

Neag School of Education Newsletter

THE UNIVERSITY OF CONNECTICUT

Spotlight

NEWS & VIEWS FOR NSOE ALUMNI, FACULTY, STAFF, STUDENTS & FRIENDS

Fall 2004 Volume 11 Number 1

Carnegie President Welcomes NSOE to *Teachers for a New Era*

Students do not fail; teachers fail.

That decree came from Vartan Gregorian, president of the Carnegie Corporation of New York, during his keynote speech at the Teachers for a New Era inaugural event at UConn on October 1.

More than 200 people gathered in the Student Union Theatre to hear the distinguished scholar's perspective on American schools and the University of Connecticut's role in Carnegie's teacher education reform initiative. The Neag School and the College of Liberal Arts & Sciences were jointly awarded a five-year, \$5 million gift to implement the initiative.

"I'm here today for two reasons: to pay tribute to you and to expect service from you," said Gregorian, who recently received recognition for his service to the nation.

Gregorian is credited with revitalizing the New York Public Library, served as Provost of the University of Pennsylvania, President of Brown University and taught at another four institutions of higher education over the years.

Recently, he was awarded the nation's highest civil award, the Presidential Medal of Freedom.

After Gregorian cited a list of UConn's successes, he said, "We acknowledge your accomplishments, your stature. But recognition brings challenge on behalf of our nation's schools and the nation's future. The time is right for intervention."

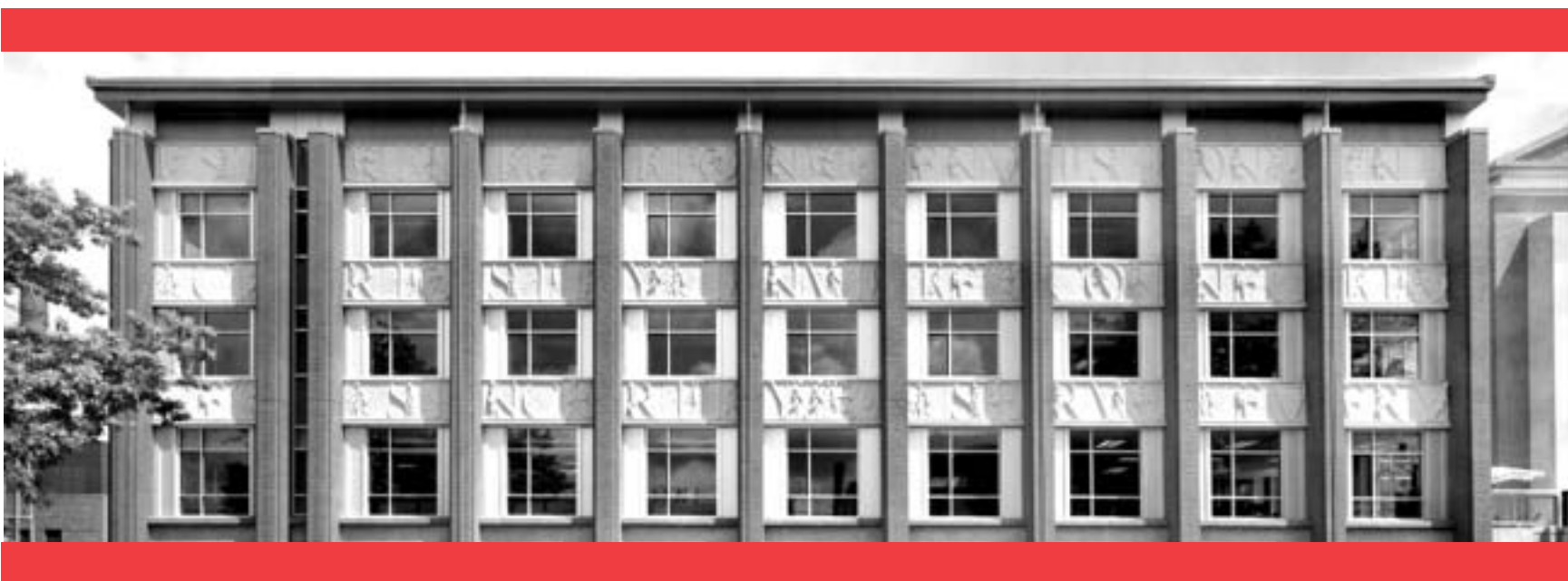
The Carnegie Corporation has stepped forward with an intervention plan, with support from the Annenberg and Ford Foundations. The group is investing \$65 million into the Teachers for a New Era (TNE) project. The goal of this ambitious initiative is to improve the quality of classroom teachers by supporting the construction of excellent teacher education programs.

As part of the UConn-TNE effort, the faculties of the Neag School and CLAS are increasing their research collaboration, analyzing and redesigning curriculum in general education and content courses, and developing new tools for assessing teacher quality on student performance. *Continued page 2*



"For the sake of the world, the nation and Connecticut, produce great teachers who will produce great citizens."

Vartan Gregorian
President, Carnegie Corporation, NY



Neag School's New Home Showcased at Dedication

"We built a facility with the very latest in technology that would fulfill the concept of a community of learning." Dean Richard Schwab

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Philip E. Austin
University President



Richard L. Schwab
Neag School of Education, Dean



Ross MacKinnon
College of Liberal Arts & Sciences, Dean



Scott Brown
UConn-TNE Project Director

Distinguished Scholar Inaugurates Program...continued from page 1

While improving teacher education is at the heart of the UConn project, it has been designed to impact every UConn student through course work with the Neag School and CLAS, research activities and student experiences.

Gregorian cautioned the audience that the country, desperate for a silver bullet to remedy its' failing schools, is looking outside universities for alternatives to teacher preparation.

"Schools of education may become marginalized," he warned.

By participating in Teachers for a New Era, Gregorian emphasized that UConn rightly supports the concept that preparing teachers is a university-wide responsibility, not solely that of the school of education, a sentiment supported by President Philip E. Austin.

"Teachers for a New Era is a vital and valuable program, and we're honored to be included," said Austin. "We find ourselves in some very distinguished company, and we are grateful to Dr. Gregorian and his colleagues at Carnegie for the opportunity they have given to our faculty and students."

In addition to UConn, the TNE network members are: Stanford University, Michigan State University, the University of Virginia, Boston College, Florida A&M University, the University of Texas at El Paso, the University of Washington, the University of Wisconsin-Milwaukee, Bank Street College of Education in New York City and California State University, Northridge. They will share data, instruments and ideas.

The TNE 11 are expected to be exceptional programs that become models for the rest of the country. According to Richard Schwab, dean of the Neag School of Education, research has shown that quality teachers directly impact student learning and achievement.

"While our five-year teacher education program has been nationally recognized for its high standards, we know we can do even better, and the Teachers for a New Era initiative enables us to build upon our strengths," he said.

The UConn-TNE effort is headed by Scott Brown, a professor of the educational psychology department, and it is his responsibility to ensure the initiative at UConn adheres to the core principles.

"The three design principles set forth by Teachers for a New Era include: evidence-based decision making, engaging Liberal Arts and Sciences faculty in teacher preparation, and support for a residency program for new teachers entering the profession," he explained, "and by adhering to them, we'll be able to give students the best education possible and directly impact the achievement of the pupils in our nation's classrooms."

The intellectual capital within university walls is the nation's best hope, said Gregorian, for raising the level of teaching to the dignity it deserves, and he issued a plea to the audience.

"For the sake of the world, the nation and Connecticut, produce great teachers who will produce great citizens."

Excerpts from Gregorian's speech will soon be available at www.tne.uconn.edu. ■

Neag's New Home: A

"We're 100% Wireless!"

EDUCATIONAL TECHNOLOGY, THE first of its kind on the Storrs campus, was showcased during the dedication



Dean Richard L. Schwab speaks to colleagues and friends of the Neag School during its new building dedication.

In welcoming the audience of nearly 300 to the event, President Philip E. Austin made note of two benefactors in particular, Ray and Carole Neag, whom he described as outstanding friends for their continued support to the University and the Neag School.

In 1999, Ray Neag, for whom the school is now named, gave \$21 million to the School to help build it into one of the country's best. At the time, his gift was the largest ever given to a school of education in the nation or to a public university in New England. The Neags have also recently provided a \$10 million gift to support the cancer program

on October 1, of the new addition to the Charles B. Gentry Building, home of the Neag School.



The dedication and luncheon celebrating the new wing and renovations to the Charles B. Gentry Building draw a crowd of nearly 300 on October first, including Vartan Gregorian, president of the Carnegie Corporation of New York.

A 20,000-square-foot wing was added to the 45 year old building and upgrades, including some flooring, windows and wiring were made to the original facility, as well.

As for technological advances, the Gentry Building is now 100 percent wireless, and seven new rooms, to be used as classrooms or for meetings, are equipped with technology that links interactive white boards with computers.

The \$10 million project was funded, in large part, by the state's UCONN 2000 rebuilding program. Successful fundraising efforts involving Neag School alumni, school superintendents and others also helped equip and furnish the building.

at the University of Connecticut Health Center.

The Neag School's new wing is, the President said, an important element in the University's overall progress. "When you stand back, metaphorically as well as literally, you see that the real cause for celebration isn't the new facilities; it's the creation, in aggregate, of a new campus and a new University. We build on a strong foundation laid by distinguished faculty and talented students, but we are now moving several giant steps forward."

"The transformation of this School has been nothing short of amazing," said Richard Schwab, dean of the Neag School. He cited the vast

Showcase for Technology

improvements in endowments, grant productivity, alumni association membership and the recent jump to number 31 in the U.S. News & World Report rankings, as examples of the School's growth in reputation and quality – all initiated by the Neag investment, he said.

The next and much needed step forward was a building to meet the School's expanding needs.

"Our dream, when we began the design phase, was to build a facility with the very latest in technology that would enforce the concept of a community of learning; a place that celebrates the past but looks to the future; a place that demonstrates the centrality of education to the mission of the University of Connecticut," Schwab asserted.

Rupal Jain, a senior majoring in elementary education, told the audience that within just a couple of weeks into the semester she sensed a change of community within the school because of the new building.

"I feel more so a part of the school now, than I ever did," said Jain. "There are wonderful spaces for students and faculty to meet; share their experiences and exchange ideas."

The new wing features: the Collaborative Technology Center, including a homework café and several high-tech classrooms for local and distance learning, community space for students and faculty, expanded office space, flexible space for accommodating large conferences and classes and an expansive atrium connecting the new facility with the old.

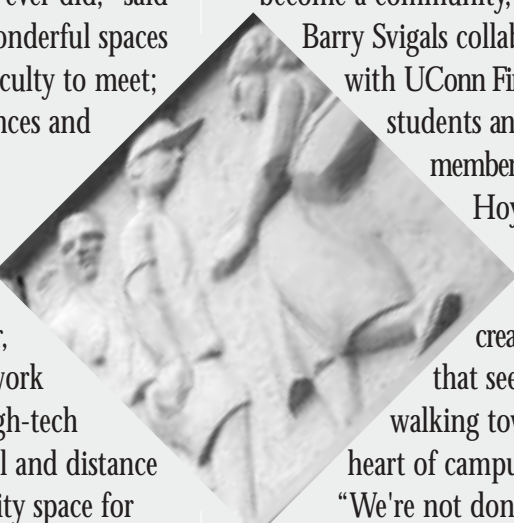
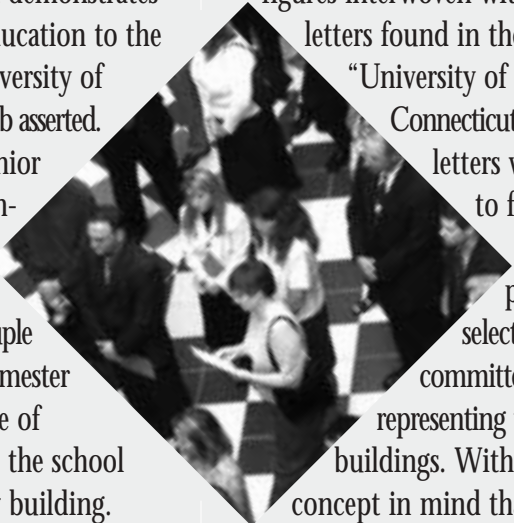
Three rooms have been named for the people and groups who have made substantial contributions to the building project. They are: the Dean's Advisory Board Room, the Superintendents Seminar Room

and the John and Carla Klein Room. Fundraising efforts continue for another large meeting room, the future Alumni Hall.

Moving to the outside, the Neag School's new addition creates a new architectural image for the campus. The Gentry building and its sister building, the Center for Undergraduate Education were designed by Svigals + Partners of New Haven.

Sculpted panels on the facades of the two buildings are comprised of figures interwoven with the 12 letters found in the "University of Connecticut". These letters were used to form words and phrases selected by a committee representing the two buildings. With the concept in mind that: letters become figures...become words...become a community, sculptor Barry Svigals collaborated with UConn Fine Arts students and faculty members Randall Hoyt and Mark Zurolo to create figures that seem to be walking toward the heart of campus.

"We're not done yet," stated Schwab. This was the beginning of a two phase construction project. The original building is due for a \$10 million major overhaul and expansion. That project is slated to begin in two years. ■



Neag School News

NEAG News Briefs

Curriculum & Instruction
On Saturday, December 11, the bilingual program in conjunction with the Neag School will host its first bilingual education conference.

The keynote speaker will be nationally renowned scholar, **Virginia Collier**, a professor of bilingual/multicultural/ESL education at George Mason University. Her presentation is entitled, "Effective Leadership for a Multilingual Community of Learners".

For conference information contact **Sarah O'Meara-Gonzalez** at (860) 486-5103 or look for details online at www.education.uconn.edu

The National Association for Gifted Children has chosen **Alexinia Baldwin** as its 2004 Distinguished Scholar. Baldwin, who retired from the curriculum and instruction department last spring, was selected as the individual who had made the most significant contribution to the education of gifted and talented individuals. ■

Educational Leadership
The University of Connecticut Administrator Preparation Program (UCAPP) is one of eight programs selected by the Stanford Educational Leadership Institute for a study of exemplary principal training programs. In being selected, **Barry Sheckley**, head of the department, was told the program's track record of continuous improvement, strong program design, and relevant curriculum will serve as an example for other organizations engaged in the work of principal development.

The Association for Continuing Higher Education has awarded **Barry Sheckley** and colleague **Alexandra (Sandy) Bell** the third annual Marlowe Froke Outstanding Publication Award for their article, "Enhancing Self-Regulated Learning: A Comparison of Instructional Techniques". This is Sheckley's second Froke award in three years. He and colleague **Marjike Kehrhahn** shared the first one.

Sharon Rallis has been elected president of the American Evaluation Association. The international professional association of evaluators is devoted to the application and exploration of program evaluation, personnel evaluation, technology, and many other forms of evaluation. Rallis, whose scholarly work is focused on qualitative research, will assume her duties in January. ■

Kinesiology
Check out the January issue of National Geographic magazine. An in-depth story on caffeine will include an interview with **Larry Armstrong**, and a photo of colleague **Douglas Casa** and a student involved in their research project looking at caffeine's effects on the body during exercise.

The International Research Promotion Council's Asia-Pacific Chapter has named **William Kraemer** as its "Eminent Scientist of the Year". The award is based on Kraemer's academic and research excellence and his research contributions to medicine. ■
Continued page 4

NEAG News *Continued from page 3*

Educational Psychology

A big boost to the school psychology program. At its August meeting, the American Psychological Association's Council of Representatives voted to elect **Melissa Bray** to Fellow status. This high honor is based on Bray's outstanding contributions to, and national influence on, the science and profession of psychology.

Gifted Education wins three rounds with the U.S. Dept. of Education.

As part of the Javits Gifted and Talented Students Education Act, the National Research Center on the Gifted and Talented, based at the Neag School and directed by **Joe Renzulli**, is receiving \$2.25 million to fund the center for another year.

Kathy Gavin will receive \$600,000 to continue her work with, "Project M3: Mentoring Mathematical Minds" (profiled in Spotlight a year ago).

Sally Reis, head of the educational psychology department, has been awarded just under \$3 million for her project, "Using the Schoolwide Enrichment Model Reading Framework to Increase Achievement, Fluency, and Enjoyment in Reading." ■

Neag School of Education Research Awards

OUTSTANDING RESEARCH

THOMAS KEHLE Educational Psychology Department

OUTSTANDING YOUNG INVESTIGATOR

DOUGLAS CASA Kinesiology Department

MICHAEL COYNE, Curriculum & Instruction Department

OUTSTANDING DOCTORAL STUDENT RESEARCH

DUNCAN FRENCH

PAULA JOHNSON

MARY TRUXAW

OUTSTANDING MASTER'S STUDENT RESEARCH

CARRIE MAHONEY

OUTSTANDING ALUMNI YOUNG INVESTIGATOR RESEARCH

DEL SIEGLE Educational Psychology

Volunteers Needed for Weight Loss Study

The Department of Kinesiology's Human Performance Laboratory is seeking overweight men and women who will participate in a dietary weight loss study examining the effects of different diets on risk factors for cardiovascular disease.

Eligibility for the study requires people who are:

■ Non-smokers ■ Non-diabetic ■ Between the ages of 18 and 55

Participants will receive financial compensation.

For more information contact: Disa.Hatfield@uconn.edu or Susan.Walker@uconn.edu or call (860) 486-2649.

Welcome New Faculty and Staff

THERE ARE PLENTY OF NEW FACES AROUND the Neag School this fall.

The state's early retirement offer and expansion of several key programs resulted in 22 new hires. Over the next issues you'll hear more about the people and the expertise they bring to the school.

Curriculum & Instruction

Courtney Bell, a recent Ph.D. graduate from Michigan State, joins us as an assistant professor of teacher education policy.

Douglas Hartman joins us from the University of Pittsburgh as an associate professor of reading/language arts.

Mark Olson, another recent Michigan State grad, is an assistant professor of science education.

John Settlage, who'd been at the University of Utah, is an associate professor of science teacher education.

Mary Truxaw is an assistant professor-in-residence in elementary and secondary math education.

Educational Leadership

Eric Hass and **Glen Wilson**, recent Ph.D. grads from Arizona State, join us as assistant professors of educational policy.

Educational Psychology

Robert Hannafin, who'd been at the College of William and Mary, joins us as an associate professor of learning technology.

Catherine Little joins us from the College of William and Mary as an assistant professor of Gifted & Talented.

D. Betsy McCoach, a UConn Ph.D. graduate, is an assistant professor of measurement, evaluation and assessment.

David Parker, who recently earned his Ph.D. at UConn, is an assistant professor-in-residence in special education. He's the new director of the University Program for People with Learning Disabilities, replacing **Joseph Madaus**, who is now an assistant professor-in-residence in special education.

Rachelle Perusse joins us from Plattsburgh State University of New York as an associate professor in counseling psychology.

H. Jane Rogers, who'd been at the University of Miami, Teachers College, UMass and the Center for Statistical Analysis at Educational Testing Service, is an associate professor of measurement, evaluation and assessment.

Jason Stephens, who'd been a research assistant at the Carnegie Foundation for the Advancement of Teaching, is an assistant professor-in-residence in cognition & instruction.

H. Swaminathan joins us as a professor of measurement evaluation and assessment. He'd been at the University of Miami and UMass.

Kinesiology

Laura Burton, an assistant professor in sports management, comes to us from North Carolina State.

Jeff Volek, who'd been a research professor in exercise science, is now an assistant professor.

New Teacher Unit

TO BETTER SERVE OUR STUDENTS, A NEW Teacher Education Unit has been created.

Marijke Kehrahn, a professor of educational leadership, has agreed to take on the role of Director of Teacher Education. She joins **Jacqueline Kelleher**, the Director of Assessment and the newly appointed Assistant Dean.

Michael Alfano, who'd been an assistant professor-in-residence, is the new director of the Teacher Certification Program for College Graduates at the Stamford and Hartford campuses.

Ann Traynor, a UConn grad, has been hired for the newly created academic advisor position.

Spread the Word

A NEW MARKETING & COMMUNICATIONS

director has been hired to increase promotion for the school. **Janice Palmer**, formerly with the University's Office of Communications and a former journalist, will lead the effort to improve the newsletter and web site, while creating new materials and techniques for spreading the word about our faculty, students, research, programs and alumni. Please share your news with her at janice.palmer@uconn.edu.

Save the Date

Alumni Awards Dinner

The Neag School Alumni Association will hold its seventh annual awards dinner on Saturday, May 14, 2005, in the South Campus Ballroom on the Storrs campus.

To nominate an individual for an award, please contact Lynne Allen c/o Neag School of Education, 249 Glenbrook Road, U-2064A, Storrs, CT 06269-2064, or check out: www.uconnalumni.com ■

10th Annual Honors Day May 7, 2004

DURING THE 10TH ANNUAL Honors Day, the Neag School celebrated the achievements of its students and faculty.

As a result of established endowed scholarship funds, in combination with additional restricted funds, the Neag School was able to award \$119,000 in scholarship support to our students this year. This is a testament to our donor's commitment to our students, faculty and the University.

Scholarships

NEAG SCHOLARSHIPS

Ji Young Ha
Erica L. Pernel
Jessica D. Ruiz
Dione S. Thomas

NORTHEAST UTILITIES FOUNDATION SCHOLARSHIPS

Lauren Bello
Amy Budzelek
Stacie Fellows
Monica Hayes
Ebony Murphy
Paul Phillips
Christopher Restaino
Moumita Roy

ALUMNI SOCIETY SCHOLARSHIP

M. Carolina Orgnero
Schiaffino

Educational Psychology

VERNON & ELIZABETH BROWN FAMILY SCHOLARSHIP

Gina Potvin

ROBERT K. GABLE FUND

Xing Liu

J. RAYMOND AND AUGUSTA GERBERICH SCHOLARSHIP

Jessica Goldstein
Jiarong Zhao

VIVIENNE DEAN LITT MEMORIAL FUND

Lindsay Kosisko

HARRIS KAHN MEMORIAL SCHOLARSHIP

D. Betsy McCoach
Teresa Foley

JESSIE CAREW MORELAND MEMORIAL SCHOLARSHIP

Hay Jin Park
Sara Kilty

WALLACE S. MORELAND MEMORIAL SCHOLARSHIP

Lindsay Kosisko
Gina Potvin

MELVYN L. REICH SCHOLARSHIP

Alexa Mantoni
Kelly Hahn

CHAUNCY RUCKER SCHOLARSHIP

Julie Anne Treadow

SUSAN HOPE SHERMAN SCHOLARSHIP

Hay Jin Park
Gina Potvin

JAMES D. STRAUCH FUND

Bethany King

MARJORY C. GELFENBEIN SCHOLARSHIP

Tiffani Fernandes
Jessica Gellert
Kristine Mercier

GEORGE C. AND JANE F. GOODALE MEMORIAL

Wanda DeLeon

CHARLES BURT GENTRY MEMORIAL

Marjorie Bruch
Sarah L. Lindstrom

HAMILTON SUNSTRAND CHALLENGER 7 AWARD

Lauren Morganti
Jennifer Raney
Rosalie Rodriguez

DANIEL THOMAS PERLEY SCHOLARSHIP

Sarah Towler

Neag School's 10th Annual Honors Day

Educational Leadership

SIDNEY P. MARLAND, JR. AWARD
Terina Caldwell
Tisha Markette

KAREN L. PARIZEAU MEMORIAL FUND

Amy Watson



Linda Darling-Hammond, (center), a scholar and expert on education and teaching at Stanford University, receives an honorary degree during UConn's commencement exercises last May. She is hooded by Sally Reis (left), head of the educational psychology department. At right is Keith Barker, University Marshal. Hammond is the founding executive director of the National Commission on Teaching and America's Future and co-director of the National Center for Restructuring Education, Schools and Teaching at Columbia University's Teachers College.

Curriculum & Instruction

ANDREWS INTERNATIONAL EDUCATIONAL AWARD

Abraham DeLeon

DAVID BLICK SCIENCE EDUCATION FUND

Dr. Robert Thorson

P. ROY BRAMMELL SCHOLARSHIP

Rebecca Brown
Kristin Mercier

BETTY BUSSMAN AWARD

Monica J. Grezlik
Jennifer Sherriff

PHILO T. PRITZKAU FUND

Wanda DeLeon

CHRIS ROGERS EDUCATIONAL INNOVATION FUND

Ruth Sangree

SIDNEY SKOLNICK SCHOLARSHIP

Sara Almon
Michele Frankowski
Alexa Mantoni
Ashley Molden
Tracy Mulligan
Amy Munley

THOMAS P. WEINLAND FUND

Leslie A. Horner

Kinesiology

SUSAN HASSETT LAUDANO SCHOLARSHIP (CLASS OF '57)

Sarah Sparrow

HELEN I. REYNOLDS SCHOLARSHIP

Greig Watson
Joon Young Han
Lani H. Fortier
Anthony Marinaro

HANS CARSON HERCULE MEMORIAL SCHOLARSHIP

Eleni Psathas ■

Future Teacher Learns through Volunteer Work

RUPAL JAIN RARELY TURNS DOWN AN opportunity to volunteer, particularly when it involves helping children.

"I'm addicted to it," says Jain, a Neag School senior majoring in elementary education.

"I've known all my life that I wanted to be a teacher," she says. "And I want to be able to tackle challenges in the classroom. Part of that for me is being exposed to a variety of experiences and working with children with different backgrounds and needs." Working as a volunteer has given her just that.

This past summer, she taught in a nonprofit summer enrichment program for children called Summerbridge Cambridge in



Rupal Jain, a senior majoring in elementary education, is chosen to represent Neag School students during the new building dedication ceremony.

Massachusetts. "The program's goals are to inspire excitement for learning, create paths to college, and promote careers in education," Jain says. She learned about the program through UConn's community outreach office.

Jain taught classes in literature and art history to sixth and seventh graders from diverse backgrounds, all of whom spoke English as a second language. "I could relate to them," says Jain, whose parents were born in India. "I grew up in a bilingual household, so I understood the challenges my students faced."

The literature class focused on reading short coming-of-age stories, where her main goal was to teach the students how to incorporate textual evidence into their writing and discussions.

Jain created the art history class on Van Gogh. "That was fun to teach," she says. "I wanted to teach a subject that the children wouldn't typically be exposed to at that age. Van Gogh is a very interesting artist because he did as much letter writing as he did paintings. He and his brother had a great correspondence, and I knew I could do a lot with that."

One student in particular touched Jain. "He had never heard of Van Gogh before and had never been to a museum," she says. "We took a trip to the Museum of Fine Arts in Boston, and he didn't want to leave."

Since her freshman year, Jain has worked with children from preschool through 12th grade, and has tutored her peers at UConn.

"I'm so grateful for the many wonderful volunteering experiences UConn has offered me over the years," says Jain, who was named

Student Coordinator of the Year this spring. She was also a nominee for the 2004 Connecticut Higher Education Community Service Award.

Most of Jain's volunteer experiences have been through UConn's community outreach office. She is currently a volunteer for the America Reads program at a community center in Willimantic and tutors at a day-care center in Mansfield. She has also been a math tutor at E.O. Smith High School, a teacher's assistant at Southeast Elementary School, and has volunteered at Windham Hospital and the Mansfield Center for Nursing and Rehabilitation. This fall, she will coach middle schoolers in field hockey.

"Helping my community has been an invaluable experience for me," Jain says. "Through my experiences I have grown not only as a future teacher, but as a person as well. Giving back to the community has given me some of the greatest learning experiences I have had at UConn." ■

Dehydration a Danger at Summer Camp

FUN IN THE SUMMER SUN CAN BE risky, particularly for young athletes who don't drink enough fluids.

That was the subject of a 30-second TV public service announcement. It aired nationwide through the summer featuring Douglas Casa of the kinesiology department, along with Dan Marino, former quarterback of the Miami Dolphins, and a cast of extras including the family of Dean Richard Schwab.

According to a new study by Casa, children at summer sports camps are at risk for heat exhaustion and heat stroke. "They're not drinking enough fluids and are dehydrated," he says.

Casa, who studied children at summer soccer camps in Pennsylvania, found that two-thirds of the campers were significantly dehydrated before they even started practice.

This puts them at risk for serious heat-related illnesses, he says.

"Even though water and sports drinks were readily available, frequent rest breaks were provided, and coaches encouraged the kids to drink, the children didn't drink adequate amounts of fluid," says Casa, an associate professor and director of athletic training education. "They were more focused on having fun, socializing, and relaxing during their rest breaks.

"The big message is that kids really didn't understand the concept that when they're sweating during

exercise, the fluids have to be replaced," he adds. "While I expected to see some dehydration, I was surprised at just how many children were dehydrated and the extent to which they were dehydrated."

Once children are dehydrated, it's hard for them to catch up, Casa says.

The study included 34 boys and 24 girls between the ages of 10 and 14 who were enrolled in four days of soccer camp. Campers participated in two to three practices each day. Before the first practice and after the second practice, researchers analyzed samples of

their urine to find out their level of hydration.

Casa says this is the first field study of children evaluated over successive days while exercising in the heat.

The research was presented at the annual meeting of the American College of Sports Medicine in June. It was commissioned by the "Defeat the Heat" public safety campaign, which is designed to protect active children from the dangers of dehydration and heat-related illness. The initiative is an effort of the National Safe Kids Campaign and the National Athletic Trainers' Association, which produced the public service announcement for TV.

"Young athletes should drink water or sports drinks before, during, and after activity to replace what they have lost through sweat," Casa says. "Parents, coaches, and others who work with children need to be aware of the dangers of dehydration, and take steps to ensure that children are educated about the importance of hydration and are drinking enough." ■



Douglas Casa, an associate professor of kinesiology, appears in a television public service announcement about the dangers of dehydration in children. In the background is Susan Walker-Yeargin, a Ph.D. student.

Champions Beyond the Classroom

THE CHAMPIONSHIPS AT UCONN continue to rack up. Okay, so the University's summer softball league may not be in the same "league" as the men's and women's basketball teams, but you can be proud of the Neag Nemesis which took a swing at the Tuesday/Thursday league championship and came up with a homerun!

The team was comprised of faculty, staff, students, alumni and administrators. After an outstanding regular season, Nemesis lived up to its motto, "Just Dewey It" (You can ask for an explanation from the motto's creator, Alan Marcus of the Department of Curriculum and Instruction).

The team excited its fans (more than five, we're sure), with dramatic extra inning come-from-behind wins

in both the semi-final and championship games.

In keeping with the administration's efforts to build a community atmosphere within the school, Dean Schwab sponsored team

Nemesis. He even got up the courage to participate in one of the games (no injuries reported).

Marcus, who served as team captain said "the group had a blast." He added, "One of our team

members summed up the season by proclaiming that it was the most fun he'd ever had playing ball!"

Anyone seen evidence of a trophy yet? ■



The Neag Nemesis celebrates its championship win. Top row left: John Settlage, Matt Ross, Joe Madaus, Terry Beck, Tim Kessler, David Moss, Richard Schwab, Kristen Kelleher, Doug Kaufman, Alan "Captain Al" Marcus, Cathi Koehler. Bottom left, Wendy Glenn, Rochelle Marcus, Frank Curtain, Lisa Jaszcz. Not pictured, Tom DeFranco, Peter Behuniak, Michael Coyne, Casey Cobb, Jason Stephens, Nicole Cioffi, Krissy Rankin, Jocelyn Tamborello, Don Leu, and Joe Vill

Online Master's in Gifted Ed Serves Students World Wide

ONE STUDENT ASKED A CLASSMATE about a reading assignment. Another asked the professor for feedback on a paper. Several discussed a group project.

It sounds like ordinary classroom conversation, but there's a twist: The students live in Alaska, Singapore, and New York – and their teacher lives in Montana.

These students are among the growing number of people from around the world enrolled in the Neag School's online master's degree program in gifted and talented education.

There are 42 students in the program, which started two years ago when demand grew for more online courses, says Del Siegle, associate professor of educational psychology. "It's perfect for people who want to pursue an advanced degree in gifted and talented



Del Siegle, an associate professor of educational psychology, heads an online master's degree program in gifted education that is offered to students worldwide.

education without sacrificing family or work time," he says. And there are other benefits.

"We don't have some of the campus restrictions," he says. "We have experts in the field from around the world who give guest lectures – and our students can ask them questions."

Siegle says the courses are very interactive. "We've designed them to stimulate discussions among students and instructors and have included group projects."

He says that because students tend to participate more in discussions in online courses, learning becomes an even richer experience. "They can't hide when they're online," he says. "In a traditional class, a person

can sit in the back of the room and not say a word. When they're online, if someone says, 'Bob, what do you think?' Bob has to be there."

The program is run through WebCT, an online course management software package.

In addition to the online courses, students are required to come to Storrs twice: once at the start of the program, when they meet fellow classmates and professors, and again at the end, to take the comprehensive exams. The degree program also includes attending Confratute, a professional development conference and institute sponsored by the Neag Center for Gifted Education and Talent Development. It's held in Storrs each summer for teachers of the gifted and talented.

Alicja Komar, who lives in Burlington, works part-time as a computer consultant.

"I love taking online classes," says Komar, the mother of two gifted children. "It's so convenient. I'm able to fit the coursework into my available time, and am not held to a daily schedule. I would never have been able to accomplish this on campus."

Teresa Hedges, a full-time teacher who lives in Kodiak, Alaska, says, "It is the only realistic way for me to take courses at this

time. I don't have to take a leave of absence, I don't have to relocate, and I can do most of the work on my own schedule."

Hedges, who learned about the program through Confratute, says she "wanted to be part of the UConn program. The people and the knowledge base don't get any better."

Mireille Leong is a student who lives between two countries – Singapore and China. "I was searching for an online course that allowed me to do everything," says Leong, who was a full-time tax attorney when she started the program.

"There are many benefits of studying online," Leong says. "I could sit anywhere in an airport, Internet café, wireless hot spot, and just check in," she says. "I was able to fit the course around my schedule and still fulfill my main purpose of changing careers." She expects to graduate this summer. ■

Dean's View



I LOVE BEING AN EDUCATOR FOR MANY REASONS.

One is that every September we start a new year with new students, new energy and new opportunities. At UConn and the Neag School, changes, more vibrant than the emerging fall colors, are happening all around us.

Twenty-two new professionals have joined our team this year, including 18 new faculty members, an assistant dean, a communications director, a student advisor and a recruiter.

They've joined us at a time when we are settling into the Gentry Building's fabulous new wing which is, by all accounts, one of the most technologically rich education buildings in the country. These individuals were among the more than 250 alumni, friends, Dean's Advisory Board members, faculty and students at our dedication ceremony held on October 1st.

Later that same day, the crowd moved to the new theater in the Student Union for the Teachers for a New Era inaugural event. We listened to Dr. Vartan Gregorian, president of the Carnegie Corporation of New York, share his views on the state of American education and his expectations for the Neag School as participants with the College of Liberal Arts & Sciences in the UConn-TNE project. It is funded by a \$5 million gift from Carnegie.

In addition to those who visited on dedication day, we are hosting guests from universities and school districts throughout the semester, who are interested in seeing our new learning technologies in action.

Our goal of building a "lighthouse for learning" is truly happening. In fact, our new slogan, Learning, Leading, Lighting the Way, is imprinted on the colorful banners hanging from each of the atrium's three floors, and captures our mission perfectly.

The energy I've described is not limited to

the Neag School. On the University front, the Husky football team is off to a great start before sold-out crowds, and we just celebrated the culmination of our capital campaign that raised more than \$470 million for the University.

Now wouldn't this fall end perfectly if the Red Sox could break the "curse of the Bambino" and win the World Series? ■

RICHARD L. SCHWAB, DEAN

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