

THEORY & PRACTICE

THE PANUSKA COLLEGE OF PROFESSIONAL STUDIES

Exercise Science for the New Millennium

By Ronald Deitrick, Ph.D.

I know what you're thinking! What is exercise science? Since arriving on campus, I have been asked this question more than any other. No doubt, it is the same question asked of other academic programs such as cognitive science, geophysics and symbolic systems. The difference, of course, is that most people have some idea about what exercise is, even though 60% of American adults are not regularly physically active and 25% have no recent experience of it.

Simply put, exercise science is the scientific study of human movement. The movement can range from physical activity (any increased energy expenditure above rest) to exercise (purposeful and planned physical activity) or the training/conditioning associated with performance in sports (think of the possibilities). The settings for study (and eventual employment) include occupational sites, university research centers, sport venues and healthcare facilities, while the environments for study extend from the hot desert to the cold mountains and high-altitude conditions. Even exercise in space continues to be studied to determine the best way to counteract the deleterious effects of prolonged space flight. There are exercise science student internships currently available with NASA.

Exercise science provides a unique opportunity to study how different functions and structures of the body are regulated and integrated. It provides an understanding of the normal function of living systems and the mechanisms of chronic lifestyle-related diseases. Exercise science is an integrative, applied science dedicated to learning the mechanisms of plasticity and adaptability in bodily

functions and, ultimately, to the improvement and optimization of health and human performance. Its growth as an academic discipline is understandable when only the value of exercise to health is considered. The application of exercise science to sport, including the development of new technologies such as aerodynamic bikes and wheelchairs, drag-reducing tight swim suits and sport nutrition supplements, is yet another area that has contributed greatly to its growth and development.

An integral part of the study of exercise science is a laboratory in which to examine the effects and benefits of exercise under different stresses and conditions. The Exercise Science Laboratory at The University of Scranton provides the best in testing and technology as well as hands-on experiences for students who begin participating in projects as early as their sophomore year. Various high-tech equipment is available to measure body composition, cardiac and musculoskeletal changes consequent to exercise. The Bod Pod is a new technology designed to measure body volume by air displacement, thus providing a more accurate and faster determination of body fat percentage, as compared to underwater weighing. The Exercise Science Lab also contains a 50 sq. ft. hypoxic room system, which simulates 8,000 ft. altitude. Training in this room results in a natural boost to aerobic capacity, which athletes frequently do illegally through blood doping and hormone injections. The hypoxic room system is gaining in popu-



The Bod Pod – the latest technology for measuring body composition.

larity in fitness centers as a more expeditious and dramatic way to improve aerobic fitness. The lab also contains different bikes and treadmills that enable greater specificity in testing and training while using computer technology. One of the bicycle ergometers is part of a computerized fitness profile system that includes flexibility and strength testing.

In summary, the new major in exercise science offers students a strong academic curriculum, a wide variety of hands-on laboratory experiences in an excellent laboratory facility, and many possible career options after graduation in healthcare, research, sport and corporate settings as well as the preparation necessary to pursue graduate education including the professional schools.

Teaching Across Borders

By Deborah Lo, Ph.D.

During the spring 2001 semester, University of Scranton students in the elementary education program will work with Drs. Deborah Lo, Tata Mbuga and veteran teachers at Escola Americana do Rio de Janeiro to provide individualized instruction in literary response and process writing to a largely Brazilian student population via the computer. In order to prepare for the project, Dr. Lo is currently teaching an on-line children's and adolescent literature class to teachers at the school in Brazil. Dr. Lo and the curriculum coordinator at Escola Americana report having a great deal of fun planning for the spring project, despite some of the unique challenges imposed by distance and time.

The project was initiated as a way to meet two of the educational challenges of our time. First is the challenge of a predominately white, monolingual teaching force interacting with an increasingly diverse student population. Although most pre- and in-service teachers are white, female, middle-class monolingual speakers of English with few multicultural experiences, students in our schools are increasingly children of color, many of whom come from cultures different from our own or who speak primary languages other than English. Second, teachers are faced with the need for increasing technological knowledge, expertise and innovation.

The field of education is facing dramatic changes as we begin the 21st century, and The University of Scranton is actively preparing our students for the future. At a time when beginning teachers across the country report that their university course work was largely irrelevant in preparing them for the challenges they face, The University of Scranton/Escola Americana project puts pre-service teachers directly in contact with a diverse student body via the computer while they still have the relative security of their professors and veteran teachers to help guide and nurture them through the experience.

One-on-one tutoring will be provided, via computer, by pre-service teachers under the supervision of the classroom teacher and the University professor in the junior-level language arts methods

course. Specifically, University of Scranton students will

- interact with an elementary international student over assigned story texts.
- work individually with an elementary international student on assigned literature response activities.
- work with an elementary international student to extend and polish his/her narrative writing.
- evaluate, for grading purposes, the international students' language arts work at the end of the project (final evaluations are the prerogative of the in-service teacher).

We see great potential in the project. If successful, it can be used to help pre-service teachers learn to individualize instruction to each student's needs, reflectively evaluate the progress of the student and the effectiveness of the instruction, and work within a framework, which stresses professional collaborations. The project can also provide in-service

teachers with much needed support in the classroom, an opportunity for hands-on involvement with the latest teaching strategies and technological advancements as well as engagement in professional collaboration. Finally, elementary and middle school students receive instruction designed specifically for their needs and individualized attention from a committed tutor who is actively collaborating with at least two experts in the field.

Through the use of technology, all of these benefits can be provided over great distance, thereby giving pre-service teachers an opportunity to interact with different types of students and providing individualized instruction in areas that are sometimes difficult to staff. Through these experiences, pre- and in-service teachers will develop technological competence and an understanding of how technology can be integrated into classroom instruction. These are goals that research identifies as paramount if we are to increase the use of sophisticated technological tools in the classroom.

Collaborative Summer 2000 Program in Mexico City



Students from The University of Scranton and Universidad Iberoamericana with Dr. Elizabeth Jacob (seated, second from right).

Graduate students and undergraduate students from the Department of Counseling and Human Services participated in a collaborative travel and summer program, "Counseling and Human Services in Mexico" at Universidad Iberoamericana (UIA), Mexico City, from June 1 to July 3. Dr. Elizabeth Jacob, assistant professor in the Department of Counseling and Human Services, was the faculty coordinator and visiting professor at Universidad Iberoamericana for this intensive immersion experience. Dr. Antonio Tena-Suck from the Psychology

Department at Universidad Iberoamericana was the co-instructor for the global collaborative exchange program. In addition to five students from The University of Scranton, 14 psychology students from UIA participated in the collaborative four-week program. The program at UIA included daily class lectures, supervision and active participation in collaborative community projects coordinated by el Centro de "Desarrollo de la Comunidad" in Mexico City. University of Scranton students resided with Mexican host families. Students also participated in select cultural excursions (e.g., pyramids, museums) to explore relevant historical and cultural dimensions of Mexico City. Ongoing future collaboration with UIA will include a program exploring global social action models in counseling during summer 2001, when Mexican students will visit The University of Scranton.

International Healthcare Course Visits Mexico

A Student Perspective

By Tejus S. Sonawala

Daniel West, Ph.D., associate professor in the Department of Health Administration and Human Resources, has been involved with international healthcare for several years. As part of his commitment to healthcare, he offered a three-credit course focusing on international healthcare for the first time in spring 2000. The course provided an in-depth study of healthcare models from around the world. As part of the course, my classmates and I visited Mexico City, Mexico, from May 12 to 19. We attended the First International Health Care Conference in Queretaro. Dr. West accompanied us on our trip and presented at the conference along with faculty from around the world. The conference was very interactive, allowing us to participate in panel discussions.

During our stay, we analyzed the public and private healthcare systems of Mexico. We discovered that the private system is funded by the wealthy in the country, whereas the public system is run by the government with limited funds.

We spent some time touring in Mexico City, which included visits to the Dolores Olmedo Museum, the Xochimilco Canal,

Elementary Education Major in Ireland

Katherine Murman, a senior elementary education major, is the recipient of the Dr. John H. Corcoran Scholarship. The scholarship is awarded by the Friendly Sons of St. Patrick to encourage an undergraduate student from The University of Scranton or Marywood University to enjoy the benefits of an academic experience in Ireland. Katherine, who graduated from Pittston Area High School, is studying at the National University of Ireland, Cork during the Fall 2000 semester. The scholarship criteria for the award is based on scholarship, service, and international interest.



the historical center of Mexico City, the Bazaar in San Angel, the pyramids and the archaeology zone of Teotihuacan. On our way to the pyramids we enjoyed a visit to the Basilica of Guadalupe.

The trip to Mexico City was one of the most exhilarating experiences of my life. Since I am from India, I was able to compare the healthcare systems of Mexico and the United States to India. A healthcare system of a country is always related to demographics and the culture, and as future healthcare professionals we must recognize the importance of understanding culture. I am grateful for the opportunity to learn about international healthcare outside of the classroom. Dr. West has some great ideas for the Health Administration and Human Resources Department and is doing a great job in the international healthcare arena.



Dr. Daniel West (left) with students in Mexico City; Tejus Sonawala is fourth from left.

Student Teaching in Curacao

Four student teachers headed off to Curacao, Netherlands Antilles, on October 27 to complete the second half of their student teaching internships. The first six weeks of student teaching were held in local schools. Devon Werner, Kelly Toole and Megan Tempel taught early childhood and elementary students. Greg Solfanelli taught mathematics to students in grades 5 through 12. The students taught at the American Preparatory School in Curacao, an island nation 35 miles off the coast of Venezuela.

Dr. Kathleen Montgomery of the Education Department accompanied the

students to Curacao, where they were supervised by Dr. Thom Buddish, founder and director of the school. Upon arrival, the students and Dr. Montgomery were the guests at a welcome barbeque, followed by a weekend of activities including involvement with a haunted house, a major fund-raising activity for the school.

Megan Tempel is a senior from Middletown, N.Y.; Kelly Toole is a senior from Garden City, N.Y.; Devon Werner is a senior from Clarks Summit; and Greg Solfanelli is a second-semester senior from Dalton.

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Ratio & Usus

Patricia Bailey (Nursing) and **Patricia Harrington** (Nursing) presented "Service-Learning: Campus to Community" at Innovative Education for the New Century in St. Louis, Missouri, on October 27.

Lori Bruch (Counseling and Human Services), with **LeeAnn Eschbach** (Counseling and Human Services), published (2000, in press) "Collaborative: Implications for the Counseling Profession" in *The Journal of the Pennsylvania Counseling Association*. She has also been elected President of the Pennsylvania Rehabilitation Association for 2001.

Shani Carter (Health Administration and Human Resources) presented "An Update on Skill Certification Research" at the U.S. Department of Education in Washington, D.C., November 3.

Thomas M. Collins (Counseling and Human Services) has been appointed to the National Board for Certified Counselors Board of Directors for 2000-03. He has also begun a postdoctoral program in psychopharmacology at Fairleigh-Dickinson University, which will consist of 11 postdoctoral courses over a two-year period.

Barbara Cozza (Education) was a grant reviewer for Teacher Quality Enhancement Grant Program, U.S. Department of Education, on August 20-23 in Washington, D.C., and was NCATE reviewer for University Reviews for Initial Application during March and April.

Douglas Dixon (Education) presented "Pursuing Justice in the Classroom: A Simulation" to the 80th National Council for the Social Studies Annual Conference in San Antonio, Texas, November 17-19.

LeeAnn Eschbach (Counseling and Human Services) and **Vivian Ripley** (Counseling and Human Services) co-presented "The Process of Professional Counselor Identity Development: Students' Perspectives" with students Julie Cerrito, Ben Crawford, Sara Grefrath, Laura Novak and Kim Palko at the 2000 Annual Conference of the

Pennsylvania Counseling Association in Harrisburg, October 27-29.

John Greggo (Counseling and Human Services), **Patricia Vaccaro** (Collegiate Volunteers), Donna Cadden and J. Gumpert presented "Alternative Break Trips: 2 Schools, 3 Departments, 2 Philosophies" at the Pennsylvania Campus Compact Conference – "The Civil Society Agenda: Higher Education in a New Millennium," Harrisburg, November 3-5.

Renee Hakim (Physical Therapy) has achieved the level of ABD in the doctoral program in health studies at Temple University.

David Hall (Counseling and Human Services) and Christine Moll (Canisius College) presented "Utilizing Technology to Improve Branch Communications" at the North Atlantic Region Branch Assembly of the American Counseling Association, in Philadelphia, October 14.

Timothy Hobbs (Education) received a grant to support his project "Georgian/American Partnership for Rehabilitation and Special Education" under the auspices of the NIS College and University Partnerships Program. He co-authored, with Y. Halstead, "A Collaborative Approach to Managing Student Malingering," *Nursing Connections*; and with D. Westing, "Together and Alone: A Comparison of Individual and Collaborative Inclusion Planning," *Issues in Teacher Education*. He also published a review of Jean Crockett and James Kauffman's "The Least Restrictive Environment: Its Origins and Interpretations in Special Education," *Remedial and Special Education*.

Sharon Hudacek (Nursing) published *Making a Difference: Stories from the Point of Care*, Center Nursing Press, Indianapolis.

Elizabeth Jacob (Counseling and Human Services) and **John Greggo** (Counseling and Human Services) published (in press) "Utilizing Counselor Training and Collaborative Strategies in Working with International Students," *Journal of Multicultural Counseling and Development*.

Peter Leininger (Physical Therapy) presented "Electrically Induced Quadriceps Femoris Muscle Contraction Force Output and Fatigue in Females and Males" at the annual APTA conference, Indianapolis, June.

Marjorie Maddox (Nursing) published (in press) "While I Sing You to Sleep," *Journal of Christian Nursing*, Winter 2000. She also received a grant from the Lackawanna Area Office on Aging to conduct a five-day, four-hours-a-day class for Senior Companions at Telespond Senior Services. There was a total of 125 participants in all five classes.

Tata Mbugua (Education) presented "Early Childhood Education Practices in Kenya: An Overview of an Emerging Profession" at the Pennsylvania Educational Research Association (PERA) Annual Convention on November 20; co-presented, with **Barbara Cozza** (Education), "Transforming the Cultures of the Family, School and University through Collaboration" at the Pennsylvania Association of Colleges of Teacher Educators Conference (PAC-TE) in Harrisburg, October 25-27; presented "International Guidelines in Early Childhood Education" to the Annual Diocesan Teachers' Institute in Wilkes-Barre, September 25; and presented "International Perspectives on Parent Involvement

in Early Childhood Classrooms in Kenya and United States of America" at the Association for Childhood Education International's conference (ACEI) in Baltimore, April. She also published "Transforming the Cultures of the Family, School and University through Collaboration," *Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) Monograph Series*, Fall 2000, and is a reviewer for the *Journal of Early Childhood Teacher Education* under the National Association of Early Childhood Teacher Educators.

Mary Helen McSweeney (Health Administration and Human Resources) received an Intersession 2000 Grant from The University of Scranton. She also presented "Public and Private Reimbursement for Assistive Technology" at the American Society on Aging Assistive Technology Conference, Washington, D.C., December 1999, and "Perceptions of Long-Term Care and Long-Term Care Insurance: Intergenerational Differences" at the National Council on Aging Annual Conference, Washington, D.C., April.

Oliver Morgan (Counseling and Human Services) published "Prevention" in P. Stevens and R. Smith (Eds.) *Substance Abuse Counseling: Theory and Practice*, 2nd edition (pp. 299-320, Chapter 11), New York: Prentice-Hall. He also received a grant, co-authored with **Ellen Morgan** (Counseling Center), from the Edward R.

Leahy Jr. Center for Faculty Research and Development in the J. A. Panuska College of Professional Studies for a proposal entitled "In the Eye of the Hurricane: Adopting Children with HIV/AIDS," March.

Mary Muscari (Nursing) published *Lippincott's Review Series: Pediatric Nursing* (3rd edition) and *Advanced Pediatric Clinical Assessment: Skills and Procedures*. Both books were published by Lippincott, Williams, and Wilkins.

Peter Olden (Health Administration and Human Resources) was recently acknowledged by Auburn University in Alabama for an article published in the Winter 1998 edition of the *Journal of Health Administration Education*. Auburn will utilize the course model outlined in his article. Beginning in spring 2001, the university plans to offer the course to all graduating seniors.

Vivian Ripley (Counseling and Human Services) presented "The National Standards and School Counselor Training: Course Development and Teaching Strategies" at the North Atlantic Regional Association for Counselor Education and Supervision Conference in Saratoga Springs, New York, October 6-8.

Ivan Shibley (Education) received the Pennsylvania School Study Council William Caldwell Award for Excellence in Administration and Instruction at a Penn State University Alumni Brunch, October 21, and attended the PASA/PSBA conference in Hershey, October 19-20.

Barbara Wagner (Physical Therapy) presented workshops on clinical instructor education and credentialing (sponsored by the American Physical Therapy Association), including one in Denver, October 6-8, hosted by the Northwest Intermountain Consortium. In January she was elected director of the Northeast District of the Pennsylvania Physical Therapy Association.

Gloria Tansits Wenzel (Education) published "The Rainbow Tulip" in *Childhood Education*; presented "Assessment in Early Childhood" at the Diocese of Scranton Teachers' Institute, Bishop Hoban High School, Wilkes-Barre, September 25; and received recognition by *Who's Who Among America's Teachers 2000*.

Margarete Zalon (Nursing) published "Comparison of Pain Measures in Surgical Patients," *Journal of Nursing Measurement*, and "A Primetime Primer for Distance Education," *Nurse Educator*.

Board of Visitors Meetings

Fall 2000

On October 25-26, the Board met to address issues and strategies related to recruiting Hispanic students, staff and faculty to The University of Scranton.

The Panuska College of Professional Studies welcomed three new members to the Board of Visitors: Edward R. Leahy, Esq., of Bingham Dana in Washington, D.C., former chair of the Board of Trustees at The University of Scranton; Dr. O. Edward Jack, dean of the School of Education and Graduate Studies at Cheyney University in Cheyney, Pa.; and Mr. Thomas A. Conway, senior vice president for corporate marketing at Univision Television Group Inc. in Atlanta, Ga.

Spring 2000

On March 22-23, the Board focused on "Understanding Latin America and the Latino Community in the United States." The 141 attendees on Wednesday and 31 attendees on Thursday found the topic to be enlightening and were impressed by the fact-filled presentations from Dr. Ledford-Miller and Dr. Parsons.

Recommendations for future meetings included a continuation of the international focus within the College, additional focus on service learning and global partnerships in Latin America, cross-curriculum integration, community outreach initiatives, and increased student involvement.

Counseling and Human Services

The Rehabilitation Counseling Program has been approved for continuation of accreditation from the Monitoring Committee of CORE (Council on Rehabilitation Education). The program was granted accreditation through summer 2007.

Dr. Vivian Ripley and Dr. LeeAnn Eschbach are working with the School Counseling faculty at Marywood University to provide a School Counseling Academy for current school counselors next summer.

Dr. Vivian Ripley and Dr. LeeAnn Eschbach attended the Education Trust's Transforming School Counseling Initiative (TSCI) Summer Institute with the 20 other school counseling program "companion status" institutions. Current TSCI activities include curriculum innovation, collaborating with Pocono Mountain School District in providing early entry activities for students, as well as collaboration with Dr. Deborah Lo of the Education Department to bring counselors-in-training together with teachers-in-training and principals-in-training for a problem-solving activity. Drs. Eschbach, Ripley, and Lo presented this experience at the November National Education Trust Conference with their paper, "Collaborative Learning Seminar: Fostering Teamwork for Problem Solving."

Education

Dr. David A. Wiley, department chair, has been elected District IV director of The National Science Teachers Association (NSTA). In that role, he represents the NSTA membership in the state chapters and affiliates of New York, New Jersey and Pennsylvania. As issues of funding in science, science education and professional development become political issues, NSTA will be looking for input through its 18 district directors. As NSTA's representative, Dr. Wiley also works to involve professional educators and their students in conventions and professional development opportunities. Dr. Wiley's term continues until June 1, 2003. For information about NSTA, call Dr. Wiley at 941-4032.

Exercise Science

In conjunction with the student Exercise Science Club, the department is coordinating a 30-Mile Swim Club. The initial event will be limited to faculty and staff. Regular participation is a requirement.

The goal is to provide participants with firsthand knowledge of the measurable benefits of regular exercise. Before participants begin the program, department students test blood pressure, percent of body fat and other fitness measures. Periodic post-testing will also be required.

For more information, contact Dr. Ronald Deitrick or Prof. David Hair.

Health Administration and Human Resources

The department has received a grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration. The grant provides support for a health administration traineeship. The traineeship is granted to one or more students who not only exhibit financial need, but also intend to pursue a career in a not-for-profit organization after graduation from a master's program.

Nursing

The Helene Fuld Health Trust, HSBC, Trustee, awarded \$100,000 to the Department of Nursing for scholarship support for students who are currently licensed practical nurses studying to become registered nurses. See page 8 for details on the Helene Fuld Health grant.

Junior Michele Berkstresser recently published her article, "Tips from Students for Students: Surviving Freshman Year," in *American Nursing Student*. The journal is produced by ANR, which also publishes *Nursing 2000*.

Occupational Therapy

The department is working out the final details to offer the option of pursuing the Master of Science in Occupational Therapy degree for the current class of OT seniors. It is anticipated that the majority of students will choose to continue with graduate-level studies.

Additional information on the process will be available within the next few weeks.

Marti Hill, MHS, OTR, joined the professional staff of the department in June. She received her master's degree from the University of Florida in Gainesville. Ms. Hill is an avid sailor and holds a master's license in the U.S. Coast Guard. Please extend a hearty welcome to our newest staff member.

Physical Therapy

As of August, Dr. Edmund Kosmahl has assumed the responsibilities of department chair. Dr. Kosmahl brings a wealth of experience to the position along with the diligence and dedication he has shown during his 17 years with the University.

Dr. Kosmahl has been extremely busy the past few months, ensuring the continued quality of the department and instituting the adjustments necessary to keep up with the ever-changing climate of physical therapy education.

The Physical Therapy Club officers for 2000-01 are:

Kristen Van Kleff, *President*
Julie Balzano, *Vice President*
Thomas Hoy, *Secretary*
Brian Perkowski, *Treasurer*
Eileen Young, *APTA Liaison*

In celebration of National PT Month, the club members challenged the Allied Forces wheelchair basketball team to a game of basketball, played October 12. Despite having four teams of "fresh arms" and the Allied squad's reversal of the score at halftime, the PT club members graciously lost the game. There is talk of a rematch on the tennis courts this spring.

The PT Club hosted the Northeast Pennsylvania District Meeting 3 October 2000 at The University of Scranton. During that meeting, Holly Koch, a 5th year PT graduate student, presented "Healthy People 2010." Ms. Koch hopes to have her findings published and an opportunity to present at the National APTA Conference.

Occupational Therapy Parent-Child Play Group

In spring 2000, occupational therapy student Colleen O'Neal designed and implemented a parent-child playgroup to study the role of occupational therapists as facilitators of the parent-child bond. This successful pilot research project served as Ms. O'Neal's Honors project and has been adopted and integrated into the pediatric course work of the occupational therapy program under the direction of Professor Carol Reinson. This semester, junior-level OT students are running a weekly inclusive parent-

child playgroup in the neuro-sensory-motor laboratory at Leahy Hall as part of their graded course requirements. The interactive playgroup illustrates a fine example of techniques and strategies utilized by OT faculty members to bridge the gap between theory and practice issues discussed in the classroom. The playgroup is offered at no cost to families and welcomes children with special needs. Currently involved in the project are 13 families and 17 children aged four months to six years.



Aria and Kyra Zarnoski spend time with Mary Kate Stich, a junior Occupational Therapy student.

University Unveils Act 48 Certification Program

As educators across Pennsylvania adjust to Act 48 of 1999, The University of Scranton has prepared a flexible program of credit and non-credit courses to help meet new certification requirements that apply to all holders of Pennsylvania professional educator certification.

Since July 1, 2000, all Pennsylvania's public-school-certified educators are required to complete a continuing education requirement every five years in order to maintain an active certificate. The provision applies even to those who hold "permanent" certification.

In order to achieve or retain certification, every five years educators must earn six collegiate credits, six approved Pennsylvania Department of Education in-service credits, 180 continuing education hours or any combination of the above. Educators who do not comply with Act 48 will be listed as "inactive," making them ineligible to serve in a professional position in Pennsylvania's public schools.

Social Justice Education Project

Funded again this year by a Cooperative Fund grant, the Social Justice Education Project will prepare 29 students (including 12 from CPS) from The University of Scranton and Marywood University for service trips to Camden, N.J., Williamston, N.C., and a Navajo reservation in Chinle, Ariz., over Inter-session 2001. The project is a collaborative effort among the Department of Counseling and Human Services at The

"The purpose of Act 48 is to mandate a program of continuing professional development on the part of all certification holders in Pennsylvania," said David Wiley, Ed.D., professor of education. "It applies to everyone; even educators like me who work in a University setting and have multiple degrees will need to continue our education if we wish to retain our active certification."

The University has a long history of providing educational opportunities for area teachers at both the undergraduate and graduate level. The Pennsylvania Department of Education has recently approved the University as a site for non-credit Act 48 courses as well.

Through its Act 48 Certification Program, the University has developed several flexible and convenient ways for educators to fulfill the continuing education requirements. Educators can choose from a series of one-credit workshops offered by the Education Department and Department of Counseling and Human

Services that feature a quick admissions process and streamlined paperwork.

"Our programs will be, as always, a high-quality combination of informed intellectual perspective and solid practical application," said James Pallante, Ed.D., dean of Panuska College of Professional Studies. "Our alumni and friends have come to expect this kind of program, and we will not disappoint them."

McGurrin Hall Accessibility Study

An accessibility study was completed by Nadine Scavo Cali and Sherri Rice McGuire, two recent graduates of the Rehabilitation Counseling program. The students collaborated with Keith Williams, assistant director of the Northeast Center for Independent Living, and Dr. Lori Bruch, Rehabilitation Counseling program director. The evaluation utilized the accessibility guidelines found in the Americans With Disabilities Act. Although McGurrin Hall was found to be in compliance with federal regulations on accessibility, several recommendations were made to make the building more user-friendly for persons with disabilities. The study was a great experience for students to work with community and University representatives on a theory-to-practice project.

Boundaries and Borderlands III Institute

Dr. Shani Carter (Department of Health Administration and Human Resources), Dr. Marian Farrell (Department of Nursing) and Dr. Elizabeth Jacob (Department of Counseling and Human Services) traveled to Brown University in Rhode Island from July 13 to 23 as part of a six-member team selected to represent The University of Scranton for the Boundaries and Borderlands III Institute sponsored by the Association of American Colleges and Universities (AAC&U). Other team members

included Professor Stephen Casey (Theology), Dr. Reuban Rodriguez (dean of students) and Sherman Wooden (special assistant to the vice president of student affairs for multicultural affairs). The faculty and student affairs staff who attended the institute will lead ongoing programs to develop curriculum initiatives that promote citizenship and enable students to live and work in a diverse community.



Left to right: Stephen Casey, Reuban Rodriguez, Elizabeth Jacob, Marian Farrell, Sherman Wooden, Shani Carter.

DREAM Curriculum for LPNs funded by Helene Fuld Health Trust, HSBC, Trustee

8 In an effort to encourage educational mobility from being a licensed practical nurse (LPN) to becoming a registered nurse (RN) prepared at the baccalaureate level, the DREAM curriculum (Direct, Realistic Education Achievement through Mobility) was designed. This curriculum specifically targets LPNs who wish to advance their education in a timely manner. The DREAM curriculum is a “fast track” program that eliminates barriers to baccalaureate education for LPN’s. The Helene Fuld Health Trust, HSBC, Trustee, awarded \$100,000 to

The University of Scranton’s Department of Nursing for scholarship support for students enrolled in the DREAM curriculum. The students were selected based on financial need and ability to commit to completing the program requirements on a full-time basis. Drs. Sharon Hudacek and Dona Carpenter co-authored this grant. Eight scholarships were awarded to LPN students Tammy Burdette, Susan Chmielewski, Vicki Jason, Linda Kerecman, Natalie McCloe, Anna Williams, Warren Shotto and Melissa Mushow.

The grant encourages full-time study by providing tuition assistance and, therefore, lightens the load of working and going to school. The cost of tuition and the need to work full time to pay for that tuition is eased by this LPN option. The goal is direct achievement and mobility with school as a priority.

The DREAM curriculum is open to LPNs on a part-time or full-time basis. For more information and an application call the Admissions Office at 941-5813.

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