

COLLEGE of EDUCATION

Connections

NEWS & NOTES FOR FACULTY AND STAFF OF THE COLLEGE

March 2002

Elementary PDS is #1 Teacher Education Program in U.S. with SCASD Partnership



by Jeff Deitrich & Steve Fonash



We are #1 again! The Penn State/State College Area School District Professional Development School (PDS) program has been selected by the Association of Teacher Educators (ATE) as the winner of the Distinguished Teacher Education Program Award for 2002.

The award is given to recognize and honor outstanding teacher education programs that exemplify collaboration between local education agencies and institutions of higher education in program development and administration. It is designed to stimulate development

and innovation that will bring into harmony all groups that have direct involvement in the preparation of teachers. It emphasizes the Association's concern for quality in teacher preparation.

Professional Development Schools were established to help meet the unique needs of today's students, and to provide new



The award-winning team included: Kneeling, Sheila Abruzzo, Lynne Sanders, Jacqueline Mintmier, Nicole Steele, Mary Beth Henning, Jennifer Snow-Gerono, Carla Zembal-Saul; 2nd Row, Mary Jo Galati, Marion Wheland, Ella Dennis, Diane Reed, Barbara Bradley, Jacob Easley, Kate Giannone, Brian Peters; 3rd Row, Dean David Monk, Nancy Dana, Cam Bausch, Jim Nolan, Deirdre Bauer, Beverly Bruening, Jennifer Black, Stacey Banko, and Murry Nelson

models of teacher education and development. Professional Development Schools support the learning of prospective and beginning teachers by creating settings in which novices enter professional practice by working with expert practitioners, enabling veteran teachers to renew their

own professional development and assume roles as mentors, university adjuncts, and teacher leaders.

They also allow school and university educators to engage jointly in the research and rethinking of practice, creating an opportunity for the profession to expand its knowledge base by putting research into practice and practice into research.

The PDS has several hallmarks that distinguish it from other programs: inquiry, technology, and a drive to prepare teacher leaders as change agents in schools.

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Progressive Profile: The Man with Three Last Names

by Jeff Deitrich



Spencer "Skip" Niles

Don't try calling him by his first name; he doesn't have one. In fact, his family made one up for him, from that of a family friend.

Spencer "Skip" Niles

kept his parents' last name, of course, but his first name, Spencer, is his father's mother's maiden name. His middle name, Garey, is his mother's maiden name. And his moniker, Skip, is borrowed from that old family friend.

No matter what you call him, just make sure funny and devoted are on the list. Funny, because it's hard to have a conversation with Skip and not crack a smile, and devoted to his work and his family. We assume he is funny with them, too.

Skip came to Penn State after 13 years at the University of Virginia. He claims he moved back here just for the schools his children attend, but in talking with him, you learn it's much more than that. First, there is the quality of his colleagues. Then there is sports. Skip is an avid sports fan, Penn State football surely included. His daughter was nearly born in Beaver Stadium back in 1987, shortly after he and his wife had moved to Virginia.

"Shortly after we left here for Virginia, my wife, Kathy, was more than 9 months pregnant a week or two into September," Skip recalled. "Penn State was playing Alabama (the game they lost by a point when Alabama blocked a short field goal in the closing seconds). Kathy knew the position she was in and was excited about attending the game. The only touchy point was midway between Charlottesville and (Continued on pg. 6)

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International Visas—A Short Course or “How to Stay Out of Trouble”

Over the past two years, a number of international visa problems have surfaced in the College that have created difficulty along with frustration. I hope that my comments here can help to



avoid future problems of this kind. This is an incredibly rule-laden area at the federal level that promises to become more so as a by-product of the increases in national security that are part of our lives these

days. I have tried to mention the key points below without getting tangled up in the details. My avoidance of detail necessarily means that I am missing key points, and you should check with **Jerry Henry** and/or **Pam Selfe** if you have any questions.

The H-1B Visa—The H-1B visa is intended for temporary workers in a specialty occupation. In most cases, this is the visa that foreign nationals in tenure line faculty positions hold prior to obtaining more permanent residency status (e.g., a “green card”). These visas are good for a 3-year initial period and can be extended for an additional 3 years. Two key points need to be kept in mind: First, it takes a long time to receive an H-1B visa, generally 6 to 8 months, and this time period needs to be understood by both the Department wanting to make the hire and the individual who wishes to accept the employment. The application process is also quite involved. Second, while a person is on a H-1B visa, employment can be provided only by the institution that obtained approval from the U.S. Federal Government for the visa. In other words, holders of this visa at Penn State cannot receive compensation from any other source. This also means that we are not able to invite and compensate someone from another institution who has an H-1B visa from that institution, but there are circumstances where it is possible to provide reimbursement.

The J-1 Visa—These visas are intended for short-term scholars, professors, researchers, or specialists. They are more easily obtained than the H-1B visa because they are of shorter duration and because the scope of work covered is more narrowly drawn. The J-1 Program is administered by the United States Information Agency and a Designated Program Sponsor, Penn State in this case. Generally the application process takes 8-12 weeks, but longer periods are possible and it is safest to allow plenty of time for the application process. There are important rules that govern J-1 visas. For example, a J-1 visa holder is not eligible to change categories (e.g., from scholar to student) and the holder is admitted to the U.S. for the sole purpose of carrying out the program that is described in the application materials. There are specific time limits on the J-1 visa and extensions are not typically a part of this program. The holder of a J-1 visa can receive compensation, but only for the work that is described in the application and only from the institution that was named as the program sponsor in the application. In general the J-1 visa is a more restricted visa than the H-1B.

The B-1 Visa—The B series visas are designed to cover individuals who need to enter the United States for a short time to engage in business activities such as negotiating contracts, attending conferences, or conducting independent research. The key thing to remember about a B-1 visa is that the holder may not be paid any salary, wage, honorarium, stipend, or other form of compensation for services rendered from a United States source. Moreover, only “reasonable” reimbursement may be provided for incidental expenses, including expenses for accommodations, meals, and travel. The B-1 visa tends to be much more easily obtained than the H-1B or the J-1 visas, and this accounts in part for their popularity.

There is an important exception to the prohibition of payment to holders of B-1 visas, and this adds to the popularity of these visas and also creates quite a bit of confusion. Federal law allows payment of honoraria or incidental expenses to B-1 visa holders for “usual academic activity,” if paid by a U.S. institution of higher education, a nonprofit organization, or a

governmental research organization. The law stipulates that an “academic activity” may not exceed 9 days at a single institution. Furthermore, holders of this visa cannot accept honoraria and/or incidental expenses from more than five institutions or organizations in the previous 6-month period. The key to being eligible for this exception is the declaration that these requirements have been met in the application for the B-1 visa. A further rule is that the holder of this visa must have a U.S. social security number (or tax identification number) to receive compensation. Substantial penalties apply to both the recipient and the payer of funds that violate these stipulations.

The B-2 Visa—Finally, there is the B-2 visa and this is intended for individuals who wish to enter the U.S. for travel, tourism, or recreation. Visitors holding a B-2 visa are prohibited from receiving compensation of any kind from any U.S. source. Reimbursements for expenses are also prohibited unless the holder can meet the stipulations that apply to the B-1 visa. The B-2 visa is the easiest visa to obtain.

The difference between a B-1 and a B-2 visa is significant, particularly with respect to our ability to provide compensation. These visas are both obtained at an American Consulate or Embassy where the passport is stamped “B-1/B-2” indicating the designation is business/tourist. At the point of entry into the U.S., an Immigration Border Official asks about the purpose of the visit. If the purpose of the visit is business (with the expectation of compensation), it is very important to have the Border Official validate the “B-1” designation. Sometimes Border Officials validate the “B-1/B-2” designation which can create big problems because legally the B-2 validation takes priority over the B-1 validation. The visitor needs to be very attentive to how the Border Official marks the visa.

We have experienced a couple of unfortunate situations where commitments were made to provide reimbursement and/or honoraria for some activity and the individual involved had the wrong kind of visa. This created embarrassment for the College and for the individuals involved, and I hope we can avoid

(Continued on pg. 4)

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COLLEGE of EDUCATION

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Research Agenda Spurs Successful Trip to D.C.

New initiatives to strengthen the research agenda in the College have been given a boost by a recent trip to Washington, D.C.

In January, Associate Dean for Research **Robert Hendrickson** led a delegation of faculty and administration to the nation's Capitol for two days of meetings with program officers of government agencies that offer funding for research projects. Among the agencies were the U.S. Department of Education (US DOE), the National Institute of Health (NIH) and the National Science Foundation (NSF).

"We are trying to help faculty to understand the grants and proposals processes of various government agencies and the kinds of projects they are interested in funding," said Hendrickson. "We are also

trying to introduce them to some of the individuals responsible for developing projects in these agencies." Hendrickson said faculty are responsible for following up on the meetings.

This inaugural trip will be followed by a second trip in May, and the College intends to continue such efforts regularly. It is part of a larger effort, in addition to the Research Initiation Grants (RIG), to help faculty develop their research agendas.

The RIGs offer \$5-\$9 thousand as seed money for faculty to develop initial research and competitive proposals for external funding. In the first round last semester, the College awarded three grants, and a second round is underway.

RIGs are selected by a committee of senior research faculty and are expected to be supported at the Department level as well..

Jason Lane and Barbara Crawford listen to a presentation from FIPSE's Mike Nugent, a Penn State grad in Higher Education



"We're trying to leverage the resources of the departments and the Dean's Office to promote the research agendas of our faculty," said Hendrickson. "These are the first steps. The trip was very successful, and we've created program files on each of the agencies that faculty may access.

The trip has already generated contacts and an interchange of questions and information with the federal officers. It included morning of meetings with the US DOE, and an afternoon at the NIH. Friday morning was filled with individual meetings, including a smaller group that visited NSF and USAID. FIPSE (Fund for the Improvement of Post-Secondary Education) was represented at a meeting by **Mike Nugent** '95 HI ED, who was very helpful setting up parts of the trip, according to Hendrickson. Faculty and staff making the trip included: **Ian Baptiste**, assistant professor of adult education, **Chris Brown**, associate professor of higher education, **Liza Conyers**, assistant professor of rehabilitation services, **Barbara Crawford**, assistant professor of science education, **Tammy Fetterolf**, proposal and grant assistant, **Jason Lane**, graduate assistant, **Barbara Schaefer**, assistant professor of educational and school psychology, and **Vicki Spadaccio**, contract and proposal specialist. 🍎

Visiting Norwegian Scholar From "World's Most Playful" Country

When he read the Norwegian newspaper headline, he was not happy. It said, "Children Playing 100 Hours Too Much." While it was to some degree true that Norwegian children were at play 100 hours more than the government assigned, **Arne Trageton**, associate professor at Stord/Haugesund University, was happy that children were allotted the time to play. In his estimation, it is an invaluable tool in their growth. It is so important and prevalent in schools that the Norwegians say they have the most playful children in the world.

Trageton visited in February with **Jim Johnson**, professor of early childhood education, who has served as the advisor to the play research team at Trageton's university. Johnson has visited Norway and helped Trageton develop the program.

"Jim has done very much to raise the status of our program," noted Trageton.

At Penn State, Trageton presented his work to Johnson's classes and visited several local schools, including the PDS.

"The school visits have been very interesting," said Trageton. "**Nancy Dana** has

done brilliant work." Trageton's work involves play, art and small groups, and children learn to write on computers before learning handwriting. He advocates a shift in pedagogy from teacher-focused to child-focused at a grass-roots level. "Practice should come first and lead theory," he said. "The top-down approach doesn't work." 🍎

Arne Trageton (right) and Jim Johnson (next) lead an ECE 589 discussion on play in schools.

Trageton visited from Norway in February



Freedom to Play

by Kristi McGrath

Players like Shaquille O’Neal, Kobe Bryant, and Michael Jordan may not have known Harry “Bucky” Lew, the first African-American to play professional basketball, but they owe him a debt of gratitude. It was the sacrifices and hardships, both on and off the court, of players like Lew that paved the way for the successes of African-Americans in basketball today.

On March 15 at 2 p.m. in the HUB’s Heritage Hall, a seminar will discuss some of the stories of the African-American pioneers who helped lead to the successes of the black athletes of today. This seminar will kick off an eight-week “Freedom to Play” Hall of Fame exhibit coming to Penn State that will present photographs and text illuminating the stories of these little-known pioneers who successfully broke basketball’s color barrier.

The Basketball Hall of Fame will be at Penn State from March 15 to May 15. The Department of Athletics, the Libraries, and the Colleges of Education, Health and Human Development, and Liberal Arts will be sponsoring this “Freedom to Play” exhibit. The March 15 exhibit kickoff seminar will host several expert speakers, including Mark Dyreson on “African-Americans in Olympic Basketball,” and Claude Johnson on “Cumberland Posey and Basketball.” Murry Nelson, department head in Curriculum and Instruction, has been an instrumental part of bringing the exhibit to Penn State. 🍓

Dean’s Message (Cont.)

these situations in the future. Whenever you are dealing with a foreign national colleague, please be sensitive to visa issues. We are serious in the College about strengthening the international dimensions of our programs, so we are likely to be seeing more and more international visa issues arise. Jerry and Pam have become quite knowledgeable about the specific provisions of the law and know where to turn for additional information. 🍓

Dana H. Monk

PDS Wins at ATE

The State College Area School District is very honored to be the joint recipient with Penn State’s College of Education of the Distinguished Teacher Education Program Award for 2002,” said **Cameron Bausch**, assistant to the superintendent at SCASD. “The Professional Development School collaborative is so beneficial to our elementary students, teachers, and principals.”

Nancy Dana, associate professor of curriculum & instruction and PDS co-director, said inquiry “involves teachers problematizing their practice, systematically studying their practice, and taking action for change. Our focus on inquiry has facilitated changes, including enhancing student learning via technology.”

Carla Zembal-Saul, assistant professor of science education, notes the technology enhancements. “Interns experience learning with and about a variety of technology tools—both general productivity tools and discipline-specific tools—as part of their course work, and then have opportunities to design and teach technology-rich lessons. In doing so, mentor teachers also experience ways in which to use cutting-edge technologies to enhance children’s learning.”

Dana notes that the overall goal of the PDS is to change the profession itself.

“We are preparing teacher leaders,” she said. “Through the process of inquiry, they are learning ways in which to question their own practice and support decisions they make in the future. One graduate spoke eloquently to the judges in Denver about changes she is making in her school as a first-year teacher.”

The final defining feature of the program is its true collaborative nature. It is veteran teachers, prospective teachers and teacher educators coming together to think about issues and practices in education.

“The creation of planning teams of faculty, mentor teachers, principals and curriculum support teachers has been unique,” noted **Jim Nolan**, professor of curriculum and supervision and PDS co-director. “These teams work together to redesign methods courses for preservice teachers and to plan and deliver professional development for veteran teachers.”

“When those groups come together, a synergy is created that helps each individual

group excel in ways that neither one could do on their own,” added Dana.

The program is institution-alized both at Penn State and the SCASD. The collaborative has received important external

funding from a Lucent Technologies Foundation K-16 Partnership Grant. While those funds help, program designers ensured the core activities of the program could be supported via the collaborative. “We’ve learned that these programs die when the external funding ends,” said Dana.

Being recognized nationally will bring added recognition to Penn State and SCASD along with the ability to provide leadership.

“The award provides well-earned recognition that is due the university and school district professionals who have worked so hard to effect the PDS Collaborative in our elementary schools during the past seven years,” said Bausch.

Penn State is one of the few programs in the nation that has been able to actualize the idea of inquiry, especially for undergraduate students. Other universities can now look to Penn State for leadership. The program also hopes the momentum and inspiration from the award will help expand collaborations with other Penn State units and help to draw additional external funding.

The group’s presentation theme at the ATE conference was “Simultaneous Renewal Through Inquiry,” and they were able to show that they were affecting the profession itself, the renewal of veteran teachers, and the renewal of teacher education programs.

“We kept coming back to inquiry as the core of what we do, connected to renewal in these three areas,” said Dana. “We ended our presentation with a song we performed called ‘Doing Inquiry’ to the tune of ‘Dancin’ in the Street.’ Judy Kerr from one of our PDS schools wrote it, and we got a standing ovation after performing it at the awards ceremony.” 🍓



Dean Monk proudly displays the ATE plaque in Colorado

Appointments



Elias Mpofu Associate Professor of Rehabilitation Services

Mpofu (Mm-pah'-foo) joined Penn State in January after 2.5 years as associate professor at the

University of Zimbabwe. He received his Ph.D. in Rehabilitation Psychology from the University of Wisconsin (Madison) in 1999. He holds an M.S. from the University of Zimbabwe, and a B.A. Honors in Psychology, a B.A. Honors in Industrial Psychology, and a general B.A. in Psychology and History from the University of South Africa. His expertise is on the broader environment connected with school adjustment and peer relationships involving students with and without disabilities, and on the improvement of counselor service—training, design, implementation and evaluation.

Marilyn Page Assistant Professor of Social Studies Education

Page was previously associate professor of education at

Johnson State College in Johnson, Vt. She holds a B.A. in Sociology from Boston University, an M.Ed. in Counselor Training from the University of Massachusetts (Boston), and an Ed.D. from the University of Massachusetts (Amherst) in Educational Media/Instructional Technology and Secondary Leadership. Her expertise is in secondary social studies, reform in the schools, middle school education, learning theory and novice teacher issues. 🍓



Marilyn Page

World Campus Offers COE Degrees, Courses

Recently, the Penn State World Campus received a \$650,000 grant from the Alfred P. Sloan Foundation to expand the range of student services provided by the World Campus. Services include the creation of an online student union, career counseling and other services available at Penn State campuses, said Gary Miller, associate vice president for distance education and executive director of the World Campus.

A series of grants from the Sloan Foundation have totaled \$4.75 million. The grants have been fundamental in the development and success of the university's distance learning program. The World Campus has demonstrated the ability to integrate technology with learning successfully and has made education available to many who could not access it previously. With enrollment steadily increasing, the program has proven to be a true success, Miller said.

The program has an enrollment of about 2,700 students and offers about 200 courses and 26 certificate and degree programs. The College of Education has several World Campus offerings. The Educational

Administrator Recertification Program is the most recent College offering and is designed to provide busy administrators with cutting-edge knowledge and skills that can be applied directly and immediately in their schools and school districts. It comes from a partnership with the Pennsylvania School Study Council. Other College of Education programs include the master's degree in Adult Education, the Online Certificate in Distance Education, and the Online Postbaccalaureate Certificate in Addiction Studies. Several courses are also offered in the following departmental areas: Counselor Education, Educational Administration, Educational Psychology, and Educational Theory and Policy.

For more information, visit the World Campus at <http://www.worldcampus.psu.edu/pub/home/progs/index.shtml>, or phone World Campus at 865-5403. 🍓

Some information in this article came from "World Campus receives grant to expand" by Chris Buell, printed in the January 7, 2002 issue of The Daily Collegian.

Hayes Wins Two Awards

by Kristi McGrath

Jeffrey Hayes, associate professor of counseling psychology, received two awards in 2001 for his exceptional work in psychotherapy research. In June, he won the Early Career Achievement Award from the International Society for Psychotherapy Research. In August, the American Psychological Association's Division of Psychotherapy presented him with the Jack D. Krasner Early Career Achievement Award.

The International Society for Psychotherapy Research has about 1000 members who meet annually to review research developments. Each year, an early achiever—who has less than ten years of experience in the field—and a veteran researcher are recognized for their outstanding work. Hayes received the Early Career Achievement Award in Uruguay, recognizing his superior quality of psychotherapy research.

The American Psychological Association (APA) is a scientific and professional organization that represents psychology in

the United States. With more than 155,000 members, the APA is the largest association of psychologists worldwide. Each year, one member of the APA's Division of

Psychotherapy with less than ten years of postdoctoral psychotherapy experience is recognized for outstanding achievements and contributions to psychology and for service to APA. The APA's Division of Psychotherapy presented Hayes with the Jack D. Krasner Early Career Achievement Award for his "distinguished early career contributions to the field of psychotherapy and the Division of Psychotherapy." 🍓



Jeff Hayes

Progressive Profile: Spencer Niles *(Continued from pg. 1)*

State College. When we got there, we told the ushers the situation, 'We don't know what's going to happen, but just to let you know...' I told them. They were watching us



Skip Niles works with graduate students Al Parillo (left) and Chrissy Camp as Jerry Trusty (right) waits his turn

through the whole ball game. We'd turn around and they'd be giving us the thumbs up sign, saying it's OK. It would've been quite a story to say my daughter was born in Beaver Stadium! But we made it back and my daughter was born on Monday."

His daughter is now 14 and playing tennis for State College. "I took up tennis, just to see if I could keep up with her (I can't)," he said. He also coached his son's Little League team and spends a great deal of time with his family. "I'm primarily involved with my family outside of work," he said.

On one such occasion, his family and sports paths crossed. While at the University of Virginia, he kept his season football tickets to Penn State, even when they could not use them. "I've had season tickets for football here for over 20 years," he said. "There was this kid who was a doctoral student at Virginia. For a few years, we weren't using our tickets at all. I put them out on the Virginia listserv to sell. So this guy emails me, said he graduated from Penn State and would like to take his dad to the game. For five or six years until we moved here, Chris would stop by the office to get tickets. We moved, then three or four weeks ago, my son had basketball practice at the YMCA (**David McNaughton** is his coach), so I was there in the corner shooting around in my Virginia education sweatshirt. This

guys says, 'Skip?' I looked and it's this Chris guy, and I said, 'Hey, Chris, what are you doing here?' He says, 'I work here now.' It's a bizarre thing. We only talked at Virginia when he needed tickets, but we made a nice connection that continues."

Connections like that crop up everywhere. In fact, Skip would never have come to Penn State if it weren't for one of those kinds of connections. Skip had grown up in Sellersville (Bucks County, Pa.), Morristown, N.J. and Bloomsburg. After a brief period at Villanova (where he wanted to compete in cross country and track at the same time Irishman David Coughlin, who would later set the world record mile, was there competing), he got his undergraduate degree at Bloomsburg and then went to the very liberal Crozer Theological Seminary, where he studied with Martin Luther King, Jr.'s nephew, Derek King.

"In seminary we got very little training in the counseling area. I was surprised by that. I was drawn to counseling, and the more I pursued it, the more it seemed that getting a degree in counselor education was the right thing to do," he said. He enrolled at Lehigh University for his master's degree. "That was the first time things really clicked for me," he said. At the time, his sporting theme continued, though it wasn't in his forte. "I was a G.A. cross country coach, but working with the shot put and discus," he laughed. "They'd hurl the shot and say, 'What'd you think?' I'd offer insightful comments like, 'Hey that looked good. I'll go get that for you' or 'That was a lot better than I could do.'"

Afterward, he did some substitute teaching in Rochester City Schools, counseling at a Job Corps Center, social work in Central Harlem, and admissions work at Mansfield University. Now it was time to choose a graduate school, which became Penn State.

"I wasn't even going to come here. I was going to Ohio State or Florida State. Kathy convinced me to take a look at Penn State. So we drove out here, and I met **Ed Herr**, and he talked about mentoring. Ed's why I came here. There may be someone like Ed at Ohio State or Florida State; I just never met them," he jokes.

At the time, Ed Herr was president of the American Counseling Association, the top group in the field. After graduating from Penn State, Skip spent one year working with Jack Rayman in career services. He began looking at faculty positions and chose Virginia, because "they wanted to teach primarily career development courses and they wanted me to supervise a counseling services center for university students and community residents. Adults who have career concerns often have other issues related to living. So it was a very holistic approach at U.Va." He also connected with Don Super, one of the major names in career development research.

Skip's career love is investigating career counseling holistically. "I find a false dichotomy in counseling. Saying clients have either career counseling or personal counseling concerns does them a disservice. To me, few things more personal than a career choice. While people are busy making a living, they are busy living a life. People try to separate them in terms of interventions, but it makes absolutely no sense to me and doesn't reflect life the way people live it," he said. "Dissatisfaction in one life role often creates dissatisfaction in other life roles."

His work at the University involves collaborations with other colleges, including Fred Vondrasek, associate dean in Health & Human Development (with whom Skip and new professor **Jerry Trusty** are working), and in other departments in the College of Education. He is working with **Dorie Evensen**, as well as **Dan Salter** and **Jennifer Crissman**, on the new Student Affairs curriculum and the search committee for the new faculty position in that program. He is working with **Marley Watkins** to make course offerings in school counseling more beneficial. He has begun working with **Edgar Farmer** on career development

issues from their different perspectives as well as issues regarding the Diversity Committee. Finally, as interim department head in Counselor Education, Counseling Psychology and Rehabilitation Services until **Robert Slaney** returned from a sabbatical March 1, he has been in charge of administering his department in consultation with his faculty and the Dean's Office.

His relationships extend beyond the faculty ranks. He thinks the staff is outstanding. When you first ask him why he came back to Penn State, he'll tell you it was for the schools—so his kids could learn in a first-rate school district and live in a positive environment. Ask further, and you'll understand that the environment here extends to all people. "My colleagues are top-rate, and the administration is very supportive," Skip said.

"The quality of the staff people here is outstanding. It's one of the main differences between Virginia and Penn State. The staff people here are great. They're competent, efficient, good to work with. They help morale; they have a sense of humor. They're a good group. A lot of the faculty ask them for multiple things concurrently, and, if they're like me, they're saying, 'Can I have that for class, which starts in 30 seconds?' It's been very nice here."

Nice for Skip, and nice for the College. "Skip is not only an eminent scholar in Counselor Education, but a fine human being and we are blessed to have him in the College," said Farmer.

"We are very fortunate to have Skip here," said staff assistant **Amy Seachrist**. "He has a great sense of humor and is a hard worker. As an added bonus, the former owner of his home was a horticulturist and we've been known to receive beautiful, fresh cut flowers during the summer."

"He's appreciative of hard work and it's easy and enjoyable working with him," added staff assistant **Pam Anderson**. Seems like the feelings are mutual. 🍓

Did you know?

The name for CEDAR Building is actually an acronym that stands for Center for Educational Diagnosis And Remediation.

Goodling, Mrs. Ridge Tout Family Literacy

As the new Goodling Institute for Research in Family Literacy gets set to launch this spring, two of Pennsylvania's noted literacy advocates joined in the call for a family approach at the Pennsylvania Association of Adult and Continuing Education (PAACE) Midwinter Conference in Hershey February 14.

Former Pennsylvania First Lady Michele Ridge and retired Congressman William F. Goodling addressed the conference in a special family literacy session. Goodling received a plaque for his federal literacy work.

"I truly believe you can't break the cycle of illiteracy without dealing with the entire family," said Goodling, for whom the Goodling Institute at Penn State is named.

Goodling helped pass federal legislation that authorized \$6 million to establish the Institute at Penn State's University Park and York campuses. Goodling is from York and will sit on the Institute's advisory board.

"I am proud of our institute at Penn

State," he said, "because Penn State has already done a lot of good research on literacy, and with the new institute, we will be able to do so much more."

Ridge helped unveil a literacy quilt along with the children of several families who have participated in the state's EvenStart programs. The quilt was presented to her in appreciation for her and former Governor Ridge's commitment to family literacy "This quilt is an important symbol of lifelong learning," she said.

At the conference, the former first lady joined Goodling and Penn State's Barbara Van Horn and Nickie Askov, co-directors of the new Goodling Institute. 🍓



Mrs. Ridge and Mr. Goodling flanked by Cheryl Keenan, director of the Bureau of Adult and Basic Literacy Education, Barbara Van Horn (left) and Nikie Askov (right).

Bernreuter Lecture on Invitational Education

by Kristi McGrath

Education is partly about preparing students for standardized tests and keeping them safe from violence, but, more importantly, it is about inviting every student to realize his or her boundless potential for success. This "invitational education" creates a teaching and learning environment based on optimism, trust, and respect. William Watson Purkey, co-founder of the International Alliance for Invitational Education, will present the Bernreuter Lecture in School Psychology on invitational education Thursday, April 4, 2002, at the Mount Nittany Middle School Auditorium at 4 p.m.

Purkey, a professor in the School of Education at the University of North Carolina at Greensboro, is a leader of research for this fresh approach to the education experience. He has been a public school teacher, an explosive ordinance disposal specialist in the United States Air Force, and a university professor. The Bernreuter Lecture, part of a series of scholarly lectures in the College of Education, is presented in association with the Penn State Chapter of Phi Delta Kappa and is free and open to the public. 🍓

Publications

Askov, E.N. (2001). "What's in a definition? The implications of being defined and strategies for change." *Canadian Journal for the Study of Adult Education*, 15(2), 7-18.

Askov, E.N., & Simpson, M. (2001). "Exploring distance learning in literacy instruction: Offering multiple perspectives in the millennium." In G.B. Moorman & W.R. Trathen (eds.). *Multiple Perspectives in the Millennium, Yearbook of the American Reading Forum*, 21, 195-210.

Anderson, J. and **Askov, E.N.** (2001). "Twin Approaches to Research: the Penn State and Flinders Experience. *International Education Journal*, 2 (3), 154-160.

Crissman, J.L., Cabrera, A., Bernal, E., Amaury, N. **Terenzini, P.**, Pascarella, E. (2001). "Collaborative Learning: Its Impact on College Students' Development and Diversity," in *The Journal of College Student Development*, vol. 43.

Diaz-Soto, L. ed. (2002). *Making a Difference in the Lives of Bilingual Bicultural Children (Counterpoints: Studies in the Postmodern Theory of Education)*. New York: Peter Lang.

Elliott, J. & **Dupuis, M.** Eds. (2002). *Young Adult Literature in the Classroom: Reading It, Teaching It, Loving It*. Newark, DE: International Reading Association. The book will be the April 2002 Book of the Month for the International Reading Association Book Club.

Evensen, D.H., Salisbury-Glennon, J.D., & Glenn, J. (2001). "A qualitative study of six medical students in a problem-based curriculum: Toward a situated model of self-regulation," *Journal of Educational Psychology*, 93, 659-676. 🍎

Choi, I., **Land, S.M.**, & Turgeon, A. (2002). "Effects of online peer challenge support on learning in online small group discussion,"

PDE Review Team Here

From March 11-13 the College will host an 18-member team in connection with the 2002 Major Program Review by the Pennsylvania Department of Education (PDE). All programs that prepare school personnel in the Colleges of Agricultural Sciences, Arts and Architecture, Commonwealth, Education and Human Development have prepared electronic and hard copy documentation on how they meet the new 'Pennsylvania General Standards and the Specific Program Guidelines for State Approval of Professional Educator Programs.'

The team's job of verifying and validating the contents of the narratives prepared is supported by exhibits and by interviews of faculty, students, and staff.

Thus, to borrow and adapt an old familiar phrase: "Someone may well step up to you and say 'Smile, you're on PDE camera!' " 🍎

Congratulations!

Mike Brahosky, who collaborated to design the PEPC Web site with grad student Amy Sickels. The PEPC site recently was featured by the Pennsylvania Destination of the Day as site of the day.

Dorie Evensen and Cindy Hmelo-Silver of Rutgers University won a \$4,600 grant from the National Academy of Education Collaborative Projects Initiative for their project: Using Activity Theory to Analyze Collaborative Learning Interactions.

Waterbury Chair Professor of Secondary Education Henry Giroux was recently listed alongside such names as Elliot Eisner and Jean Piaget in *Fifty Modern Thinkers on Education*, published by Routledge and edited by Joy A. Palmer, professor of education and pro-vice-chancellor at the University of Durham, England. Giroux is internationally recognized for his work youth and popular culture, sociology of education and critical educational theory. His books include: *The Mouse that Roared: Disney and the End of Innocence* (Rowan & Littlefield Press); *Stealing Innocence: Corporate Culture's War Against Youth* (St. Martin's Press); and *Public Spaces, Private Lives: Beyond the Culture of Cynicism* (Rowan & Littlefield Press).

Barbara Van Horn has been named the 2002 PAACE Adult Educator of the Year. In addition, she was invited to be part of a technical judging panel for the performance continua for the National Institute for Literacy's Equipped for the Future (EFF) Standard Convey Ideas in Writing, in California from February 4-7, 2002. She also was recently appointed to the International Board of Standards for Training, Performance, and Instruction (IBSTPI). The IBSTPI produces documents, a code of ethics, and competencies for instructional designers and for instructors that help guide professional practice and preparation.

Presentations

Crawford, B.A. & **Lunetta, V.** (November 2001). Promoting the development of a personal philosophy of science teaching for prospective science teachers. A paper presented at the International History, Philosophy and Science Teaching conference in Denver, Co.

Crawford, B.A., Kreamer, S., Lyke, J., & Cullin, M. (January 2002). Multiple problems—Multiple perspectives: Initiating a science professional development school. A paper presented at the

Annual International Conference of the Association for the Education of Teachers in Science, Charlotte, N.C.

Yalvac, B. & **Crawford, B.A.** (January 2002). Eliciting prospective science teachers' conceptions of the nature of science In middle east technical university (Metu), in Ankara. A paper presented at the Annual International Conference of the Association for the Education of Teachers in Science, Charlotte, N.C.

Cullin, M. & **Crawford, B.A.** (January 2002). Enhancing prospective science teachers' knowledge of the importance of scientific modeling using MODEL-IT. A presentation at the 2002 Annual International Conference of the Association for the Education of Teachers in Science (AETS), Charlotte, N.C.

Johnson, J. & Chang, P. (February 2002). Play, Imagination, Creativity and Kindergartens in Taiwan. The Association for the Study of Play/Society for Cross Cultural Research Joint Session Invitational Symposium, Santa Fe, N.M.

Johnson, J. (February 2002). Facilitating Appreciation of Play in Graduate Students in Child Development and Early Education. The Association for the Study of Play, Santa Fe, N.M.

Meong H.J. & **Johnson, J.** (February 2002). Beliefs and Attitudes of Rural and Urban Korean Parents Regarding Play and the Significance of Modern and Traditional Toys. The Association for the Study of Play, Santa Fe, N.M.

Krueger, P.E. (March 2002). "No thinking outside the box: ISO 9000, single-loop learning, and exploitation." 46th Annual Meeting of the Comparative & International Education Society, Orlando, Fla.

Choi, I., **Land, S.M.**, & Turgeon, A. (November 2001). Effects of online peer-challenge support on learning during online small group discussion. Paper presented at annual conference of Association for Educational Communications and Technology (AECT). Atlanta, Ga.

Colaric, S., & **Land, S.M.** (November 2001). Search engines on the World Wide Web: A comparison of instructional methods to improve syntactic knowledge. Paper presented at annual conference of Association for Educational Communications and Technology (AECT), Atlanta, Ga.

Ge, X., & **Land, S.M.** (November 2001). Scaffolding students' ill-structured problem-solving processes using question prompts and peer interactions. Paper presented at the annual conference of Association for Educational