

NEWS IN BRIEF

SATELLITE CAMPUSES

Harrisburg campus expanding graduate-level and certification programs

Energized by new program offerings and a successful fall radio advertising campaign, the College of Education's Harrisburg campus has nearly 100 students in its graduate-level and certification programs — its highest enrollment in years.

“We feel our program offerings are pretty robust,” says Thomas A. Stapleford, EdD, JD, the campus coordinator of graduate education programs. “We’ve been focusing on expanding our enrollment in all of our programs, and overall we’ve been very successful in doing that.

“We have some interesting niche programs, particularly for school administrators, and as a consequence in some ways we really have the field here in central Pennsylvania to ourselves.”

The pilot six-week advertising campaign on two radio stations was so successful that, according to Stapleford, the College of Education is considering adapting the campaign for Main Campus.

Among the new program highlights:

Administration Development

Program: Last fall Temple's Harrisburg campus, in a competitive process, was the first university in Pennsylvania to receive approval from the state Department of Education to offer staff development programs to school administrators, both principals and superintendents, throughout the commonwealth. The school is currently developing partnerships with school districts and school district consortiums and will begin offering programs this spring.

Play Therapy Certification: In a joint program with the School of Social Work, the campus is now offering a new graduate certificate in play therapy.



The School of Social Work shares two floors and 15 “smart” technology-laden classrooms with the College of Education at 234 Strawberry Square, the same building that houses the offices of the Pennsylvania attorney general and the state Treasury Department. The staff includes Stapleford, Clifford Smith, who handles graduate student services, and a dozen adjunct professors.

Besides placements in public schools, graduates and certificate holders are finding jobs in private schools and non-school positions, including behavioral management organizations for children.

Currently the Harrisburg campus offers the following programs:

Master's Programs

EdM, Master of Education, Educational Administration
MEd, Master of Education, Educational Psychology
EdD, Doctor of Education, Educational Administration

Certification Programs

Play Therapy
Graduate Teacher Certification Program, MEd (Curriculum, Instruction and Technology in Education)
Principal Certification Program in Education Administration (Educational Leadership and Policy Studies)
Superintendent Certification Program in Education Administration (ELPS)

MAKING A DIFFERENCE

Making a Difference Project: It takes two

One alumna, a retired Berks County elementary school teacher from the College of Education's Class of 1967, wanted to make a significant donation.

Another alumna, Diane Honor, '04, a fourth-grade special education teacher at the School District of Philadelphia's Overbrook Educational Center in West Philadelphia, had a need. She wanted to help her students do well in their upcoming Pennsylvania System of School Assessment tests. But her children could not highlight material or write in the prep workbooks the school district had been issued.

Enter the Making a Difference Project, which brings together graduates of the College of Education interested in making a contribution — either of their money or their time and expertise — to help school children and their teachers meet a particular need.

Thanks to a generous contribution from the 1967 graduate, who wishes to remain anonymous, since October each of Honor's 32 students has been able to personalize their own 100-page prep workbooks, one each for reading and mathematics.

"Before we got the books, they had to copy everything into their notebooks and it was a rather laborious chore," says

Honor. "Since we got the books I've been able to teach them how to highlight important information and words. That's the whole gig right there.

"I'm so grateful. This is so critical to my teaching and my students' learning and development, and I just couldn't afford to buy the books myself."

In the fall and early winter, Honor and her students used the books two to three times a week in both small group instruction and entire class presentations. Since returning from the holiday break she's upped that to three to four times a week in preparation for the spring test taken by every fourth, eighth and eleventh grader in the state. "I'm hoping to see a marked difference in their scores and perhaps make the case for everyone to have their own consumable workbooks in the future," Honor says.

Each of Honor's students sent a thank-you note to the donor of the books. "They were spelled right and real sweet," the donor says. "They were really charming talking about how they loved to be able to write in the books.

"Any time I can help kids I'm interested in doing it. I enjoy doing things with children."



Diane Honor, '04, a special education teacher at the Overbrook Educational Center in West Philadelphia, interacts with one of her fourth-grade students.

INSTITUTE ON DISABILITIES

Shattering the ‘Glass Staircase’

David Mitchell, PhD, the new executive director of the college’s Institute on Disabilities, wants to make Temple University the nation’s center of disability studies.

“The goal is to grow disability studies at Temple into the most significant and influential home for disability studies in the United States,” says Mitchell, who succeeded the institute’s longtime executive director, Diane Bryen, MEd ’71, PhD ’73, last July following her retirement.

Among his goals: creating a degree program that may ultimately lead to the second disability studies doctoral program in the United States. That could include, within the College of Education, creating a disabilities studies major, a department of disability studies and, ultimately, a PhD program.

Between 2000 and 2007 Mitchell was an associate professor at the University of Illinois-Chicago Department of Disability and Human Development, where he was the first full-time director of the university’s Interdisciplinary PhD in Disabilities Studies Program — the first and so far only such program in the United States. With his wife, Sharon L. Snyder, PhD, an assistant professor in disability studies at the University of Chicago-Illinois, Mitchell has edited two books, including the *Encyclopedia of Disability*, and written two others, including *Cultural Locations of Disability*.

A former English professor at North Michigan University, Mitchell has used a wheelchair for the past decade due to a congenital, chronically progressive neuromuscular condition. That personal experience prompted his wife to encourage him to explore teaching disability studies. “There’s something about your experience that needs to be explored, and I think you should do it within the university,” she told him 18 years ago. Mitchell’s disease was latent for the first 11 years of his life. “I didn’t know I had a disability until my first base coach yelled at me during a baseball game because I was so slow I couldn’t run out a single,” he recalls.

“I’ve lived a bifurcated life,” he adds. The slowly progressive nature of his disease allowed him enough time to earn his doctorate in American culture from the University of Michigan in 1993 “with enough functionality to pass as a typical student.

“Having a disability and being at the university at either the undergraduate or graduate level is an incredible obstacle because of all the assumptions and attitudes of faculty and your fellow students that comes with that.

“Almost by definition universities have not been places where people with disabilities matriculate because they are objects of study but not purveyors of knowledge. In general, the university environment has been a glass staircase.”



David Mitchell, PhD, executive director of the Institute on Disabilities

While it can improve, Mitchell believes Temple has done a better job than most universities in making the institution accessible and welcoming to those with disabilities. Still, he says, one of the challenges is to convince the 1,600 university students with disabilities to register with the Office of Disability Services in order to receive needed accommodations because “they believe the stigma will be greater than the benefit.”

During the spring semester Mitchell is teaching a graduate seminar, “Introduction to Disability Studies,” and last summer plans to head a graduate-level field placement course for students interested in gaining disability work experience. A big believer in viewing the subject of disability through the humanities, he also is currently lecturing on the subject of disability and the Holocaust in eight sections of general education Mosaic humanities seminars.

Mitchell, who now travels back and forth to Chicago to be with his wife and two children, was lured to Temple by what he calls the enormous amount of administration-level support for the discipline within the College of Education and the vibrant, active and powerful disability network throughout the Mid-Atlantic region and in the Philadelphia area.

One of 67 federally funded university-based disability studies institutes, Temple’s institute currently supports people with disabilities — including a technology lending library that allows disabled people to try assistive technologies before purchasing them — provides advocacy and offers leadership and access rights training. Praising the institute’s accomplishments under Bryen’s leadership, Mitchell says, “We will continue to reach out to the community, to professionals and service providers alike with training and education, technical assistance, information, research and service with the same energy and focus.

“Essentially,” says Mitchell, “the institute functions as an interdisciplinary think tank. One of my goals is to create further bridges for disseminating that expertise across the university.”

ACES PROGRAM

Enabling those who can't speak

If you've ever wondered what it would be like not to be able to speak, Diane Bryen, MEd '71, PhD '73, suggests that you try to communicate with others without speaking for a week.

"People will not talk to you and will avoid you," says Bryen, the former executive director of the college's Institute on Disabilities and the director emeritus of ACES (Augmentative Communication and Empowerment Supports) — a year-long augmentative communication and empowerment program she founded two decades ago to increase the communication effectiveness of adults with significant physical and speech disabilities.

The disabilities can be the result of developmental conditions, such as cerebral palsy and autism, intellectual disabilities, or acquired diseases such as ALS (Lou Gehrig's Disease), or strokes or traumatic brain injuries. Now emulated worldwide, ACES involves an intensive two-week summer session on Temple's campus and yearlong follow-up to teach participants how to use a variety of computerized voice output communication systems to enhance their ability to communicate. To generate speech, keyboards of up to 100 keys can be activated by the touch of a finger, nose, toe or a hat with a pointer, or via a laser beam or scanning switch. Software can enhance spelling and enable preprogramming of anticipated conversations, and in some cases pictograms can be used instead of individual letters to build words and sentences.

Among ACES' more recent success stories: a young Californian with cerebral palsy now majoring in computer science at Sacramento City College, and a Lehigh Valley resident now attending Lehigh University.

"It lets me make phone calls and send text messages, which is really great," the 22-year-old Californian said during a phone interview using his voice-generating device. "It opens up your world of conversation."



After attending an ACES session several years ago he became so proficient that he returned as a mentor last summer. "That made me feel great," he said.

"He's absolutely a new person," says his grandmother. "It's given him so much more independence. Before, people didn't understand him and turned him off, but now he's even making his own appointments."

Besides enabling participants to master their communication devices, the program also empowers them to dream of a brighter future and to figure out how to make those dreams into reality.

"It helped me to know what I want and to know how to get it," says the Lehigh University student who last summer volunteered at the Crayola Factory in Easton and is hoping to major in computer science with an emphasis on animation and graphics.

"It gave him the idea of looking at the bigger picture of his life," says his mother. "He knows a lot and when he is able to express it, people say, 'Wow, how do you know that?!' It's given him a way to share all of his knowledge."

Since the program started, about 180 people with significant disabilities and their support persons — friends or family members — have undergone ACES training, as have about 300 graduate students

and professionals from six continents. Similar programs are now operating in Australia, India and South Africa.

"Being able to communicate effectively," says Bryen, "is the ability to be independent, to be empowered, to be self-determined, to succeed in school, to manage your health care, to develop intimate relationships, to get a job, to marry and raise kids.

So I keep saying, 'what is the value of a voice?'"

Unfortunately, state funding through the Pennsylvania Office of Vocational Rehabilitation evaporated due to a budget cut and ACES is seeking funding to support a program during the summer of 2010. It costs approximately \$6,000 to train each student, and without private support Temple will not be able to continue the program. "What better way to invest in the future," asks Bryen, "than to ensure that people have a voice? Isn't that the intent of the First Amendment of our Constitution — freedom of speech?"

For more information about how you can donate to the ACES program, please contact Valerie Gay at 215-204-4649 or valerie.gay@temple.edu. To learn more about the program and view video and slideshow presentations of recent ACES graduation ceremonies, please visit www.disabilities.temple.edu/aces.

EXPERIENTIAL LEARNING

Hands-on history in Colonial Williamsburg

There's a significant difference between reading about history and living it — a disparity that a group of College of Education elementary education students and recent graduates quickly grow to appreciate during an intensive one-week session each summer at the Colonial Williamsburg Teacher Institute in Williamsburg, Va.

That's what happens when you spend a week living in colonial homes, eating colonial food and interacting with re-enactors in what was the Virginia colony's capital a quarter-millennium ago.

"We received so many priceless learning opportunities," says Nichole Turoff, BSED '07, from Richboro, Pa., one of five students and recent graduates who attended the 2008 session. She is now a teacher at the Center School in Abington, a private school for children ages six to 14 who have reading and language development difficulties. Recalling a re-enactor dramatizing Patrick Henry's "Give me liberty or give me death!" speech, "To actually hear the whole speech live left me at a loss for words. You could hear the passion in his voice."

This experience for Temple students and recent graduates is the brainchild of Lucien Trigiano, MD '52, a graduate of the university's School of Medicine who recently retired as a board-certified physician of physical medicine and rehabilitation. Now living in Easton, Pa., where he was born and raised, a

dozen years ago the 83-year old founded the Trigiano Foundation to support educational activities. His foundation's donations have included \$600,000 for financially needy students at the School of Medicine, where he is an original member of the school's board of visitors, and financial support for Easton and Indiana high school teachers at the Williamsburg Institute.

"Then I got the bright idea to send teachers who had just graduated to Williamsburg," says the history aficionado and Colonial Williamsburg supporter. "It's an experience they will never forget. I'm going to reach a heck of a lot more school kids this way than any other way I can think of."

Thanks to the generosity of Trigiano and his wife, Elaine, over the past four years nearly a dozen Temple students and recent graduates such as Turoff have attended the Colonial Williamsburg Teacher Institute.

In addition to an in-depth look at history and citizenship issues, among a number of virtual field trips Turoff was offered, she chose a podcast to show her students that focuses on colonial science and hand-made manufacturing processes. She hopes to have her students research a particular trade — such as blacksmiths making nails, or hatters and shoemakers making their products — and then have them teach their classmates how it was done. "Learning through a book is not the best learning style for all students," she notes.

COLLEGE OF EDUCATION IN JAMAICA

Jamaica Diaspora Foundation sponsors trip to Temple



Dean C. Kent McGuire, PhD (fourth from left), meeting with members of the choir of St. James High School of Montego Bay, Jamaica, during the students' visit to the Temple campus. The trip was sponsored by the Jamaica Diaspora Foundation's Education Sector whose co-chair, Trevor Sewell, PhD, is a professor of school psychology and the former dean of the College of Education.