2004/2005
C.U.R.E. STUDENT ACCOMPLISHMENTS

SUNY Chancellor's Award for Student Excellence
Given by the SUNY Chancellor to students who have best combined academic excellence with significant contributions to the university community
Mike Witkowich

School of Education
C.U.R.E Award
Given to the student with the highest GPA in C.U.R.E. who has demonstrated best practices in urban education while student teaching
AnaLy Cruz

Academic Achievement Awards
Given to students who have maintained a cumulative GPA of 3.0 or higher.
LaToya Paige

Gold Award
Given to students with a semester GPA of 3.2 or higher
LaToya Paige

Gospel Choir Awards
SUNY Cortland Gospel Choir Scholarship
Rose Graham, Rene DaSilva

Graduation with Honors
Suma Cum Laude (3.75 and higher)
AnaLy Cruz
Magna Cum Laude (3.5 to 3.749 GPA)
Michael Witkowich
Cum Laude (3.2 to 3.499 GPA)
Mariella Bethea, Christina McCollough
Seniors graduating with a 3.0 to 3.19 GPA
Dan Cordaro, Jon Leonardi, LaToya Paige

National Societies
National Opportunity Programs Society (Chi Alpha Epsilon)
LaToya Paige

National Spanish Honor Society (Sigma Delta Pi)
Mariella Bethea, Lillivette Gonzalez

Phil Eta Sigma Honor Society
Rene DaSilva

Challenge for Success Awards
Gold Award for Academic Excellence:
Adelina "Nina" Primiano

Bronze Award for Academic Excellence
AnaLy Cruz

SUNY Cortland Outstanding Student Leaders 2004-2005
Rose Graham, Rene DaSilva

Students in the Top 5% of their Classes
Rene DaSilva, Adelina Primiano

E.O.P Awards
James W. McKeef/John N. Fitzgerald, Jr. Award
Given to an outstanding student who is majoring in Education with a concentration or minor in African American Studies
LaToya Paige

Academic Achievement Awards
Given to students who have maintained a cumulative GPA of 3.0 or higher.
LaToya Paige

Gold Award
Given to students with a semester GPA of 3.2 or higher
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C.U.R.E. Stars: Rose Graham, LaToya Paige and Rene DaSilva
Change is both challenging and exciting; and, in truth, sometimes it can be just a little scary. Over the past few months I’ve experienced all of these emotions, as I have come to grips with my decision to leave the administrative role of the C.U.R.E. Coordinator’s position and become a full-time faculty member. I tend to be a person who is motivated by change. Even when I was an elementary teacher, I changed grade levels every few years. I like the challenge of moving into new situations. I like being pushed as a learner. And, as Martin Haberman argues in *Star Teachers of Children in Poverty*, the best teachers are those who demonstrate a lifelong love of learning. I feel like it’s time to immerse myself again into the life of a full-time teacher and learner.

But I leave the C.U.R.E. Coordinator position knowing that it’s in good hands. Dr. Rochelle Brock, currently an Assistant Professor at Purdue University, will be taking over the position beginning fall 2005. Dr. Brock has a strong background in multicultural education. She’s coordinated events and written grants, important skills for the C.U.R.E. Coordinator to have. Most important, she’s a teacher who understands the inequities facing the youth and families served by our urban public schools. She will be a great leader for C.U.R.E.

I may be leaving the Coordinator’s position, but I’m not completely leaving C.U.R.E. I’m excited to take on a new role in the fall – that of Graduate Follow-up Coordinator. This role will allow me to do something that I love – spend time in schools visiting teachers and students. And not just any teachers; the teachers who are graduates of SUNY Cortland and C.U.R.E., who I, of course, believe are the best teachers out there. I will also continue teaching one of the required C.U.R.E. courses and serve as a faculty mentor to some of the new C.U.R.E. students in the C.U.R.E. Faculty/Staff Mentoring Program.

C.U.R.E. is an amazing program powered by the efforts of equally amazing students, staff and teachers. I remember having a conversation with Rich Peagler, SUNY Cortland’s Director of Counseling and Student Development, during my first semester here in fall 1998. The first C.U.R.E. cohort was just starting out, and we assumed, because of funding issues, that it would be the only C.U.R.E. cohort. Instead, C.U.R.E. has developed into a comprehensive urban teacher education program, getting ready to welcome its eighth cohort of new students. Four cohorts have graduated. The graduates of that first cohort are now finishing their tenure year of teaching. Many have completed graduate degrees. Each C.U.R.E. graduate has the capacity to touch hundreds, maybe thousands, of lives as educators. C.U.R.E. teachers make a difference.

“Lift as We Climb” was the motto of an African American women’s club (Ladson-Billings, 1992). Those words exemplify, to me, what C.U.R.E. is all about. C.U.R.E. flourishes because of the support of multiple foundations, the College, granting agencies and generous individuals. It thrives because of the work done every day by committed individuals in the students, faculty, staff and public school teachers and administrators who share the belief that urban youth, their teachers and families deserve the best that our society has to offer. Each individual associated with C.U.R.E. works as part of the collective for change. None of us stands alone. Each of us can make a difference. And that, perhaps, is the greatest gift I’ve received and lesson I’ve learned from working with all of you associated with C.U.R.E.

Mariella Bethea will be graduating from SUNY Cortland this year with a degree in Adolescent Spanish Education. She will be doing her student teaching next fall in the Syracuse City School District. Mariella writes, "I feel highly prepared to student teach! Talking to C.U.R.E. grads and taking Michelle’s class as well as my education courses has given me the foundation and ideas to use when I go out into the teaching field."

"C.U.R.E.," she says, "has made me realize the importance of multiculturalism and the high need for teachers in inner city schools. I realize the kids in these schools need a chance more than anyone else, and too often, they don’t get it. Hopefully, I will be able to give them a chance to learn and succeed and they can walk away from my classroom with knowledge of another language and life lessons on the importance of celebrating culture. I joined C.U.R.E. because I am very proud of my heritage and I would like others to celebrate theirs too! I think the way to do this is through education and C.U.R.E is a perfect combination of both. I would also like the chance to go out and change the learning environment of inner city schools and enrich the students with culture and their own sense of belonging and accomplishment."

Mariella will be living in Oneida, NY and commuting to Syracuse to do her student teaching. She writes, "I will definitely miss all the friends I have made at Cortland and through C.U.R.E. It will be a lot harder once I am gone to not be able to walk a few doors down and talk to some of my best friends."
C.U.R.E. Advisory Committee Expands List of Schools for Fulfilling Two-Year Teaching Requirement to Eleven

The C.U.R.E. Advisory Committee voted to expand the list of schools that are approved for fulfilling the C.U.R.E. urban school teaching commitment. In addition to New York City, Yonkers, Syracuse, Rochester and Buffalo, C.U.R.E. graduates may now also teach in three Long Island districts, Hempstead, Roosevelt and Wyandanch, as well as Mount Vernon, Albany and Newburgh.

Where I’m From
By Elyse Loughlin
I am small
But I dream big

I am from a small town
I am so 518, but
Definitely not 966

I am full of energy
For life
For love
For knowledge

I am on a path
That my parents never got to take
This path makes my family proud

Including my brother who was
The first to pave the way

I am a lil’ chicken
A lil’ rice
I am nothing fancy like
The steak and potatoes I eat
I do think that I am as rare to find
As plantains in ‘Great American’

This is where I’m from
This is what I know
But there is so much more to
Learn, so many more places to go