Dr. Edward Deveney, assistant professor of physics, with student Brian Keith in the college's laser lab. BSC is responding to the need for qualified math and science teachers through creative approaches that help future educators master their core subjects along with classroom management skills. Brian, a Weymouth resident, is majoring in math and physics and minoring in education. He intends to teach high school physics. Story begins on page 3.
CONGRATULATIONS

To Bridgewater State College Students and Faculty Mentors Participating in the Adrian Tinsley Program for Undergraduate Research

More than 50 students in the Adrian Tinsley Program for Undergraduate Research made presentations at the Fourth Annual Research Symposium. Staged throughout the John Joseph Moakley Center for Technological Applications on April 30, the undergraduate research program is made possible by annual contributions from the Bridgewater State College Foundation, the Office of the President, the Joseph and Frances ’49 Heney Student Research Fund and the Class of 1952 Fund. Founded in 2000 by Dr. Andrew Harris, Department of History, and Dr. Edward Bush, Department of Chemical Sciences, the program encourages student and faculty collaboration on far-reaching academic projects. Student research presentations for research completed in 2003-2004 were:

Amanda Allen – Sociology; The Good, the Bad, and the Proud to be Ugly: Radical Feminism as a Changing Social Movement; Mentor: Dr. Patricia Fanning
Melissa Amistadi – Biology; The Effect of Diosgenin on C2C12 Cells; Mentor: Dr. Merideth Krevsky
Brian Anderson – Environmental Chemistry; Levels of Copper and Iron Contaminants in the Wading River, Mansfield, MA; Mentor: Dr. Tammy De Ramos-King
Sarah Arruda – Mathematics; Vision: A Mathematical Analysis; Mentor: Dr. Uma Shama
Rosemary Barrett – Biology; A Cis Before Dying; Mentors: Dr. Merideth Krevsky and Dr. Jeffrey Browe
Evan Barry – Biology, and Audrey Vilgrain; The Role of Prolactin and Cortisol In Osmoregulation of the Golden Shiner (Notemigonus Cyprinaleus); Mentor: Dr. Doraswami Shanmugasundaram
Michele Bauer – Exercise Science; Exercise for the Non-ambulatory and Seriously Ill; Mentor: Dr. Ellyn Robinson
Aaron Botelho – History; The Scourge of God: The Reformed Faith in England 1533 - 1556; Mentor: Dr. Andrew Harris
Taryn Brady – Psychology; The Effects of Attractiveness, Gender, and Risk on Helping Behavior; Mentor: Dr. Michael Murtagh
Debra Brandzen – Art; New Works; Mentors: Dr. Roger Dunn and Professor William Kendall
Nancy Byrne – Special Education, Elementary Education, and English; ‘She’s never felt power like this before’: The Reversal of the Captivity Narrative in Roddy Doyle’s The Snapper; Mentor: Dr. Garland Kimmier
Lauren Carter – English; Where My Father Was; Mentor: Dr. Lee Torda
Blayne Gatenby – Chemistry; Computation of Crystal Field Splitting of Mn2+ in Alkali Halide Crystals; Mentor: Dr. Chifuru Noda
Amanda E. Gross – Environmental Geoscience; Field Validation of Grain Size Determination of Massachusetts Beaches Using Brightness Measurements From LANDSAT Thematic Mapper Data; Mentor: Dr. Richard Enright
Tiffini Hamilton – Chemistry; An Investigation of Anthropogenic Impact on Heavy Metal Contamination of the Town River in Bridgewater, Massachusetts; Mentor: Dr. Tammy De Ramos-King
Christopher B. Haslam – Biology; Chronological Patterns of Emergence of Dragonflies in Carver Pond, Bridgewater, MA; Mentor: Dr. Kevin Curry
James A. Hebda – Chemistry; Development of a Fluorescence Based Assay for 1, 4, 5-Inositol Triphosphate; Mentor: Dr. Frank Gora
Jennifer Hickney – English; George Eliot’s use of Chaucerian Epigraphs for Thematic Development in Middle-march; Mentor: Dr. Kathleen Vejvoda
Teresa Hunter – English; Under the Sheets: The Significance Behind the Sexual Feminization of Leopold Bloom and Stephen Dedalus; Mentor: Dr. Garland Kimmier
Edward Kellher – Environmental Biology; Investigating Fluctuating Asymmetry of the Larval Damselfly, Calopteryx maculata (Odonata: Calopterigidae); Mentor: Dr. Kevin D. Curry
Sheila Kesse, Merideth Miller, Darlene O’Neil, Nicole Vayo, Kristin Letendre, Katie Crisman, Eileen Sullivan, Melissa Gilmore, Eliza Lamb, Michelle Reynolds, Nga Vuong, Maura Cacciatore, Erin Benway, Megan Hickey, Colleen Soroka, Courtney Woolard, Heather Desmond, Kelly Cunningham, Mary Beth Pettine, Ashley Timmers, Wendy Cyprien, Suzette Toussaint, Jamie Babin; Every Step Counts; Mentor: Dr. Lydia Burak
Laura Kinnin – Chemistry/Geology; Fluorescence Spectra of Uranyl Compounds; Mentor: Dr. Chifuru Noda
Monica M. Laronda – Biology, and Dr. Merideth Krevsky; Investigation of a Potential Anti-cancer Agent: 3-methyleneoxindole; Mentor: Dr. Jeffery Bowen
Katie Lewis – History; Prisoners of the Civil War: The Story of Six Women Prisoners; Mentor: Dr. Thomas Turner
Sasha Link – English; The Link to Finding Myself; Mentor: Dr. Lee Torda
Jeffery D. Manganian – Theatre Arts; An Examination of Love in Bertolt Brecht’s Plays of Exile, 1933-1947; Mentor: Dr. Suzanne Ramczyk
Joel Milliken – Chemistry/Geology; Hourglass Inclusions in Potassium Sulfate Crystals / Fluorescence in Short and Long Wave UV Light; Mentor: Dr. Chifuru Noda
Megan Mulligan – Sociology; Fathers, Be Good to Your Daughters; Mentor: Dr. Lee Torda
Wendi Field Murray – Anthropology; Investigation of Stone Structures in Eastern Massachusetts; Mentor: Dr. Curtiss Hoffman
Stacy Nistendirk – Early Childhood Education and English; A Tidy Spot; Mentor: Dr. Lee Torda
Karyn O’Connell – Biology; Death by Etoposide; Mentor: Dr. Merideth Krevsky
Geoffrey Oldmixon – English; Inside The Comment: A Quasi-Ethnography; Mentor: Dr. Anne Doyle
Yoshitaka Ono – Economics; Transit Accessibility in Boston; Mentor: Dr. Robert Helfstrom
Jeremy Perry and Jesse Miller – Chemistry; Green Chemistry Synthesis of 3-methyleneoxindole from Indoleacetic Acid; Mentor: Dr. Edward Brush
Patricia Portanova – English; Joyce’s Women: An Unattainable Ideal of Irish Nationality; Mentor: Dr. Garland Kimmier
Travis Pribylauskas – Chemistry; Synthesis of a Fully Solvated Molybdenyl Complex with the [Mo2(-O)2O2]4+ core; Mentor: Dr. Steven C. Haefner
Johannah Price – Public Archeology and History; First, be Sexy! Cinema, Femininity, and the Young American Woman; Mentor: Dr. Leora Lev
Elizabeth Robbins – Elementary Education and English; Mother Superior versus Mother Ireland: The Paradoxical Role of Nuns in Twentieth Century Irish Fiction; Mentor: Dr. Kathleen Vejvoda
Jaime Roche福特 – Biology; PS3: A Life or Death Situation; Mentor: Dr. Merideth Krevsky
Nicholas Q. Rofe – Geology; Geologic Mapping of Volcanic Rocks in the Blacktail Mountains, Montana; Mentor: Dr. Michael Krol
Tricia Shaw-Nelson – Chemistry; Synthesis of S-glutathionyl-3-bromoeoxindole Acetic Acid as a Potential Inhibitor of Glyoxalase II; Mentor: Dr. Edward Brush
Shun Terasawa – Biology; Gene Control of Cell Division in E.coli; Mentor: Dr. Michael J. Carson
Shalena Weninger – English; The Fourth Wall; Mentor: Dr. Lee Torda
Nicole Williams – English; It’s Time To Crack Down. A Look at Teenage Labor Laws; Mentor: Dr. Lee Torda
Bridgewater

Bridgewater aims to keep alumni, faculty, students and their families, staff and friends of Bridgewater State College informed about the college community and its impact on the region. The tri-annual college magazine is written, designed and edited with the needs of its varied audiences at heart and in mind.

On the cover: Brian Keith, a third-year BSC student from Weymouth, and Dr. Edward Deveney, assistant professor of physics, experiment with a set of instruments in the college’s laser lab designed to amplify laser signals. Brian plans to teach high school physics after graduation. BSC offers a number of teacher training programs, including an Accelerated Post Baccalaureate, to meet the region’s need for qualified math and science teachers. See story pages 3-8.

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For up-to-date information on college news, activities and events, please refer to Bridgewater State College’s Web site: www.bridgew.edu
Dear friends,

The conclusion of the spring semester brings with it time to reflect back upon the strides we have made over the past year. By any measure, the past 12 months were filled with a number of important milestones – milestones we simply would not have reached without your ongoing support and enthusiasm for the institution. These include:

- The value of the BSC endowment growing to $11 million – the largest endowment of any state college in Massachusetts;
- More than $1.7 million of direct support from the BSC Foundation and the Alumni Association being channeled into faculty and student endeavors over the past three years;
- The completion of the first comprehensive review and modernization of the undergraduate curriculum in nearly two decades;
- The launch of The Bridge, a student journal of fine art and creative writing, which has already been lauded for its exceptional level of quality;
- And the awarding of the first-ever Bridgewater State College Presidential Fellowship (an honor which carries with it a full year’s worth of release time and a research budget of $10,000) to a member of our faculty.

Though we may be taking tremendous steps forward, our historic commitment to the commonwealth and to the people of Southeastern Massachusetts remains as strong as ever. As you’ll read about in the pages to follow, our institution has played a leading role in tackling a critical regional and statewide problem – the shortage of qualified math and science teachers.

Through the college’s innovative Accelerated Post Baccalaureate (APB) program, dozens of mid-career, high-tech professionals are successfully making the transition to the teaching profession and are transforming their experiences in business and industry into curricula meeting the needs of the classroom. At the same time, and thanks in no small part to a growing cooperative spirit between the School of Arts and Sciences and the School of Education and Allied Studies, more and more traditional BSC students are becoming attracted to the possibilities of teaching math and science at the primary and secondary levels.

These accomplishments represent just a small sample of the exciting things taking place at Bridgewater State College, but a very clear indication of where we are headed. As always, I invite you to be a part — or in many cases, to continue to be a part — of the college’s ongoing journey to excellence.

Sincerely,

Dana Mohler-Faria
President
BSC Responds to Call for Math and Science Teachers, Fills Region's Classrooms and Supports Educators in the Field

Michael McCarthy had 20-plus years of high-tech industry experience under his belt and was starting to feel restless. As a purchasing and materials manager at a Boston firm, the 45-year-old Attleboro resident spent his days crunching numbers and thinking that someday he’d like to ply his math skills in the classroom.

The pull toward a career in education grew each time his wife Virginia, a teacher at Thatcher Elementary School in Attleboro, came home with stories about her students. “She had been teaching since the 1970s so I had an inside track into the profession,” Mr. McCarthy said. “I didn’t feel that my current job was particularly rewarding. I like kids, and I had always believed teaching was a noble calling.”

By Brian Stuart

Bridgewater State College's Accelerated Post Baccalaureate program, he decided it was time to leave his high-tech job and become a math teacher.

Today he’s glad he made the choice. “People at my school think I’m so enthusiastic because I’m a first-year teacher,” the Attleboro resident said. “But it’s more than that. I love doing this, and I love the age group.”

Michael McCarthy

Eighth grade math and science teacher,
Wamsutta Middle School, Attleboro
Graduated from APB program, December 2003

Mr. McCarthy considered switching careers to education after years of hearing his wife, Virginia, describe her job teaching elementary school. After learning about transition into education. The intent was to add teaching skills to their industry-based knowledge so they would be prepared for the classroom as quickly as possible.

“These are people who know their subjects and want to teach, but they don’t want to spend years of retraining to get their initial license,” said Dr. Lynne Yeamans, assistant professor and coordinator of BSC’s secondary education program. “They are engineers, computer scientists, people working in laboratories and professionals in other fields. But they lack pedagogical skills in areas such as preparing lesson plans, setting objectives and measuring student performance.”

An acute need

The APB program was created in response to a call for more and better-qualified math and science teachers in Massachusetts, though the curriculum has since been expanded to include course work for teaching the humanities.

Mr. McCarthy learned from one of his wife's coworkers about Bridgewater State College's fast-track-to-teaching program, formally known as the Accelerated Pathways to Teaching (APT), and decided to take the plunge. After a semester of course work followed by a period of mentored instruction, Mr. McCarthy graduated in December 2003 with an initial teacher's license and a job teaching eighth grade math and science at Wamsutta Middle School in Attleboro.

The college's Accelerated Post Baccalaureate (APB) program was started in the spring of 2002 to meet a critical need for math and science teachers across the state. It was marketed to professionals in technical fields and designed for working adults who wanted to make a mid-career

By Brian Stuart

BSC Responds to Call for Math and Science Teachers, Fills Region's Classrooms and Supports Educators in the Field

An acute need

The APB program was created in response to a call for more and better-qualified math and science teachers in Massachusetts, though the curriculum has since been expanded to include course work for teaching the humanities.

(Continued, page 4)
resorted to filling vacancies with individuals who majored in education but lack technical training in their subject.

"We're getting more people calling us who have been teaching outside their certification area, and suddenly they've been tapped on the shoulder by their principal and told they need to get licensed in their subject," Ms. McKinnon said. To ensure students in the APB curriculum for math and science teachers are proficient in their subjects, applicants must pass a content knowledge test before they are admitted to the program.

Erin Gordon, a 2003 graduate of the APB program, said she had been teaching science for two years at Fairhaven High School with a preliminary license. She decided to enroll in the accelerated program at BSC as a quick route to certification. Having received her bachelor's degree in marine biology, Ms. Gordon had no problem passing her subject-specific test before entering the program.

"Initially, I wasn't sure if I wanted a career in science," she said. "I decided to give teaching a try, and I found Bridgewater State College's program to be the most efficient."

(Continued, page 5)
Fast-track training joins traditional programs

BSC’s accelerated path to teaching program strengthened an already thriving teacher education program on campus. The college today offers 19 undergraduate and post baccalaureate programs leading to initial teacher certification. Fifteen graduate-level programs lead to professional level licensure. At any time, about 1,500 students are enrolled in teacher training programs at the college.

“We believe that our teacher training programs are something to be proud of,” said Dr. Anna Bradfield, dean of BSC’s School of Education and Allied Studies. “We offer a lot of support to our education faculty. It’s not an inexpensive undertaking, but it’s so important to our mission at the college that we need to be able to say that we’re the very best.”

Dr. Dana Mohler-Faria, president of BSC, said the college has adapted to the dynamics of teacher supply and demand, particularly as math and science have emerged as critical-need areas. “Bridgewater State College is the oldest continuously operating teacher preparation institution in the United States; it is the largest producer of new teachers for the commonwealth; and we are committed to prepare not only more teachers but more high-quality teachers to help meet a projected need to fill 42,000 vacancies across the state through 2009,” he said.

The college makes a special effort to strike a balance between grounding students in their teaching subjects and making sure they can communicate the material once they’re in front of their class. Undergraduates planning to teach math or science at the middle school and high school levels are required to major in the subject and minor in education. This ensures they are comfortable both in their content specialty and classroom management, Dr. Bradfield said.

At BSC, even prospective elementary school teachers who major in education are exposed to higher level math and science concepts, Dr. Bradfield said. “We recognize the need to improve these skills as far down as the elementary level because that’s where an important cultural shift needs to take place so that teachers, from the early grades on, are comfortable with quantitative skills and the scientific method,” she said.

Brian Keith, a third-year BSC student from Weymouth, decided he wanted to teach math during his junior year of high school. “I had a really good trigonometry and calculus teacher who made the subject very relevant,” he said.

Mr. Keith entered BSC intending to major in math and minor in secondary education. After taking two physics classes, he decided to add physics as a second major and pursue a career teaching high school physics. He said his Introduction to Teaching class helped him see how to translate his science knowledge into practical lessons that would engage his students.

The class required 40 hours of classroom observation which he completed at Weymouth High School, and the experience brought further focus to his teaching plans. Brian said he now wants to help low-performing students master basic physics. “When an idea clicks with someone, I feel like I really did something valuable,” he said. “I want to show that physics can be fun.”

(Continued, page 6)
Guiding top students toward education

Dr. Bradfield said BSC’s School of Education and Allied Studies is developing a program to identify high school students like Brian who are inclined to pursue teaching careers, particularly in areas of short supply, such as math and science. Advisers and instructors on campus could encourage technologically proficient students to gravitate toward education and then begin mentoring them as college freshmen to help them succeed, she said.

A new scholarship for education majors intending to teach math or science may provide additional incentive. The scholarship was established by the Class of 1943 at its 60th reunion last summer. Joseph O’Donnell, a member of the class, had been a school superintendent in Connecticut, and saw firsthand how difficult it was to hire enough math and science teachers.

Math and science faculty already watch for undergraduates who show combined proficiency in their major with an aptitude for teaching. Richard Quindley, associate professor and chairperson of BSC’s mathematics and computer science department, said he has encouraged some of the more effective tutors in the math lab to think about a career in education. “I ask them if they have considered teaching, and I let them know of the need in the field and the number of job openings out there,” Professor Quindley said. He knows of several students who heeded his advice.

Cooperation between the School of Arts and Sciences and the School of Education and Allied Studies is essential if the college is to graduate teachers who are skilled in both their classroom subjects and educational theory, said Dr. Howard London, dean of the School of Arts and Sciences. “To do a good job teaching pedagogy, you need to work with faculty who are experts in their math and science content areas. We are mutually dependent on one another,” he said.

To that end, Dr. London and Dr. Bradfield have launched a new forum to enhance collaboration between the two schools. Beginning this fall, they will coordinate meetings to engage department chairpersons in the School of Arts and Sciences with education chairpersons to discuss critical issues in teacher preparation. “The reality is that in Massachusetts we’re known as a teacher-education institution, so we have an obligation to produce the best teachers we can, both in terms of meeting certification standards and making sure these individuals are effective in the classroom,” Dr. London said.

Kathleen Gonsalves, a BSC student majoring in earth science with a dual minor in secondary education and physics, said she has been impressed with how her course work has integrated science training with teacher preparation. “The education courses I’ve taken so far don’t sugarcoat what it’s going to be like in the classroom,” she said. “They make you do a lot of classroom observation.”

At the same time, Ms. Gonsalves is digging deeper into the technical facets of her earth science major through a summer project funded by BSC’s Adrian Tinsley Program for Undergraduate Research. She will determine whether magnetic field fluctuations caused by groundwater shifts can be used to predict earthquakes. “I really like trying to understand processes and why the earth does what it’s doing,” she said. “I want to teach these things to high school students and stimulate their interest.”

Supporting teachers in the classroom

Preparing math and science teachers to enter the field is only one part of the equation. Once they are in the classroom, newly minted teachers need both moral support and technical training to retain their enthusiasm and stay relevant in a changing field, BSC administrators said.

“The true test of whether our APB and graduate programs are effective will be if those who made the transition into teaching stick with it,” said Dr. Edward Minnock, dean of BSC’s Office of Graduate and Continuing Education. “We’re in touch with school superintendents, and one of the things they don’t want is high turnover. It takes a lot of effort and energy to bring a new teacher on board and no one wants this to be a revolving door.”

Starting this fall, Dr. Minnock said, the office of graduate and continuing education will begin a new outreach

(Continued, page 7)

BRIDGEWATER STATE COLLEGE’S PREPARATION OF MATH AND SCIENCE TEACHERS

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* Reflects first cohort of graduates from Accelerated Post Baccalaureate program
** Includes 27 students whose verification of eligibility for initial licensure was in process in May 2004.
Dr. Dale Hanley, assistant superintendent of Taunton public schools, said a district-based path to certification would be a cutting-edge solution to help teachers gain the content area training required to obtain their professional stage license. The immediate need is to help middle school math and science teachers move from initial to professional licensure, Dr. Hanley said. “This would provide the training in less time and in a more focused format.”

Training funds sought

To further enhance math and science teacher training, BSC actively seeks outside funding through federal, state and private sources. The money helps support both district-based programs and summer institutes on campus.

This spring, three BSC faculty members received $112,000 in federal funds channeled through the Massachusetts Board of Higher Education to provide content courses to local math and science teachers. The training will involve 150 teachers from Brockton, Randolph and Fall River in
programs focused on the principles of science, watershed conservation and math instruction for English language learners.

Research shows that high-quality teaching is the most powerful predictor of student achievement, said Dr. John Jahoda, BSC professor of biological science, who designed one of the funded programs. His “Brockton Science Enhancement Project,” which started in January, offers content modules in biological science concepts for elementary and middle school teachers in the district.

Facilitated by BSC’s Office of Grants and Sponsored Projects, a planning team from institutions and organizations across Southeastern Massachusetts and the Cape and Islands worked together to submit a proposal this spring to the Massachusetts Mathematics, Science, Technology and Engineering Grant Fund that will help support similar programs. This pool of $2.5 million, commonly called the Pipeline Fund, was established in part to increase the number of qualified math and science teachers in the commonwealth, said Dr. Frances Jeffries, BSC director of grants and sponsored projects.

Dr. Jeffries said the college has been particularly successful in attracting funds for summer content institutes taught by faculty from the School of Arts and Sciences. An emerging priority, she said, is preparing teachers to convey math and science topics to English language learners. One of this spring’s Board of Higher Education grants was awarded to Dr. Lidia Silveira, BSC professor of special education and communication disorders, for course work to help teachers in Brockton and Randolph increase math and science proficiency among students for whom English is not their native language.

Teacher training an investment in region

“These initiatives supporting teachers in the field are just as important as our preparatory programs for education students,” said President Mohler-Faria. “We can’t run the risk of making an enormous investment in new teachers, only to abandon them after they’ve completed the required course work.”

President Mohler-Faria said BSC is committed to constantly evaluating its portfolio of teacher education and support programs. “We need to stay current and effective in addressing needs as they arise, such as in math and science,” he said. “Committing resources to support the individuals who teach our young people is an important investment in the social and economic health of our region.”

Mr. McCarthy said he is grateful BSC offered a program for non-traditional teacher candidates like himself. Otherwise, he might not have switched careers from high technology to education. It is a decision, he said, that is validated every time he enters his classroom.

“People at my school think I’m enthusiastic because I’m a first-year teacher,” he said. “But it’s more than that. I love doing this.”

Susan Hennigan
Biology teacher, New Bedford High School
Graduated from APB program, December 2003

Susan Hennigan had been laid off from a high-pressure sales job and took a secretarial position at East Bridgewater High School for income and a change of pace. “I found out there that I really loved the school environment and that I wanted to sink my teeth into it more,” she said.

A coworker told her about teaching training for mid-career professionals at Bridgewater State College and she enrolled in the Accelerated Post Baccalaureate program. The compressed curriculum was the primary attraction, she said, “Because I couldn’t afford to be out of the workforce for too long.”

Ms. Hennigan capitalized on her undergraduate biology degree and tackled the course work to obtain her initial license to teach secondary education. She said she was particularly impressed with professors who helped her navigate state regulations and learn to assess student performance. She also received personal instruction from a teaching coach.

“I love New Bedford High School,” she said. “Because the school is so large, I get a lot of support from other teachers. I took a pay cut but this has been a giant leap forward in my quality of life.”

(From page 7)