

LSU COLLEGE OF
EDUCATION

The Peabody Bulletin

December 2006



The Peabody Bulletin

A Communiqué from the Dean

Volume 2, Issue 5



***“You must have chaos within you
to give birth to a dancing star.”***

—Friedrich Nietzsche

One of my favorite quotes from Nietzsche, the relationship between chaos and creativity, has long been noted. “Necessity is the mother of invention” is another quote, this one from Benjamin Franklin, which captures how faced difficulties are often the seeds of inspiration.

As we all reflect during the holiday season on the past year, we cannot help but compare 2006 with 2005. Out of the chaos of hurricanes, economic crises, school closures, displacements, long-term house guests, and other calamities of 2005, this past year has been one of renewed energy, growth, and creative activity. Being

open to opportunity and need, our faculty and students have shown a tremendous ability to adapt to shifting circumstances and have provided leadership in extending our outreach efforts. Service-learning classes at the

Renaissance Village, partnering with Advance Baton Rouge to sponsor visiting

scholars and community speakers, soliciting foundation support for key research/service projects that benefit the community and advance research are just a few examples of the stellar activities of college of education faculty this year.

One of the goals for this academic year has been a push for coherence. Converging on combined missions of research, teaching and service, faculty have given birth to and nurtured many projects and activities that demonstrate a “value-added-ness” of colleges of education. Of what worth is our work? How do our

research missions inform and guide our teaching? How do we, as a flagship college of education and a land grant university contribute to the State of Louisiana? These are all questions we continue to ask ourselves as we strive for the coalescence of potentially competing demands and a coherence of our work.

Inside

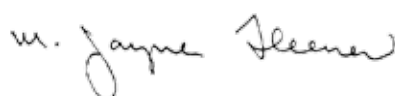
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Partnerships are also an important component of our collective work. Attentive to the need to make the connection among our individual and collective goals, faculty have extended our scope of influence through a variety of partnerships across the LSU campus as well as with schools, community organizations, biomedical research facilities, professional associations, and other universities. These partnerships have also created a synergy of shared responsibility and combined effort to meet the needs of our various communities and constituencies.

Among the seeds of renewal for the college this year has been the hiring of several new faculty. Many of the new faces of the College of Education are featured in this issue. With fourteen additional searches this year, we are literally changing the face of the college.

So as we reflect on the past year, we look forward to the future.

Happy holidays!



M. Jayne Fleener, Ph.D.
E.B. "Ted" Robert
Professor and Dean

Spotlight on New Faculty

RENEE CASBERGUE

Department of Educational Theory, Policy, and Practice



Renee Michelet Casbergue received her Ph.D. in language and literacy in 1984 from the University of New Orleans. In 1980 she obtained her M.Ed. in curriculum and instruction and in 1976 she graduated with a B.A. in elementary education.

Casbergue was a professor at the University of New Orleans in the Department of Curriculum and Instruction from 1992 to 2005 and served as department chair from 2000 to 2005.

Prior to that she

was an assistant professor in the Department of Education and she was also the coordinator of early childhood education at Tulane University. Previously she was the director of student teaching at Tulane.

Casbergue is currently an associate professor with the College of Education with the Department of Educational Theory, Policy, and Practice. She is a member of the National Reading Conference, the American Educational Research Association, the Association for Childhood Education International, the International Reading Association, and other professional organizations.



Partnering with the Community

Jennifer Neubauer, Contributor

Every day classes of 20 to 25 education students take place in a t-building on the campus of Highland Elementary. The walls are decorated with poster board projects much like those that would adorn the walls of any elementary school. The students learn everything from how to manage a classroom to how to teach English, reading, and social studies. Four weeks of the semester, some days at the beginning and some at the end, the students go out into the school and tutor in the classrooms.

This is the way all of these students earn their entire 15-hour credit block for the semester. The program was

developed by LSU instructor Debbie Guedry. “I think a benefit to the students is always being at a school setting so they feel more like they’re becoming educators,” says Guedry.

The Highland and LSU partnership is currently in its seventh year after having already completed and renewed two three-year contracts with East Baton Rouge Parish. While Highland was the first partnership developed, the college is fortunate to have additional partnerships with other schools including McKinley Middle, Sherwood Middle, and Cedarcrest.

These close ties were appreciated after a court order

demanding all t-buildings torn down—except for one t-building left for the students of the Highland and LSU partnership to call home.

The lessons are taught on a block schedule by a team of three members of the LSU faculty: Jennifer Jolly, Margaret-Mary Sulentic Dowell, and Debbie Guedry. All of the classes take place in the t-building. Classes are held a half-hour off of the schedule of the on-campus classes to allow students driving time in case they have additional classes on campus.

Another perk of the program is the students’ ability to get immediate feedback on the teaching techniques they learn.

“It’s a true hands-on experience.”

— Debbie Guedry

“We do something different – we teach, then put them in the classrooms to try it, and then we meet and discuss how it went,” says Guedry. The students are able to return directly to the t-building and discuss what went right and what went wrong. They then get advice from the instructors and from their fellow students.

Through the partnership, students are able to take part in many different activities with the school and its students, even attend field trips with them. “It’s a true hands-on experience,” says Guedry. These opportunities to experience everyday classroom

life are not always available to students.

Guedry sits on the interview team for the hiring of new teachers at Highland Elementary and when the program began all the teachers on staff had to re-apply for their positions. Any teacher at Highland without a master’s degree must agree to begin earning credit hours to gain one. “We want quality teachers to help train our students,” says Guedry. In the past, graduate courses were even offered to help Highland teachers gain their master’s by allowing them to take nine credit hours on Highland’s campus after school. Because

these classes were offered to the teachers at no charge to them, this option will return pending funding.

Guedry says this program is harder on the LSU faculty who teach in the t-building rather than on campus. They prepare the classroom, teach the classes, travel from LSU to Highland, and offer whatever support is needed to the faculty of Highland. “But it’s worth it,” she says. “We are giving our students the real world.”

An internal audit recommended that every student participate

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OFFICE OF SPONSORED PROGRAMS

Kristie Galy joins the College of Education as the new coordinator of the Office of Sponsored Programs. A three-time LSU alumna, Galy obtained a M.P.A. in May of 2005 and received a B.S. in political science in 2003 and a B.S. in communications in 1995.

Previously Galy worked in the LSU Department of Biological Sciences maintaining accounts for the Louisiana Biomedical Research Network and serving as the principal liaison between the principal investigators and the Office of Sponsored Programs. Galy also worked at the Division of Administration in the Office of Planning and Budget as the State Budget Management Analyst.

Galy hopes to build upon the current momentum of the office and increase proposal submission by exploring alternative funding opportunities outside of the more traditional sources, saying, "I am eager to expand our community outreach initiatives and build additional relationships with even more universities and community partners."



Kristie Galy
College of Education
Coordinator of Sponsored Programs

AWARDED GRANTS

- Camburn, Albert.** (2006, July). Positive Steps. *Louisiana Board of Elementary & Secondary Education (BESE)*: \$13,789.
- Gaston, Suzan.** (2006, August). 2006-07 LSYOU Summer Program (WIA 21 - EBR). *City of Baton Rouge*: \$182,000.
- Mooney, Paul** (with V. Gulley, Psychology). (2006, August). Adolescent Literacy Training for Louisiana's Teachers: Accelerating our Students into the Future. *Louisiana Systemic Initiatives Program*: \$4,000.
- Smith, Wade.** (2006, August). Elementary & Secondary Education Hurricane Relief—Temporary Emergency Impact Aid for Displaced Students. *Louisiana Department of Education*: \$12,795.
- Willis, Elizabeth** (with F. Neubrander, Mathematics). (2006, September). EBRPSS/LSU/SU Partnership: Glen Oaks Middle School. *Louisiana Board of Regents*: \$75,200.
- Wood, Robert.** (2006, September). Determinants of Human Longevity and Healthy Aging, Project 4: Vascular Function, Physical Function, and Age. *LSU Health Sciences Center*: \$116,958.

SUBMITTED PROPOSALS

- Fleener, M. Jayne; & Carson, Russell L.** (with J. Shoemaker and C. Plummer, CCELL). (2006, November). LSU Ready & Response Service Team, Learn and Serve Grant. *Louisiana Campus Compact*: \$45,000.
- Hondzinski, Jan.** (2006, November). Quantifying Functional Effects of Vestibular Rehabilitation in Vestibular Patients. *National Institutes of Health*: \$217,210.
- Kosma, Maria.** (2006, November). Contract Validity of a Stages of Change Algorithm among Adults with Multiple Sclerosis. *National Multiple Sclerosis Society*: \$44,000.
- Kirshner, David; & Kennedy, Eugene** (with L. Smolinsky, Mathematics). (2006, November). Merging Technology and Tradition in High School Advanced Math. *Education Research Grants*: \$29,080.



LEFT (L TO R): Kinesiology faculty members Dennis Landin, Melissa Thompson, Wanda Hargroder, and Ray Castle stand outside of the LSU School of Veterinary Medicine which houses the cadaver laboratory.

Cutting-Edge Kinesiology

For some, the word “kinesiology” may bring about visions of pull-ups on the high school gym yard, or aspirations of making first place in your class on the President’s Fitness Test. But, for those familiar with the LSU Department of Kinesiology, that old stereotype has been shattered. In fact, students wishing to enter professional medical programs account for the majority of students in Kinesiology.

In a collaborative effort between LSU Health Sciences Center and the LSU School of Veterinary Medicine, the Department of Kinesiology is offering cutting-edge training for students by providing access to cadaver-based anatomy courses. Currently, the department is utilizing lab space at the LSU Veterinary Anatomy lab, and is sharing the cadavers with the LSU Dental School.

“The minute these students graduate and enter professional schools, the first thing out of

the chute is gross anatomy,” said Wanda Hargroder, an instructor in the department and one of the visionaries behind the lab.

“There are other options. You can teach courses which use CDs and computer animated graphics to illustrate anatomy, but you cannot replace the detailed, in-depth, hands-on instruction that access to a cadaver lab provides students,” added Hargroder. “It gives our students a significant advantage.”

The course “KIN 1999” is a special topics prosection lab offered this spring and expected to serve up to 40 students per semester. In addition, a summer course “KIN 4501” will allow 10-15 students the opportunity to actively dissect cadavers. “We would love to allow more students access to this unique learning environment, but we are limited by funding and space issues,” said Melissa Thompson, an instructor in the department.

And, while these courses attract students from a variety of disciplines such as basic sciences, they also provide an opportunity for College of Education faculty to discover research opportunities with other health sciences faculty on campus and nationally. Along with Hargroder, fellow kinesiology faculty members Dennis Landin, Melissa Thompson, and Ray Castle drove to New Orleans for professional training on teaching cadaver courses and developed solid relationships with members of the LSU Health Sciences Faculty.

The formation of the cadaver laboratory was one example of the department’s expanded mission. Department Chair Amelia Lee summarized the breadth of the focus “to include the dissemination of knowledge on all aspects of physical activity and its effects on the human organism.”

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Announcements

STUDENTS SHOWCASE CREATIVITY AT ANNUAL CONFERENCE

Vicki Viverito and Schirra Fields, two LSU student teachers in Kinesiology, made a presentation to The Louisiana Association for Health, Physical Education, Recreation, and Dance at the association's annual conference in Baton Rouge in November 2006. The presentation highlighted the students' creative activities implementing flag football and popular Nickelodeon children's shows during their student teaching this semester.

INSTRUCTOR WINS SERVICE AWARD

The LSU Alumni Association selected Beth Tope as a recipient of a 2006 Louisiana Chapter Service Award. This award is presented to LSU alumni who demonstrate leadership in keeping people involved with the university. The award will be presented at the Chapter Service Award Banquet on February 2, 2007 at 6:30 p.m. at the Lod Cook Alumni Center.



KAPPA DELTA EPSILON WINS NATIONAL AWARD

On November 2, 2006, College of Education Instructors Margaret Denny and Karen Donnelly along with student Natalie Guzetta accepted the Most Outstanding Chapter award at the Kappa Delta Epsilon Education Honor Fraternity's National Conference in Orlando, Florida. LSU's undergraduate chapter received this prestigious award for the community service work they have done throughout the past two years.

ABOVE (L to R): Associate Dean Patricia Exner, Megan Clary, and Al Prentice.

CA PRENTICE SCHOLARSHIP AWARDED

On Friday, November 17, 2006, Megan Clary was awarded the CA Prentice Scholarship. Al Prentice, the son of CA Prentice attended the ceremony for the first presentation of this scholarship since it was established and coordinated by the widow and children of CA Prentice. Clary is a junior from New Iberia studying human movement science with the Department of Kinesiology with a 4.0 GPA.

Spotlight on New Faculty

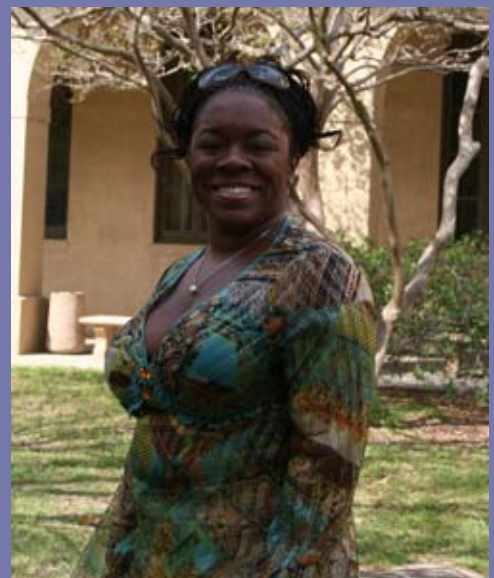
SASSY C. WHEELER

Department of Educational Theory, Policy, and Practice

Sassy C. Wheeler will receive her Ph.D. in special education from the University of New Orleans in 2007. In 2002 she obtained a M.Ed. from the University in New Orleans. She graduated Cum Laude from Southern University in 1997 with a bachelor's in psychology.

Wheeler is currently the clinical supervisor of student teaching in the Department of Educational Theory, Policy, and Practice at LSU. In 2006 she taught a course on education and diverse populations for the College of Education and prior to that she was an instructor for several courses at the University of New Orleans. From 1993-2003 Wheeler worked with students who had emotional and learning disabilities at John Ehret High School and West Jefferson High School in Jefferson Parish, Louisiana.

Wheeler currently serves as the multicultural and diversity chairperson for the Council for Exceptional Children; she also is a member of the Council for Children with Behavioral Disorders, the Council for Learning Disabilities, and the Learning Disabilities Association of America.



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University Laboratory School News



- LSU Laboratory Elementary School Principal [Dorothy “Dot” Rumfellow](#) was selected as the 2006 Louisiana Association of Health, Physical Education, Recreation, and Dance (LAHPERD) service award recipient. She received the award at the LAHPERD state convention on November 3, 2006, presented by President Cheryl Northam recognizing Rumfellow’s support and contributions toward health and physical education for the students at the University Laboratory School.
- UHS raised \$1,842 for the Junior Diabetes Research Foundation fund by selling water bottles and paper shoes.
- [Cathy Gravois](#) ('77) was awarded the first annual University Laboratory School Foundation Award for her dedication as PTA president and board member in addition to her volunteer efforts at Grandparent’s Day, Teacher Appreciation Week, Foundation Annual Appeal, Cub Craze, New Cub Welcome, open house, and book fair.
- Eighth-grade students at the Lab School adopted the “outlaws” cavalry unit in Iraq after being moved by a speech Specialist Matt Starling’s made to the class before his departure to the war zone. The class will send care packages to the members of Starling’s unit along with letters of encouragement.
- U-High Senior [Molly Kennedy](#) was one of four Louisiana students recognized by the National Council of Teachers of English (NCTE). Kennedy received the NCTE Achievement Award in Writing for her portfolio of work including an impromptu theme written last April.
- Nine Lab School students had winning entries in the French category for the La Writes competition hosted by the Louisiana Writing Project. [Christelle Thompson](#) set the theme “A step back in time” to encourage students to inquire into how oral histories allow them to connect with previous generations and to realize their global relatedness to others. Teachers from around the state served as preliminary judges from among 700 entries received. Professional authors judged the final round and selected the following students:
 - [Tyler Mynatt](#) won 3rd place Junior Level French poetry with his poem “Bonhomme de neige.”
 - He also co-authored with [Zachary Aguillar](#) the 2nd place entry in Junior level French Fiction “Un Feu.”
 - [Jessica Williamson](#) and [Chanelle Trahan](#) won 1st place Junior Level French Nonfiction with “Les Indiens d’Amerique.”
 - [Carter Stone](#) won 2nd place Junior Level French Nonfiction with “Reggie Bush.”
 - [Lauren McKowen](#) and [Kathryn Myles](#) won 3rd place Junior level French Nonfiction with “Maman.”



ABOVE: (L to R) Joanna Faerber, Christina Villarreal, Dot Rumfellow, and Carrie Chandler.



ABOVE: (Back Row) Christelle Thompson, Primary Years Programme Coordinator, French Instructor;
(Front Row) Jessica Williamson, Chanelle Trahan, Lauren McKowen, Kathryn Myles, Tyler Mynatt, Carter Stone, and Zachary Aguillar.

Keeping the Best & Brightest:

Graduate Schools and the High Cost of Student Attrition

Universities make a tremendous investment when they recruit or enroll graduate students, especially doctoral students. Student attrition, a term used to describe when students resign from a university, “drop out,” transfer to another college, or simply do not complete their degree programs, can mean high costs for a university. Notre Dame made a potent statement in one report, indicating that the university could save \$1 million a year if their attrition rate would decrease by just ten percent. In addition to the financial costs attrition has on a university, leaving a doctoral program without completing it also can have tremendous adverse affects on the life and career of the student.

These are only a few of the reasons why it is important to determine ways universities can increase their rates of retention and completion. College of Education Assistant Professor [Susan Gardner](#), LSU alumnus and University of Texas Clinical Assistant Professor, Joe Lott, and LSU graduate research assistant, [Tam Le](#), are examining ways to do just that. The group released preliminary findings from the first phase of their study, funded by the Alfred P. Sloan Foundation, which examined quantitative data from the LSU Office of Budget and Planning. The data included 218 separate variables for 10,088 students enrolled in

any LSU doctoral program from 1984 to 2006.

“Very few universities have these kinds of data. LSU is unique in that it has not only maintained data on every single degree program in the university, but has done so for several decades. Literally every doctoral student who has entered this university has been accounted for and not many universities can say that,” says Gardner.

In addition to keeping track of this data, LSU scored high overall. LSU experienced an average completion rate of 52.3 percent—higher than the Council of Graduate Schools national average of 50 percent. Several doctoral programs at LSU experienced an unusually high completion rate. For example, the LSU School of Veterinary Medicine’s Department of Pathobiological Sciences experienced a 78.4 percent retention rate, the Department of Communication Studies had a 76.5 percent retention rate, and the Department of Oceanography and Coastal Sciences had a 72.7 percent retention rate.

The researchers agree that some attrition is simply unavoidable. However, the longer students are in the program, the more funding and time the university invests in them. If attrition must occur, it

would be less costly for it to occur within the first two to three years of doctoral study, a type of attrition usually associated with student uncertainty about the level of intensity or scope of doctoral programs of study. While this is the preference, it is definitely not the trend. The LSU researchers cited that one-third of attrition occurs during the dissertation phase, typically at the very end of the doctoral program.

Thus, timing of attrition was a major focus of the study; however, there also were some interesting findings among the many variables analyzed. For instance, the study found that the racial make up of students that complete the program is representative of the racial make up of the total doctoral student population. This is also true of



the non-completing students. Most of the non-completing students (70.35 percent) were enrolled continuously in the degree program but never earned a doctorate. This means they attended for more than one semester and did not take any semesters off. They had a retention time of 2.54 years, or approximately five semesters.

The time to degree averaged 5.4 years across all of LSU's doctoral degree programs and there was an inverse relationship between time to degree and completion rates. Males took less time to graduate, as did the Hispanic population and non-U.S. citizens. Approximately 73 percent of the completers were single. The study also illustrated that married students took less time to complete the program than single students. This is notable because the longer time students spend in the program, the longer it takes to get their degree, the more costly it is for both the institution and the student and the more likely the student is to drop from the program. Time to degree rates can be influenced by research mode, program structure, types of dissertations, and departmental advising.

The findings of this study also discard a common myth that some students simply can't cut it. The undergraduate grade point average of non-completers averaged only .08 less than completers; the graduate grade point average of non-completers was only .25 lower...not to mention they averaged a higher GRE score by about 32 points.

Like many universities, there are several departments at LSU

Spotlight on New Faculty

JENNIFER JOLLY

Department of Educational Theory, Policy, and Practice

Jennifer Jolly received a Ph.D. in educational psychology in 2004 and an M.S.Ed in curriculum and instruction in 1994 from Baylor University. She also received a B.A. from California State University—Sacramento, majoring in social science and minoring in government.

Jolly holds two lifetime certifications in secondary social studies for grades 6-12 and elementary for grades 1-8 as well as a gifted and talented endorsement for grades K-12 in the state of Texas. Jolly also holds certification in the state of California for secondary social studies grades 8-12 and language arts grades 6-8.

Jolly has worked in six public schools in three school districts. She also taught undergraduate and graduate courses prior to joining LSU at Baylor University and Concordia University in Austin, Texas. Jolly has worked as the acquisitions editor for Prufrock Press and currently serves as editor for *Tempo*, the professional journal for the Texas Association for the Gifted and Talented.

Jolly joins the College of Education as an assistant professor and will teach graduate courses in gifted education and undergraduate courses in social studies methods for elementary education. A member of both the elementary education and integrated studies divisions in the Department of Educational Theory, Policy, and Practice, Jolly's research and teaching interests are focused on gifted education, teacher preparation, research methodologies, learning theory, and curriculum and instruction.



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that suffer from low completion rates. The research team hopes that findings from this and other studies will assist departments in determining ways to increase their graduate student completion rates. The researchers will investigate a qualitative portion of this two-part study, including a series of interviews with faculty, administrators, and students, as well as observation and document analysis in the

spring of 2007. And, while determining causes of student attrition is critical, it is also complex. The researchers warn that retention is not the exact opposite of attrition and that eliminating causes of attrition may not result in higher rates of retention. More studies need to be focused on these important challenges facing higher education.

Announcements



College of Education Professor Speaks in Korea

LEFT: Department of Educational Theory, Policy, and Practice Professor [David Kirshner](#) (pictured far right) was invited to speak at The Korea Society of Mathematical Education (KSME) annual meeting on October 13 and 14, 2006. The meeting discussed curriculum and teaching/learning materials and took place at the Kyungsang National University in Korea.

Kirshner spoke about a new curriculum for the teaching of elementary algebra. Kirshner

developed the idea based on his own teaching experience. This new approach is meant to help solve the continuation of common algebra errors and the lack of structural insight into expressions and equations.

Associate Professor Speaks on Disaster Response

[Gary Gintner](#), associate professor in the Department of Educational Theory, Policy, and Practice, presented “The New Look in Mass Disaster Response” at a meeting of the Louisiana Association of Health Plans. The meeting theme was focused on addressing post-hurricane mental health issues and was sponsored by Blue Cross and Blue Shield, Eli Lilly, Merck, and other local businesses.

College of Education Doctoral Student Named Barbara Jackson Scholar

RIGHT: College of Education graduate student [Marco Barker](#) was named as a Barbara L. Jackson Scholar by the University Council for Education Administration (UCEA). SUNY Buffalo multicultural education professor Lauri Johnson will serve as Barker’s mentor while in the program.

The scholar program incorporates a network of graduate students of color who are studying in UCEA members’ educational leadership doctoral programs. The network will provide a system of support for students as they enter professorial roles, ensure the presence of minority faculty in educational leadership programs, support the K-12 environment need for a larger pool of administrators from minority groups through enhanced recruiting abilities, and demonstrate UCEA’s commitment to diversity, equity, and social justice.

In addition to his role on the LSU campus as a College of Education graduate student, Barker also serves as the assistant to the Vice Provost of Equity, Diversity, & Community Outreach.



Assistant Dean Wins Service Award

College of Education Assistant Dean **Chad Gothreaux** was awarded a Staff Outstanding Service Award. The award was presented by Chancellor Sean O'Keefe at a ceremony on November 14, 2006. Gothreaux was selected for this award for excellence in leadership and service.

Gothreaux has made significant budgetary revisions and recommendations that have improved the college's ability to put in place structures that further the flagship agenda. His supervision of the college's Office of Sponsored Programs has improved the quality and quantity of grant submissions. Gothreaux also helps keep the college "on the move" by participating in activities on campus and in the community such as programs, conferences, and meetings with the Baton Rouge Area Foundation, Advance Baton Rouge, the Baton Rouge Area Chamber of Commerce, and Area Six.

Gothreaux is also an active participant on the university staff senate, where he serves as chair of the budget and finance subcommittee. In addition, he is building coordinator for the College of Education and helped to obtain resources and to identify, facilitate, and support renovations to Peabody Hall and Huey P. Long Fieldhouse.



Students Mix Sports with Math



LSU College of Education student teacher **Sarah Rihner** invited Tiger football players Dwayne Bowe and Glenn Dorsey for a special appearance at her Kenilworth Middle School mathematics class on Tuesday, October 17.



The athletes met with 70 eighth-grade students in the school library, leading them in a mathematics activity that involved foot, hand, and height ratios along with a motivational talk about going to college.



ABOVE: Amy Geiger assisted the Kenilworth Middle Math Activities with football players Dwayne Bowe and Glenn Dorsey.

LEFT: College of Education Dean M. Jayne Fleener with staff outstanding service award winner Assistant Dean Chad Gothreaux, and LSU Chancellor Sean O'Keefe.



LEFT: Son Excellence Jean-David Levitte decorated Denise Egéa-Kuehne with the title of "Officier dans l'Ordre des Palmes Academiques."

BOTTOM RIGHT (L TO R): Department of Educational Theory, Policy, and Practice Chair Earl Cheek with a guest at the ceremony honoring faculty member Denise Egéa-Kuehne and College of Education Dean M. Jayne Fleener (far right).

2006 Trophées Femmes 3000 & Officier dans l'Ordre des Palmes Académiques: *Professor Promotes Women and the French Language and Culture*

Denise Egéa-Kuehne received the 2006 Trophées Femmes 3000 on October 26, 2006. This award recognizes French women living and working abroad for their contribution to the promotion of women and the French language and culture. She received the award at the French Senate, Palais du Luxembourg in Paris. A reception dinner was held at the Salons de Boffrand and was hosted by Christian Poncelet, President of the Senate, and Michel Guerry, Senator. Also in attendance were ambassadors of Canada and Mexico.

In another ceremony that took place in the United States, the French Ambassador to the United

States in Washington D.C., Son Excellence Jean-David Levitte, traveled to the LSU campus on November 28, 2006, to officially decorate Egéa-Kuehne with the title of "Officier dans l'Ordre

des Palmes Académiques." Egéa-Kuehne was one of three LSU scholars who were awarded the Palmes Académiques in a ceremony at the French House.





Climbing the Walls

Jennifer Neubauer & Joanna Faerber, Contributors

It's 1:30 in the University Lab School gymnasium. A group of elementary students file in for P.E. After a quick warm-up activity the students line up to try their skill at one of their favorite activities. A boy pauses for a moment and considers his plan of attack, and then climbs onto the horizontal rock wall. Tongue sticking out of his mouth in concentration, he makes his first moves going right across the wall. A few minutes and several careful moves later he is nearing the end of the 71 foot rock wall. When he reaches it he will climb down, turn around and share an excited, "I did it!" with fellow students or teachers.

Rock climbing is a sport that has been developing some popularity over the last several years. Indoor rock climbing walls are being put into public gyms and schools across the country.

In 2003, the University Laboratory School was the first school in Baton Rouge to get a rock climbing wall, which was made possible by funding through the University Laboratory School Foundation. Several panels make up the 71 foot wall that students use to practice climbing right or left across the wall. Next to it is the vertical wall. At a height of 24 feet it nearly reaches the ceiling of the gym. At the top of the wall rests a small horn for climbers to blow when they reach the top. It is the only vertical wall in a Louisiana school.

Many rock climbers say they prefer climbing to lifting weights or working out on cardio machines. Rock climbing has a

lot of the same physical benefits such as increased strength and dexterity.

"It takes upper body strength, balance, flexibility, and coordination," says Lab School Physical Education teacher Joanna Faerber.

Rock climbing also helps students with their motor planning. Students have to think and plan their next move on the wall. This helps their problem-solving skills. Vertical climbing also teaches students the importance of teamwork. Because the climber is attached by a rope called the belay to a "belay" who is responsible for help to support them and keep them from falling, the climber must learn to trust both the equipment and their belayer. The belayer can also offer suggestions of where to move next on the wall.

The rock wall can also teach patience, perseverance, goal setting, and the benefits of positive risk-taking.

"Because it's a risk-taking exercise it helps the kids to attempt something they're afraid of," says Faerber who also calls it a confidence-building activity. "Their courage grows by succeeding in positive risks and their confidence increases from achieving their goals."

The rock climbing wall can also be used with students with a variety of disabilities. One student with spina bifida works with Faerber on the vertical wall while the other students work on the horizontal wall.



“Climbing helps him build strength in his upper body, patience, perseverance, and goal-setting. He is able to climb and be successful just like his classmates,” says Faerber.

The rock wall is a favorite of the elementary school children. “Last year we had several kids say everyday, ‘I’m going to try to get higher,’” says Faerber. “They get up there, look down, and wave. There’s a sense of accomplishment and pride. I had a parent crying last year because her son finally made it to the top.”

IMAGES: Carrie Chandler’s second grade physical education students climbing the University Laboratory School’s rock wall.



Fall 2006 Teacher Recruitment Day

On November 1, 2006, the LSU office of Career Services organized more than 360 interviews between teacher education candidates from the College of Education and several other units on campus.





2006 College of Education
Alumni & Friends Tailgating Party
October 21, 2006
LSU v. Fresno State





U-High Alumni Tailgate Reunion

Melissa Babcock Argrave, Contributor

Continuing the tradition of a true homecoming for alumni, the University Laboratory School Foundation's Office of Alumni Relations sponsored the annual Alumni Tailgate Reunion Celebration prior to the Cubs homecoming football game in a heartbreaking loss against Jackson. Three hundred guests attended including alumni, spouses, and children.

The graduate of longest standing in attendance was alumnus Philip K. Jones (1937) followed closely by alumna Peggy Kilgore (1940). From Casper, Wyoming, Jane Holden Butler (1976) traveled the farthest to attend.

The University Laboratory School Foundation wishes to thank the Alumni Homecoming Tailgate Reunion Planning Committee for all the work involved in organizing and hosting this event: Susie and Joey Furr, Sarah Nevils Dupree (1991), Whitney Higginbotham Greene (1989), Ann Bowlus Storey (1971), and Kerri England Woolf (1988).

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Melissa Thompson (pictured above right) along with Dennis Landin, Wanda Hargroder, and Ray Castle utilize the cadaver laboratory to prepare students for medicine and allied health professions.

Melissa Thompson noted, "Access to cadavers is critical to the development of 3-dimensional view of human anatomy that is the cornerstone of understanding injuries for our athletic training students."

And, while the lab is critical for student preparation and could lead to forming collaborative faculty networking, this program is also important to the community. Through improving the quality of education for LSU students as they prepare to enter medical and allied health professional schools, many of these students return to the region after completing their degrees and therefore the lab will have a positive effect on healthcare and economic development in the state.

The LSU Department of Kinesiology has a cutting-edge, collaborative academic program that prepares students across several concentrations. These include preparing students in the field of traditional physical education and students interested in medicine, physical therapy, occupational therapy, athletic training, and other allied health professions.

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ABOVE: Student teachers get hands-on experience through school partnerships like Highland Elementary.

from training them to hiring them,” says Guedry. “Around year four or five they began returning and getting hired and we knew that it had really worked. If every school was run that way we’d have some really dynamite schools.”

in this program. But currently there is no way to accomplish that because of space limitations. Other schools outside of East Baton Rouge Parish have asked LSU to enter into similar partnerships, but the resulting travel distance for students makes such partnerships nearly impossible. A neighboring parish even offered to provide a bus for the LSU students to take to the school.

The program is equally popular with the students enrolled in it. “I think one of the greatest things they walk away with is that they learn to form a cohort and a support system for each other,” says Guedry, “They laugh together, they cry together.” Guedry believes this advantage helps students to feel like they are a part of the school and that they are making a difference.

Guedry estimates at least eight students from last year, no longer enrolled in this program, now return to Highland Elementary as a “reading friend” to read aloud to a student. Even more impressive is that Highland Elementary has at one time hired as many as eight teachers who were at one time enrolled in the partnership program.

“We came full circle

Info?

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