The mission of the College of Education is to serve a diverse community of students, faculty, and professionals and to prepare lifelong learners who can effectively respond to the challenges of our global society.
A Message from the Dean

Dr. Pamela Kramer Ertel

The College of Education theme for 2011-2012 was to “Be 212”. This theme is based on the work of Sam Parker and it focuses on the idea that one extra degree of effort makes a world of difference. For example, at 211 degrees, water is hot. At 212 degrees, it boils and has the power to create steam. One extra degree makes all the difference. Our faculty, students, and staff were encouraged to strive for 212 effort in all of their endeavors during the past year. As you review the Annual Report for 2011-2012, you will notice this extra degree of effort within the College of Education at East Stroudsburg University. One faculty member was recognized each month for their outstanding efforts. The list of recipients is listed above.

One of the most significant achievements this year is the result of our NCATE (National Council for The Accreditation of Teacher Education) submissions. Both our Early Childhood and Reading programs submitted their SPA (Specialized Professionalized Association) reports and received National Recognition. Other programs will be submitted in the fall of 2012. Our Teacher Education Unit has been working diligently to complete our NCATE Institutional Report which is due in the fall semester of 2012.

In this Annual Report you’ll learn about the outstanding efforts of our faculty in the areas of teaching, scholarship, and service. You’ll also learn about the numerous service activities that involved both faculty and students as they shared their time, energy, and efforts in order to help others. As we continue to address budget challenges and continual changes, our commitment to excellence remains strong. Be 212 in 2012!
**Media Communication & Technology**

**Mission Statement:**

The Department of Media Communication & Technology offers students a curriculum of communication theory, application, and practice in media production. The curriculum is designed to produce a media generalist with knowledge and application skills in photographic, electronic, and graphic communication processes who can address a variety of communication tasks found in business, industry, health care, entertainment, and training where contemporary media are used to communicate. Courses are also made specifically to serve students in a Master’s degree/Instructional Technology Certification program, and teacher preparation curricula as well as those seeking undergraduate and graduate electives.

**Unique Opportunities:**

Students in the Media Communication and Technology major are encouraged to actively participate in televised fundraising auctions for the Pocono Medical Center, East Stroudsburg University Warrior Athletic Club and telethons for Big Brothers/Big Sisters and American Red Cross. Almost exclusively Media, Communication and Technology majors either staff or assist in staffing these broadcast productions. The department faculty sponsor several student clubs. Dr. Yi-Hui Huang advises the Photography Club and Dr. Richard Otto and Professor Wehmeyer advise the Television Club. These student clubs have campus-wide membership with Media Communication and Technology majors as the target members and involve these students in activities that will increase their knowledge of the media field.
In a student body of approximately 7500 students, the Department of Media Communication & Technology provides access and instruction to approximately 1300 undergraduate and post baccalaureate major and non-major students per academic year. The department circulates over 1600 course related media equipment items per semester (cameras, microphones, tripods, etc.). They also secure, maintain, repair and update equipment and software, and supervise studio, smart classrooms, editing suites and open computer lab areas.

The department continues to co-support with Colonial Intermediate Unit 20, the Regional High School Computer Fair. Department faculty helped to organize and judge the event, along with experts from the field. For over 20 years, the department has also offered the Media Fair providing an opportunity for students and faculty to showcase their media. As part of the Media Fair, there is a scholarship dinner where six scholarship recipients are honored for their academic achievements. The four current scholarships are:

- Media, Communication and Technology
- Christine Reilly Memorial
- David S. Campbell
- Dr. Ernest E. Rydell
The 40th anniversary of the department was celebrated as alumni and former faculty returned for a fall reception. The department has recently established an advisory board, to provide partnership of targeted private and public support for our programs.

Happy 40th Anniversary
Department of Media Communication & Technology
New and Revised Courses Create New Opportunities for Learning:

*Introduction to Web Design* and *Commercial Photography* are new courses that will provide expanded opportunities for students to utilize the new equipment and software acquisitions. The *Electronic Publishing* course has been renamed as *Advanced Web Design* with revised content to reflect evolving technological changes. Updates in the Instructional Technology course for undergraduate teacher education candidates include changes that reflect the Pennsylvania Department of Education standards, as well as evolving professional organization and association curriculum revisions. The department has revised the 3 existing undergraduate minors in Graphics, Photography, and Video and added a new minor in Interactive and 3D.
Changes in the MCOM Curriculum process have been completed so students now have the opportunity to take two undergraduate and 8 graduate distance education courses. The distance education courses now available are:

- MCOM 140 Communication Theories and Practices
- MCOM 140 Law and Ethics
- MCOM 510 Computers in education
- MCOM 520 Selection and Utilization of Instructional Materials
- MCOM 526 Organization and Administration of Instructional Resources
- MCOM 530 Instructional design
- MCOM 540 Multimedia I
- MCOM 542 Multimedia II (pending)
- MCOM 580 Research Project I:Action Research Design
- MCOM 581 Research Project II Action Research Implementation

Graduate students are interning at MTV, various school districts, universities and private industry. All students that graduated Spring 2011 & Fall 2011 have been employed within Instructional Technology or a related field. The Instructional Technology Master’s Program continues to steadily grow. Graduate students present at local and national conferences. Students made presentations at Technology Day in Lopatcong, NJ, and one student co-presented with Dr. Beth Sockman at the East Stroudsburg School District Technology Day. Two graduate students presented at the Association for Educational Communications and Technology International Conference in Florida with Dr. Beth Sockman. One student served as an Intern at PETE & C. A current graduate student was offered a full fellowship to attend Syracuse University in the Instructional Design program. Only two fellowships are offered to all incoming graduate students attending Syracuse University.

**Faculty & Staff Updates:**

Dr. Elzar Camper, ESU Distinguished Professor (2011-2012) will be retiring at the end of August 2012 after 40 years of service to East Stroudsburg University. Thank you for your many years of service Dr. Camper!

Mr. Patrick Ashcroft retired after 25 plus years at East Stroudsburg University. He served as an Information Technology Technician, we wish him well in his retirement.
Special Education and Rehabilitation

Department Programs

The Department of Special Education and Rehabilitation has been very busy in bringing the “old programs” to a close and implementing the “new programs” at the same time due to changes in certification established by the PA Department of Education. Previous special education certification programs, N-21 are ending in order for SPED certification to be split into SPED PreK-8 with certification in PreK-4 or Middle Level 4-8. The students are very busy beginning their new Professional Development School experiences in a variety of school sites. In order to offer the second Special Education certification of SPED 7-12 with a content area, our department was awarded a Pennsylvania Department of Education (PDE) grant to develop integrated certification in content areas with Special Education certification. English, Mathematics, and Social Studies departments along with the Professional and Secondary Education department collaborated with Special Education to develop integrated programs. The new programs are going through ESU/COE and PDE curriculum approval. This newest addition to undergraduate SPED certifications will truly benefit our students as well as the schools and students in 7-12 classes.

Graduate options continue to be a strength in the SPED department with multiple choices for students. The Applied Behavior Analyst (ABA) program is an excellent choice for students working in the field. The Master of Education degree in Special Education continues to add to the credentials of our teacher candidates. New SPED post Baccalaureate programs are under development to add to the full array of choices to meet the unique needs of our students. The Supervisor of Special Education certification is a terrific program for those wanting to extend their professional options. Students become members in the subdivision of Council of Administrators of Special Education (CASE) the third largest division in the country.

The Rehabilitative program continues to grow and students are continuously enrolling in that degree option. Major revisions including new courses and curriculum alignment will only result in additional choices for the students. Discussion is underway to begin an undergraduate Associate ABA program. For professionals working in the field, this option will really benefit the students in their classrooms.
Special Education and Rehabilitation

Department Faculty Updates

Faculty are very busy with classes, schedules, observations, field experiences, presentations, publications, committees and professional organizations. Collectively over the past year the Special Education/Rehabilitation faculty have:

- Over 20 presentations at national, state, or local venues
- 15 publications in referred journals, or books, or chapters
- 15 initiatives with schools or agencies
- Monitored over 200 students in some level of field experiences
- Provided tutoring to over 60 community students
- Continued to oversee the operations of the Career Independent Living and Learning Studies (CILLS) program, offering support to 8 individuals with disabilities as they attend classes and enjoy campus life
- Provided support to over 20 professional groups in some capacity
- Secured two sabbatical leave for further research

In addition, the department has continued to work collaboratively with the Professional and Secondary Education Department to offer PSED 150 Introduction to Teaching All Students. This course is currently in its fourth year and is offered to all education majors seeking certification.

In April, the department held its 14th Annual Through Their Eyes Conference welcoming three individuals with disabilities to speak to the campus community about having a disability. This event was attended by hundreds of students, individuals with disabilities and faculty and staff.
Special Recognitions

Dr. Diane Cavanagh was the recipient of the prestigious 2012 Susan Phillips Gorin Award. This is the highest honor the student membership of the Council for Exceptional Children bestows on a professional member of the organization. Dr. Cavanagh received her award at the CEC International Convention in Denver, Colorado.

Dr. Gina Scala has been appointed for a second term by the Governor to the Special Education State Advisory Panel (SEAP). This is a federally required panel that advises directly with the Pennsylvania Department of Education ~ Bureau of Special Education. In addition, Dr. Scala was appointed to the position of Council of Administrators of Special Education (CASE) Research Liaison, a national appointment with one of the largest subdivisions of the Council for Exceptional Children. She is responsible to directing the research agenda for the organization.

Dr. Cavaiuolo meets with Italian dignitaries.
Dr. Cavaiuolo was on sabbatical leave during the Spring 2012 semester. A portion of his time was spent in Italy comparing the educational programs and inclusive practices between the United States and Italy. He met with the Minister of Instruction and has very impressed with educational practices in Italy. Our hope is to develop opportunities for our faculty and students to exchange with faculty and students from Italy.

A brief journal entry follows from Dr. Cavaiuolo:

“The purpose of my sabbatical was to compare and contrast the Italian educational system with that of the U.S. In particular, I have been interested how inclusion is being implemented. I also wanted to look at the human services system with regards to community integration and employment services. A secondary purpose is to develop a study aboard course where students can receive credit, gain the experience of foreign school and human services systems while experiencing the beauty of Italy and its history. This sabbatical had been planned several years ago with my colleague Dr. Brian Berry from Holy Family University. We both established contacts in various cities to conduct this review of schools and human service program. We began our trip on March 6, leaving Philadelphia at 6:00 PM and arriving in Rome, Italy at 8:00 AM on March 7. Since our arrival, we have been pretty busy, so here is what we have been doing so far. We began in Rome and had a nice little apartment near Piazza Novana which was very nice. We met with the Italian Minister of Instruction as it is known here but is essentially the Minister of Education for all of the schools and Universities in Italy. His name is Francesco Profumo. We met with him on that Friday at his office, have pictures and all, really very exciting and interesting. He spoke English so that made it easier for me, in fact almost all of the people we have been encountering speak English despite that I am able to speak Italian. After that meeting, he arranged to have some of his staff, particularly the head of Special Education Services for all of the Italian schools, to take us to two schools in Rome. One was a vocational school which was a dental technician school and the other was a school that had a project for the Deaf. We then went to a facility that was similar to our day programs in the U.S. that was one of Brian’s contacts near the Vatican, it was interesting. We then left for Florence and did another school visit. We were picked up by Danilla
where she took us to an elementary school outside of Florence where she and her colleague who was blind, Dr. Elana, work for the equivalent of our IU system. There we were welcomed by the teachers and students. Danilla and Dr. Elana conducted a blind awareness lesson. The children were excited and interested. They were also interested in us and spent time with us practicing their English with us. We have a picture of the group of students holding up an ESU pennant I left for them. After Florence we took the train to Milano. We had to 2 schools visits in 2 days; one was an Elementary, Middle and High School. The Director, MassimoParmigiano, was really excellent, a great leader of the school and had a clear understanding of inclusion. He also invited us to have lunch with the students and so we did. The moment we entered the school we saw 2 students with teachers walking the halls, we knew we were going to see an inclusive school. The school has approximately 800 students and 25 of them (not including LD, which is not considered to be a concern for their educational system) have a fairly significant disability. The director of the school also took us to visit a work program down the street that the school has a connection with. It offers work experience for secondary students and also volunteer opportunities for the regular education students to participate in. The next day we went to a nursery school program that is sponsored by the community, since nursery school is not mandatory. There are 13 schools with an average of 50 - 60 students in each school. This region is clearly more innovative than perhaps other regions of Italy, there seems to be a high value for education. The schools were highly energetic with a great sense of giving kids experiences and allowing them to be creative. We met two very nice and knowledgeable teacher coordinators. Parma is a small city but very beautiful, it was a bit of surprise to us. We came up to Verona, the place of Romeo and Juliet, and I thought Florence was incredible, this is better. What a city. On our first full day here we visited with a work program and a rehabilitation center, very interesting and very much different from what we do in the U.S. There are cooperatives in which businesses are developed and where people with disabilities share in the cooperative and work. Very interesting concept and clearly much more innovative then we have in the U.S. We also visited a vocational school that was also very interesting. Today we will be visiting another type of cooperative program and also visiting with a professor from the University to discuss their
training of students. We will be visiting another program tomorrow on Friday and leave Verona on Saturday to travel for our last leg of our trip to Naples. There we will also visit a couple of schools. This will provide us with an interesting perspective on the differences between the north and south regions of Italy in terms of school inclusion and services.

Ciao...for now.”

Special Programs: CILLS

The Career & Independent Living & Learning Studies (CILLS) program is a three year post-secondary transition certificate program for students with intellectual disabilities. The program is designed for students with significant limitations, both in intellectual functioning and in adaptive behavior, whose disability impacts their ability to access a general education curriculum. The mission is to provide an interactive and inclusive collegiate experience that includes career exploration and preparation, self-awareness, discovery and personal improvement, as well as an opportunity for development and growth of independent living skills through a framework of classroom and off-campus residential experiences. CILLS is currently in its second year of existence. Cohort I has six participants who also share an off-campus residence with two peer mentors. Cohort II currently consists of two participants who commute from local communities. The participant’s coursework includes specially designed learning experiences. They also participate in various clubs and activities on and off campus based on personal interests. These include but are not limited to Outings Club, Best Buddies, Stage II, Media club, RSSO, & Earth Day planning. The CILLS participants also participated with planning the Special Olympics Eastern Fall Festival and assisted with running the event.
Professional Development Schools: The Next Dimension

Our Elementary (K-6) and Special Education (Integrated) Professional Development School (PDS) relationships have stood the test of time. For over 12 years our partnerships, with elementary schools in five local school districts, have supported the four functions of PDS by engaging teacher candidates in authentic fieldwork, developing excellent teaching practices and exciting learning initiatives through professional development experiences and reflective inquiry. But most importantly, our PDS relationship supports and extends student learning across our 18 schools within grades K-5. Our collaborative good work has resulted in district wide, whole school, and grade level projects, national and state presentations, research, grants, awards, and publications that are shared with a wide audience.

This year, 2012, a major paradigm shift occurred at our PDS sites. We have become multi-dimensional! For the past two years we have been discussing and dreaming in anticipation of the new PA Department of Education certifications in Pre K-4, Pre K-4 & Special Education, Middle level (4-8), and Middle level & Special Education. These new certification levels are conceptually and pragmatically different than the older K-6 and K-6/Special Education programs. We have PreK-4 students in fieldwork settings for three semesters and Middle level students two semesters prior to student teaching. This requires rethinking relationships, types of engagement, learning experiences and assessments. But it also affords us new opportunities for inquiry and ways to design initiatives that will deepen our shared understandings related to these new levels of teaching and learning.

We will be exploring new paradigms for PDS relationships with preschool and community partners, forming PDCs - Professional Development Communities (PDC). Within this new structure, we will bring together single high quality early childhood and Head Start sites into PDC clusters. We are realigning some PDS sites for more focused fieldwork and adding new partners, as well as engaging our larger PDS sites at each level of the four programs. This definitely takes our PDS relationships into a new dimension as we stretch and grow together to meet the needs of diverse learners and the demand for highly qualified teachers in light of 21st Century skills. Stay tuned to PDS Connected as we say good-bye to our old program, recognize leadership, and launch our new PDS pathways. It is an exciting time to be involved in Professional Development Schools at ESU.

The Impact of Professional Development Schools (PDS) at ESU and beyond...

- *Over 30,000 P-12 students annual interact with ESU teacher candidates at PDS Sites.

- *P-12 students in PDS classrooms regularly work in smaller groups, providing more individualized attention to specific learning needs. This is a win-win for everyone!

- ESU teacher candidates provide over 1500 hours of service learning at PDS sites annually. The service learning projects provide opportunities for beginning educators to work with students, families, and community members.

- ESU PDS faculty and PDS partner teachers serve in significant leadership positions, publish, and present practice based research at the International, National, and State level.

- PDS Liaisons at ESU PDS sites serve as teacher leaders coordinating professional development within their building.

- Noted strengths of ESU PDS graduates include the ability to plan engaging content-rich lessons, differentiate instruction for all students, manage and organize pro-social classrooms, and participate effectively in co-teaching.

Our Professional Development Schools provide the inspiration and direction for our collaboration, which links theory and research to best practices in both teaching and learning. These dynamic relationships provide a framework for our clinical practices, inquiry, curriculum projects, professional development, and service learning.
Empty Bowls (emptybowls.net) is a national grassroots initiative to raise awareness of hunger in our local and world community. Dr. Narey brought the project to the East Stroudsburg University campus when she arrived at ESU in the fall of 2006. Dr. Narey works with steering committee members Dr. Robert McMullin (HTRM), Professor Al Moranville (HTRM), Professor Joni Oye-Benintende (ART), Dr. Pam Kramer Ertel (COE), Ms. Vickie Fairbairn (ARAMARK), and representatives from various student organizations to plan this annual event.

On Wednesday, March 28, 2012 the ESU community gathered in the Keystone Room for the fifth annual EMPTY BOWLS@ESU. This year’s midday meal event, which raised $1,667 for the East Stroudsburg Salvation Army Food Bank, is an annual service-learning project for Elementary Education students in Dr. Marilyn J. Narey’s Art in Childhood Education course and for Hotel, Restaurant, and Tourism students in Dr. Robert McMullin’s courses. Additionally, the preparation for, and staging of the event draws over one hundred volunteers from across campus each semester, including Kappa Delta Pi, the Hotel Restaurant Club, the Sociology Club, and Student PA State Education Association, as well as individual students and ESU staff members.
As an ELED 311 service learning project, Dr. Narey’s *Art in Childhood Education* students gain visual literacy skills by researching hunger in Pennsylvania and creating posters to educate others about the problem of hunger in the local community. Additionally, these pre-service teachers and volunteers from numerous student organizations gain art skills through making ceramic “empty bowls” that are given away at the fundraising luncheon as a symbol of the on-going problem of hunger. The HRTM students and members of the Hotel Restaurant Club gain experience in preparing and serving food for the large scale Empty Bowls@ ESU event held annually in the Keystone Room.

During the past five years, the service/ service-learning project has resulted in contributions totaling $6000 to the East Stroudsburg Salvation Army Food Bank to fight hunger in our local community and has brought about the students’ and campus community’s greater awareness of the problem of hunger.
ESU has a wealth of outstanding student organizations connected to the College of Education and the Teacher Education Unit. These organizations help provide opportunities for professional development, service, leadership development, and networking. The Gamma Xi Chapter of Kappa Delta Pi, the International Honor Society in Education recently celebrated its 80th anniversary at ESU. The ESU chapter was formed back in 1931. In order to be invited for membership, candidates must have a minimum grade point average of 3.4. KDP pledges participate in at least 20 hours of service activities, as well as chapter fundraising efforts and professional development activities. The current chapter received the KDP ACE AWARD (Achieving Chapter Excellence Award) at the Biennial Convention held in Indianapolis. Dean Kramer Ertel and Dr. Whitehead serve as the advisors for this organization at ESU and Dean Kramer Ertel serves as the Past President of KDP. This conference celebrated the 100th Anniversary of this 45,000+ member education honor society.
The Reading Department of East Stroudsburg University of Pennsylvania offers a nationally-recognized graduate program that leads to a Master of Education degree. The 36-credit program, which celebrated its 40th anniversary in 2010, is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Pennsylvania Department of Education (PDE). The program, which is aligned with PDE’s Chapter 49 regulations, qualifies candidates for the Pennsylvania Reading Specialist Certificate. This certificate enables candidates to provide reading instruction and literacy intervention to students in grades kindergarten through twelve. The mission of the East Stroudsburg University Reading Department is to create a community of learners dedicated to the teaching of reading and emerging literacies.

The ESU Reading Department also offers a 12-credit, four course sequence in Literacy Coaching. Literacy coaches are reading specialists who focus on providing professional development for teachers by offering the additional support needed to implement various instructional programs and practices. Coaches provide essential leadership for schools’ entire literacy programs by helping to create and supervise long-term staff development processes that support both the development and implementation of literacy programs over months and years (International Reading Association, 2007).

In addition, the Reading Department has two program innovations in progress. The first focuses on Reading Supervisor Certification. The second involves the continuing advancement of our Distance Education Program.
Reading

Reading Supervisor Certification: During the fall 2009 semester, the Reading Department faculty developed a sequence of courses that will lead to Pennsylvania Reading Supervisor certification. The 18-credit sequence, which was created in response to alumni requests, includes four new supervisory level Reading courses:

- REED 592 Development of Professional Reading Supervisory Relationships
- REED 594 Data Driven Decision Making in Reading
- REED 596 Seminar: Current Issues in Reading
- REED 598 Reading Supervisor Field Experience
- PSED 590 Supervision of Instruction
- SPED 551 Inclusionary Practices
- The Reading Supervisor Certification program has been approved by the ESU curriculum process and is awaiting approval by the Pennsylvania Department of Education.

Distance Education Courses: All of the Reading Department’s Master of Education degree courses—except for REED 524 Reading Clinic Practicum—are available through Distance Education. REED 524 is subject to onsite supervision.

“A hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, how much money I had in the bank...but the world may be a better place because I made a difference in the life of a child.”

-- Forest Witcraft
Other Major Accomplishments and New Initiatives

- **Reading Clinic**
  - REED 524 Reading Clinic Practicum is offered on campus during the fall and spring semesters and in the Allentown School District during the summer. During the current academic year, our graduate students will teach approximately 300 area school students, many of whom are linguistically and culturally diverse.

- **Teacher Cohort Program**
  - Two years ago, the ESU Reading Department entered into partnerships with several local school districts, including the Allentown School District and the Easton Area School District. We agreed to provide graduate classes leading to master’s degrees in Reading that include Pennsylvania Reading Specialist Certification. During the summer of 2012, our second cohort of Allentown teachers will complete Reading Clinic Practicum in their district and graduate. These partnerships have proven to be immensely rewarding for all concerned.

Academic Program and Policy Initiatives

During the current academic year, several new Reading courses have been created and approved through the ESU curriculum process (REED 520, REED 528). Other courses have received Distance Education designation.

Grantsmanship and Research Activity

On behalf of the Reading Department, Dr. Maureen McLaughlin wrote a 2012 - 2013 Technology Fees Proposal in the amount of $25,865.00 to purchase 35 Apple I-Pad3s. We will use the I-Pads to teach ESU students (1) how to use the I-Pad as an electronic reader and (2) how to use this innovative device for myriad purposes in literacy instruction. The latter will include using the I-Pads to teach the struggling readers and English language learners in our Graduate Reading Clinic. As electronic reading devices, the I-Pads are replacing traditional (paper) text, and, consequently, are the future of reading education. In addition, I-Pads are also a tremendous source of motivation for students of all ages.
International Activity

The Reading Department faculty is dedicated to teaching and learning at the international level. Dr. McLaughlin, Dr. Sutton, and Dr. Coskey are committee members for the International Reading Association. In addition, Dr. McLaughlin is President-Elect of the International Reading Association and will address international audiences when she speaks at the Estonian Reading Association Conference and the Nordic Reading Conference during summer 2012. Further, our Graduate Reading Program will soon be available to a global population.

Partnerships and Affiliations

- **Professional Development Schools**
  - Reading Department faculty members teach courses in the PreK-4 and Middle Level Programs associated with Professional Development Schools. As a participant in this program, the Reading Department partners with multiple regional school districts.

- **Reading Clinic**
  - Reading Clinic is held on campus in the fall and spring semesters and on site in a school district during the summer. During the fall and spring semesters of this academic year, our clinic students have come from a variety of area school districts. During summer session, the Allentown School District partners with us as a Reading Clinic site.

- **Teacher Cohort Program**
  - Five years ago the ESU Reading Department entered into partnerships with several local school districts, including the Allentown School District and the Easton Area School District. During 2012 – 2013, additional cohorts will be created in the northern tier and the Lehigh Valley.
The Professional and Secondary Education Department continues to provide service to doctoral, graduate, and undergraduate students in the College of Education while undertaking the following:

- gaining PDE approval for the principal certification program
- developing a new M. Ed. program that takes advantage of a cohort model
- submitting the SPA report for NCATE
- continuing to place and supervise student teachers in Philadelphia
- receiving approval to start Cohort 6 in the ESU/IUP doctoral program

PSED faculty are continually developing cutting-edge initiatives. Dr. Lare, along with Dr. Mike Gray of the history department, traveled with eight ESU students to the Civil War prison on Johnson’s Island in Sandusky Bay, Lake Erie, Ohio, for an archaeological dig in July 2011. Prior to the dig, Dr. Lare and Dr. Gray obtained a $7,040 grant to help fund the project. Dr. Lare intends to expand opportunities for PSED history students by partnering with local historic sites to establish another formal dig.

The students in the group were members of either Dr. Gray’s Public History through Civil War Prison Archeology History course or Dr. Lare’s Teaching Strategies for Secondary Schools course. The students involved in the dig learned about public history, which emphasizes moving beyond the classroom to integrate preservation, archeology, museum studies, archival management, and documentary and media history into the learning experience. Project participants spent their days unearthing artifacts from the Civil War, which they assisted in cleaning and cataloging. There were daily lectures on excavating, and the students met to discuss their work and read historical documents that put their discoveries into context.

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

- Albert Einstein
In 2010, another PSED faculty member, Dr. Barrel Gueye, was awarded a Post-Doctoral Research Fellowship by the non-profit international organization, the Forum of African Women Educationalists (FAWE), based in Nairobi, Kenya. FAWE’s work focuses on the promotion of girls’ education and empowerment through gender-sensitive programs.

During her tenure at FAWE, Dr. Gueye worked on strengthening research on gender and education in Africa, managed the FAWE Research Program, and coordinated the implementation of planned research activities. She also played a leading role in coordinating, evaluating, and offering technical feedback to FAWE’s gender programs in ten Sub-Saharan Africa countries and transforming the research findings into policies and programs for mainstreaming and institutionalizing gender issues. Her policy recommendations at the FAWE General Assembly were considered by representatives from UNESCO, UNICEF, women’s organizations, Kenya’s Minister of Education and other stakeholders.

To address girls’ education at post-primary levels, including vocational training and non-formal education in conflict or post-conflict countries, Dr. Gueye participated in the evaluation and the assessment of the Technical and Vocational Education Training (TVET) policies in Burundi, Liberia and Sierra Leone. She also collaborated with colleagues from FAWE to initiate a gender equality report card on education in Africa. Dr. Gueye is currently writing two papers based on her unique educational experiences in Africa, “Reconstructing the ‘Education for All’ Agenda? Challenges to Girls’ Education in Senegal” and “NGOs Work and the Empowerment of the African Girl: FAWE as a Case Study.”
Professional & Secondary Education

ESU/IUP Doctoral Partnership Program

Cohort 6 of the ESU/IUP doctoral program was approved to start in fall 2012. This program has been in existence at ESU for 13 years and has been very successful. Annual retreats for the cohorts have enhanced the learning experience of doctoral candidates. Ten doctoral students from Cohort 2 and Cohort 3 were hooded in the December 2011 graduation ceremony. Cohort 4 has finished their coursework and those candidates are currently conducting their research. PSED is proud to have worked cooperatively with IUP and with 25 ESU faculty from 9 departments across campus. PSED has received positive feedback about how their involvement in the doctoral partnership program has raised the level of scholarship at ESU.

National Board Teacher Certification

Under the leadership of Dr. Lare, PSED has continued to be a provider of a program that leads to National Board Teacher Certification, currently serving approximately 30 teachers. Because ESU has been so successful in this endeavor, Dr. Lare has been involved in discussions with officials to have ESU be the primary provider in Pennsylvania.
Introduction

The Department of Academic Enrichment and Learning (DAEL) offers a variety of academic support services to students, including academic advisement and tutoring. DAEL runs a **Learning Center**, located in Rosenkrans East, where all students who want to improve their academic performance may come for tutoring. In addition to the **University-Wide Tutorial Program**, DAEL houses the **Office of Disability Services** (for students with documented disabilities); **Office of Advising for Undeclared Students** (for students who have not yet decided on an academic major); the **Program for Students in Academic Jeopardy** (advising for students placed on Academic Warning, Probation, or Suspension); the **STAR Program** (Students in Transition to Academic Realization, which provides support for students who may be underprepared for college); and the **Student Support Services TRIO Program** (for students who meet certain economic and educational criteria who are accepted into the program when they enter ESU).

*The mission of DAEL is to provide opportunities and support for students who want to improve their academic achievement; who are potentially at risk academically; or who may face institutional or attitudinal barriers to success.*

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**Virginia (Ginny) Reiner** successfully passed her doctoral thesis defense in March 2012 and was awarded her Doctorate Degree in Educational Leadership and Administration from the joint IUP/ESU doctoral program in May.

**Congratulations Dr. Reiner!**
Dr. Jack Truschel serves as the President for the National College Learning Center Association [NCLCA] and also sits on the editorial board for NCLCA’s journal, *The Learning Assistance Review* [TLAR]. He is the current president of the Association for the Tutoring Profession (ATP). He serves on the Board of Trustees for Lackawanna College. He is Chair of the International Foundation for the Tutoring Profession.

Dr. Julianne Albiero-Walton was appointed by the Chancellor to the Chancellor’s Council on Social Equity, Campus Climate, and Inclusion and is currently serving as interim co-chair of the Council.

Dr. Beverlyn Grace-Odeleye is serving as a member of the University Senate, University Wide Tenure Committee, Student Faculty Conduct Board, and Co-Chair of the Admissions Appeal Committee. She also serves as Chair, Senate Academic Affairs Committee.

Dr. Fernando Perez returned from a one-year sabbatical leave award during which he continued ongoing research on student retention and factors contributing to student success.

Dr. David Rheinheimer, in collaboration with Prof. McKenzie, had an article published in the *Journal of College Reading and Learning*, titled “The Impact of Tutoring on the Academic Success of Undeclared Students.” At the annual PASSHE Diversity Summit in October 2011, Dr. Rheinheimer and Prof. McKenzie made a presentation on “Improving Academic Performance of Underrepresented Students,” and in April 2012 at the annual conference of the Association for the Tutoring Professional, Dr. Rheinheimer and Prof. McKenzie presented their research on “An Examination of the Impact of Tutoring on Retention for Undergraduate University Students.” Notably, Dr. Rheinheimer frequently offers his expertise on statistical analyses and interpretation to faculty colleagues and graduate students.
Dr. Julianne Albiero-Walton presented a pre-conference workshop at the July 2011 national AHEAD conference: “Rethinking Brain Injuries”. This presentation was supported by an ESU FDR grant, and was also featured at a recent FDR Colloquium. At the PASSHE Diversity Conference in October she organized a student panel, “Students with Disabilities in the System”; and co-presented another panel, “Disability Issues.” In the Fall and Spring semesters, Dr. Walton regularly provides assistive technology workshops for the El-Ed/Special Ed PDS program. In April 2012 she presented at the ESU Faculty Colloquium: “Universal Design for Learning.”

Dr. Jack Truschel made presentations at four national conferences in the past year, including the College Reading and Learning Association; the National Association for Developmental Education; the National College Learning Center Association, and the Association for the Tutoring Professional. His research and presentations involve learning assistance for students in academic jeopardy, academic advising, and leadership development.

Dr. Fernando Perez presented the paper, “Holistic Student Advising and Retention,” at the May conference of the Association for Equality and Excellence in Education.

Prof. Kelly McKenzie made presentations at regional and national conferences in the past year, including the National Academic College Advising Association, the PASSHE Diversity Summit, the PASSHE Women’s Consortium, the Association for the Tutoring Profession, and the New England Educational Research Organization. Her research and presentations involve academic advising and tutoring; women in leadership; and organizational communication.

Student Honors Awards, Recognitions

Disability Services Students. Twelve new students with disabilities were inducted into Delta Alpha Pi, the national honor society, in April 2012. At that ceremony, the Ralph Vitello Recognition Award was given to ten ESU faculty and staff named by the students as persons who are sensitive and helpful to students with disabilities.
o **Academic Enrichment & Learning**

o **STAR Program students:** The Dean’s List in Fall 2011 semester included 27 students from the STAR program. Twenty-three students were inducted into the Chi Alpha Epsilon National Honor Society in April 2012. In addition, 6 students were recognized for outstanding participation in University Wide Tutoring; 7 students were named for the Outstanding Leadership Award; 5 students were recognized for the Professor Neal H. Simpson Outstanding Senior Award. Four peer mentors have been accepted into graduate programs and one peer mentor was selected to be the Student Commencement Speaker at the May graduation.

o **Student Support Services:** At the Spring Scholarship Award ceremony, 22 students were awarded scholarships for next academic year. Also at the Spring Recognition ceremony, students were recognized for achieving a 3.0 GPA and above and the Distinguished Student Award was given to the student with the highest GPA.
The mission of the College of Education is to serve a diverse community of students, faculty, and professionals and to prepare lifelong learners who can effectively respond to the challenges of our global society.

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