education and psychology classes.

be the ones who implement the curriculum, not people from the university,” she explains. “We held preliminary meetings with the teachers, facilitated the implementation of the curriculum, and then held teacher feedback sessions.”

Serving as an advisor to emerging anti-bullying work was an important focus of Sapon-Shevin’s time in Valparaíso, but the experience also enriched her own scholarship. She was particularly interested in how anti-bullying work translates from one cultural context into another.

▶ Mara Sapon Shevin (center, seated) with graduate students from the Pontificia Universidad Católica de Valparaíso in Chile whom she assisted with the development and implementation of an anti-bullying curriculum.

“It is important to de-center the work from a US perspective,” she says.

Sapon-Shevin explains that much anti-bullying work comes from Sweden and can lack cultural relevance in other countries. Her goal is to link anti-bullying practices to inclusion and diversity work.

“People want to stop bullying, but they treat it like a weed,” she says, “They want to cut off the top, but don’t want to talk about the root system: racism, sexism, homophobia, and disability oppression. It creates an atmosphere of surveillance and punishment.”

In Chile, Sapon-Shevin also reflected on what it is like for people who have intellectual disabilities and language challenges. Despite her fluency in Spanish, she sometimes struggled to keep up.

“I missed jokes, and pretended to follow conversations that I did not understand at all,” she admits. “There were times where I wanted to participate in conversations, but by the time I found the words, the moment had passed.”

She says that even after her many years as an inclusion scholar, this was a powerful lesson about how painful it is when people are judged and responded to based on their perceived incompetence. She says, “I am confident that the experiences I had in Chile will help me in my own teaching about presuming competence, stereotyping, oppression and becoming allies to those who are marginalized or oppressed.” ■



NEW TO THE BOOKSHELF

Recent works by School of Education faculty

COUNSELING AND HUMAN SERVICES

Bernard, J. M. & Goodyear, R. K. *Fundamentals of clinical supervision, 5th edition.* Pearson, 2014.

This 5th edition covers the essential topics for clinical supervisors. Its breadth of coverage, including supervision models, and issues related to administration and professional practice makes this book one of the highest cited publications in the counseling field. This addition includes a new section on triadic supervision. It is also up to date with the latest on technology in the counseling field, and comes with a comprehensive supervision toolkit.



chapters, and expanded chapters that include additional case studies, new anecdotal selections that reflect current experiences of students and additional application opportunities are described.

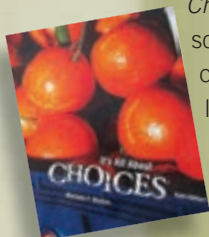
Blumin, M. F. *Companion Workbook for It's All About Choices.* Project Advance Press, 2012.

This workbook contains the exercises that are in the text, *It's All About Choices, 6th Ed.* Created in response to requests from students and faculty in the urban high schools where CLS 105 is taught through SU Project Advance (SUPA), this workbook will allow class sets to be purchased and students will be able to keep the exercises and their responses for reference.

READING AND LANGUAGE ARTS

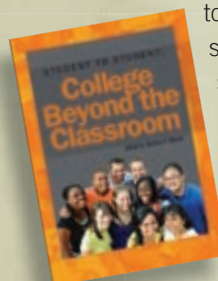
Blumin, M. F. *It's All About Choices, 6th Ed.* Dubuque: Kendall/Hunt, 2012

The 6th edition of *It's All About Choices* contains some of the following changes: newly created learning strategies that were field tested by students, additional



Blumin, M.F. (Ed). *Student-to-Student: College Beyond the Classroom.* Project Advance Press, 2012.

In this book of stories from soon-to-be first-time college students, Blumin compiles stories written by students curious about what it means to transition into higher education. Students wrote stories



that revealed their views on what college means to them, the potential barriers to receiving a university education, among others. These stories were compiled and published in the hopes that the students' voices could help answer college-related questions held by students in similar situations.

TEACHING AND LEADERSHIP PROGRAMS

Causton, J. & Theoharis, G. *The Principal's Handbook for Leading Inclusive Schools*. Brookes, 2014.

This book covers how to implement school-wide inclusion, and offers

practical strategies to move from theory to practice. Advice is provided from leaders in inclusive education as well as the basics of how to make inclusion work everyday.

Administrators, new and experienced, will learn how to implement school and district-wide reforms that create a school where every student belongs.

Beery, L. & Dekaney, E. M. *Two Brazilian Folksongs* [score]. Carl Fischer Music, 2012.

Published in 2013 by Carl Fischer, this choral arrangement of two popular Brazilian Folksongs (*Peixe Vivo* and *Pirulito*) represents an effort to bringing world music repertoire

to the middle school level, carefully acknowledging the particular challenges posed by the vocal ranges of adolescent voices. Elisa Dekaney, in collaboration with Lon Beery, produced a choral arrangement that attempts to maintain the musical and cultural practices of Brazil.

Dotger, B. *"I had no idea!": Clinical simulations for teacher development*. Information Age Press, 2013.

This book provides twelve clinical simulations for teacher educators and professional development facilitators. These simulations provide users with the real life

simulations where they engage with parents, students, other related professionals, and community members familiar to K-12 education. The target audience for this book is teacher educators and school

district personnel who wish to run simulations for teacher development.

Dotger, B. *Clinical simulations for teacher development: A companion manual for teachers*. Information Age Press, 2013.

This companion manual provides participating teachers with the background knowledge and materials necessary to complete in twelve clinical simulations with parents, students, colleagues, and community members built into the content so teachers can practice their teaching skills in these simulations.

Kanter, A. & Ferri, B. (Eds.). *Righting educational wrongs: Disability studies in law and education*. Syracuse University Press, 2013.

Righting Educational Wrongs

combines the work of disability studies and law to examine the current struggles embedded within inclusion and access to education.

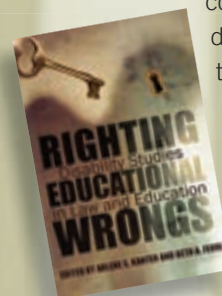
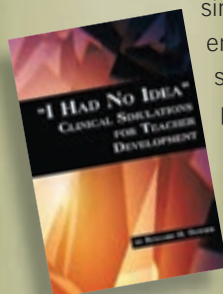
The book is divided into three parts: 1) the intersections of disability studies, law,

and education; 2) the history of education; and 3) the ways students with disabilities and their families experience the Individuals with Disabilities in Education Act.

Rolling, J. H. *Arts-based research primer*. Peter Lang Primer, 2013.

This book is a part of a series designed to provide a cross-discipline introduction to specific topics in education. The book covers topics such as arts-based research, a review of arts-based review of literature, and an outline of how to use an arts-based approach when writing research papers.

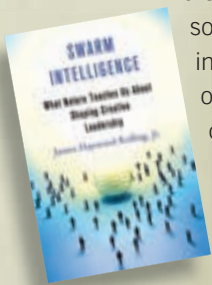
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NEW TO THE BOOKSHELF

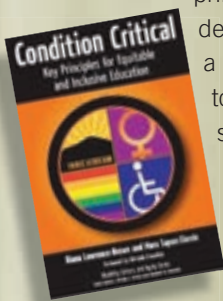
Rolling, J. H. *Swarm intelligence: The social origins of creativity.* Macmillan, 2013.

In this book, Rolling discusses how creativity comes out of social behaviors. Social intelligence comes out of behavioral rules that can promote creative and collaborative learning and working environments. The aim of this book is to help people to become dynamic, socially connected, creative leaders.



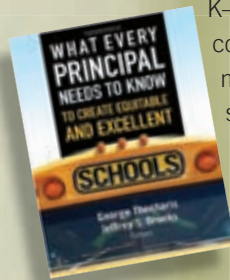
Lawrence-Brown, D. & Sapon-Shevin, M. *Condition Critical: Key Principles for Equitable and Inclusive Education.* Teachers College Press, 2013.

This book centers around thirteen “key principles” important to developing and applying a critical perspective toward educating diverse students; the volume both recognizes and rejects traditional, deficit model assumptions and provides models of culturally-relevant, responsive education built on acknowledging and valuing student diversity.



Theoharis, G. & Brooks, J. (Eds.). *What every principal needs to know to create equitable & excellent schools.* Teachers College Press, 2012.

This instructional leadership resource is perfect for new and experienced principals who want to see all students thrive at school. This book shows how to infuse equity and excellence across the schooling years (pre-



K–12). Experts in each content domains (literacy, mathematics, science, social studies, music, early childhood, special education, English language learners, world languages, and physical education) teach readers how to embed social justice and equity in core subject areas.

Marshall, J., Brooks, J. S., Brown, K. M., Bussey, L. H., Fusarelli, B., Gooden, M. A., Lugg, C. A., Reed, L. & Theoharis, G. (Eds.). *Juggling flaming chainsaws: Faculty in educational leadership try to balance work and life.* Information Age Press, 2012.



Juggling Flaming Chainsaws uses autoethnography to discuss the work-life of scholars in educational leadership, and the issues they face. This

book includes stories from scholars who are gay, straight, partnered, single, with children, and without. Every story includes a scholar reflecting on their personal experience in the field.

Shatz, M. & Wilkinson, L. *Understanding language in diverse classrooms: A primer for all teachers.* Routledge, 2012.

With increased linguistic and cultural diversity in U.S. schools, there is an even greater need for all students to gain proficiency in English. *Understanding Language in Diverse Classrooms* provides a model on who to help English learners achieve proficiency through the use of hands-on materials including checklists, rating scales, and questions to stimulate discussion and reflection on key points to integrate into their own practice.



CULTURAL FOUNDATIONS OF EDUCATION

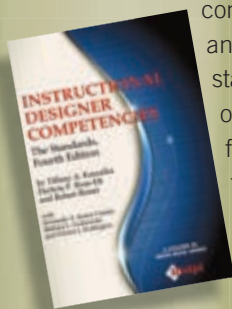
Zúñiga, X., **Lopez, G. E.**, & Ford, K. A. (Eds.). *Intergroup dialogue: Engaging difference, social identities, and social justice*. Routledge, 2014.

Intergroup dialogue requires the engagement of social identities, critical reflection, and collaborative action across social strata and cultures. Engaging social identities is central to this approach. This book provides research studies that examine the learning that occurs through dialogue. This book uses an interdisciplinary approach by pulling from education, social psychology, sociology, and social work to help educators engage students with topics like difference, identities, and social justice.

INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION

Koszalka, T., Russ-Eft, D., & Reiser, R. *Instructional Designer Competencies: The standards (4th edition)*. Information Age publishing, 2013.

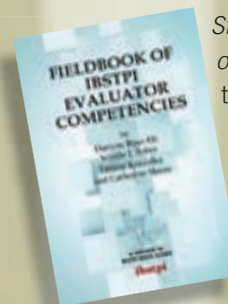
This book provides the most current and complete version of statements defining a competent instructional designer, for those who are or aspire to practice in virtually any context, anywhere in the world. The research conducted to update and validate these standards included obtaining feedback from over 1000 senior to novice practitioners and scholars working in the North, South, and Central Americas, Europe, Asia, Australia and New Zealand, and African nations. This book is intended for those who hire, train, and prepare instructional designers and those who work (or plan to work) as instructional designers.



Russ-Eft, D., Bober-Michel, M., **Koszalka, T.**, & Sleezer, C. *Fieldbook of ibstpi Evaluator Competencies*. Information Age publishing, 2013.

The book, *Fieldbook of ibstpi Evaluator Competencies: Standards for the Practice of Evaluation*, details the development and validation of evaluator competencies by the International Board of Standards for Training, Performance, and Instruction (ibstpi).

Developing an understanding of the ibstpi Evaluator Competencies may not be sufficient for individuals to determine how to improve their, or their colleagues', competencies. This fieldbook provides additional information, resources, and tools to assist those who want to improve their own competencies or those who want to help other individuals improve. ■



WELCOME NEW FACULTY



JULIET HESS has a Ph.D. from the Ontario Institute for Studies in Education, University of Toronto. She has joined the Music Education faculty, and is a specialist in the music of Peru, Cuba, Ghana, and Ireland.



MICHAEL NORRIS holds a Ph.D. from The Ohio State University. He is Assistant Professor of Urban and Inclusive Health & Physical Education. Previously he taught Pedagogy of Physical Education at Chicago State University.



SUZANNE OLIVER has a Ph.D. in Kinesiology and MFA in Dance from the University of Illinois at Urbana-Champaign. She is Assistant Professor of Physical Education and Dance. She comes from SUNY Brockport where she held a tenure-track faculty position. ■



GETTING TO KNOW SCOTT PETERS

SCOTT PETERS, CO-DIRECTOR OF IMAGINING AMERICA, is a Professor in the Cultural Foundations of Education department. He is also a faculty affiliate in the Maxwell School's Program for the Advancement of Research on Conflict and Collaboration.

Imagining America is an association of 90 American universities working together focusing on publically engaged scholarship in the humanities, arts, and design. SU will house Imagining America on campus through 2017. While at SU, Peters is working on initiatives that target tenure and promotion policies, rethinking assessment practices, connecting diversity and engagement on campuses throughout the country, and collaborating with community-based arts, cultural and humanities organizations.

Through Imagining America and his position on the steering committee of the American Commonwealth Partnership (ACP), Peters consults with the White House Office of Public Engagement and the U.S. Department of Education. His future work includes a new major action-research project on promoting democracy, aimed at increasing the number of Americans receiving postsecondary degrees and certifications. ■

GETTING TO KNOW

DIANE R. WIENER

“

I am working with colleagues to develop an organization to support universities in the United States and abroad in establishing disability cultural centers.”

**DIANE WIENER, PH.D., L.M.S.W. IS THE**

first professional staff director of the Disability Cultural Center (DCC) which is the first of its kind in the nation to be housed within a Division of Student Affairs, rather than a disability services office. The DCC coordinates campus-wide social, educational, and cultural activities on disability issues for students, faculty, staff, and community members with and without disabilities. Wiener also holds an appointment as Research Associate Professor in the Cultural Foundations of Education program in the School of Education. Her areas of interest include disability studies; disability cultures, identity, and pride; feminist, queer, and anti-racist media and autobiography theory; and universal design for learning.

Since coming onboard, Wiener has been involved in every aspect of the Center's operations from selecting lighting and furniture to ordering business cards, complete with Braille text.

“I was able to help develop a space for students with and without disabilities and disability identities on campus not only to feel welcomed, but to feel expected,” she says. “It is an honor to be active in the cultural change process at SU.”

Now that the Center is firmly established and staffed by School of Education graduate students Steve Singer and Alex Umstead, Wiener is setting the stage for the future of the DCC on campus and beyond.

“I am working with colleagues to develop an organization to support universities in the United States and abroad in establishing disability cultural centers.” Wiener says that similar centers have been created at the University of Washington and Georgetown University in the last year. She says, “When we look back in ten years from now, I believe that we will see DCCs everywhere, and the one at SU will have been the first.”

On campus, Wiener's plans include the development of a health and wellness group around eating, food, and disability identity. She is also interested in working more with student organizations such as the Beyond Compliance Coordinating Committee, the Disability Student Union, the Disability Law Society, and 'Cuse ASL (American Sign Language) to form a student advisory board for the DCC, so that the Center stays in close contact with the various points of view on campus. Wiener will also continue the interdisciplinary events the Center hosted in its inaugural year, including the 'Disabilities as Ways of Knowing' creative writing series, the 'Crippling' the Comic Con symposium on disability and comics (and representations of disability in popular culture, broadly), and events on disability cultures, faith, and secularism at Hendricks Chapel.

Weiner paraphrases her friend and colleague, Professor Arlene Kanter, “We have planted all of these flowers, and now we are going to watch the garden grow.” ■

STUDENT SCHOLARS

WHEN PAN AM 103 EXPLODED OVER LOCKERBIE, SCOTLAND ON

December 21, 1988, 270 people, including 35 students returning from Syracuse University's study abroad programs, were killed. In the aftermath of the bombing, Syracuse University, as an institution, promised that we would not forget our students. We vowed to hold their memories in our hearts in the best way we knew how—through learning and teaching.

The Remembrance Scholarship is one of the highest awards a

Syracuse University student can receive and is awarded to seniors chosen for distinguished scholarship, citizenship, and service to the community. The mission of the Remembrance Scholars is to educate the campus community about terrorism by relating Syracuse University's Pam Am Flight 103 experience to more current events. Through education, all 270 lost in the bombing of Pan Am Flight 103, especially our 35 students are remembered and honored. ■



"Remembrance Scholars form deep connections to the victims of the 1988 Pan Am 103 tragedy. We not only honor these victims, but we work to ensure that their dreams and stories are kept alive.

During the 2013-14 Remembrance Week, I represented Lindsey Otenasek—a victim lost during the tragedy who was a loving, warm, and compassionate college student studying to teach Special Education. As I begin my own journey into teaching, I strive to continue the dream that Lindsey did not have a chance to fulfill. I know that I will always keep her as well as all those who were lost 25 years ago in my heart."

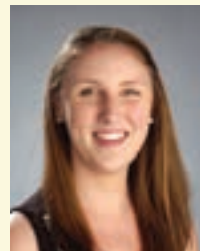
—Jessica Kimberly Lam
Inclusive & Elementary Education



"Being a Remembrance Scholar has taught me how important it is to look back and remember past tragedies. Understanding these horrific events allows us to act forward and educate others on

how to move our community, and our world, forward. As a future teacher, it is my goal to give my students opportunities to learn about the world we live in and help them become active citizens in their communities. I will forever act forward on behalf of the victims of Pan Am 103."

—Danielle Beth Steinberg
Inclusive & Elementary Education



"I am extremely grateful to be a Remembrance Scholar because it allows me to connect my love of teaching music to honoring the memory of 35 beautiful individuals who were not able to live

out all of their dreams. The victim I represent, Nicole Elise Boulanger, was a singer and an actress who excelled in the SU Abroad program in London; she has absolutely been my inspiration to practice and perform this year. It puts into perspective for me how powerful music is and how it can bring together communities in even the worst of times, which makes me so proud to be a music educator."

—Jamie Lynn Yavorsky
Music Education

STUDENTNEWS



JOJO MARASCO '13 (Physical Education) was named the 2013 BIG EAST Midfielder of the Year, and a total of five Syracuse University men's lacrosse players received all-league honors Wednesday, May 1, 2013 when the BIG EAST Conference announced its award winners and all-conference teams at the pre-championship banquet in Philadelphia. Marasco is the first Orange player to be tabbed the conference's top midfielder. In addition, he was a unanimous All-BIG EAST First Team selection.

KATIE HURSEY '11 (Physical Education) Katie was recruited by the USAT Collegiate Recruitment Program for her accomplishments while at Syracuse and her background in swimming.

After competing at nationals during her final season of track she turned her focus to triathlons and has her sights set on the 2016 Olympics.



"In my first season as a triathlete I qualified for my pro card three times (Age Group Nationals, Chicago Lifetime Tri, Toyota Cup in Dallas). In January I decided to turn in my pro card and become a professional triathlete. As a 2016 Olympic hopeful I was then invited out to the Colorado Springs Olympic Training Center to train for the next 6 months to a year in order to pursue my dream." ■



MUSIC EDUCATION GRADUATE STUDENT RACHEL DENTINGER '13 ENLISTED SIXTEEN

student musicians and a team of production assistants to produce an interdisciplinary program about bullying and ally involvement that is over a year and a half in the making. Titled "Uncommon Action," Dentinger's production is a unique artistic effort where the classical musicians also perform as dancers while playing. The musical piece, commissioned from Eric Maine '12 (Music Education), tells the story of a student who suffers the effects of being bullied in school, and the ally who steps in; Maine based his work on a poem written by Dentinger. "Uncommon Action" made its debut in February 2013 and is now booking performances at Central New York middle schools.

Different instruments represent different "characters" in this 4 movement original classical piece, with a single cello playing the role of the victim of bullying, and the alto saxophone as the ally. The first half of the performance has the performers seated, playing in traditional concert dress. However, the second half sees the entire ensemble come alive with movement, lights and colorful costumes. For the larger instruments such as cello, bassoon, and tuba, special harnesses had to be engineered to make dance possible.

The performance of "Uncommon Action" and Dentinger's role as Artistic Director served as her senior capstone project, a requirement of the Renee Crown University Honors Program. However, Dentinger has been involved in social advocacy work since high school, and was a Spector/Warren Fellow in the School of Education in 2011-12.

"The focus of this project is on becoming an active ally as an empowered bystander in an instance of bullying, a topic that I am very passionate about as a future educator," she says. ■



CELEBRATING AN ERA



IT IS A PLEASURE TO COME BACK HOME TO CENTRAL NEW YORK AND AN HONOR TO

work alongside Dean Biklen and everyone in Huntington Hall, our Board of Visitors, and colleagues across the University. Thank you also to you—Syracuse University School of Education alumni and friends—for the warm welcome.

Even if you consider yourself distanced from your alma mater by time, geography or otherwise, please know that your voice is important to each of our advancement efforts, and I aim to hear them all. I will energetically support the School of Education's collective vision and greatest ambitions, represented well by the Huntington Hall transformation, our research and conferences, student teaching hours and more than 1,000 gifts we received from individuals and organizations last year. Thank you. Will you please take a moment to find your name included on our Honor Roll? If you believe in what we do and cherish the relationships you have from the School, please read on.

We have an opportunity to celebrate the School of Education and embrace some transition to come when Dean Douglas Biklen retires in January 2014 after four decades at the School and eight years as Dean. So many areas of his influence will continue to make positive impact—the Institute on Communication and Inclusion; community partnerships including Say Yes to Education and the stellar cohort of doctoral students and faculty he has developed and recruited. Please visit [soe.syr.edu/alumni/giving] to join in this special celebration and honor a common dedication to education and Syracuse University.

Heather Allison Waters
Assistant Dean for Advancement
315.443.7773
haalliso@syr.edu

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Dean Biklen and Sharon H. Jacquet unveil the dedication of the Commons in May 2013. For years, Huntington Hall had no main entrance and was hidden behind iron gates and dense foliage, cut off from the Marshall Street community. Now, the Sharon Haines Jacquet Commons is a bright open space, connected and accessible to the University and community.

HONORROLL

The School of Education continues to partner with the Institute on Communication and Inclusion to host annual Summer Institutes where individuals who type to communicate can develop their skills, connect with others, and discover new technologies and talents. The summer 2013 Institute saw the largest numbers of participants ever, including world renowned presenters. Here, Darlene Hanson from California coaches a family in an independent typing workshop.



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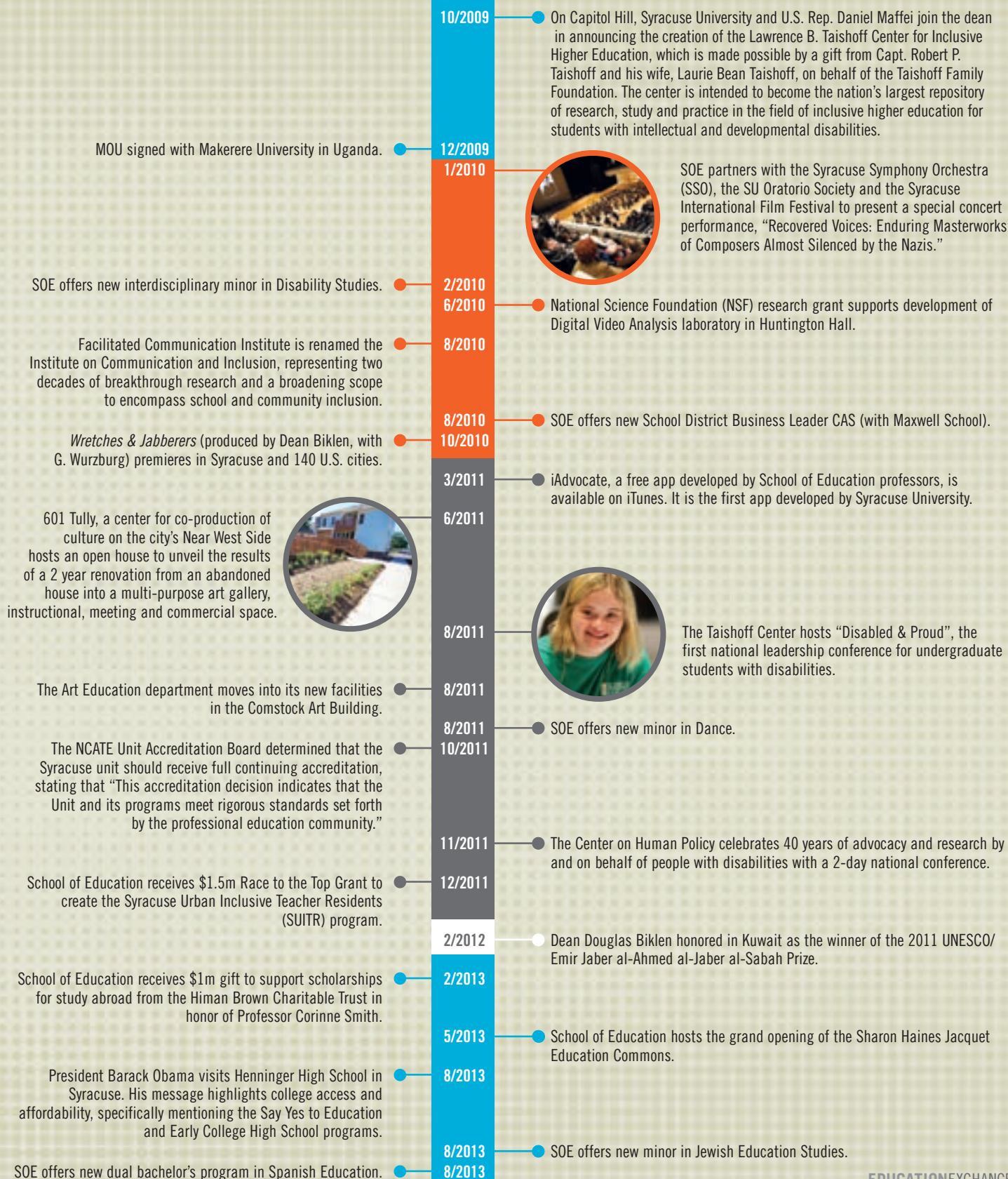
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THE BIKLEN YEARS

- 8/2005 Douglas Biklen takes the helm as Dean of the School of Education.
- 3/2006 SOE announces launch of Holocaust Education Program, including the Spector/Warren Fellowship for Future Educators.
- 4/2006 SOE kicks off Centennial Year with Inclusion Imperative conference.
- 8/2006 Centennial Lecture series announced.
- 9/2006 IDD&E celebrates 60 years of excellence.
- 10/2006 The National Council for Accreditation of Teacher Education (NCATE) Unit Accreditation Board judged that the Syracuse unit met all NCATE standards at the initial and advanced levels and granted the Syracuse unit accreditation.
- 12/2006 Memorandum of Understanding (MOU) signed with Kenyatta University in Kenya.
- 12/2006 MOU signed with Universitas Negeri Jakarta in Indonesia.
- 5/2007 President of Ireland Mary McAleese visits Syracuse University and gives keynote address honoring the School of Education's Centennial year.
- 8/2007 SOE offers new masters program in Inclusive Special Education: Severe/Multiple Disabilities.
- 3/2008 SOE offers 33% graduate school tuition scholarship for SU graduates.
- 3/2008 The School of Education redesigns the Selected Studies in Education program, offering students pathways to a bachelors degree in education-related concentrations, leading to graduate studies.
- 7/2008 Charles Hayden Foundation partners with SOE on innovative "Summer in the City" program.
- 7/2008 SOE offers new masters program in Teaching English Language Learners.
- 7/2008 Counseling and Human Services programs receive 8 year CACREP accreditation.
- 8/2008 The Schools of Promise initiative is established in partnership with the Syracuse City School District (SCSD). The goal is to establish a replicable model for school inclusion and belonging where every child feels nurtured and engaged.
- 8/2008 Say Yes to Education implemented in Syracuse; the first district-wide engagement by the Say Yes to Education Foundation.
- 12/2008 SOE, in partnership with SCSD and Woodrow Wilson Foundation launches Early College High School at Nottingham High School in Syracuse, NY.
- 1/2009 SOE offers new bachelors degree program in Inclusive Early Childhood Special Education, dual with David B. Falk College of Sport and Human Dynamics.
- 7/2009 SOE establishes the Lawrence B. Taishoff Professorship in Inclusive Higher Education and appoints Wendy Harbour, EdD.
- 8/2009 Ernie Davis Hall opens on the Syracuse University campus; facilities include new teaching and laboratory space for Health and Exercise Science; a new Health and Exercise Science Living & Learning Community is established.
- 8/2009 SOE signs Memorandum of Understanding with Assumption College in Bangkok, Thailand.
- 8/2009 SOE offers new masters program in Instructional Technology.





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The Board of Visitors are a nominated group of loyal alumni and serve as leading volunteers for the School. The members meet once during each academic semester and convene in committees during the year to consult with the Dean and other University leaders to develop long lasting relationships among the School's donors and alumni.

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