

Jacksonville State University
College of Education and Professional Studies

**PASSPORT
TO
SUCCESS**

Report 2001

PASSPORT TO SUCCESS

College of Education
&
Professional Studies

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Dr. Sheila Anne Webb, Dean, College of Education and Professional Studies

Passport to Success embodies the faculty's and staff's finest aspiration for our graduates. The education of and career preparation for students in the College of Education and Professional Studies at Jacksonville State University focus on the metaphor of the "Creative Decision-Maker." Through a combination of University-based programs and clinical experiences in contemporary business, industry and educational settings, students are current in their fields and prepared for transitional experiences. On multiple measures of accountability and programmatic success, graduates consistently secure immediate and high employability in their fields, receive high employer satisfaction scores, and rank JSU's programs as outstanding.

Departments in the College include: Communication; Curriculum and Instruction; Educational Resources; Family and Consumer Sciences; Health, Physical Education and Recreation; Instructional Services; Teacher Service Center; Technology and Pre-Engineering, and Television Services. Education programs in the College are the largest in Alabama, 13th largest in the south and 40th largest in the nation. These programs recently received an "A" on the State accountability Report Card for higher education. Each student-centered area functions on the themes of diversity, intellectual vitality, professional community, technology.

Enjoy the 2000 Report. Visit our campus or via our website, <http://www.jsu.edu/depart/edprof>.

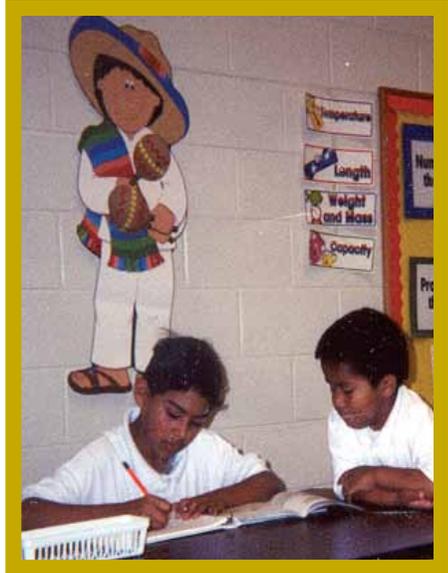


ARK: Amigos Reading and Kindness

“There is nothing that brings more joy to a reading specialist heart than to see a struggling reader excited about reading. I have witnessed a metamorphosis with the ESL students at both Cory Middle and Adams Elementary. ESL students are often viewed as a burden, through no fault of their own, but because of the frustration that educators experience when trying to give the one-on-one instruction these children need. Thanks to an unexpected phone call from Dr. Beth Engley, a JSU professor, this burden is now one of the highlights of the week.”

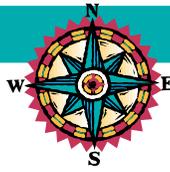
“When we first started ARK, Amigos Reading with Kindness), Mrs. Easley's ESL students were apprehensive, and I could tell by the young faces of Mr. Baeza's first grade ESL students at Adams that they were equally terrified. These fears were a momentary flash in the dark.”

“Our ARK children are now happy and full of pride when these two groups come together to share the reading experience. Comments such as ‘I'm scared. I don't want to do this. It's embarrassing.’ changed to ‘Wow, that was fun. When do we go back? Can I bring something for my partner? Maria wants me to read her a book on animals.’ Each group seems to take ownership of their reading and of their partner. We have created a partnership between two struggling souls that has given birth to a new attitude towards reading.



Once again JSU has given me a reason to be proud of my teaching profession and the difference WE can make in the lives of young people living in a difficult and terrifying world where communication and reading is an essential tool. Thank you JSU.”

Mrs. Connie Klein, Reading Specialist



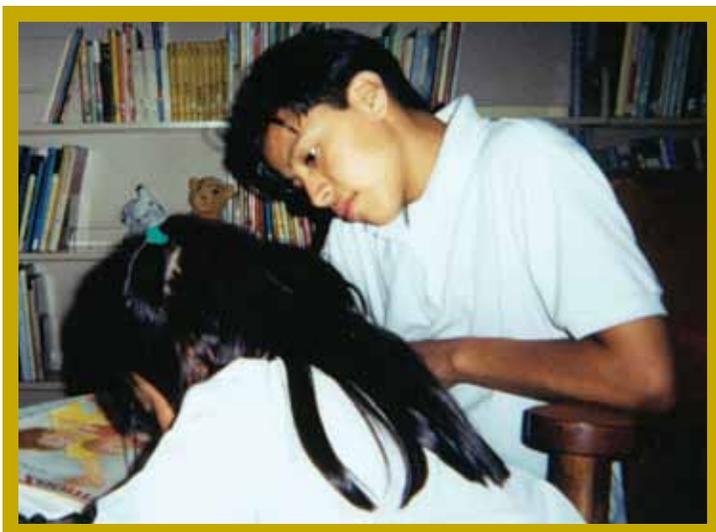
“The reading is in English, but the explanations are in Spanish,” says Dr. Engly. “The pride in accomplishment shows as these sixth graders read the books and help the younger

Reading, writing and retelling are ways in which sixth graders at Cory Middle school in Gadsden, Alabama are working with first graders at Adams Elementary School. On Friday mornings, Mrs. Dale Easley's sixth grade students walk across the street to Adams Elementary School to read and mentor the first grade students of Mr. Hector Baeza. Students in Dr. Beth Engly's ECE 304 Early Literacy class, help facilitate these activities. The sixth grade students are participating in a peer reading program. Because most of the students are native Spanish speaking, Spanish as well as English is heard as the reading begins.

ones. The books chosen though appropriate for first graders are easily read by the sixth graders, but sometimes they too use Spanish to clarify the aspects of a story that are not clear to the first graders. My students have gained insight into the reading process through their interaction as facilitators. I especially love the variations that occur in the retelling aspect of this process.”

To help the students have a stronger identity Dr. Engly is creating “T” shirts with their own special logo. “I feel these students by helping others are improving their own self image,” said Dr.

Engly. “I am willing to help this process by rewarding their efforts by providing the shirts.”





Real World Solutions to Real World Problems

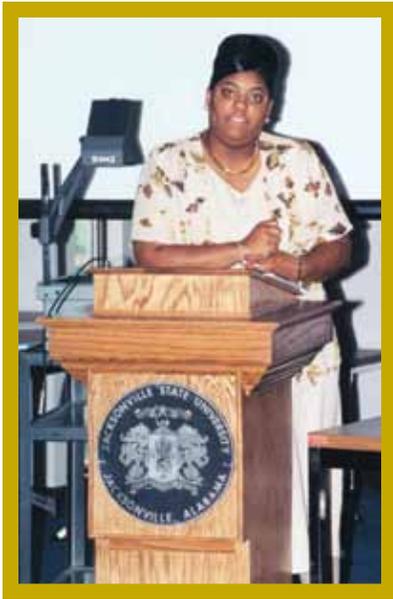
All Educational Specialist Degrees in the College of Education and Professional Studies are using a problem-solving sequence of courses as the capstone experience. The Alabama Council of Higher Education (ACHE) considers all Education Specialist programs at JSU as aspects of one program with differing concentrations for viability purposes. The Educational Specialist Programs fall under this ACHE umbrella with the flexibility to meet the needs of differing programs. Requiring thirty semester hours it is possible to complete the basic coursework in one year. The problem-solving courses vary in time according to each topic chosen taking an additional semester or two each. The basic commonality among the majority of these programs is the problem-solving approach as a capstone experience. These programs improve schools, because the problems involve their schools' challenges. For the past eight years Educational Administration Program has demonstrated this highly effective way to prepare school leaders and

to improve school programs.

The Ed.S. program in Educational Administration is a series of three courses: EAD 610, Research in Educational Administration, EAD 681 Problems in Educational Administration, and EAD 682 Problems in Educational Administration II. These courses comprise this sequence of real world problem-solving activities. In the research course, students choose and research a problem relevant to their school or school system and gather a body of resources to address the identified problems. According to Dr. Dennis Zuelke, Professor of Educational Administration, the problems chosen usually fall into three categories: student discipline, parent involvement, and student academic achievement.

Using an eleven step problem-solving model the students take the information they have gathered and identify two or more potential solutions to the problem. The student selects people impacted by the problem to become members of a problem-solving task force or





team. The team usually includes teachers, parents, and students. The team creates a plan of action that includes implementing approved solutions, evaluating those solutions, and, if necessary, modifying solutions for the next year. After implementation of the eleven step problem-solving model the JSU student returns to campus to share the results of the plan's implementation.

The sharing is done in a public roundtable presentation on the 11th floor of the Houston Cole library. In the past the presentations in the Ed. Administration program have changed from individual stand-up presentations, to symposium panels, to the current roundtable format. These presentations are given three times a year and are attended by JSU Educational Administration Specialist candidates, certification candidates, and Master's candidates. JSU faculty and area school administration personnel are also invited.

"The implementation of this eleven step problem-solving model helps our educational administrator

students put into action, with the support of the stakeholders, a well thought-out plan to solve a real world problem," said Dr. Zuelke. "This problem solving approach involves a program requirement that directly benefits our students and their school systems."

Although the problem-solving approach began and was developed by the Educational Administration Program, the Early Childhood Specialist Degree, the Elementary Education Specialist Degree, the Special Education Specialist Degree, the Counseling Specialist Degree, and the Physical Education Specialist Degree all have adopted a similar template of the problem-solving model. The problem-solving approach was seen as general enough to fit most Educational Specialist programs. While the Educational Administration Program uses one course, EAD 610, Research in Educational Administration, before the problem-solving courses other programs may require pre-requisite courses. Action research is another stressed factor as part of the problem-solving model. Through a departmental process it was decided that three program areas within the Curriculum and Instruction Department: Early Childhood, Elementary, and Special Education would share the same problem-solving courses. Technology in the form of Microsoft PowerPoint presentations as well as writing for publication is stressed in these programs. Two courses are required by the ECE, EED, and SPE majors before the students can begin the problems



courses. Drs. Elizabeth Engley and Patricia K. Lowry, professors in Early Childhood and Elementary education respectively, teach these for ECE and EED while Dr. Steve Armstrong, a Professor of Special Education, teaches these courses for candidates in Special Education. Dr. Armstrong teaches the Problems I & II courses for all the department's Ed. Specialist candidates.

Hector Baeza, an EED student, is an example of how the research can benefit a school. Hector's school is a magnet for ESL (English as a Second Language) students in the Gadsden, Alabama school system. ESL teachers were given the responsibility to help Latino students develop skills in conversational English. Conversational English, although important for day to day activities, is not the same as academic English used in standardized testing. These ESL students scored lower on standardized tests particularly in science and math. Because students that were sent to him to learn conversational English were SAT tested and reported on with all other students, his school was faced with academic probation. Rather than allowing these students to be dispersed throughout the Gadsden system, Hector sought ways to keep the ESL program together. Hector studied this problem in his problem-solving courses. The PowerPoint presentation he created was presented to Dr. Ed Richardson and Dr. Paul Hubbard. Hector also created a paper entitled "Accelerating Academic Language Learning Among Latino English

Language Learner," which was the basis for a grant to offer a course in academic English. Through Hector's work, his school was allowed to continue to be the magnet school and postpone the competency testing of the students involved until after a course in academic English. He also received a grant to offer an academic English course in the summer.

According to Dr. Patricia K. Lowry, "Most of our student's problem-solving topics involve curriculum issues. After all these are teachers who will go back to the classroom and their students benefit from the results. Many topics involve reading, which is a current focus of Alabama educators. The eleven step problem-solving approach works very well for our students. The approach is so valid that several students have used their research to support grant writing. These efforts ultimately help schools offer more to their students. The growth of this program is very exciting. The number of students has tripled since it began three years ago. To keep the size of the classes small, we are offering multiple sections and involving more professors. We prefer individual stand-up oral presentations and have no plans to require roundtable presentations. If things continue to expand we will continue to add more classes."

In Physical Education, the Ed. Specialist program further flexes the problem solving approach. Although no special research courses are required, the capstone is the EFD 681 and 682 problem-solving courses. The students use



information such as collected in the Presidential Fitness Test to help determine health needs of children and determine with their problem-solving team possible physical activities that can promote good health. Dr. Mac Gillam gives this example, “since the PE teacher collected the Presidential Fitness Test data, this becomes a baseline to determine the cardiovascular, body fat or other physical fitness needs

develop, and execute a research project, the results of which are presented at a public forum at the end of the Problems II course. Students examine issues within their individual fields of study that culminate in a mini thesis/ dissertation.

“Teachers at the secondary level in public schools are called upon to create innovative instructional strategies, improve test scores,



of the students. He then creates a taskforce to help determine needs of the children and appropriate exercises to meet those needs. Our students also create a twenty page APA report that they present to other JSU students and faculty using PowerPoint presentation software, sharing with other educators researched solutions to current challenges.”

The Secondary Education Educational Specialist program has been offered for about two years now, and the first small group of students is just completing the problems courses. Problems courses for secondary education specialist students are taught and supervised by Dr. Jan Wilson and the focus is on descriptive, action research activities. Students design,

and implement mandated school and district policies within the classroom setting. The more current teachers are about the body of knowledge of their discipline, the more effective they are likely to become in contributing to best practices for their students within their content domains,” says Dr. Barbara Yunker, Program Chair for Secondary Education. “Further we are committed to helping teachers become creative decision makers and the kinds of problems encountered and decisions required may differ considerably within the separate teaching fields. Therefore, the problems courses for secondary students do not necessarily follow the 11 step problem-solving model. Instead, students will focus on studying ways to enhance



the educational process in their individual teaching fields in what is intended to be a proactive way.

The problems courses in Secondary Education provide a vehicle for on-going investigations by practicing teachers geared to increasing knowledge about their teaching fields and the pedagogy well suited to those fields.

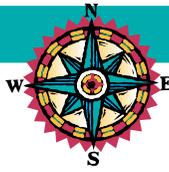
Experiences during the Secondary Education Problems courses are flexible so as to fit the individual student's particular interests within the content domain. The Educational Specialist Program in Secondary Education is growing and the opportunities for learning and improving through action research are exciting."

Counseling's Educational Specialist parallels the secondary program. Dr. Wilson and Dr. Annette Bohannon, an assistant Professor of Counseling, both teach the counselor candidates with the secondary students in the problems I and II courses. The students are required to do a needs assessment to identify a problem, complete a literature review related to a problem, design a program to address the problem, and implement and evaluate the plan. To document their work, students create a manuscript and submit it to a professional journal for publication. Students also make a public presentation of this work and use PowerPoint to show their work. "Some of the topics so far include career development, special needs students and their school programs, diversity and tolerance, improving competitions in mathematics, and transitioning from alternative schools," said Dr.

Annette Bohannon. "The eleven step problem-solving methodology serves as a guide."

The Educational Specialist Programs in the College of Education and Professional Studies are providing, through a common capstone experience, developed by the Educational Administration Specialist Program, professionals with experience using a problem-solving paradigm, presenting their findings to other educators, and preparing a paper for a professional publication. A main component of the problem-solving is the taskforce, which works with the Educational Specialist candidate to guide and take part in the work of meeting a school's challenges. All research conducted while a student is supervised by JSU faculty is reviewed by the Institutional Review Board for Human Use (IRB), a committee that reviews all JSU research involving human participants and is responsible to the President. The purpose of the IRB review is to assure that research is conducted in an ethical manner. The resulting programs, curriculum changes, grants, and informative presentations that result from these programs further its impact. These programs are growing, but more importantly they are contributing to the communities and to the profession.





Dr. Annette P. Bohannon, Leadership in Counseling

Dr. Annette P. Bohannon was recently elected to the office of president-elect for the Alabama Counseling Association (ALCA). The ALCA founded in 1966 is an organization of counseling professionals who work in education, health care, residential, private practice, community agencies, government, and business/industry settings. It is a state branch of the American Counseling Association.

The membership of ALCA is over 2,200 statewide with over 1,400 Licensed Professional Counselors (LPC) certified by the Alabama Board of Examiners in Counseling. ALCA provides continuing educational opportunities, advocacy services and leadership training for its members.

There are 11 divisions and 9 chapters of ALCA. Jacksonville is located in ALCA Chapter V. The Alabama School Counselor Association (ALSCA, a division of ALCA) has the largest membership with over 850 members. Dr. Bohannon just completed her term (2000–2001) as President of ALSCA. Dr. Bohannon was a school counselor for over 7 years before coming to JSU.

A newsletter and journal are published by the ALCA

along with numerous books (many authored by the members of ALCA). As a matter of interest, Dr. Bohannon co-authored *Alabama Achievers: Studies for Character Development*, a book on character education last year with Dr. Marvin Jenkins and Dr. Jerry Kiser.

In addition to her offices held within ALCA, Dr. Bohannon is also serving the second year of her biennium as president of Gamma Theta Chapter of Delta Kappa Gamma International Society (an organization of women educators). She is also the sponsor of JSU's Chi Theta Chapter of Chi Sigma Iota (an honorary society for students in counseling programs).





Technology Successes

All five areas of the department of Technology and Engineering have earned accreditation from the National Association of Industrial Technology. The department offers educational majors in five areas: Computer Integrated Manufacturing Systems Technology, Electronics Technology, Industrial Technology Management, Technology with a Concentration in Industrial Technology Management, and Occupational Safety and Technology. The department also provides the pre-engineering and teaching field courses for secondary education majors pursuing teacher certification in Technology Education.

The faculty in the department of Technology are involved in many out-reach activities. One big event each year is the Alabama Council for Technology (ACTE) in Education's Regional Technology Fair. JSU's Department of Technology hosts this fair which brings students on campus to compete in various areas of Technology. Students in 3rd through 12th grade are eligible to compete in the fair. These students, their teachers, and parents spend the day at JSU learning more about the opportunities available to them and enjoying the excitement of competing against students from

other schools. More than two hundred twenty five students participated in last year's fair. Based on comments from students and teachers, next year's fair is expected to be even bigger still.

The department is always looking for new ways to help the students in our region to fulfill their educational goals. The department, in cooperation with the department of mathematical and computing sciences, has obtained \$400,000 in funding from the National Science Foundation to be used for student scholarships. Students interested in pursuing a four-year degree in Technology are encouraged to apply for these scholarships.

The department maintains a close liaison with local government and industries. One project includes the university community, government leaders, industries, and the U.S. military in an initiative to establish an advanced automotive manufacturing research center. As part of this initiative, JSU has been awarded a software grant for Parametric Technologies' Pro-Engineer Design package. This grant will allow Technology students to gain experience using this powerful design software in class and in projects associated with the center. The commercial value of the software is approximately ten million dollars.



First Approved Reading Specialist Masters Degree

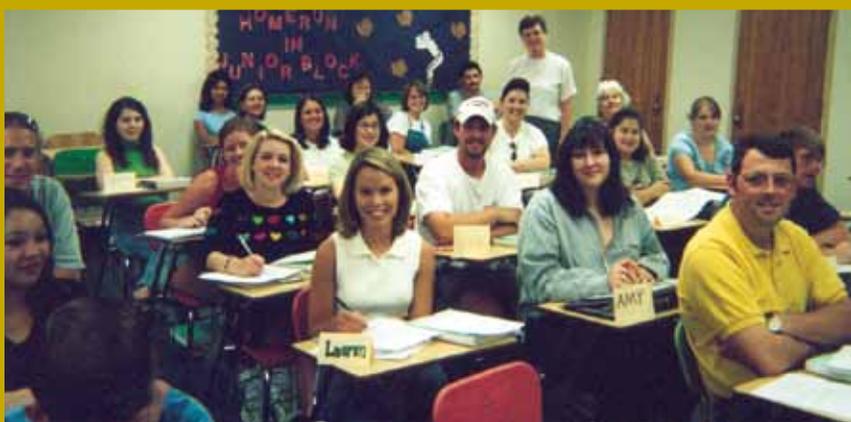
Although seven reading programs exist in Alabama Colleges and Universities, Jacksonville State University's Reading Specialist Master's Degree Program is the first approved by the Alabama Commission on Higher Education. The Reading Specialist is a new credential for prospective teachers in Alabama. The Reading Specialist Masters Program consists of 24 semester hours of reading courses and six to nine hours of foundation and research. The JSU Reading Specialist Master's Degree program prepares reading professionals who are proficient in three broad areas including knowledge and benefits about reading, instruction and assessment, and organizing and enhancing a reading program.

Admission requirements include a minimum of two years teaching experience and an undergraduate degree in early childhood education, elementary education, special education, or secondary education. Currently, eight reading specialists and several teachers are enrolled in the program seeking either the master's degree or reading

specialist certification. The pool of candidates seeking this degree is expected to increase as more public school systems make the commitment to employ teachers with advanced credentials in reading.

"Not only will these graduate students earn credentials, but they will gain greater future career opportunities and expand their knowledge of reading," said Dr. Cynthia Harper, Acting Associate Dean of the College of Education and Professional Studies. "We're pleased to be a leader in this field," says Dr. Shelia Anne Webb, Dean of the College of Education and Professional Studies. "Reading is vital to a child's success in school. This College is prepared to provide teacher preparation courses that provide for the academic needs of Alabama's children."

Faculty participating in the Reading Specialists Master's Degree program include Drs. Sheila Anne Webb, Rita Boydston, Elizabeth Engley, Cynthia Harper, Slenda Haynes, and Carol Uline.





Rosemary Harper JSU Employee of the Month

Rosemary Harper was named JSU Employee of the Month for June 2001. Rosemary is employed as a secretary in the Dean's office in the College of Education and Professional Studies. Rosemary is one of the first people that many new students to the College meet. Her warm smile and helpful, supportive personality promote a positive atmosphere for students..

Rosemary has been employed in the Dean's office full time for almost two years. Before that she worked temporary positions in the Career and Counseling Office, at the Sociology and Social Work Department, and in the Teacher Service Center. She thoroughly enjoys trying to be a help to the students and faculty that pass

through Ramona Wood.

Rosemary lives in Alexandria with her husband Daniel. Daniel is the Pastor of Saks Baptist Church. He assists JSU as a student teacher supervisor. They have been married for over eleven years, and have two young sons that are the real joy of her life. Zachary is eight, and little brother Nicholas is four. One of her favorite pastimes is watching her boys participate in local baseball and basketball programs. Rosemary's personality and her winning smile helps the College of Education and Professional Studies keep JSU's tradition of being the "friendliest college in the South."





Dr. Glenn Roswal Works with Special Olympics International



Helping the Special Olympics International by conducting educational seminars, Dr. Glenn Roswal, Department of Health Recreation and Physical Education, traveled to the Baltic region to conduct a seminar this fall. The seminar on programs for people with disabilities was held in Riga, Latvia on October 4-7, 2001.

Dr. Roswal led a team of international presenters, consisting of university professors from Belgium and Poland. Sixteen professors from universities and institutions in the countries of Estonia, Latvia, Lithuania, and Finland attended the seminar.

The first project phase was launched in 1999 with a seminar in Warsaw, Poland and a follow-up in Groningen, Netherlands. This phase, also led by Dr. Roswal, involved university professors from Russia, Bulgaria, Moldova, Belarus, Ukraine, Latvia, and Kazakhstan.

In addition to the seminar in Riga, the second phase of the

project will include seminars in Almaty, Kazakhstan, and Kiev Ukraine. This will be lead by Dr. Sergey Evseev of St. Petersburg, Russia. Dr. Evseev and Dr. Roswal will lead a follow-up seminar in Poland in June, 2002.



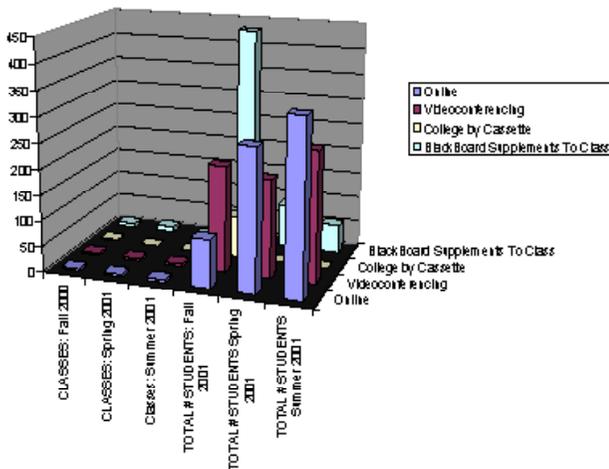


CE&PS, Leaders in Distance Education

The College of Education and Professional Studies continues its leadership in Distance Education. In the Fall 2001, the CE&PS is offering eight distance learning courses of which five were offered totally on-line with all five classes using BlackBoard®. BlackBoard® is an online course platform from which students may access course documents such as lecture notes, and PowerPoint slides; students may also communicate with each other and with their instructors via the synchronous Virtual Chat feature,

at all sixteen videoconferencing broadcast sites that his class was broadcast. Since the summer session goes by so quickly, he placed materials for his students in an easily updated and an easily referenced BlackBoard® site for his students.

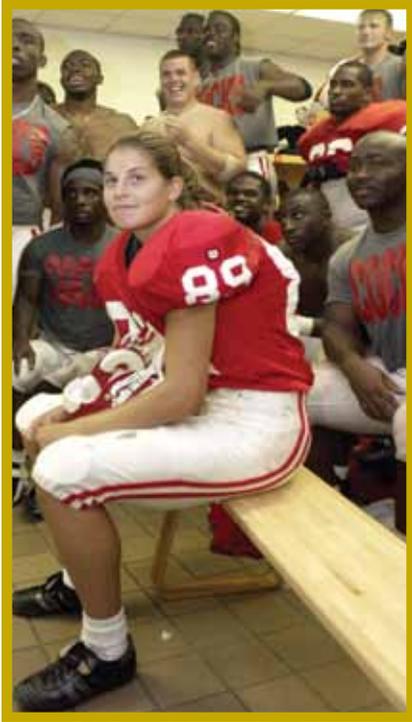
Dr. Beth Engley, a professor in Curriculum and Instruction, has used the discussion feature of BlackBoard® to encourage her students to share responses to discussion questions. The asynchronous feature of BlackBoard® allowed many



or post responses and ideas to an asynchronous discussion board.

Dr. John J. Ketterer, a professor in Educational Resources, who teaches many classes via Videoconferencing, uses BlackBoard® as a means by which his distant students retrieve supplemental materials, rather than having them wait for “land mail”. Dr. Ketterer wanted materials available to students

messages to be posted on each topic. Sherri Restauri, Instructional Media Specialist for Distance Education, said “Dr. Engley’s class had a lively discussion, with more class participation than most classrooms. Her students generated a tremendous number of postings on some topics. Her students loved the forum—many students from this course spoke of their enthusiasm and enjoyment for this tool in BlackBoard®.”



“My English teacher has two NCAA records.” In the near future student’s in Ashley Martin’s English classes will be able to make their teacher’s claim to fame. Ashley Martin became the first female in NCAA history to play and score a point in a Division I football game on August 30, 2001. Playing in sports is nothing new to Ashley as she kicked for her high school, East Coweta High School, and in soccer on JSU’s women’s soccer team. “Kicking a ball is what I’ve done my whole life,” says Martin.

Her kicks for JSU’s football team have caused Martin-Mania. The mania has spawned a T-shirt, several national interviews, and hundreds of articles written about her. Ashley Martin was featured on “Live with Regis and Kelly” in New York City where she had a kicking contest with Regis. Both head football coach Jack Crowe and Martin have appeared on several national sports talk shows.

2

NCAA Records

Crowe usually explains, “We lost our kicker from last year and we’re approaching this year to rebuild. And to rebuild with efficiency and at a faster pace, we’ve decided to use two kickers — one for short range and another for long range. I would be uncomfortable if I couldn’t rely on her experience,” he adds. “But there is no better competitor than Ashley Martin.”

Ashley is humble about her role in football. “From my standpoint, it’s a job whether I’m a girl or not. Coach Crowe has given me a job to do and I am focused on not letting the guys down. It’s their world out there on the football field and I feel honored they’re letting me be a part of it for a little while” says Martin. Ashley is also a star in women’s soccer. On October 1, 2001 Ashley Martin was named Offensive Player of the week by the Atlantic Sun. Martin scored eight goals in three women soccer matches in the previous week. “Ashley’s goals this past week were very important to us,” said JSU soccer coach Lisa Howe. “Especially the game-winning goal in a conference match. Working in two sports keeps Martin going from one game to another.

Ashley is working on her B.S. in Education majoring in English Language Arts.



Dr. Jan
Wilson helps
students create
electronic
portfolios

Student Teacher Portfolios

You've finished student teaching and now you must go to the schools to find professional work. You've done all the College asked and you are faced with presenting in job interviews the breath of your preparation and examples of your capabilities. Through the format presented by Dr. Jan Wilson, an associate professor in the Educational Resources Department, and the completion of an electronic portfolio you can present your educational resume in a logical and easily navigated format.

Dr. Jan Wilson attended Project START in November, 1999. Project START, a PT3 (Preparing Tomorrow's Teacher's to use Technology Program) grant, provides higher education arts and sciences and education faculty in six states (Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina) with tools and training to help prepare future teachers. While eight ways to use technology were presented, Dr. Wilson found that the Creating Professional Portfolios using Professional Software workshop something our students could easily do and benefit from

doing. Dr. Wilson had served on an NCATE (National Council for Accreditation of Teacher Education) committee that was looking at ways to improve CE&PS student teachers demonstration of their technological skills. She envisioned the portfolio workshop as a way to make the preservice professionals more like their business counterparts in the presentation of job qualifications. The demonstration of the necessary technological skills required to make the electronic portfolio was also a way our students could demonstrate their ability to use current technological resources effectively.

The student teachers were required to attend one of Dr. Wilson's Friday afternoon electronic portfolio workshops. In this workshop she used her training from START to guide student teachers in the creation of electronic portfolios. two hundred and thirty four student teachers representing all credential areas were required to attend the three hour workshop presented by Dr. Wilson. For thirteen Fridays Dr. Wilson worked on the creation of electronic portfolios with groups of



twenty five students. The electronic portfolio of START is based on the Interstate New Teacher Assessment and Support Consortium's (INTASC) outline of supporting documentation for the types of materials that are included in the portfolio. "The skeleton provided by INTASC allows students to document what they did in their teacher preparation program, as well as, how they meet the needs of diverse learners." according to Dr. Wilson. "In student teaching our students create a comprehensive student teaching portfolio, however it is bulky and certainly not something easily reproduced. Using electronic portfolios the content of the student teaching portfolio can be scanned, placed into an electronic format, organized demonstrating INTASC standards, and replicated as many times as needed. Some students have sent the electronic portfolio in the mail ahead of an interview to get a leg-up on others through this introductory resume. I learned from students who used the electronic portfolio that administrators remembered them because of this stand-out resume."

PREPARING TOMORROW'S TEACHER'S TO USE TECHNOLOGY PROGRAM



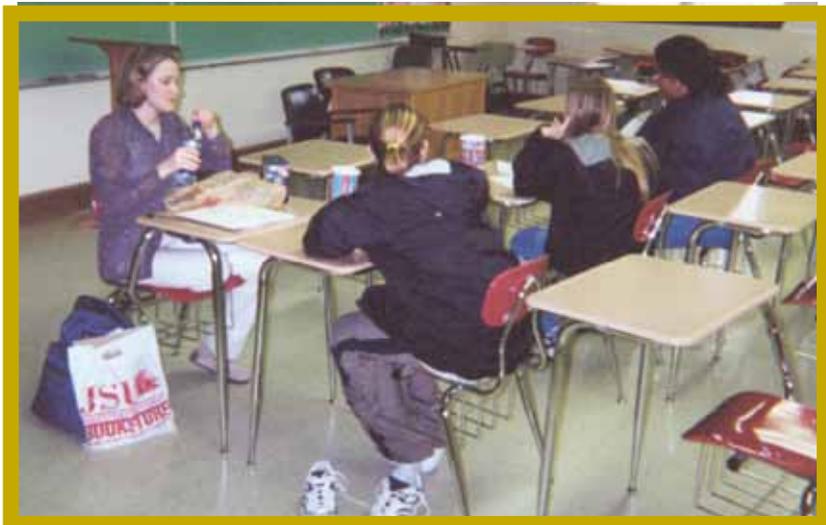


Update on the CE&PS's Role in the Alabama Reading Initiative

Proration was a concern for many Alabama educational programs, but the Alabama Reading Initiative (ARI) was funded as a priority by the State. The goal of ARI is to achieve 100% literacy for all students in Alabama including students from historically underrepresented groups, such as females, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities. ARI reading specialists serve 424 schools in 101 local education agencies (LEA's).

JSU continues to be involved with the efforts of ARI to reach its goal of 100% literacy for all students. This year ARI's focus is on professional development for reading specialists and teachers. The College of Education and Professional Studies was awarded funding through an

Eisenhower Grant to support professional development activities for 29 reading specialists employed in public schools in the JSU Service area. This partnership is a result of the Alabama Literacy Collaborative (ALC), a statewide effort to provide professional development in reading. Dr. Carol Uline represents JSU on the ALC at the state level and is directly responsible for providing monthly reading instruction to support the professional development of reading specialists involved in ARI in our service area. The workshops are conducted monthly in the Houston Cole Library. Ms. Connie Davidson, reading specialist for Oxford City Schools and Ms. Cheryl Wade, reading specialist for Anniston City Schools, provide additional instruction. Ms Davidson and Ms. Wade are both former JSU College of Education and Professional Studies graduates.





Digital Campus Radio

Spring, 2001 opened a new semester at Jacksonville State University with new digital equipment at 92-J. WLJS, 92-J, is a 3,000-watt FM station owned by JSU and operated by students. Student media is housed in the Department of Communication within the College of Education and Professional Studies.

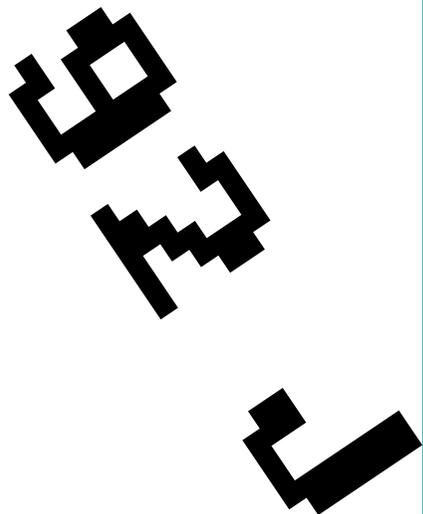
92-J installed a new control board to update the studio to today's radio standards. The old board in the station was analog and relied on tapes cartridges (carts) to play music, commercials and public service announcements.

The new board eliminates the use of carts and tape. JSU DJs can now use computer software to program songs and produce announcements in the on-air studio. "JSU wants to provide an authentic atmosphere as a training ground for students who will graduate and work in radio," said Mike Stedham, student Media Director. "The students needed to use the kind of equipment they will encounter when they move to commercial radio stations."

One of the advantages of having a digital board is music can be programmed in and played automatically, without having a DJ in the studio. Music can be cued with the touch of a button or played at a specific time. "We once played taped rebroadcasts of old shows between 2:00 A.M. and 5:00 A.M.," said Jason Bozeman director of 92 J. "Now we're

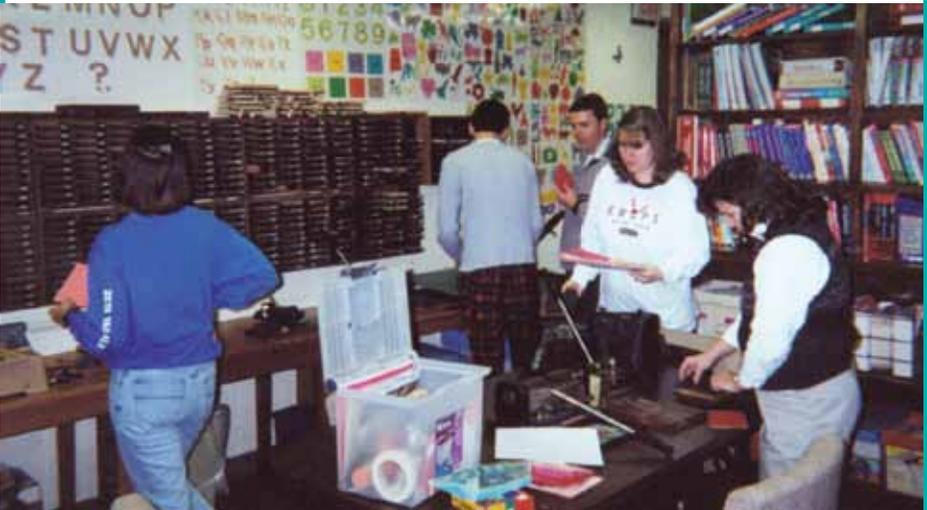
gonna be playin' music stored in a computer."

Although the new board could eliminate some DJs, 92-J is committed to having live DJs and taking requests, according to Bozeman. "That's what makes us... an original station in this radio market." Bozeman is positive about the contribution to the station. "I think it is great for the station. I think it is one factor that helps JSU stay on the leading edge of college radio in the state and keeps 92-J ranked as one of the best college radio stations."





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