



Fellows

NEWS ABOUT PEACE CORPS FELLOWS / USA

Fellows Build Capacity Through DePaul's Program for Special Education Teachers

By Barbara Radner, Ph.D.,
Coordinator, DePaul University



DePaul University Fellows Rebecca and Andrew Andestic teach special education in Chicago public schools.

The Peace Corps builds capacity, and that is what the Urban Teacher Corps at DePaul University is also dedicated to accomplishing. For example, the same abilities that enable a Peace Corps Volunteer to help develop a small community in Benin are evident among the Peace Corps Fellows who build capacity in urban schools through their work with the Urban Teacher Corps.

Since 1991, the unique value added by returned Peace Corps Volunteers (RPCVs) has been essential to the work of DePaul's Center for Urban Education. The program enabled RPCVs and individuals changing careers to work as

interns and complete certification courses with applied work in Chicago public elementary and high schools.

These individuals helped develop professional capacity at these schools as they learned how to teach by working collaboratively with certified teachers. The program succeeded in strengthening schools and certifying teachers who have stayed the course, resulting in a five-year retention rate of 87 percent and two graduates who later became principals.

The DeWitt Wallace-Reader's Digest Fund provided additional support to the

DePaul program to serve as a leadership site, providing a replicable model for teacher education to other universities. As we worked with other universities and area public schools to identify replication opportunities, it became clear that we could help many schools respond to a critical problem while helping the system meet the serious need of preparing successful special-education teachers who would remain long-term in their schools. Nationally, the retention rate for special-education teachers is substantially lower than that of regular-education teachers.

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Carnegie Mellon Fellow Brings Science to Life

By Marie Coleman and
Kristen Niceswanger



Carnegie Mellon University Fellow David Schaarsmith visits with a boy from a village in Ghana. David served there as a Peace Corps Volunteer from 1996 to 1998.

Ever since Carnegie Mellon University (CMU) Fellow David Schaarsmith was an undergraduate studying chemistry and environmental sciences at Notre Dame University in Indiana, he has been interested in the relationship between science and the environment. Through serving in the Peace Corps from 1996 to 1998, however, Schaarsmith gained a new perspective on linking the two disciplines. While teaching science and chemistry to high school students in a small rural village

in Ghana, West Africa, he realized that the best way for his students to learn was to come out of the classroom and into the world.

"Given that many of these students would eventually work as farmers, I wanted the science to come to life—I wanted them to understand how chemistry was impacting the environment around them," said Schaarsmith. His students threw baseballs to study velocity and measured pH levels in soil to under-

stand how acidity affects plant growth. "I think the time out of the classroom allowed students to gain an understanding of why things on their farm or in their village are done the way they are. It also taught them to ask questions."

After returning to the United States, Schaarsmith enrolled in graduate school at Antioch New England Graduate School in Keene, New Hampshire, where he earned a master of science degree in resource management and administra-

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PROGRAM UPDATES

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Working with the Office of Specialized Services of the Chicago Public Schools through a five-year grant from the U.S. Department of Education Office of Special Education, we established "multiversity," a coalition of five universities that provide a certification/master's program in special education centering on in-school work with substantial mentoring by fully certified teachers. RPCV and other incoming teacher candidates work at schools in the coalition.

Read what two RPCVs report on their work and you realize how challenging and rewarding the program is. Alfredo Alvarez (Peace Corps Volunteer Ecuador, 1994-1996) works at an elementary school, sharing his background with a team of special education teachers: "Ole A. Thorp Scholastic Academy is located in the northwest corner of

Chicago. It is an ethnically diverse school for students in kindergarten through eighth grade. In the time I have been here, I have seen tremendous change in the special education program. Frequent communication with homeroom teachers has enabled me to instill in my students the importance of excelling in and out of the regular education classroom. Appropriate social skills is also something the homeroom teachers and I have emphasized. Letting the students know that I truly care for them and will follow up on their behavior and performance encourages them to assume responsibility for their actions."

Andrew Andestic (Peace Corps Volunteer Armenia, 1998-2000) reports that he was enriched by his experience at the Hugh Manley Career Academy in Chicago.

It clearly also has benefited his students: "After teaching English in Armenia for two years with the Peace Corps, I thought I would be prepared for almost any classroom experience in America. Yet, teaching in the special education department at Manley Academy on the west side of Chicago can sometimes feel every bit as foreign as my Peace Corps country. Often the struggles of my American students seem more insurmountable than those of the Armenians I taught abroad; my American students battle the dual disadvantages of poverty and street violence. Add a disability to those challenges and it can, at times, appear hopeless. But it is not. Like my time in the Peace Corps, the greatest joy I have in my work here is seeing that ray of hope in a difficult situation. As a new special education teacher who is still finishing his master's degree, I

see this experience as offering me many unique advantages. I have the freedom to meet the students' special needs and to try anything that works. These advantages have been critical to my own education as a Fellow. There is not a college course anywhere that can teach me what my students have taught me. I just hope I have taught them a little something in return."

Every time I talk with principals of these schools and others involved in the program, they ask me to send them more great teachers. Through the work of partner universities and the dedication of RPCVs, the program has not only achieved our goal of expanding to other universities the model of site-based cohort-structured teacher preparation, but also enabled the schools to provide a much richer education for students.

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tion. He was then hired as environmental policy director for the New Hampshire Lakes Association in Concord, New Hampshire. There, the Lynbrook, New York, native lobbied state and federal government, influencing legislation to protect more than 970 lakes in the state. Legislation he helped pass includes a law that requires power plants to reduce the levels of four major chemical pollutants.

To formalize his expertise in public policy, Schaarsmith later applied to—and was accepted into—the Fellows/USA program at the H. John Heinz III School of Public Policy and Management at CMU. Schaarsmith felt that

this leading policy studies program would teach him the skills he needed. With a concentration in environmental policy, he will complete the two-year master's program in 2005.

At CMU, Fellows work as interns during the summer after their first year of course work. For his internship, Schaarsmith will work in the engineering department of the City of Clairton, Pennsylvania. There he will help the community address problems stemming from its combined sewer systems, which use the same pipelines for sanitary sewage and storm water. Heavy rainfall tends to exceed the capacity of these systems, sending untreated

sewage into local rivers. Schaarsmith will help Clairton meet state and federal regulations regarding water pollution.

CMU Fellows also receive a 50 percent tuition reduction, loan forgiveness, and stipends for their internships. In some cases, they also receive scholarships and/or research assistantships. Schaarsmith receives the Heinz Fellowship, which includes a full-tuition scholarship and a stipend for a research assistantship. CMU awards four of these fellowships each year.

"Without a scholarship, I might not have been able to come to the Heinz School," said Schaarsmith.



David Schaarsmith (r) shakes hands with a Ghanaian chief.

In the long run, he hopes to use his background and the skills he acquires from the Heinz School to benefit the Pittsburgh area. "There are lots of opportunities for sustainable development here. I want to work to convince companies that development in environmentally friendly ways, such as reclaiming brownfields, can provide them with economic benefits," he said.

Fellow Passes on Teachers' Wisdom

When Peace Corps Fellow Ericson Perez was growing up, high school teachers in Cranston, Rhode Island, made such a favorable impression on him that he decided to become a teacher to provide the same inspiration to young people. "I looked up to my teachers in high school," he said. "They worked with me to help me succeed. They helped me develop academically and personally."

Perez became a Fellow at George Washington (GW) University in Washington, D.C., to hone the teaching skills that he acquired both while earning a provisional teaching certificate in secondary biology as an undergraduate at Brown University in Providence, Rhode Island, and teaching sciences and HIV/AIDS education as a Peace Corps Volunteer in Kenya from 1999 to 2001. While working toward a master of arts in transition special education at GW, Perez spent the second year of his fellowship teaching special education and managing individualized education programs for 12 students at Watkins Mill High School in Gaithersburg, Maryland. He completed his degree requirements in January 2004.

Perez chose special education as a focus because he had previously enjoyed working with special-education students while teaching eighth-grade physical science in Connecticut to meet his certification requirements. He said that because his family—who moved to the United States from the Philippines when he was nine—faced

economic hardship while he was growing up, he can relate to the backgrounds of some of his students. Perez said he wants to teach his students to use education to rise out of poverty. "I want to make a difference in young people's lives by sharing what I have: time, knowledge, and wisdom."

He observed in some special-education students what he calls "a learned helplessness," a belief that they cannot be successful. "If they do well, they tend to think that the assignment is too easy," said Perez. "Through small steps, I want to show them that by hard work, they can be successful—through a combination of their own ability and effort, and not luck."

He learned this message in high school more than a decade ago. From a teen who struggled with his grades, he grew into an adult who continues to gain recognition for his outstanding achievements. Perez earned distinctions as an undergraduate pre-med/biology student. As a candidate for teacher certification, he developed an exemplary unit portfolio that is a model for new candidates. In addition, Sedgewick Middle School in West Hartford, Connecticut, named Perez Middle School Science Teacher of the Year in 1997.

In addition to hard work, Perez attributes his success to being organized and managing his time wisely. He stays organized by grading and lesson-planning an entire unit at a time during preparation



George Washington University
Fellow Ericson Perez

periods at school so that he does not have to take work home during the week. Also, he said he does not try to "reinvent the wheel" to meet his students' needs.

Besides teaching and taking courses, he has completed the Marine Corps Marathon in Washington, D.C., and he raised \$2,500 for the Whitman-Walker Clinic while training with the AIDS Marathon Training Program. Perez also volunteers with the local Burgundy Crescent group, preparing food at the D.C. Central Kitchen and stuffing envelopes for the Mautner Project, which helps lesbians with cancer.

"I can't just work and go to school every day," said Perez. "I don't want to lose perspective. To help these kids, I need to be 100 percent every day."

His supervisors at Watkins Mill High must have been pleased with his performance. They offered Perez a contract to work there permanently after he completed his Peace Corps fellowship at GW. Perez accepted the offer, which fits in with his future goals. "I see myself working with young kids for a long time," he said.

By Gina Wynn

Peace Corps Fellows/USA

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Programs Celebrate Tenth Anniversaries Event Commemorates Community Service



(l-r) Fellows/USA Director Michele Titi, Ph.D., and the Peace Corps' Director of Volunteer Recruitment and Selection Chuck Brooks presented Western Illinois University current and former coordinators Thom Anderson, John Gruidl, Lee Eavy, and Carolyn Lawrence with an anniversary certificate of appreciation.



(l-r) Fellows/USA Director Michele Titi, Ph.D., and the Peace Corps' Director of Volunteer Recruitment and Selection Chuck Brooks presented Illinois State University coordinators Beverly Beyer and Frank Beck with an anniversary certificate of appreciation.

On March 10, Western Illinois University's (WIU) Fellows/USA program—led by Director John Gruidl, Field Coordinator Thom Anderson, and Administrative Liaison Carolyn Lawrence—marked its 10th anniversary. During the past three years alone, Peace Corps Fellows have served in 25 communities, counties, or regions in Illinois, utilizing more than 2,500 community volunteers in approximately 75 significant volunteer-driven, community development projects. The program has 66 current Fellows and alumni.

About 130 people attended the anniversary observance, a dessert reception coordinated by WIU Fellows/USA alumna Karen Mauldin-Curtis. The event was held during the 15th annual Rural Community Economic Development Conference in Peoria, sponsored by WIU's Illinois Institute for Rural Affairs. In attendance were current WIU Fellows, program alumni,

community partners, advisory board members, and other supporters. Fellows/USA national Director Michele Titi and the Peace Corps' Director of Volunteer Recruitment and Selection Chuck Brooks traveled to Illinois for the festivities.

The Macomb-based WIU program and its counterpart to the east, the Fellows/USA program at Illinois State University (ISU) in Normal, were established jointly in March 1994. On hand for the anniversary were Beverly Beyer, new coordinator of the ISU Fellows/USA program, and faculty coordinator Frank Beck. Brooks saluted the Fellows/USA programs in a keynote address, and with Titi, presented anniversary certificates of appreciation from Peace Corps Director Gaddi Vasquez to the leaders from both universities.

The evening's program featured insightful reflections by WIU program alumni and others

about their Fellows/USA experiences. Speakers included Donna Raynalds, executive director of SIDEZ (Southernmost Illinois Delta Empowerment Zone) in Cairo, Illinois; Christian Tscheschlok, executive director of the Rock Falls (Illinois) Community Development Corporation; and others. Community partner Jim King Jr. of Rock Falls expressed his appreciation for having had Tscheschlok and Jim Heaton (now a Fulbright scholar, see next page) working as Fellows in his community.

The evening culminated with the presentation of the WIU program's annual Alumni Achievement Award. This year's honoree was Heather Atkinson Mallozzi, a 2000 graduate who served her internship in the Village of Annawan, Illinois. Mallozzi is now director of building and planning for Malta, New York, where she is guiding the town's efforts toward smart growth.

Oregon Fellows Impact Environment, Economy in Communities

January 2004 marked the 10th anniversary of the University of Oregon (UO) in Eugene, as a Fellows/USA partner. In 1994, it became the first Peace Corps partner to offer community and regional planning graduate fellowships to returned Peace Corps Volunteers (RPCVs) through its Resource Assistance for Rural Environments (RARE) Opportunities program. From the founding of Fellows/USA in 1985 at Teachers College, Columbia University, until 1994, all Fellows/USA programs had been in teacher

education, with the exception of Johns Hopkins University's nursing program, established in 1991.

During the past 10 years, 36 Fellows have participated in the UO Fellows/USA program, making a lasting impact on local communities. Through RARE, Fellows generally live and work in rural communities for one year, helping to improve local environmental and economic conditions before beginning their studies at UO. Current Fellow Robin Petersen of

Centerville, Ohio, worked as an education/outreach specialist with the Benton Soil & Water Conservation District, where she helped develop the Making Ripples program. Through stream clean-ups and adopt-a-stream activities, she organized school groups, neighborhood associations, local businesses, and other organizations to take ownership of their nearby streams. Upon completion of her internship, Petersen began course work toward a master's degree in community and regional planning. In the



For the past 10 years, University of Oregon Peace Corps Fellows have been making a difference in rural communities. Above is the 2003–2004 cohort of Fellows.

Peace Corps, she served from 1999 to 2000 in Zimbabwe, where she taught environmental education.

Fellow Earns Fulbright for Research in Africa

Western Illinois University (WIU) Fellows/USA alumnus James Heaton of Wilton, California, was awarded a Fulbright grant to conduct research in Morocco, where he served in the Peace Corps from 1998 to 2000. Heaton recently earned a master's degree in economics at WIU after spending most of 2003 working as a community and economic development intern at the Rock Falls Community Development Corporation in Rock Falls, Illinois. He and his wife Brittany will spend nine months in Morocco, where

James will conduct research on Moroccan development techniques. Using his knowledge of the local culture, language, and environment, he will try to devise more practical, sustainable techniques that can be easily maintained by Moroccans. His wife, also a WIU Fellow, recently earned her degree in geography, planning, and community development. She was a Peace Corps Volunteer in Morocco from 1999 to 2000.

According to James, "There are a great number of develop-

ment organizations that have practiced economic development with a top-down approach and had limited success with little sustainability. By focusing on efforts within communities, I think we can demonstrate that a methodology based on public participation will not only see greater success and long-term sustainability, but will capture the hearts and spirits of people and inspire continued localized efforts for betterment."



Western Illinois University Fellows/USA alumni Brittany Odermann Heaton and James Heaton will spend nine months in Morocco while James conducts research through a Fulbright grant.

University of Oregon Wins HUD Grant

The University of Oregon (UO) was recently awarded a federal grant from the U.S. Department of Housing and Urban Development (HUD). The grant will provide financial support to Peace Corps Fellows and other UO graduate students while they work for local agencies on community development planning projects.

As a condition of receiving a HUD Fellowship, students make a good-faith commitment to seek a career in the public or the nonprofit sector after earning their master's degrees. In this way, HUD aims to build a cadre of individuals experienced in community development activities who will pursue careers working for public agencies or nonprofit organizations.

Peace Corps Fellow and HUD Fellowship recipient Miranda Byrd is helping the HIV

Alliance in Lane County, Oregon, with information outreach, policy management, and writing surveys. A graduate student in community and regional planning, Byrd says the grant is allowing her to get real-world knowledge from experiential learning, putting her undergraduate education in marketing and advertising to use, and letting her graduate debt-free.

UO graduate students were selected as HUD Fellows based on their commitment to community service, personal goals, minority status, and financial need. The grant covers part of their tuition and provides \$9,000 annually for approximately half-time employment. Fellows spend nine months with one agency before rotating to another during the two-year life of the grant. Only nonprofit organizations or local/regional/state government agencies that provide community develop-



A HUD grant will enable University of Oregon Fellows to help improve environmental and economic conditions in communities like Hood River, Oregon, shown above, which is bordered by the Columbia River. Mt. Hood overlooks the city.

ment, housing, or planning services are eligible to receive student assistance.

Other agencies receiving assistance in the Fellows' first rotation of service are Rural Development Initiatives, Inc., Lane County Economic Development, and the Oregon Homeless and Runaway Youth Coalition.

Illinois Program Receives Grant

AmeriCorps, through the Illinois Commission on Volunteerism and Community Service, has awarded the Peace Corps Fellows/USA program at Western Illinois University (WIU) a three-year \$239,000 grant to improve and expand internships for service in rural communities. The grant has enabled the program to hire another staff person to support this goal.

WIU's Fellows/USA program in community development is a unit of the Illinois Institute for Rural Affairs at Western. The program gives returned Peace Corps Volunteers an opportunity to earn master's degrees in geography; political science; recreation, park, and tourism administration; business administration; community health and health services management; or economics. Fellows are also eligible to earn a post-baccalaureate certificate in community development. Fellows serve an 11-month paid internship in a rural community, group of communities, or organization, assisting local leaders with development projects.

Nursing Fellows Honor Cultural Diversity During Peace Corps Week at Hopkins

By Marguerite Baty, Fellow,
Johns Hopkins University

Fellows Mark Anniversary With Governor Erlich



Governor Robert L. Erlich Jr. (center, with plaque) presented Peace Corps Director Gaddi Vasquez (center, no plaque), representatives of two Maryland Fellows/USA programs, and other Maryland RPCVs with a State of Maryland proclamation commemorating the Peace Corps' 43rd anniversary on March 1, 2004, at the Maryland State Capitol in Annapolis. The Maryland Fellows and alumnus participating in the ceremony were: Richard Kimball (behind Director Vasquez), who earned a master of science in nursing from Johns Hopkins University in 2001; and Shawn Watson (front row, second from right) and Joby Taylor (front, right) of the University of Maryland, Baltimore County's Shriver Peaceworker Program. Through her fellowship, Watson is pursuing a master's degree in applied sociology. Taylor, who coordinates the Shriver program, is finishing his doctoral studies in language, literacy, and culture.

By honoring the diversity among us, we can learn valuable lessons about others and ourselves. This ideal prompted the creation of Diversity Awareness Week at the Johns Hopkins University School of Nursing (SON) in March. Intentionally coinciding with National Peace Corps Week, it served as a tribute to the Peace Corps' third goal, "To help promote a better understanding of other peoples on the part of Americans."

The week's activities were organized by Lori Edwards, Fellows/USA coordinator; faculty advisor Sara Groves; and Fellows Marguerite Baty, Peace Corps Volunteer (PCV) Turkmenistan 1993-1995; Terrance James, PCV Bangladesh 2001-2003; Aisling McGuckin, PCV Madagascar 2000-2002; and other non-Fellow SON students.

Aiming to provide exposure to, increase awareness of, and prompt discussions about diversity issues, we knew that the week's agenda would have to be as varied as our audience. Activities that engaged faculty, staff, students, and visitors, covered both international and domestic topics. Throughout the week, many Peace Corps Fellows and other students set up informational exhibits about their own

cultures or cultures in which they had lived. There were lunchtime discussions covering topics of Native American health, child nutrition in Haiti, and diversity in health care. In addition, an art gallery displayed the work of staff and students.

Monday's highlight was the creation of a sand painting or *mandala* by five Tibetan monks from the Tshulkhang Kanitsen Drepung Loseling Monastery of southern India. The *mandala* represented a meditation for compassion. As they dismantled the *mandala* that afternoon, the monks spoke of the importance of crossing cultural barriers and having compassion for others, especially for those who practice in the medical arena.

By Wednesday's closing ceremonies, the school was abuzz with activity. An African drum and dance ensemble taught participants Central and West African dances, and as the energy continued to grow, the focus shifted to a group of local children who lit up the floor with their break-dancing talents. The day closed with the performance of two local rappers whose lyrics were poignant and clear, focusing on the day-to-day challenges and heroes of the streets of Baltimore.



Johns Hopkins University Fellows (l-r) Therese Menez, Jennifer Menhennett, and Marguerite Baty admire photos taken during Diversity Week activities.

A Tibetan monk chants blessings during the Diversity Week "mandala" ceremony.



Monday's *mandala* provided the perfect analogy for the week. In constructing it, the monks carefully arranged different colored grains of sand in an intricate design, creating art that was stunning yet transitory. During the dismantling ceremony, the monks swept the grains of sand together and the design's lines disappeared. While each grain retained its own identity, the combination of all the colors mixed together yielded yet another art form. No matter how much the grains mixed together, the art's strength and beauty seemed to magnify. We hope that each person who participated in the week's activities can apply this image to their daily lives.

Peace Match Connects Teachers and Speakers

A new program of the Peace Corps and the National Peace Corps Association, "Peace Match," helps match returned Peace Corps Volunteers

(RPCVs) with teachers who have requested RPCV speakers in their classrooms. Register today at www.peacematch.org to find a

classroom speaking opportunity and help promote a better understanding of other peoples on the part of Americans. Peace Match makes it easy!

Fellows/USA Adds Five New Programs

As it continues to diversify program offerings academically and geographically, Fellows/USA has added five new partner universities.

Seton Hill University

At Seton Hill University in Greensburg, Pennsylvania, Fellows can earn various master's degrees in art therapy, business administration, elementary education, marriage and family therapy, special education, technologies-enhanced learning, and popular fiction writing. As interns, Fellows will be placed in public or nonprofit organizations and in schools to address issues in Greensburg and surrounding Westmoreland County areas. For more information, contact Jenell Krymowski at 724.838.4283 or krymowski@setonhill.edu.

University of Cincinnati

At the University of Cincinnati in Ohio, Fellows can earn master's degrees in community planning and Ph.D.s in economic development planning, environmental planning, international development planning, physical planning, and urban design. Their internship

assignments will be with local planning agencies and organizations. For more information, contact Johanna Looye, Ph.D., at 513.556.4943 or looyejw@email.uc.edu.

University of Maryland, Baltimore

The University of Maryland, Baltimore, has developed a master of social work program with dual-degree options in Jewish studies, law, business administration, and public health. Fellows' internships will be with community-based organizations in East and Southeast Baltimore communities, some of which serve the growing Latino community. For more information, contact Dick Cook at 410.706.4455 or dcook@ssw.umaryland.edu.

University of Wisconsin, Stevens Point

Fellows at the University of Wisconsin, Stevens Point can work toward a master of science in fields relating to the environment, including natural resources, forestry, environmental education, youth programming, land-use planning, and soil and water science. Internships will focus on local capacity building and watershed restoration and

management. The university has partnerships with several agencies and organizations, including the U.S. Department of Agriculture and the Stevens Point Area School District. For more information, contact Michael Dombek, Ph.D., at 715.346.3946 or mike.dombek@uwsp.edu; or Tim Ginnett, Ph.D., at 715.346.4191 or tim.ginnett@uwsp.edu.

Xavier University of Louisiana

At Xavier University of Louisiana in New Orleans, Fellows who are interested in teaching math, science, or special education can apply for either of two programs. The summer program, which is part of the university's Fast Track to Teaching program, enables Fellows to earn teacher certification with the option to pursue a master of arts in teaching degree. Another option is for Fellows to enter the university's alternate certification master of arts in teaching program in the fall. Fellows will teach in schools in the New Orleans area. For more information, contact Rosalind Pijaux Hale, Ph.D., at 504.520.7498 or rhale@xula.edu.

Crisis Corps Seeks Fellows/USA Alumni

The Crisis Corps is seeking Peace Corps Fellows/USA alumni and other returned Peace Corps Volunteers to work on interesting and challenging short-term assignments around the world in five broad program areas—humanitarian response, natural disaster relief and reconstruction, HIV/AIDS, disaster preparedness and mitigation, and post-conflict relief and reconstruction. Since 1996, more than 550 Crisis Corps Volunteers have served in 36 countries in Latin America, Africa, the Pacific, Asia, and Eastern Europe. Crisis Corps is constantly exploring new program ideas and locations to meet changing needs worldwide.

Crisis Corps assignments generally last three to six months. Crisis Corps Volunteers have successfully completed their Peace Corps service; received excellent recommendations from former Peace Corps staff and/or professional references; and have regional work experience, the necessary technical skills, and the desire to serve again.

With their added experience from graduate studies and internships, Peace Corps Fellows may be uniquely qualified for some of the assignments currently in development. For more information and current openings, visit www.peacecorps.gov/rpcv/crisiscorps.

University Programs Team Up for Denver Event

The Peace Corps' Master's International (MI) and Fellows/USA programs teamed up with Denver-area recruiters at the University of Denver, last October, to host an informational session for potential and former Peace Corps Volunteers. Nearly 60 enthusiastic University of Denver students, former Volunteers, and community

members attended the event. Special guests included Andrew Burns, coordinator of the University of Denver's MI and Fellows/USA programs, Morgan Taylor (University of Denver's first Fellow, Peace Corps Volunteer Kazakhstan 2000-2002) and William Yeatman (MI student and Peace Corps candidate).



University of Denver Fellow
Morgan Taylor

University of Wyoming Offers the State's First Fellows/USA Program in Laramie

The American Studies Program at the University of Wyoming (UW) in Laramie welcomed the state's first Fellows in the fall of 2003: Mickey Goggin of Neenah, Wisconsin, and Adam Buseck of Cheyenne, Wyoming.

Goggin, who has a background in English, served as a Peace Corps Volunteer in Ethiopia from 1996 to 1999 as a teacher of English as a foreign language. Buseck, with a background in economics, taught business as a Volunteer in Samoa from 1999 to 2001. UW program coordinator Eric Sandeen, Ph.D., describes the two Fellows as being of completely different temperaments, with different approaches to their studies and internships.

Goggin works as an intern at the university's new Center for Volunteer Services, which matches university students to local organizations that need assistance. He works with Elizabeth Jennings, center manager, to help assess community needs and to increase awareness of the program in the community and on campus.

Buseck works at renovating the Lincoln Community Center, an old elementary school that closed in 1974. It is in the heart of Laramie's mostly Hispanic West Side. After he finishes constructing and painting his own office, Buseck will assist with programming and outreach to restore Lincoln as an active center for neighborhood



(l-r) University of Wyoming Fellows/USA coordinator Eric Sandeen, Ph.D., Lincoln Community Center board member Chavawn Kelley, and Fellows Adam Buseck and Mickey Goggin

social, cultural, educational, recreational, and health-related activities. He also coaches soccer in his spare time.

Sandeen is preparing for the arrival of a new Fellow on campus in the fall of 2004, and he expects to add one new Fellow each year. The University of Wyoming is the state's only four-year institution of higher education.

Peace Corps Fellows/USA

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