



# news

Newsletter for the College of Graduate and Extended Education

Spring 2004

## Professor Michael VanLue and Graduate Students Work with Operation Smile in the Philippines and Peru

From the Philippines to Peru, RU professor Michael VanLue works with Operation Smile International as a speech-language pathologist to provide medical services for children and young adults suffering from facial deformities. The organization is committed to providing reconstructive surgery and healthcare to developing countries using international teams of volunteer health care professionals. Serving with Operation Smile gives VanLue the opportunity to research areas of interest that can be shared with his students and the RU community, as well as branch out to learn about others in the global community. He believes the key is to pursue these opportunities with a "sense of balance" and often reflects on the words of René Descartes:

"It is useful to know something of the manners of different nations, that we may be able to form a more correct judgment regarding our own, and be prevented from thinking that everything contrary to our customs is ridiculous and irrational—a conclusion usually come to by those whose experience has been limited to their own country. On the other hand, when too much time is occupied in traveling, we become strangers to our native country."

VanLue has shared his enthusiasm for serving with Operation Smile with his students and has been accompanied by several on the Philippines Project for Operation Smile. "Serving on these missions gives our students opportunities to gain practical experience and do research in their field," says VanLue. He was scheduled to return to the Philippines in 2003, but the mission was cancelled because of concerns about the safety of traveling to that area. Instead, he and three graduate students went to Peru where their mission was to survey parents of children born with cleft lip or cleft palate with the goal of understanding their beliefs about the deformity and conveying medically based explanations as to why the deformity occurs. With the help of translators and speech pathologists in Peru, they conducted interviews and collected information,

which was used to assess cultural beliefs and how much is understood about cleft palate as well as provide necessary medical information and care.

"While in the Philippines, many times we noticed parents were saying that children weren't able to go to school because having a cleft is socially unacceptable," says Jeannine Hoch, a graduate student in communication sciences and disorders who served on the Philippines Project for Operation Smile and the mission in Peru. Parents of children with cleft palate are concerned with how the deformity affects their children emotionally, developmentally and academically. These psychosocial issues made such an impact on Hoch that she made it the subject of her master's thesis. "Going on both trips really enhanced my education here. It's been an incredible learning experience, and I feel lucky to have been a part of it."

The interviews that VanLue and Hoch collected from the parents are in Spanish. Although, they obtained rough translations of the conversations, details and background information were not captured in the translations. Bernadine Banning, retired professor of Spanish at RU, has been assisting them by listening to more than 100 interviews recorded on audiotapes and providing detailed interpretations. Banning had no previous knowledge of Operation Smile and its

(continued on page two)



Jeannine Hoch interviews (with a translator) one of the patient's parents for part of her data collection for her Master's Thesis.

### IN THIS ISSUE

Professor Michael VanLue and Graduate Students Work with Operation Smile in the Philippines and Peru 1

Highlights From the Dean 2

Abstract Forms in Art, Music and Poetry 3

Graduate Student Council Gears Up for Spring 2004 3

New Degree Concentration Targets IT Professionals 4

Alumni Profiles 4-5

What's in an Internship 6

2003 Spring Award Winners 7

Your Gift to Radford University and National Rankings 7

Alumni Honored 8

Notes 8



## Highlights From the Dean....



**Dr. Carole Seyfrit**  
Dean, College of  
Graduate and  
Extended Education

A number of new and exciting opportunities for graduate education at Radford University have become available since we sent our inaugural College of Graduate and Extended Education newsletter. As the needs of the Commonwealth and region continue to evolve, the College of Graduate and Extended Education is proactive in working with University academic departments to create new and innovative graduate education opportunities.

In the School of Nursing a nurse midwifery concentration in collaboration with Shenandoah University (SU) is now available, preparing nurses for advanced practice in the care of women across the lifespan with an emphasis on the childbearing phase of the lifecycle. Our students complete their core nursing courses at RU and the nurse midwifery concentration at SU where the Nurse-Midwifery Program is accredited through the American College of Nurse-Midwives Division of Accreditation. The Schools of Nursing at both Radford and Shenandoah are nationally accredited.

Two new concentrations are being offered in the M.S. Education

program. The information technology concentration prepares persons to serve as teachers and trainers in post-secondary educational settings, while meeting qualifications required by the Virginia Community College System (VCCS). The new early childhood concentration is a flexible, interdisciplinary program of study that provides additional options for graduate students in education, as well as a fifth year option leading to dual licensure in early childhood education and early childhood special education for bachelor of science graduates with an interdisciplinary early childhood major. In addition, the Department of Special Education now offers a licensure program in severe disabilities with all coursework offered at RU through a consortium of universities.

RU students have new opportunities to earn their bachelor's and master's degrees in five years. Accelerated bachelor's/master's programs allow talented students to take a number of graduate courses and count them toward both the baccalaureate and master's degrees. These programs are now available

in criminal justice, communication, nursing and education.

RU received a grant of \$10,000 for feasibility planning for professional master's degree programs in social science research. The grant, awarded by the Ford Foundation through the Council of Graduate Schools, is administered by the Graduate College. Faculty in sociology, criminal justice and geography are leading the project. Surveys and focus groups will assess the employment needs in the Commonwealth and region as well as student interest in master's level, professionally oriented social science degrees.

The other big change that occurred this year is our newly redesigned college website. We have a new look and the information has been reorganized. Prospective and current students can visit our website (<http://www.radford.edu/~gradcoll>) to gain greater access to program and degree information, online and paper applications, payment options, the graduate catalog, forms, resources and many other important links.

## Operation Smile

(continued from page one)

missions, but since volunteering her time to work with VanLue and Hoch has found the work both interesting and heartbreaking as she listens to the stories parents told about their children. "I'm really impressed with this work. I have begun giving contributions to Operation Smile because of this. It's an excellent charity," says Banning.

VanLue will return to Peru in May 2004, along with three graduate students in his program. Two of the students will be funded through fellowships from the Scottish Rite of Freemasonry, a philanthropic organization that aids children with communication disorders to speak, read and learn. The spring mission is a pilot study on hearing status and will be Operation Smile's first initiative focused on hearing.



**Michael VanLue, COSD Professor, Jeannine Hoch, Pru Knight, Carla Geraldynne Beltran Aalos (Peruvian Speech Pathologist), Mandy Lauria**

## Abstract Forms in Art, Music and Poetry

Miles Davis, one of the most influential jazz musicians of the 20th Century, "dazzled his audiences with the color of sound that emanated from his horn and his clothing." The abstractness of his improvised lines conjured images of bright colors and shapes, clashing movement and wide-ranging emotions. Davis and other musicians of the modern age, such as Edgard Varese, the "father of electronic music," and avant garde composer John Cage were pioneers in the creation of abstract composition. Their work, unlike more traditional compositions, is not easily translated and allows for a wide range of personal interpretations.

Bruce Mahin, professor of music and director of The Center for Music Technology at Radford University, has been engaged in the study of modernist and post-modernist abstract art forms for the past 20 years. As a composer, music theorist and teacher, he strives to define the relationships that exist among abstract music, art and poetry by examining the concept "sound = color," an abstraction which considers two normally unrelated elements as existing in a single dimension. His study, "Sound = color:

Abstract Forms in Art, Music and Poetry," uses the concept to examine the process of creating and interpreting abstract art, music and poetry and uses recent theories in knowledge science to aid in the process. It also considers the inter-relationships between the arts, behavioral sciences and the social sciences. "Western art — music, art and poetry — is becoming progressively more abstract. Artists have attempted to connect their art with inner emotion. As time has evolved, artists have portrayed more of who they are in their art rather than what they see," says Mahin.

He believes abstract art forces the viewer to relate personally. When observing an abstract painting, it is not always clear what meaning the artist wanted to convey, so the observer relates the painting to his own experiences and emotion. The same is true with music, such as modern jazz, and avant garde classical styles, particularly when landmarks such as repetitive rhythmic patterns, metrical accents, and tonal harmony are missing. The listener is often left wondering what happened to these familiar components. The fact is that this music should not be understood in the same way one listens to a Beethoven symphony. Mahin hopes to explain how the listening experience is different and show



**Bruce Mahin**

that parallels exist between the treatment of elements in modernist and post-modern art, music and poetry. Mahin also hopes that his research will encourage more people to explore modern expressive works with a greater understanding of what the artist, writer or composer is trying to say.

Mahin is a member of the RU graduate faculty and coordinates music studies for students enrolled in the graduate program, which provides advanced study for musicians and music scholars in preparation for professional careers or for further advanced study at the doctoral level. His study will enhance the course materials and instruction presented to students enrolled in his music theory and music composition classes.

## Graduate Student Council Gears Up for Spring 2004

The RU Graduate Student Council provides a forum for all graduate students to address their concerns and share ideas. This spring the Council plans to hold a graduate faculty and student reception with foods prepared by international graduate students and two informational panels to discuss how graduate and undergraduate students can consolidate their student loans upon graduation and how graduate students can obtain a Ph.D. or Ed.D. after graduation.

The GSC invites all graduate students to get involved and attend these events.

For more information, contact Dante Morelli at (540) 831-6359, or email [dmorelli@radford.edu](mailto:dmorelli@radford.edu).



## New Degree Concentration Targets IT Professionals

A new degree concentration offered by the Graduate College in conjunction with the College of Information Science and Technology and the College of Education and Human Development is now available to those wishing to venture into technology education.

The Master of Science in Education degree with a concentration in information technology has been approved, and classes will be offered as early as summer session 2004.

“The goal here is for someone to come out of this ready and able to teach at the post-secondary level,” says computer science department chair Joe Chase.

The program requires a minimum of 36 semester hours, with 12 core hours in education, at least 18 hours in information technology courses and an educational practicum. The concentration courses feature software development, web development, database concepts, networking concepts and programming languages.

According to Chase, demand for this degree may come from those already involved in teaching the technologies.

“The other place we’re going to get enrollment is community college instructors,” he says. Increasing numbers of faculty and staff at regional two- and four-year colleges need to obtain qualifications required by the Virginia Community College System. Instructors at

that level may have expertise in teaching the subject matter, but may lack a degree that mirrors that expertise. The result can be instructors locked into a position without opportunity for advancement and without any leverage for earning pay commensurate with their experience.

Recognizing this constituency, as well as a possible interest among IT professionals in general, many of the courses will be offered at night and at other times convenient for those who wish to continue working.

The first class enrolled in the new concentration will likely be composed of instructors and programmers from RU and Virginia Tech. Teaching the initial group of professionals with prior IT experience is “a good way to start,” says Chase.

The development of this concentration is considered a potential prototype for concentrations that may be developed in the future from interdisciplinary cooperation and collaboration. Faculty in the College of Education and Human Development (Department of Educational Studies) and the College of Information Science and Technology worked together to develop this program in order to focus on the needs of persons who are primarily educators and trainers of adult (non-traditional) learners.

### Alumni Profiles

## Virginia Union University’s Interim President Discovered the Value of Leadership at RU



Belinda Anderson

Alumna Belinda Anderson (B.A. '76, M.A. '77) speaks in a manner that is clear and concise so as not to “leave any gray areas for people to wonder about her decisions and what she’s doing.” She believes in making the tough decisions and doing so with fairness and concern for the people that she represents. This philosophy has proven to be beneficial throughout her career and is a valuable lesson for anyone in a leadership role. As interim president at Virginia Union University in Richmond, Anderson is focused on making key decisions

that will improve the school’s financial situation, increase awareness for its programs, improve the quality of life for its students and let people know about the good things happening at VUU. It is a weighty list, but presents an opportunity for which Anderson has been preparing for quite some time.

She has always been in the right place at the right time, ready to take advantage of good opportunities. Throughout her career she has been willing to take risks and focused on always being prepared, yet Anderson credits her achievements to a valuable talent she discovered while a

student at Radford University — the ability to lead. While serving as an undergraduate residential advisor, she came to understand and appreciate her leadership ability and has nurtured and relied on it as one of her more important assets. “Everything that I have learned has served as a foundation, and I received a good foundation at Radford University,” says Anderson. “This foundation has served as a spring board for everything I have done.” In her journey, she has strived to learn all that she can, keeping her transferable skills up-to-date and “tucking away” experiences until she later needed them.

Anderson, a Roanoke native, thought her education would lead to

(continued on next page)



## Alumni Profiles

(continued from previous page)

a career as a history teacher. She decided to take a different path somewhere in her fourth year of teaching high school. "We have to be ready to take opportunity when it occurs," says Anderson. When presented with the opportunity to teach at the community college level, she began teaching night classes at Tidewater Community College, which led to another key decision — return to school to earn a Ph.D. While a doctoral student at Virginia Tech, Anderson worked part-time directing the student transition program at RU and later became the director of academic advising services.

Each of these experiences was a training ground for what she would later do in her career.

She has learned the value of structure, procedures, processes and most importantly, making decisions. "It has been a tremendous opportunity to lead an entire institution. In positions like these, you have to remember that it's not about you," says Anderson. "It's about the people you serve. You have to be perceived as being fair and make decisions in a way that it is obvious you are concerned about the communities you serve." She also values the lessons she has learned in man-

aging finances and advises anyone seeking a leadership position, particularly women, to learn about financial statements, net assets and how a organization is run financially. "If they want to advance, they need to learn about finances."

The key for Anderson has been learning and the education that she received at RU has been integral to her achievements. She "believes in Radford University as an institution" and with her husband, Eugene, two brothers, two cousins and a nephew who have attended the University, RU has become a family tradition.

## I/O Psychology Graduate Has Always Wanted to Work for the Government

DeLisa Walker earned a master's degree in psychology from Radford University in 1998. She came to Radford looking for a good applied master's program, which prepared students to work immediately. The RU industrial-organizational psychology concentration provided her with a well-rounded educational experience and prepared her to work in different fields. Walker now works as a personnel research psychologist for U.S. Customs and Border Protection (CBP).

Her work involves test development for selection systems, training and personnel research. "I have been leading a project that entails the design, development and validation of a video-based test where applicants view a series of job situations on a video monitor. The applicant is

then instructed to respond to each scene as if they were actually involved as a fellow inspector while their responses are videotaped for rating purposes," says Walker. She will be traveling nationwide to implement the test and to train and observe. Since the merger of CBP and Immigration and Naturalization Service under the umbrella of the Department of Homeland Security, the scope of Walker's work has changed covering a broader range of occupations.

Walker credits the course she took in job analysis for providing her the fundamental tools she needs to do the job. "Every aspect of the program at RU has shown up in my work," says Walker. "The information that I received is so applicable that it almost puts me at an advantage to people who have a Ph.D." RU's I/O psychology program follows a scien-

tist/practitioner model that promotes applied orientation and teaches state-of-the-art techniques on how to conduct job analysis, construct and validate selection tests, evaluate job performance, develop training programs, assess employee attitudes, promote organizational development and motivate employees. The program also encourages students to pursue research opportunities.

Walker also believes research opportunities are key. She recommends that those interested in doing similar work for the government should "get interested in research and find opportunities to present professionally." She says it is also important to explore all job options and look for a supportive environment that encourages professional development.



DeLisa Walker



## What's in an Internship?

Choosing to do an internship is one of the best decisions that a college student can make. In a competitive job market, getting real-world experience can pay off when it's time to look for a job.

Internships offer more than just a paycheck or course credit. They provide an opportunity to get an inside look at your chosen field, excellent networking possibilities that can develop into valuable professional relationships for the future and, of course, experience. Employers want to hire workers who have the most to offer, and an internship can really enhance your marketability.

RU students are taking advantage of on-campus resources, such as the RU virtual job search database, <http://jobsearch.radford.edu>, to find internship opportunities. The database has more than 700 internship and employment listings. Some companies, such as Abbott Laboratories offer opportunities for experience in a variety of areas, including accounting, biology, business, chemistry, communications, computer science, economics, environmental sciences, information systems, management, marketing and public relations. Through the database, graduate students can access opportunities located in Virginia, Washington, D.C., and several other states.

Programs across campus also help students locate internships. This year, the School of Social Work has placed 58 graduate students as interns in the New River Valley and Roanoke Valley. "For most students, being in 'the field' is the best part of their social work education," says Lorraine Marais, MSW coordinator and assistant director at the RU School of Social Work. "It is where they begin to put into practice the values they treasure and the skills learned in class. Several of our students have been very creative in their placements." Internships present a unique opportunity for students to process and reflect on their guided experiential learning. In the communities that surround the RU campus, a variety of services are available for internship opportunities, including medical, mental health, community services, child welfare and administration.

Making the grade is definitely important. Learning about your field as an insider may open a few more doors and give you the competitive edge necessary to launch your career.



### Laura Boutwell

Graduate Intern, School of Social Work

Laura Boutwell is an intern at Family Services in Roanoke. As a part of her internship, she received a 2003 national grant from the International Rescue Committee for a youth photography project. Boutwell designed and implemented the program, "My Community: The World Through My Eyes," which paired refugee and U.S.-born teenagers in a project designed to provide teens with opportunities for creative expression and to showcase the lives of refugee communities. After receiving training in photography basics, teens were assigned to refugee families from Liberia, Sudan, Cuba, Bosnia, and Kosovo. Their work is shown in an exhibit of 37 black and white photographs that document the inner worlds and rich stories of refugees living in the Roanoke Valley. The exhibit began with an opening at Center in the Square, and will travel to various high-impact locations through April.

*The exposure to cultures other than their own has been an invaluable experience for them," says Boutwell. "They have put together a display of their photos, and have received national recognition for their work.*



### Nathan Reed

Graduate Intern, School of Social Work

Nathan Reed heads up the RAFT crisis center in Blacksburg. The RAFT Crisis Hotline is a program of the New River Valley Community Services and offers telephone counseling, crisis intervention, mental health information and referral, and empathy to callers. *The New Social Worker* magazine named him the student social work role model of the year and featured him in the January issue.

*During summer, 2003, I prepared the hotline for certification through the American Association of Suicidology. After becoming certified, we became one of three hotlines in Virginia to host 1.800.SUICIDE, a continental support line for individuals impacted by suicide," said Reed. "I serve as the only employee for RAFT, and I supervise 65 volunteers and interns.*

## 2003 Spring Award Winners

The College of Graduate and Extended Education has established three award categories to recognize and encourage excellence in research or creative activity by graduate students. Awards are given for a research based thesis; a thesis or final project involving creative activity, such as music, art or creative writing, and for work not eligible for either of the first two categories, such as exemplary performance in course work, directed study, practicum/internship or graduate assistantship. The winning students receive a monetary award and a plaque, and their advisors receive a plaque.

- Peter Poherence won in the research thesis category for his thesis titled "Design Considerations for the Construction of a New Electronic Stringed Instrument for Use with MIDI (Musical Instrument Digital Interface) Devices." His research establishes the basis for the future development of electronic musical instruments and may result in the commercial production of a new type of musical instrument. His thesis advisor was Bruce Mahin.
- Kristina Newberry won in the final project category for her creative thesis "A Star on the Cardboard Wall." Her thesis consists of a collection of her own short stories. She is a native of Russia and, in her own words, her work is a "humble tribute to Russian women, to their strengths and weaknesses, their courage and to the spaces that they have managed to create to survive." Her thesis advisor was Tim Poland.
- Fernando Porras received an award for exemplary performance for his art exhibit titled "Warao." His artwork explores the cultural and environmental issues of the Warao people who live in the Orinoco Basin near his hometown of Maturin, Venezuela. His advisor was Eloise Philpot.

## Your Gift to Radford University and National Rankings

As an alumnus, you have a stake in Radford University's future. The quality of that future will be literally determined by loyal supporters who, year after year, provide the financial basis for a quality educational experience. Every donor, no matter the size of the gift, helps determine Radford University's recognition by national ranking agencies. Alumni who give back to their alma mater are thought to possess a high degree of satisfaction with their college experience. As such, institutions including U.S. News and World Report, factor this alumni participation into their national rankings. This recognition enhances the value and prestige of an RU degree.

When you receive your call or letter from RU, please consider making an annual gift. No matter the size, your participation will be counted among those who believe in the Radford Experience.

We encourage you to also consider Matching Gifts as an easy way to double or even triple your gift to RU! Many employers will match charitable gifts as a benefit for their employees. Check with your employer today to see if your gift to Radford University can be matched or visit our online lookup site:

[www.matchinggifts.com/Radford](http://www.matchinggifts.com/Radford).





## Alumni Honored

- Alumna **Kate Baker** won Virginia's Recognized Young Dietitian of the Year 2003 award from the Virginia Dietetic Association. During her time at RU, she was also awarded the prestigious 2001 Outstanding Dietetic Student Award from the association. Baker was a member of the RU Dietetic Internship Charter Class in 2000 - 2001 and is currently the Clinical Nutrition Manager at Lewis Gale Medical Center in Salem, Virginia. The winner is required to be a member of the American Dietetics Association (ADA), younger than 35 years old, an active participant in ADA at the national, state or district level, demonstrate concern for the promotion of optimal health and nutrition in the community, demonstrate leadership in legislature, research, education, management, in the ADA or in the workforce.
- **Chanda Tracy, RD**, was named Virginia's Outstanding Dietetic Intern for 2003. She completed the dietetic internship in June. Chanda was selected by the Virginia Dietetic Association. The award is given to those who have demonstrated leadership qualities and performance throughout the internship experience. Chanda was instrumental in the production of a professional promotional video titled "Is Dietetics for You".
- **Carly Rhode**, a recent RU graduate in psychology has been accepted to Loyola University to pursue her Ph.D. in psychology. She was also awarded the Donald Mattison Award as the most outstanding student in mental health at the 2003 American Mental Health Counselors Association meeting in Seattle. She was also elected chair of the graduate student committee for the American Mental Health Counselors Association.

## Student Notes

RU graduate student **Danielle Blackburn** has been honored with the Sam and Millie Hilburn Scottish Rite Scholarship. The scholarship is awarded to an outstanding graduate student studying childhood language disorders. The award provides \$5,000 a year for tuition, books and living expenses. Recipients are chosen based on dedication, ambition, academic preparation, financial need and promise of outstanding performance at the advanced level. Blackburn is scheduled to receive her master's degree in speech language pathology in May 2004.

**Mary Barnard** and **Jennifer Brown**, graduate students in English, presented the paper "Making Room for Something Wonderful: From Appalachia to No Child Left Behind" at the National Council of Teachers of English conference in fall 2003.

## Let's Hear From You

The College of Graduate and Extended Education would like to hear from you. Please send your news and information to us for possible inclusion in our publications. You may contact us by e-mail at [gradcoll@radford.edu](mailto:gradcoll@radford.edu).

Radford University does not discriminate in the administration of its educational programs, activities, admission, or employment practices. 03-185(3/04)

# RU

College of Graduate and Extended  
Education

Radford University  
P.O. Box 6928  
Radford, VA 24142

Nonprofit Org.  
U.S. Postage  
PAID  
Radford Univ.