



PENNSTATE

COLLEGE of EDUCATION Mosaic

Multicultural Student Services

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American Indian Leadership Program

by Katherine A. Campbell

The American Indian Leadership Program offers Native American/Alaska Native students an opportunity to earn a graduate degree in either Educational Administration or Special Education. Over 180 Native students have graduated from Penn State since 1970, and many are leaders in the field of Indian Education. I felt I joined an elite group, when I chose to continue my education here.

Presently, there are six students in the doctoral program and one in the master's program. Two are working on their doctorates in Special Education, and four are pursuing a degree in Educational Administration. They come from all over the United States. We are close-knit group who provide a great deal of support for one another. We study, take the same courses, have numerous get-togethers, and celebrate our successes together. This support has enabled me to continue my studies out here.

When I first came to Penn State, I was amazed at how many students there were, but how there wasn't as much diversity as I expected. I am from the reservation, and it was very difficult to be in a place where people were not like me. I was so thankful to have met the other students in the program who were like

me and had that same cultural "understanding."

In addition, we have a director, Dr. John Tippeconnic, who is also Native and who helped make the transition a lot smoother. Dr. Tippeconnic is a nationally known Indian educator, and we are very fortunate to have his guidance and support. He has provided us with many opportunities to network throughout the country that helps in leadership building, and in our research.



Katherine A. Campbell

Additionally, the support from the faculty and staff in Educational Administration has also made for a productive three years.

The faculty and staff found in Rackley are knowledgeable about our program, and supportive of our Native students. It is to Dr. Tippeconnic's credit that he has promoted the students in the program to faculty and staff. I am comfortable approaching anyone in the department for

information and support. It has been these support systems that make it easier for a Native student to succeed so far from home.

Katherine A. Campbell is an enrolled member of the Nebraska Winnebago Tribe, but she is also Pomo and Meskwaki. She is from Winnebago, Nebraska where she taught for eight years as an elementary teacher. Katherine obtained her master's from the University of South Dakota in Educational Administration before she came to Penn State University. She is in the fourth year of my her Ph. D. program and hopes to finish on May or August. Kathy is also the mother of two whom are with her and expecting her third in January.

Famous Quotes

"The important thing is never to stop questioning."
-Albert Einstein
1879-1955

"Education is the passport to our future"
-Malcom X
1925-1965

"If there is no struggle, there is no progress."
-Unknown

"To teach is to learn."
-Unknown



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Special Points of Interest

- ☺ Experiences of three students of our College
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My Experience

by Christopher Martinez

My experience in the College of Education, specifically in the area of Secondary Education with a subject concentration in Social Studies, has been both enlightening and pleasurable. I have had the benefit of the above-par services of the College of Education's Certification and Advising Department, and access to one of the best education programs in the country. I have found my classes meaningful, the faculty more than helpful, and the field exceptionally interesting.

Also, my minority status has never impeded me within the program. In fact, it has even blessed me with access to certain superb faculty members. Maria Schmidt, my academic adviser, has done so much

for me in overcoming obstacles and challenges that I have come to consider her to be more than just an adviser, but a friend genuinely looking out for my well-being.

"I have found my classes meaningful, the faculty more than helpful, and the field exceptionally interesting."

Many times have I come to her with worries and apprehensions, later to leave with fully restored confidence. The staff truly does a fantastic job of making the process of pursuing a professional degree manageable and even exciting. I never have reservations

about coming to anyone for help in the College of Education.

For these reasons, as a minority student or not, I strongly recommend Education to incoming students. I have been in other majors in other colleges, and I have noticed that this one has been far superior to them in making an undergraduate feel welcome and optimistic for his or her future. I wish new students good luck, but also give them the reassurance that someone will always be there to help them if they ever become confused or unsure.

Chris Martinez is half Chilean, half Caucasian, a junior, and enrolled in Secondary Education (Social Studies).

It's a Student's Life: A Student's Perspective of Curriculum and Supervision at Penn State

by Jacob Easley II

When asked to speak about my program area (Curriculum and Instruction) from the perspective of a graduate student, two questions immediately came into mind. Those are: 1) why did I choose Penn State to complete my graduate studies? 2) what factors have led to the successful completion of my first year here at the university? I think that these two pieces are integral components that determine the academic and professional well being of any graduate student at Penn State University.

Let me first describe several simple events that led to my matriculation at Penn State. Like most perspective students on the hunt for an academic home, I went about the process of researching the college's as well as the program's ranking amongst national universities. I studied the course offerings as well as the reputation of the program's professors, their work and research. After narrowing my decision to two schools, I decided to make visits to each campus in order to speak with faculty. That visit marked a significant direction in my decision making about attending Penn State. Unlike the lofty, extremely formal and grandiose demeanor presented by my alternate choice of universities, the faculty and staff of the Curriculum and Instruction Department presented

themselves as genuinely interested in goals and academic growth. To this day the words of my advisor echo clearly when he affirmed my potential. He told me early on that I was accepted into Penn State, because of the faculty's belief in my ability to be successful in my graduate studies.

"We must recognize that our voices often times bring with them their own dynamics of otherness..."

He also told me that in my hands laid the design of my program and that he, along with other faculty, was here to support and guide my undertakings. It is that type of support and candid direction that has led me to Penn State. However, I am reminded of the adage "to whom much is given, much is required."

My acceptance into Penn State has not come without its own set of responsibilities. The first goal and expectation set upon me has been to produce quality work. This also means that I must set upon myself the responsibility to engage in networking and the asking of good questions that will help to

further my academic/professional development. Getting involved in community events, committee meetings and research endeavors are also a plus. And, as minority students, we must recognize that our voices often times bring with them their own dynamics of otherness – an otherness that enriches the fiber of current thinking and a voice that needs to be heard.

While my department does not offer an option area in Professional Development (my primary area if interest), the genuine interests of faculty members as well as the rapport that we have developed over the past year have proven vital to the development of my goals. Through networking, discussions and active involvement with faculty members, opportunities have presented themselves that directly meet my interests and goals toward specializing in an area that is not specifically listed in the College's Catalog. Yet, such undertaking would not be possible if it were not for a supportive advisor and faculty along with a student's determination to become an engaged member within the department.

Jacob Easley II is a second year Ph.D. candidate in the Department of Curriculum and Instruction, and a Holmes-Puhsar/Bunton-Waller Scholar. Mr. Easley is specializing in Professional Development with an emphasis in Urban Education Leadership.

From the Eyes of an Academic Adviser

by Andrew Jackson

Greetings Students, Staff, Faculty, Administrators, and Penn State Community, I am honored to contribute to the September-October Mosaic Newsletter for the Office of Multicultural Student Services. I would like to thank Sandra Rodriguez and Maria Schmidt for this opportunity. As an Academic Adviser and Instructor of Education for over 15 years in the College of Education I have always been willing to give something back to my College. I have been a contributing member in the College Alumni Century Club since my return in 1986. My first experience teaching was teaching 5th/6th grade in elementary education in the Philadelphia School District at Elverson Elementary School in the North Philadelphia District #5 about a block away from Temple University. This was my first teaching experience since graduation from Penn State in 1974. I was also recruited to teach in South Philadelphia at 17th and Tasker at the Childs Elementary School before deciding to pursue my Masters Degree in teaching at the University of Northern Iowa in Cedar Falls, Iowa.

After the completion of my Masters Degree in Education Administration and Teaching (K thru 9), I decided to return to the East Coast to work at Temple University in the Urban Education Department. Later, I was recruited to Widener University in my hometown of Chester,

Pennsylvania and ended up working in the Star Honors Enrichment Program between Chester High School and Widener University. After working with the High School students I decided to work at the Ashland Middle School in Southeast Delco School District teaching reading before being recruited back to Chester High School, and later back to Penn State, my alma mater.

As an academic adviser I become conscious through my journey that students need to take advantage of all the people available to help them regardless of their race, creed or color. Everyone has something to offer each other regardless of their title, role, or function.

In the College of Education Advising Center, the Multicultural Services Coordinator and Academic Advisers work as a Team along with the administrative support staff, the coordinator, and the Dean's Office. Students should feel comfortable seeing who ever is available if their regular adviser is not available. As a former student in the College of Education, I feel my success was due to my ability to seek out advice, guidance, and information from anyone available and willing to help me. I found out about student teaching in Panama from one of my faculty members and I found out about studying in England from one of my mentors. In order for stu-

dents to be successful you have to check out what you hear and perceive because there is always different perspectives (the other persons, your personal point of view, and the reality or truth). I realize I experienced culture shock coming from an inner-city urban environment to rural Happy Valley and Suburban State College, Pennsylvania. I met my wife here over 30 years ago who was a member of ASPIRA from New York and Philadelphia. This cross cultural experience helped me to realize that understanding different languages and cultures is important in understanding the differences between race and ethnicity.

I hope that students will take advantage of the opportunity to learn about different people cross culturally and to seek out support from their advisers and other people available to help them become successful at Penn State. My door is always open to all students to drop in or schedule at time to chat, review audits, schedule courses, or reflect on becoming a teacher or discuss life at Penn State. Have a good year!



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SROP Mentor Experience

by Jacqueline Edmondson, Ph.D., Assistant Professor of Education, Language and Literacy Education

Lave and Wenger (1991) describe learning as a situated activity, emphasizing the need for learners to participate meaningfully in communities of practitioners where newcomers can master the knowledge and skills needed for full participation in the sociocultural practices of a particular community. In this spirit, SROP students, representing diverse and typically underrepresented minority groups, engage not only in collaborative, intensive research with university faculty, they also participate in seminars, discussions, and educational activities intended to foster their preparation for graduate school and faculty careers.

As an SROP mentor, it was a privilege to participate with bright and eager newcomers in a community of practice where

"Ms. Turner proved to be a capable and conscientious researcher, ..."

knowing, activity, and possibility were fostered through research, discussion, and collaboration.

Ms. Turner proved to be a capable and

conscientious researcher, and I look forward to hearing of her continued success as she joins the graduate program here at Penn State.



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Our Staff Assistants

As many of you already know the staff assistants of our departments and programs are the ones that save us when we feel that we are going to sink with all the paper procedures and work that we need to do in order to continue our studies. In this issue I asked the staff assistants of two of our departments to introduce themselves and share with the students the type of work each one of them do. Here they are.

[Adult Education, Instructional Systems, and Workforce Education, and Development](#)

Lorraine Ritter

My name is Lorraine Ritter and I am a staff assistant to the Department Head in the department of Adult Education, Instructional Systems, and Workforce Education and Development. My involvement with students comes when a student is offered a Graduate Assistantship. My responsibility is to prepare the letters of offer, contracts and related payroll paperwork. I enjoy meeting with the students and helping them through the process.

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Linda Spotts

My name is Linda Spotts, and I am the receptionist in the Department Head office of the department of Adult Education, Instructional Systems, and Workforce Education and Development. As the first contact in the office, I enjoy meeting many of the students to either answer questions or refer. I also maintain the calendar for three conference rooms, which the students reserve periodically.

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Laurel Schreffler

My name is Laurel Schreffler, I work in Accounting with the Department of Adult Education, Instructional Systems, and Workforce Education and Development. My interactions with the students are completing Graduate Student Travel Grant Applications and their Travel Support reimbursements upon return. I am happy to assist in any area to make the student comfortable in our Department.

Laurel Schreffler
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Bonnie Spicer

My name is Bonnie Spicer and I work with the graduate program in Workforce Education and Development. I am also support staff for Drs. Kolb, Rothwell, Krueger, and Farmer. I work primarily with masters and doctoral students and try to steer them in the right direction. If you need something more, please don't hesitate to contact me

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Cathy Watson

I have been the Staff Assistant for the Adult Education Program since Fall 1987. Sometimes that seems just like yesterday and other times it seems like forever. My job is to help all students within the scope of the program not only here at the main campus, but also at the Penn State Harrisburg Campus as well as the World Campus students. I assist students with their relationship with the Graduate School, International Student Office and any other office here within the university setting in making sure they receive all important information. I especially like to help International Students to adjust to life within the Penn State community.

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Nancy Crowder

My name is Nancy Crowder, and I'm the Instructional Systems Staff Assistant. I'm secretary to the Professor-In-Charge, Alison Carr-Chellman, (i.e., make her appointments, update Advisee lists, perform all aspects of INSYS faculty searches, and assist her in obtaining data for reports, and composing correspondence. I also assist the other five INSYS professors, as well, by attempting to answer any questions they may have, composing letters,

(Continued on page 5)



Laurel, Linda, and Lorraine

(continued from Page 4)

preparing textbook lists, establishing course schedules, and monitoring and submitting Grade reports. Additionally, I record Instructional Activities Data and compose all Graduate School correspondence, including accepting students on the GRADS screen and submitting Committee Appointment and Comprehensive and Final Exam forms for doctoral candidates. Finally, I register many of our approximately 170 students and make requested adjustments in their course schedules.



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Counselor Education, Counseling Psychology, and Rehabilitation Services

Pamela Anderson

My name is Pamela Anderson and I am the staff assistant for the master's programs in Counselor Education. There are five options within the Counselor Education master's program: Chemical Dependency Counseling, Elementary School Counseling, Program in Student Affairs, Rehabilitation Counseling, and Secondary School Counseling. I work with the master's students, maintaining student records from the admissions process through graduation, acting as liaison with the Graduate School upholding University rules and policies.

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Darla Homman

I am the administrative aide for the Department of Counselor Education, Counseling Psychology and Rehabilitation Services. I schedule the Depart-

ment's courses and assist with student registration. I assist students within the Department when they experience problems with the Bursar's Office, Graduate School and Payroll Department (usually for graduate assistantships or wage appointments).

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Judy A. Kauffman

I am the staff assistant for the Counseling Psychology Ph.D. program and the Counselor Education D.Ed. program. I serve as liaison with the Graduate School and advise students on course requirements, candidacy, comprehensive exams, thesis and graduation procedures, as well as other questions and concerns they may have during the course of their study. I assist with the internship application process for the Ph.D. program, the APA accreditation site visit and coordinate the admission processes for the Ph.D. and D.Ed. programs.

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HAP at the College of Education

by José A. Santiago

My name is Jose A. Santiago (Tony), and I recently had the distinguished privilege to be a part of the final year of an incredible program called HAP (Hispanics for Academic Progress). This program allows young Latinos to experience the ins and outs of college first hand in the university setting for six weeks during the summer. Thankfully, Penn State and the Multicultural Resource Center took care of all our expenses and orchestrated the multitude of events that we took part of. There were 20 High School students from a variety of different Hispanic backgrounds and

I am Puerto Rican and I am a senior at East High School in West Chester, Pa. During this program we took two challenging college classes (receiving four credits) with two illustrious professors, went on an assortment of tours, basically ate, slept, and lived the life of a student here at Penn State. Even though we missed our summer vacation, (possibly the last one if we decide to enroll in next year's summer session,) we worked diligently, and will reap the benefits when we apply to Colleges. This experience really opened up my eyes to the assortment of classes, majors, and options that are offered and available at this and other Universities. Specifically the College tours were tremendously beneficial and helped us to see the array of choices and possibilities. Despite the fact that all were all exceptional, the presentation given by Maria Schmidt, and Sandra Rodriguez in the College of Education stood out in my mind, because it was educational, high energy, and interactive. It made me want to switch the major I was so sure of to one offered there! This, and my entire HAP experience, was a lesson to be open to new ideas and opportunities especially at Penn State where you can virtually create your own major and anything is feasible. Everything is so strange for me now that I'm back in high school. One minute I was taking 2 College courses in a huge University with so many freedoms and the next I am back to being "just a High School kid." It's taken a little bit of time for me to readjust but in the back of my mind I can't help but think how great college was and is going to be. All in all my classes are going well. I'm actually doing better as a result of the program (it is crucial for one to buckle down and really put an effort into everything for college).



Jose A. Santiago is a senior at East High School in West Chester, Pa. He has been working for three years at Eckerd Drug Store, and it is his second year working as a pharmacy technician.



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College of Education

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Mosaic News

- Do you want to submit articles, ideas or express your opinion? Just send an E-mail to Sandra at: sqr107@psu.edu.
- The Office of Multicultural Student Services has two mailing lists:
 - L-MSSUG- Undergraduate Students
 - L-MSSGR- Graduate Students
 This is our way of communicating with you and sending you important information. If you are not on one of these lists, and would like to be added to it, send Sandra an E-mail at : sqr107@psu.edu.
- "Human Rights and Indigenous People: Current situation and Perspectives of Change."** Speaker: Rigoberta Menchú Tum , Peace Nobel Prize 1992. Heritage Hall- HUB, 7:00 p.m.
- November is the "Hispanic Heritage Month" (HHM), and the "Native American Heritage Month" (NAHM).
- Fall 2001 Commencement will be on December 15, 2001.
- University Offices will be closed from December 24, 2001 until January 2, 2002.
- Twenty Chilean teachers and one coordinator from Chile's Ministry of Education are now part of the "Institute for Technology Enhanced Teaching and Learning ," and will be here until November 9, 2001.



October-December 2001



Sun	Mon	Tue	Wed	Thu	Fri	Sat
21 (October)	22 *Rigoberta Menchú Tum Heritage Hall- 7:00 p.m.	23 *Final Exam Conflict- Filing period begins	24	25	26	27 *PSU vs. Ohio State
28 *Daylight Savings End	29	30	31	1 (November) *HHM- Hispanic Heritage Month Opening Speaker: Lalo Alcaraz- Political Cartoonist *Native American Heritage Month (NAHM) begins	2 *HHM- Purple Haze Party, 10-2 Pollock, \$3/\$1 ladies before midnight *NAHM- Doreen Yellow Bird 113 Carnegie Cinema- 6:00-9:30 p.m	3 *PSU vs. Southern Mississippi
4	5	6 *Election Day	7 *HHM- Society of Hispanic Professional Engineers- "Hispanics in Science: William Cruz"	8 *HHM- Sigma Lambda Beta Monologue Contest Heritage Hall, 7 p.m.	9 *HHM- Lambda Theta Alpha Open Mic Night	10 *PSU vs. Illinois *HHM- Sigma Lambda Gamma "At Night at the Copa" (Dance, Mars Room, 10-2)
11 *HHM- Children's Day	12 *HHM- PRSA Food Festival	13	14 *HHM- Aterciopelados Concert, Crowbar *Late Drop Deadline	15	16 *HHM- Marie Arana 113 Carnegie Cinema 6:00-9:30 p.m *HHM- PRSA Formal Place/Time TBA	17 *PSU vs. Indiana *HHM- Latin American Student Association- Film Festival
18	19	20	21	22 *Thanksgiving Holiday (University Closed)	23 *Thanksgiving Holiday (University Closed)	24 *PSU vs. Michigan State
25	26 *Deadline to submit the final thesis to the Thesis Office or upload to the eTD web site	27	28	29	30 *HHM- SMART overnight trip	1 (December) *HHM- Lambda Theta Phi Anniversary Celebration and Latino Caucus "Noche de Estrellas" Place/Time TBA
2	3	4	5	6	7 *Withdrawal Deadline *Fall Classes End	8 *Study Day
9 *Study Day	10 *Final Exams	11 *Final Exams	12 *Final Exams	13 *Final Exams	14 *Final Exams	15 *Fall Commencement