



Vol. 2, Spring 2004

School of Education

STRIDES OF EXCELLENCE

Ten Highland Teachers
were recognized by NBPTS
(see page 2)

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Elliott Lessen

Dean's Message

As winter comes to a close, we can look back on the past several months with some pride. Faculty have been involved in many exciting activities related to their teaching and scholarly pursuits. As well, our faculty and staff have committed countless hours in service to their departments, the School, the University, and their professional organizations.

One major stride from this past fall was the first Southern Illinois P-20 Summit held on October 31st at Rend Lake. This summit was a cooperative endeavor between the School of Education at SIUE and the College of Education at SIUC. Dean Keith Hillkirk (SIUC) and I worked collaboratively in planning and facilitating the Summit. In attendance were our Associate/Assistant Deans, Department Chairs, several faculty, the Superintendents of our Holmes Partnership Districts (for SIUE: Belleville #118, East St. Louis, Cahokia, and Edwardsville), the Presidents and Chief Academic Officers of the seven community colleges in southern Illinois, our Provosts and Chancellors, and President James Walker. Dr. John Haller, Vice President of SIU, was extremely helpful to us in our planning.

The Keynote speaker, Dr. Gretchen Bataille, Senior Vice President for Academic Affairs, University of North Carolina, kicked off the summit. Her comments regarding P-20 collaborative

efforts in North Carolina set a positive tone for the day. A panel of community college vice presidents, Dean Hillkirk, and I discussed and responded to questions regarding the proposed Associate of Arts in Teaching degree. The two campuses presented collaboratively regarding their involvements in the federally funded Teacher Quality Enhancement Grant that is focused on the development of a state-of-the-art middle level teacher preparation program. As well, teachers who had been trained through the Adventure of the American Mind grant (Library of Congress) presented their project outcomes. The rest of the day was spent discussing the types of collaborative efforts that could be engaged in across southern Illinois that would encompass the public P-20 constituencies. A follow-up Summit is planned for late spring.

As you read through this first Spring Strides, please use "Strides You Have Made" to reconnect with the dynamism of the School of Education.

Spring Strides Highlights

NBTS Highland Teachers

Nationally Certified Teachers

The National Board recognized ten teachers from the Highland Community Unit School District #5, for national certification for Professional Teaching Standards in November of 2003. This recognition culminated a yearlong effort by these teachers to reflect on teaching and learning in their classrooms against a set of national standards. A nationally certified teacher, Sue Kerr, supported their efforts through two School of Education courses.

Ms. Kerr, who teaches in Belleville School District #118, earned her national certification several years ago, and since then has worked with the School of Education Associate Dean Lela DeToye to develop the two NBPTS support courses, recruit other area teachers to go through the certification process, and work with these candidates as they develop extensive portfolios and prepare for an online assessment.

National certification is indeed high praise. Last year only 38 percent of the applicants earned national certification on their first try. The fact that all 10 Highland teachers earned national certification on their first attempt is truly amazing and a point of pride for the Highland Superintendent Jim Burgett. A point of pride for the School of Education and SIUE is that all 10 teachers have either received a degree from SIUE, have taken classes at the University, or are currently working toward an advanced degree at SIUE.

The teachers are: Nancy Horrell ('90 MSED, Elementary Education), Tammy Kohnen, currently working toward an MSED in Instructional Technology, Sharon Schmitz ('97 BS, Elementary Education), Liza Basden ('99 MSED, Instructional Technology), Barbara Kay, attended a class at SIUE, Carol Jeanie Probst ('74 MSED, Counselor Education, '94 EDSP, Education Administration), Jodie Ramsey, currently working toward an MSED in Education Administration, Linda Bottom, attended a class at SIUE, Robin Carlson ('92 MSED, Instructional Technology), Jackie Holt-Mollet, currently working toward an MSED in Elementary Education.



TQE Grant

Middle Level Teacher Education

SIUE acts as one of four Illinois public universities participating in the Teacher Quality Enhancement Grant (TQE) received by the Illinois Board of Higher Education (IBHE). Faculty members from the School of Education and the College of Arts and Sciences, along with faculty from Lewis and Clark Community College (LCCC), Southwest Illinois College (SWIC), public school middle level teachers, technology specialists, and advisors, are working to improve the preparation of middle level teachers.

To date, the committees as part of SIUE's site have worked to strengthen the preparation of teacher candidates in the elementary education program through the review of the general education and professional education requirements for teacher certification. With the proposed program, teacher candidates will have a stronger foundation in their content area(s), as well as hands-on experience using "best practices" in teaching during the last two years of the program, which are the two years the students spend in partner schools. As part of the program, each candidate spends a minimum of 10 weeks in a middle school. Faculty members in the secondary education program have been working on ways to include a middle level experience for teacher candidates.

Professional development for committee members and other partners in teacher education plays a strong role in this grant. Technology skills and integration of these skills are expectations of the TQE grant. Each member of the committee has participated in professional development in various areas of technology, such as integration in the classroom and web page design. Additionally, Arts & Sciences faculty at SIUE, LCCC, and SWIC participated in technology workshops designed to increase the amount and variety of technology used in the college classroom. Currently, teams of content and pedagogy faculty and public school teachers are working to create online professional development modules to assist the teachers in increasing content and pedagogy knowledge and in being "highly qualified."

School of Education Mission Statement

The School of Education at Southern Illinois University Edwardsville, comprised of multiple academic disciplines and serving the citizens of the southwest Illinois metropolitan region, prepares educators and other professionals by:

- ◆ integrating inquiry-based teaching, research, theory, and practice;
- ◆ engaging learners in an inviting, collaborative, and rigorous academic atmosphere;
- ◆ challenging learners to synthesize discipline-based knowledge and to generate new perspectives;
- ◆ stimulating critical dialogue about social justice and equity that encourages ethical action;
- ◆ promoting participation in change strategies that serve the individual, the organization, and the community.

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Spring Strides Highlights Continued

School of Education Co-Sponsors Regional Technology Showcase

More than 250 area teachers, SIUE teacher education students, and SIUE faculty members gathered at a regional Technology Showcase on January 31, 2004. Co-sponsored by the Area 5 Learning Technology Hub, the Regional Offices of Education in the surrounding counties, and SIUE's School of Education, teachers, faculty, and students were brought together for demonstrations and discussions related to technology-integration efforts in the area.

Teachers and faculty members made presentations summarizing their technology integration successes, while other presentations focused on the use of new wireless and handheld technologies in classrooms. Also included in the showcase were presentations by staff from the Teacher Quality Enhancement and the Adventure of the American Mind grant projects.

The Technology Showcase represents the culmination of the School of Education's PT3 (Preparing Tomorrow's Teachers to Use Technology) grant project. As grant activities wind down this spring, focus continues on finding ways to maintain resources and expand technology integration in all teacher education programs.

Program Strides

Instructional Design and Learning Technologies

The graduate program is completing a transition from a relatively narrow focus on Instructional Technology to a broader focus on Instructional Design and Learning Technologies (ID<). This change to the program is occurring as a result of a challenge from the Illinois Board of Higher Education. In 2000, the state identified the broad field of information technologies as an area of high need within the state, and the program was invited to join computer science and electrical engineering in the submission of an expanded program request to the Illinois Board of Higher Education as part of the RAMP process. As a result, new funding has allowed SIUE to hire new faculty members, redesign the curriculum, and expand recruiting efforts to attract more students from a broader SIUE recruitment pool. The newly designed curriculum was approved in fall 2002, and went into effect in fall 2003.

In addition, since the last internal program review, the program has been accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Association for Educational Communications and Technology (AECT). As a result of this process, the faculty have closely examined the curriculum to assure that it meets these national standards. Having completed this rigorous review, the program is confident that it serves students well, and compares favorably with similar programs across the country.

Professionals with a Master of Science in Education degree in ID< are prepared for a variety of instructional development and technology-related positions in K-12 education, higher education, business, industry, healthcare, publishing, and government. Three areas of emphasis are available to students: Educational Technologies, Instructional Design and Performance Improvement, and Interactive Multimedia Technologies. For more information about these emphases, contact Dr. Yuliang Liu at 618-650-3277.

Educational Leadership-Foundations

The social, cultural, historical, philosophical and psychological foundations of education play a central role in the teacher education programs of the School of Education. Housed in the Department of Educational Leadership, the Educational Foundations courses provide the background and the analytical and critical tools that students in multiple programs need to be effective educators.

The essential role of foundations of education for teachers is reflected in the tests required for certification in the state of Illinois. Students must pass a new Assessment of Professional Teaching (APT) test, in order to be certified. Entire sections of the test framework are devoted to Educational Foundations, and the test includes many questions pertaining specifically to these areas.

It is important that all teachers be provided the knowledge and understanding to think scientifically about problems they face in their own classrooms and schools. It is also important that teachers and administrators be good consumers of qualitative and quantitative research, which allows them to apply research-based knowledge in their own classrooms. Most students in the educational research class do not go on to doctoral programs. However, some do, and this course prepares students for more advanced courses.

Given the critical function of Educational Foundations in facilitating the development of informed practitioners, a faculty group is in the process of developing a new masters degree in the School of Education called Educational Studies. Aimed at students who are interested in understanding how social and psychological sciences relate to the classroom, school, and community, the goal of the program will be to foster an interdisciplinary approach to effective teaching in a pluralistic society.

Elementary Education

Lesson Study in the Elementary Education Program

The Elementary Education program faculty worked closely together over the last year to design and pilot a professional development process known as lesson study. Lesson study is used widely in Japan, and many US school districts are adopting it. The initial research at SIUE was done by Drs. Ann Taylor and Laurie Puchner as part of an Illinois State Board of Education grant.

Lesson study is a process where teacher candidates come together to plan one lesson in great detail. The talking and thinking that goes on during this planning is very valuable and teacher candidates discuss such topics as how to teach challenging concepts, typical misconceptions, the nature of questions to be asked, what activities will be used, lesson timing and materials. Once the lesson plan has been finalized, one of the group members teaches the lesson in their placement classroom, and the other pre-service teachers observe how students respond. That means that there may be as many of 6-8 adults in the classroom during the teaching of the lesson. Following the lesson, the teacher and observers meet to talk about what they noted as they watched students learning. This is a very rich and thought-provoking discussion, and spurs many important ideas and questions about teaching. Perhaps the biggest difference between lesson study and a regular lesson plan is that teacher candidates focus on just one lesson and think about it in great detail, thus the whole process of teaching is slowed down and pre-service teachers engage in a satisfying study of the daily work of a teacher.

During the first year of the program, teacher candidates complete four lesson study assignments in partnering public schools, one lesson associated with each methods class (math, science, reading and children's literature). In the second year, the language arts, reading and social studies faculty jointly assign teacher candidates to complete one lesson study in a social studies classroom that incorporates reading and language arts components. In this way teacher candidates experience the additional requirement of thinking about their teaching of different subjects during the same lesson.

Program Strides Continued Special Education

The program of Special Education offers both an undergraduate and a graduate degree in special education. It is anticipated that the demand for an undergraduate or graduate degree in special education will continue to increase due to recent federal legislation and requirements for Illinois special education teacher recertification, just to name a few. To meet the needs of students, Special Education has made several changes.

For the past two years, the Special Education Program has been engaged in a major revision of its undergraduate program. Corey H. v. Board of Education of the City of Chicago has been a driving force behind this change. Illinois has stopped certifying teachers by disability category and moved to a cross-categorical certification encompassing all magnitudes of disabilities. To comply with the new state certification mandates, SIUE implemented a new program during the fall semester of 2002. Plans are also underway to offer a course and practicum in working with children who have more severe disabilities.

Although the existing master's degree program in special education is strong, program faculty are in the process of revising and expanding the existing program. This revised program will address the new advanced certification offered by the State of Illinois, Learning Behavior Specialist II (LBSII) in the area of Curriculum Adaptation. In addition, faculty are committed to meeting the needs of many candidates with initial teaching certificates in elementary and secondary regular education who require and want additional expertise in special education. Faculty have proposed a program that will offer the advanced certificate (LBSII) for certified special educators as well as a strand in professional development for veteran regular and special educators, with both strands leading to a master's degree in special education. Faculty work on this new program was completed during fall 2003 and sent through the approval process for implementation in fall 2004.

The faculty continue to work with the SIUE Coordinator of Educational Partnerships to develop new and continue existing partnerships with our public schools. Working with public school partners will continue to strengthen an essential component of the special education program, connecting coursework with children in a real classroom. With these partnerships, graduates from the program will be well-prepared for teaching.



Psychology



FBI internship in Washington, D.C. This internship is very prestigious and Lisa was chosen over students from much bigger name universities. Lisa completed the internship in the fall semester with glowing reviews.

The Robert J. McLaughlin Psychology Honors Academy also serves as a source of pride for the department. The members of the Honors Academy have decided to apply their knowledge of psychology in a setting other than a classroom exam or a research project. As a group, they have decided to share their knowledge about the Psychology Department and its many components with the students who remain undecided about their particular area of study. The Academy will be hosting a series of three seminars entitled Psychology 411.

The SIUE Chapter of Psi Chi, the National Honors Society in Psychology, is having another outstanding year. Under the enthusiastic leadership of President Angel Walker and the other officers, Psi Chi continues to stand out as one of the most active organizations on campus. Social events like the Student/Faculty Volleyball Game keep their 100+ members in touch with one another, while academic events like the Mock GRE help prepare outstanding majors for the rigors of applying to graduate programs in psychology. Psi Chi is also continuing a proud tradition of giving generously to the surrounding community. Undergraduate and graduate students, faculty, and friends have donated time and goods to our food drive, Red Cross Blood Drive, Salvation Army Angel Tree, and Habitat for Humanity outings.

Health Education

Currently, both school and community health majors complete a senior portfolio as well as make a professional poster presentation that highlights how they meet the professional competencies required of health educators. The program utilizes these two activities to assess where graduates are competent and the program needs to provide additional support. It is a tool that can be used to upgrade or expand course offerings.

Eta Sigma Gamma continues to be very active at SIUE. This past fall they helped to coordinate the Annual Youth Forum that saw over 100 Madison County High School students come to SIUE to discuss alcohol and other drug issues. This spring many of them will attend the AAHPERD National Conference in New Orleans as well as conduct many health promotion activities on campus and in the region.

This year has been an enormously successful and productive one for the undergraduate program in Psychology! In November 2003, 40 students submitted 12 posters for presentation consideration at the Psi Chi session of the Midwestern Psychological Association meeting in May 2004; and all 12 posters were accepted! This 100% acceptance rate continues the tradition of the SIUE Department of Psychology having a very strong presence at MPA.

This strong research tradition was also exhibited in the fall semester Senior Assignment Poster Session. Sixty-eight students presented 21 posters and received very positive feedback from the Psychology Department faculty as well as Provost Hahs, Associate Provost Sill, Dean Lessen, and the chair of the Committee on Assessment. The Psychology Department's Senior Assignment continues to be one of the flagship programs at SIUE, a distinction of which the department is proud.

The department is also proud of another distinction. Lisa Gooley, a senior psychology major, was selected for an

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Program Strides Continued

Secondary Education

Curriculum and Instruction Department Develops its Secondary Education Partnerships

SIUE's secondary education program is in its third year of providing a different type of professional development for candidates who are in their last year of teacher preparation. Unlike many other culminating models that scatter students among different schools, SIUE students join a cohort of students who experience an intensive yearlong immersion program at a designated partner public high school.

Currently, the program includes four partnerships high schools: Collinsville, Edwardsville, Cahokia, and the SIUE/East St. Louis Charter High School. Beginning fall 2004, three new partnerships will be added. Alton will be added in the fall and joint partnerships combining proximate districts, Granite City with Madison, and East Alton-Wood River with Roxana and Bethalto will begin in spring 2005. This will help provide partnership opportunities for students who student teach in the fall and whose last year is actually a spring/fall. The program will also incorporate middle schools serving each partnering district. Thus, by spring 2005, it is anticipated that all secondary education candidates will be assigned to partnership sites during their final teacher preparation year at SIUE.

The final preparation year is divided into two experiences. The first semester involves observation and secondary methods preparation; the second semester is devoted to student teaching. During the first term students in partnerships are afforded abundant opportunities to learn their schools' cultures, climates, and policies. They get to know students, school personnel, administrators, and teachers. They also visit other partnership schools in order to gain understanding of how other schools function. In addition, students report to their respective schools two days per week. They develop strong relationships with their cooperating teachers, observe classes, collaboratively develop lesson and unit plans, and teach lessons under the supervision of the cooperating teacher. As a result, the student teaching experience is substantially enriched. Students actually come to feel that they are a part of the faculty by the end of the experience.

Students report that they find the built-in support group, made up of fellow cohort members, their cooperating teachers, and the SIUE faculty to be a definite plus when they face those normal, but frightening, challenges that come with being a new teacher. Teaching can be a lonely profession, especially for beginners. Having others to talk to helps the students reflect on what they are experiencing.

School Strides

Adventure of the American Mind (AAM)

AAM—How are the teachers doing?

Adventure of the American Mind is a project funded through the Library of Congress which was awarded in Illinois through the efforts and support of US Senator Richard J. "Dick" Durbin (D-IL) in summer 2002. Southern Illinois University (Edwardsville and Carbondale) launched their programs in spring 2003. SIUE trained 33 participants in its first cohort.

The program is designed to prepare in-service and pre-service classroom teachers and University faculty to access and produce curriculum utilizing the American Memory website created by the Library of Congress. The American Memory website provides over 7 million historical items presented in over 100 thematic collections. The on-line digitized archive includes rare documents, photographs, maps, films, and audio recordings. All items reflect the collective American memory, its history and culture.

The program continues to support the first group of teachers through implementation of units and mentoring activities. Topics such as World War II, Thomas Jefferson: an inventor, The Black Experience from 1920's-1940's, American Revolution, Government and Constitution, and Immigration are just a few of the exemplary units created the first year. Some of the lessons created used civil war sheet music, coca cola advertisement posters, flight sketches from the Wilbur and Orville Wright Brothers collection, and items highlighting presidential inaugurations, to name a few. SIUE recruited and oriented 36 K-12 in-service teachers who began their training in January 2004. The program will continue to extend the AAM training to more schools throughout the surrounding 16 counties through 2006. The SIUE and SIUC sites continue to train in-service teachers in the Springfield, IL area through a workshop series partnered with the Springfield Regional Office of Education. A new training will begin in February 2004 training 16 in-service teachers in the Springfield area.

The units and lessons created by the first SIUE cohort will be online by summer 2004 at www.siu.edu/education/aam. The Project Coordinator is Mrs. Amy Wilkinson (an SIUE, School of Education graduate) and the Technology Coordinator is Mr. Binod Pokhrel (an SIUE graduate). The American Memory website can be found at <http://memory.loc.gov/>.



Education Partnerships

Liaison Teacher Group Created

The Office of Education Partnerships was established this year as a focal point for the School of Education and SIUE's teacher education partnerships in the Metro East area. Kathy Bushrow, Coordinator of Education Partnerships, has had this new piece added to her responsibilities. The intent of the Office is to provide a venue for collaboration among the School of Education, the College of Arts and Sciences, and the local public school district partners. Among the reasons for the development of partnerships has been the need to strengthen the preparation of teacher candidates' understanding and use of the Illinois Content Standards, especially as they have an impact on student learning of P-12 students. The five teacher preparation programs in the School of Education (elementary education, early childhood education, secondary education, physical education, special education) are participating in different ways with partnership schools.

Liaisons, or teacher representatives, from each of the partner schools met for the first time on January 20, 2004, to begin discussion of issues specifically related to finding ways to develop and sustain ongoing University-School partnerships. Welcoming these teachers, in addition to Dr. Bushrow, were the School of Education's three deans, each of whom addressed partnerships from the perspectives of their own roles in the School.

Members of the liaison group identified several key partnership discussion points during the meeting. Acting as a contact person for their schools/districts, liaisons will meet not only with each other and Dr. Bushrow on a regular basis, but with teachers in their schools/districts to identify additional partnership discussion points to be addressed. The intent is to establish a collaborative research agenda that will assist the School of Education's programs and the partner schools with additional types of information for decision-making and school improvement. The liaison group will meet the second Tuesday of each month.

Faculty Accomplishments

Special Education and Communication Disorders

Mary Weishaar - was invited to give a presentation at the Orientation for New Fulbright Scholars in Washington, D.C.

Mary Weishaar and Vicki Scott - published an article entitled "A Comparison of Faculty Attitudes of College Students With Disabilities From South Korea, Ukraine, and the United States," in The Journal of International Needs Education.

Dana Collins - received a Summer Research Fellowship to conduct collaborative research with the University of Iowa on a study entitled "DNA Analysis of the Mitochondrial Genome in the Elevator Veli Palatini Muscle in a Population of Subjects with Cleft Palate." She has presented preliminary results of her work at the American Society of Human Genetics.

Melanie Brimer - is collaborating with Dr. Oktay Alkin and Dr. Robert LeAnder in the School of Engineering on furthering her research interest to create speech enhancement technology by manipulating sound waves. She is also researching speech changes of persons with ALS in collaboration with the Augmentative Communication Program at Barnes-Jewish Hospital.

T.K. Parthasarathy - during his sabbatical, Dr. Parthasarathy continued ongoing research comparing auditory steady state potentials (ASSR) and auditory brain stem responses (ABRs) in detecting hearing impairments. Because of Dr. Parthasarathy's seminal research efforts, the Speech, Language and Hearing Center is proud to announce that it is one of the beta sites for conducting cutting edge research on ASSR for early detection of hearing impairments.

Educational Leadership

David Knowlton - co-edited a special issue of the journal New Directions for Teaching and Learning called "Problem-based Learning in the Information Age."

Laurie Puchner - published an article entitled "Women and Literacy in Rural Mali: A study of the socio-economic impact of participating in literacy programs in four villages" in the International Journal of Educational Development. She is also leading a group on the development of a new Education Studies masters degree program.

Ann Taylor and Laurie Puchner - published an article entitled "Learning From Japanese Lesson Study in Southern Illinois" in The Illinois Mathematics Teacher.

Wayne Nelson - published an article entitled "Problem Solving Through Design" in a special issue of the journal New Directions for Teaching and Learning.

David Knowlton, Yuliang Liu, Wayne Nelson, Melissa Thomeczek, and Renee Weiss - presented research papers at the annual meeting of the Society for Information Technology in Education.

Curriculum and Instruction

Randall E. Smith - co-presented with Dr. Wayne Nelson at the International Conference of Association for the Advancement of Computer Education (AACE).

Daryl Floit and Stephen Marlette - presented a paper at the Association for the Education of Teachers of Science (AETS) entitled "Lesson Study for the Science Methods Classroom."

Daryl Floit - provided professional development on the use of "Inquiry in Science" for teachers at Illini Elementary School in Fairview Heights, IL.

Michael O. Afolayan - presented a paper on the military and education in Nigeria which was published as a chapter within a book entitled "The Foundations of Nigeria." He also attended the African Studies Association Conference and chaired a roundtable that focused on education in Nigeria.

Psychology

Steve Hupp - published several articles in prestigious behavioral psychology journals this year on topics ranging from social skills treatment of ADHD-diagnosed children to the use of token economies.

Andy Pomerantz - is a regular contributor to the "Mental Health Segment" on KSDK (Channel 5) News. He is also President of Psychotherapy St. Louis.

Jeremy Jewell - provides counseling to SIUE students at the SIUE counseling center on his way to becoming licensed as a clinical psychologist. His paper focused on the diagnosis of conduct disorder in children was published in The Journal of Clinical Child and Adolescent Psychology, the premier journal in the field of child clinical psychology.

Eva Ferguson - presented the Invited Keynote Address at the annual convention of the North American Society of Adlerian Psychology entitled "Democratic relationships: Key to Adlerian concepts."

Jameca Falconer - published an article entitled "Color Blind Racial Attitudes and False Consciousness Among African Americans" in the Journal of Black Psychology.

Kinesiology and Health Education

Mal Goldsmith - presented a paper at the National Meeting of the American School Health Association and gave a keynote presentation for Teachers and Hospitals Collaborating to Develop the Future Health Care Workforce in Collinsville, IL. He also published a chapter in a book entitled Community Health Education Methods and was elected to the Board of Commissioners of the National Commission for Health Education Credentialing.

Cynthia Schroeder and David Cluphf - presented papers at the American Alliance for Health, Physical Education, Recreation, and Dance and the Holmes Partnership Conference. They also published an article in the Illinois Teacher Journal.

Bill Vogler - currently serves as the President of the North American Federation of Adapted Physical Activity. He presented multiple papers at the National Physical Education Teacher Education Conference and published a chapter on students with disabilities in physical education in a book entitled Student Learning in Physical Education: Applying Research to Enhance Instruction.

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Pledge cards for donations are enclosed with this mailing. If you have already donated this fall... thank you. If not, we look forward to hearing from you! Honor roll information has been carefully reviewed. However, errors or omissions may occur. If your name does not appear or is listed incorrectly, please accept our apologies.

Retiree Nall Retires

Curriculum and Instruction Department's Own Dr. Susan Nall, Commencement Speaker



The commencement speaker for fall 2003 was the well-known Professor of Early Childhood Education, Dr. Susan Nall. Dr. Nall has been a member of the School of Education faculty since 1970 and is nationally known as a leader in kindergarten education. Dr. Nall is well recognized for her leadership in the transition in Illinois and across the nation from half day to full day kindergarten. She worked diligently in promoting higher standards and greater expectations for early childhood education for the state of Illinois.

Since 1984 Dr. Nall has served on the Higher Education Commission on Early Childhood for the State of Illinois. She has also served as president of the Illinois Association of Early Childhood Teachers Education and currently serves on the Illinois Governor's Task Force on Universal Preschool and also the Early Childhood Advisory Committee for the Illinois State Board of Education. As the program director, Dr. Nall was instrumental in designing the partnership format for the SIUE Early Childhood Program. Her last duty before retiring was giving the fall 2003 Commencement address. Dr. Nall's presence, vivacity and kindness will be missed by her colleagues and students.

Development and Alumni Relations

Sons of Eileen E. Brown Establish Scholarship Endowment

Carl, Gary, Robert, and Mark Brown have established a scholarship endowment for early childhood education in honor of their mother, Eileen E. Brown.

Eileen Brown was a student at SIUE in Early Childhood from 1969 through 1971 through a popular two-year program called Child Care Services (CCS), offered collaboratively between State Community College, the East St. Louis Center, and SIUE. For many years thereafter, Mrs. Brown served as a preschool teacher at the Discovery School in O'Fallon, Illinois. Mrs. Brown and her husband moved to Fairview Heights, Illinois, in the late 60s and early 70s where they raised their four boys. Mrs. Brown passed away in 1997.

Dr. Carl Brown, Associate Dean and Professor of English at the University Center for Teacher Education at California Polytechnic State University in San Luis Obispo, California (see photo), said, "Teaching preschoolers was simply the most satisfying work in our mother's life. She had a love for children and a gift for instilling in them the wonders of learning and for guiding them to reading and math readiness. She always credited the SIUE program for helping her to develop the considerable teaching skills she possessed. She loved the classes that she took at SIUE, learned much from that preparation, and teaching preschool children became one of the highest joys of her life. It only seems natural that our family give something back to SIUE."



Carl and his three brothers announced the establishment of the Eileen E. Brown Scholarship Endowment this fall. The scholarship will be awarded in late Spring to a qualifying full-time SIUE student with a declared major of Early Childhood Education in the Department of Curriculum and Instruction. It is hoped that the scholarship can support, whenever possible, students like Mrs. Brown, attending as a nontraditional student and/or working while attending school, dedicated to family, and committed to the common good of society. We are most appreciative of the Brown family for their generosity.

Psychology Alumni Reception



(l to r) Heather (Schlimme) McIntyre, Mindy Straub, Corinna Bradley, Joni Goff

The National Association of School Psychologists Annual Convention was held in February 2004 in Springfield Illinois at the Crowne Plaza Hotel. Over 75 alumni and friends attended the event.

submit form

Strides you have made

Where are you? Tell us what you're up to!

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Save the date – September 21, 2004

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Contact information

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