

Endeavors

Maryland Joins National Effort to Train More Math/Science Teachers

Recognizing the need for more math and science teachers in middle and high school, the University of Maryland has joined a collaboration of public universities and university systems nationwide in committing to the Science and Mathematics Teacher Imperative (SMTI). SMTI was announced during the annual meeting of the National Association of State Universities and Land-Grant Colleges (NASULGC) annual meeting last November in Chicago. Nearly 80 institutions made a preliminary pledge at that time. Today, the number of institutions committing to SMTI continues to increase and has surpassed the original goal of 100 universities.

"By joining this collaboration, the University of Maryland has the opportunity to focus our on-going efforts to improve the teaching of mathematics and science," said College of Education Dean Donna Wiseman, who is the SMTI liaison for Maryland. "In particular, our involvement with SMTI indicates a commitment to increasing the number of outstanding candidates who will become teachers in these critical fields, to ensuring the quality of their preparation, and to advancing successful approaches to retain new science and mathematics teachers in the profession."

NASULGC-member institutions—the leading public and land-grant universities in each state—educate the largest number of undergraduate science, technology, engineering and mathematics (STEM) students. By committing to this effort, Maryland joins other participant institutions in responding to the call made in the National Academies' 2005 report, *Rising Above the Gathering Storm*, to educate 10,000 new science and mathematics teachers.

"It is essential that our public universities produce highly qualified and diverse science and mathematics teachers to ensure our country stays competitive," said NASULGC President Peter McPherson. "I congratulate these 107 NASULGC-member institutions for making the *Science and Mathematics Teacher Imperative* an important component of their efforts to help address the growing teacher shortage in these key fields."

Committing to substantially increase the diverse pool of highly qualified science and mathematics teachers in their states, Maryland and other SMTI institutions will work with appropriate state agencies to identify their immediate and longer term needs for high school teachers. They will also bolster partnerships among universities, school systems, state governments and other entities to address statewide needs and share best practices for the preparation of teachers.

Dean Wiseman is also Maryland's team leader in The Leadership Collaborative (TLC), a group of 27 institutions drawn from universities making the commitment to SMTI. Funded by a \$1.5 million, three-year grant from the National Science Foundation's Math and Science Partnership, the TLC will enable universities to identify and address institutional constraints that often impede the formation of effective and sustained secondary science and mathematics teacher preparation programs. The outcome of the research will be widely disseminated via the Internet, collaborative meetings, and sharing of technical assistance.

While members of the collaborative will receive no direct money from the NSF grant, they will have the opportunity to work with disciplinary societies such as the American Physical Society's Physics Teacher Education Coalition, as they partner with their state and local departments of education to determine teacher needs for their region.

"An exciting aspect of the collaborative is the partnership with several disciplinary societies which will help to build a strong faculty role in the development of new approaches to strengthening the preparation of science teachers," said Jennifer B. Presley, director of science and mathematics education policy at NASULGC and director of TLC.

The teacher imperative has been supported by grants from the Carnegie Corporation of New York, the National Science Foundation (NSF), NASULGC and in-kind contributions of faculty from several universities.



Success Through Service 2009 Distinguished Alumna Hope Kramer Has Made Service to Others a Lifelong Accomplishment

Hope Kramer cannot remember a time when she didn't feel strongly about the rights of others. "Growing up in Washington, D.C., from a very young age I was involved in youth groups, in my temple, and in marching for causes," says Kramer. "Whether it was for Soviet Jewry or for equal rights for everyone, the idea was just to stand up for people who don't have a voice or who are not listened to at all."

Today Kramer is president and CEO of BETA Center (www.betacenter.org) in Orlando, Florida—a regional non-profit social agency that helps to even the scales by providing a wide range of education and support services to thousands, with particular focus on teen moms and at-risk families. Her extraordinary passion for social justice has earned her the 2009 College of Education Distinguished Alumna Award, which will be presented on April 18 at the University of Maryland's Tenth Annual Alumni Association Awards Gala.

With service work such a natural part of her life, when Kramer first heard she was being honored she found it hard to believe. "I keep waiting for them to call and say they've made a mistake!" she laughs. "It's amazing, and it's definitely a huge honor."

The honor has been a long time in the making. After her upbringing in the social-issues hotbed of D.C., Kramer earned a B.S. in special education from the University of Maryland College of Education in 1983. She subsequently held a series of influential social service positions, including serving as the first female president of Maitland, Florida's Jewish Community Center in its 25-year history, as director of the Central Florida Division of the March of Dimes Birth Defects Foundation, and as executive director of The Foundation for Orange County Public Schools. Along the way, she earned an M.B.A. from Rollins College in Florida, and somehow also managed to own and operate two businesses.

If all of that sounds like a lot, Kramer's accomplishments and responsibilities since becoming executive director of BETA Center in 1998 and CEO in 2000 are equally inspiring. Only the third person to head the Center since BETA was formed in 1976, she has presided over its extensive growth, including a \$3.5 million expansion project, securing its first federal funding, and absorbing the programs of another local social agency.

Among its many services, BETA provides live-in support for pregnant teens and teen moms to enable them to successfully earn degrees and pursue careers, it holds parenting workshops for adults such as "Families and Divorce: Helping Children Cope", it offers crisis counseling for individuals and families, and houses an emergency pantry stocked with food and baby



Hope Kramer (center) is president and CEO of BETA Center, a regional non-profit social agency in Orlando, Florida, that works with teen moms and at-risk families.

supplies. The Center also collaborates with other area agencies in providing after-school programs, mentoring, legal rights education, and help with employment skills.

Published testimonials from BETA Center clients reflect a procession of changed lives. One young woman from the pregnant teen program wrote, "The BETA staff and teachers pushed me. I am graduating because they wouldn't accept less from me. I would not have survived in another school situation."

Kramer credits her College of Education training with providing a solid foundation for her career and accomplishments to date.

"I think in education generally you learn the skills of how to manage groups of people, how to get everybody on the same page even with their differences, and how to motivate. At BETA, we really follow that educational model, especially the special education approach of looking at the whole child. We offer various services in one site to help a person achieve; we involve the parents; we involve other people who touch this person's life. When I received the Alumna Award, I thought about this connection. My education degree has been very valuable to what I do."

So what career advice does Kramer have to offer to College of Education students and graduates?

"Besides the standard 'don't give up,' my advice is to look outside the box for how to best use your education degree and your skills. Making an impact on our educational system goes beyond the classroom. It's going to take advocacy, it's going to take social understanding. That's the much broader picture of education."

50 Years of Life Learning The College Student Personnel Program Celebrates A Half-Century of Preparing Professionals to Help Students Integrate Study with Society



CSP faculty, past and present: (front row, l. to r.) Professor Emerita Marylu McEwen, Professor Emeritus George Marx, Lee Knfelkamp (former CSP faculty); (back row, l. to r.): Assistant Professor Stephen Quaye, Associate Professor Karen Kurotsuchi Inkelas (CSP Interim Director), Associate Professor Susan Jones (CSP Director), Vivian Boyd (affiliate CSP faculty; Director, UM Counseling Center), Professor Susan Komives

Few undergraduates arrive at the University of Maryland their first semester thinking, "I want to become a VP of student activities who helps students have a deeper college experience."

However a good many complete the College of Education's College Student Personnel (CSP) graduate program planning on doing just that, or entering a related career in the burgeoning field of student affairs. At some point, whether as a result of appreciating the help of a supportive counselor or the life lessons of a student leadership program, it occurs to them: "I could do that for a living!"

Not only is student affairs a 'light bulb' career idea for some students, but the CSP program—which celebrates its 50th anniversary this year—is one of the most highly-regarded in the nation. Furthermore, the college's Department of Counseling and Personnel Services, within which CSP resides, is currently ranked number one in the nation by *U.S. News and World Report*, and has held that top position for the past eight consecutive years.

"Studying student affairs is sort of like studying the thing that's right in front of you, without you even knowing it," says Associate Professor Karen Kurotsuchi Inkelas, who is serving as

continued on page 6

WHAT'S HAPPENING IN THE COLLEGE...

Faculty Awards and Grants

Curriculum and Instruction



Interim Chair Linda Valli was named for a *2009 Alumni Achievement Award* by the University of Wisconsin-Madison School of Education. The highest honor bestowed by the school on its graduates, the award recognizes her extraordinary contributions to education, in particular her research and leadership in educating teachers for teaching in diverse contexts, and assessing the impact of education policies on classroom practices. Valli is the inaugural holder of the *Jeffrey and David Mullan Professorship in Teacher Education-Professional Development* at the University of Maryland College of Education.

Human Development

Professor Judith Torney-Purta was honored with the 2009 American Psychological Association Award for *Distinguished Contributions to the International Advancement of Psychology*. The award recognizes her lifetime contributions to developing civic knowledge and democratic attitudes around the world, promoting international collaborative efforts in research and infusing her teaching with an international perspective.

Measurement, Statistics & Evaluation

Assistant Professor Jeffrey Haring and **Assistant Professor Rebecca Silverman** (*Special Education*) received an Institute of Education Sciences (IES) grant for their project, "Investigating breadth, depth, and comprehension in English monolingual and Spanish-English bilingual elementary school students."

Professor George Macready and **Brandi Weiss** (*graduate assistant*) received a grant from the Center for Teaching Excellence for their undergraduate teaching mentorship program.



Assistant Professor André A. Rupp received a University of Maryland Graduate Research Board *2009 Summer Research Award* for his research project, "Robustness of diagnostic classification models due to model misspecification: Toward a consumer report for multi-dimensional measurement models."

New and Visiting Faculty

Educational Leadership, Higher Education and International Education



J. Carlos Manduley joined the College of Education faculty as a visiting professor and special assistant to the dean. He is sponsored under a two-year federal government leadership development agreement between the University of Maryland and the Federal Aviation Administration Office of Civil Rights.

With over 25 years of academic, leadership, advisory, management, research and teaching experiences, both domestically and internationally, Manduley is working with the College's departments and units to assess the current international and Latino studies programs and activities.

Human Development

Nathan C. Hall recently joined the College of Education as an assistant professor. His research examines the psychosocial determinants of college students' optimal development in academic achievement settings, with a focus on motivational strategies, discrete emotions and intervention programs as predictors of health, motivation and performance.

Student Awards and Recognitions

Curriculum and Instruction

Anna Shetler was one of four winners recently honored by Maybelline New York with a *Beauty of Education Award*. The award was created to spotlight women who "selflessly elevate people's lives by working to support educational causes on the ground in their communities." Shetler was recognized for her non-profit organization, HOODHOP, Inc., through which she teaches hip-hop dance every summer in government housing project neighborhoods of her hometown of Hagerstown, Md. In addition to the award, she also received a \$10,000 grant for HOODHOP, Inc., and her cause was featured in a national ad in *PEOPLE* magazine. A student teacher at Hollywood Elementary School in College Park, Shetler will complete her degree in May.

Human Development

Early childhood education majors **Andrea Jones** and **Erika Magana** were accepted into the University of Maryland *Ronald E. McNair Post-Baccalaureate Degree Program* (McNair Scholars Program). Participants are selected for their academic achievement and prepared for doctoral studies through involvement in research and other scholarly activities.

**CALLING ALL
College of Education
Alumni attending AERA
and/or residing in
SAN DIEGO, CA**

Dean Donna Wiseman cordially invites you to the college's annual cocktail reception held in conjunction with the 2009 American Educational Research Association (AERA) Annual Meeting

**Wednesday
April 15, 2009
7 to 9 p.m.**

**Randle Ballroom, Section A
Manchester Grand Hyatt
One Market Place
San Diego, CA**

A Global Perspective

With internationalization as one of its signature themes, the College of Education continues to promote a global perspective among its community by creating opportunities for students and faculty to travel abroad, hosting international scholars, and supporting scholarship related to international perspectives:

DID YOU KNOW...

- The College of Education is host to over 120 international students, representing 28 countries.
- During the 2008-09 academic year, over 75 students will participate in study abroad programs led by College of Education faculty to the Netherlands, El Salvador, and India.



College of Education international students and visiting scholars at a recent reception held in their honor.

A NEW COHORT OF FACULTY dedicated to the continued internationalization of the College of Education was selected for the Global Awareness in Teacher Education (GATE) Fellows program. Administered by the College's Office of International Initiatives (OII) and funded by the Longview Foundation, the GATE Fellows program is designed to address the knowledge gap in research on global education, especially in the area of curriculum development for pre-service teacher preparation. Awarded a stipend and a modest budget for curriculum development, the Fellows will conduct individual projects geared toward increasing attention on global perspectives in our teacher education program. Their projects will also collectively contribute to the College's goal to increase its international profile and engagement. (Read more about the GATE Fellows' projects on pg. 5 or visit the OII web site: www.education.umd.edu/international)

THE COLLEGE HOSTED PRESIDENT Elizabeth Davis-Russell of Liberia's William V. S. Tubman Technical College (TC) last month. Davis-Russell was visiting the state to establish contacts at higher education institutions that are part of the Maryland-Liberia Sister State (MLSS) agreement, signed by Governor Martin O'Malley in August 2007. The former provost and vice president for academic affairs at SUNY Cortland, she left her



President Elizabeth Davis-Russell (Tubman Technical College, Liberia) and Dean Donna Wiseman [center] with College of Education faculty/staff (l. to r.) Barbara Finkelstein (Director, International Center for Transcultural Education), Jim Greenberg (Director, International Initiatives), Steve Koziol (Interim Associate Dean) and P. Bai Akridge (Director, Global Diversity Leadership Institute), along with Bernice Bass de Martinez (Director, Tubman College Foundation)

position last summer to take over the helm of Tubman Technical College after Liberian President Ellen Johnson-Sirleaf asked her to help rebuild it. The only higher education institution that serves the remote region of Maryland County, Tubman College has been devastated by nearly 15 years of civil war. It is scheduled to re-open in September 2009 as the William V.S. Tubman University, consisting of four colleges, including a College of Education that houses majors in primary and secondary education.

A DELEGATION OF EDUCATION FACULTY from the university of the Ryukyus in Okinawa, Japan visited the College of Education in February 2009 to learn about its teacher education programs. The group was particularly interested in the field experience portions and the relationship of theory to practice.

We Remember...

The College of Education mourned the passing of the following colleagues in 2008-09:

David J. Rhoads, alumnus (Ed.D. '63) and retired faculty member of the Department of Counseling and Personnel Services, passed away on Nov. 2, 2008.

V. Phillips Weaver, professor emeritus of the Department of Curriculum and Instruction, passed away on Nov. 17, 2008.

Dora F. Kennedy, alumna (Ph.D. '79; M.Ed. '57) and adjunct faculty member of the Department of Curriculum and Instruction, passed away on Feb. 1, 2009. (Read more about about Kennedy's legacy on pg. 6).

The deceased were honored with special memorial resolutions entered into the official minutes of the College of Education Senate, as part of the spring College Assembly held on Feb. 20, 2009. The resolutions can be viewed at:

www.education.umd.edu/college_senate/memorials

Endeavors is published for Alumni and Friends of the University of Maryland College of Education.

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Learning from Young Minds: The CYC Celebrates 60 Years

The Center for Young Children Combines Top-Flight Child Care with Top-Level Research

ON THE DAY THE CENTER FOR YOUNG CHILDREN (CYC) begins taking applications for children, parents start lining up before dawn, waiting in their idling cars in the parking lot to ensure their kids have the best possible chance of entry. “We tell parents, ‘Please don’t do that,’” says CYC Director Francine Favretto, with compassion in her voice. “They do it anyway.”

And who can blame them? The CYC—now celebrating its 60th anniversary—has spent decades earning a reputation as the place for University of Maryland-affiliated parents to enroll their young children for enlightened, knowledge-based day care and education.



The Nursery School, precursor to the CYC, in 1937. (Source: 1937 Terrapin Yearbook, courtesy of University Libraries)

Housed under the College of Education’s Department of Human Development, the Center is, in the nomenclature, a Laboratory School. As a full-time accredited developmental program, it cares for the children of faculty, staff, and students at the University while also observing them, allowing for both enhanced care and advancement of knowledge about child development. Its mission is threefold: to educate and care for children; to be a demonstration school for training undergraduates in teaching and related professions; and to serve as an observation and research facility.

So at CYC, everybody learns: children, teachers, undergraduates, researchers, parents. And everyone wants their children enrolled there. “At one point, we had people putting their children on the waiting list when they were pregnant,” says Favretto with a note of wonder. “Eventually we had to say, ‘Let’s wait for the child to be born,’ because it just got to be out of hand. As with a teaching hospital, one thinks of a facility like ours as having the most current knowledge. I think that’s one of the attractions. Parents not only want our research and care, but they also want to continue to learn about children themselves.”

The CYC has 13 faculty, all with either master’s or bachelor’s degrees. They educate both the children and the undergraduate students who work with children in the program. Currently there are 110 children enrolled in six classes: four full-day classes of three- and four-year-olds, one half-day class of three- and four-year-olds, and one full-day kindergarten class of five- and six-year-olds. Academic researchers from the College of Education and other campus units observe and interact with the children, within strict professional guidelines, to gain knowledge about how children can most effectively learn.

The CYC is considered one of the finest models of such programs in the country. In fact, when the top professional association in the field—the National Association for the Education of Young Children—holds conferences in the vicinity, participants pay visits to the Center to see how it’s done.

One explanation for the Center’s prominence lies in its long and colorful history. What was to become the CYC began in the 1930s as “The Nursery School,” a day care program that operated on campus with federal support from the New Deal-era Works Progress Administration (WPA). At the time there were many WPA-funded nursery schools opening nationwide aimed at young mothers who were wives of veterans.

Heading the school was Edna McNaughton, who taught the first child development courses on campus as a faculty member of the Department of Home Economics Education—established in 1921 as a joint department between the then-College of Home Economics and the College of Education.

“It’s fascinating when you look back at it,” says Favretto, who is herself a College of Education alum (M.Ed. ’82 – Elementary Education; Ph.D. ’90, Human Development). “The concept of early childhood education was simply called ‘childhood education’ then, and it came under home economics, which at the time mostly involved women. The idea was that women needed to know how to run their homes: nutrition, sewing, and other things, including educating young children.”



Edna McNaughton was one of the first four faculty at the newly formed College of Education in 1921.

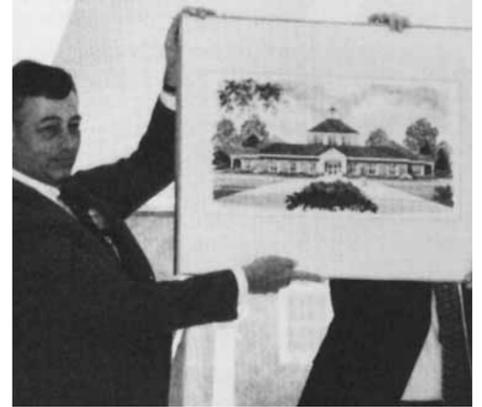
The scholar McNaughton had an additional idea: have University faculty and students observe children in the program in order to learn more about child development while providing child care. McNaughton was a tireless advocate for this vision. “She was constantly writing the president of the University requesting an affiliation and financial support for The Nursery School,” says Favretto.

After more than a decade of McNaughton’s entreaties on behalf of the School, which under federal funding suffered financial insecurity and intermittent closures, the University finally agreed in 1948 to take it on. It was added to the state budget and at last became, to use McNaughton’s own phrase, the “laboratory school” she had envisioned.

However the challenges were not over. Now named the University Nursery-Kindergarten, the school needed to secure a permanent home. Originally it was housed in what was then the Practice House (near the current site of the University Health Center)—a home management laboratory/dormitory used by female students in the Home Economics program. It was later relocated to the ground floor of the former Home Economics building, McDonnell Hall (near the present location of Tydings Hall), which was occupied by the College of Education from 1940-1948.

Over the years the program grew and in 1972 the University Nursery-Kindergarten was renamed the Center for Young Children. Still, the CYC occasionally faced the threat of closure in lean financial times. After some deliberation, in 1975 the College decided to keep the Center open and in the 1980s it became a full-time program. However, it continued to be transferred between College departments and buildings on campus. In 1988, it was relocated to a former dining hall that posed structural and spatial problems for a child care and education facility. In 1991, Robert Hardy, at that time chair of the Department of Human Development, agreed his department would house the Center, but under one condition: the University had to erect a brand-new building for the program.

Hardy remembers exactly how it happened. “The dining hall... was very noisy, the paint was old and chipping, and they were doing all kinds of things so it wouldn’t harm the children. President [William] Kirwan sent one of his advisors to see me, and he asked, ‘What would it cost to build a new building?’ I said, ‘About \$1.1 million.’ He told me, ‘I’m meeting with the president at two o’clock. Can you give me some plans of what a new building might look like?’” Hardy recalls that he calmly walked the advisor out the door then, once he was gone, ran down the hall to get two of his colleagues. “We sat down and designed the building, the basic design, in about an hour!”



Bob Hardy, then-chair of Human Development, displays an artist’s rendering of the Center for Young Children’s new home (c. 1991-92)

Hardy got a call from the University’s Architectural Services a few days later saying, “What did you do? Your building... it’s underway, they’re going to build it.” President Kirwan liked the idea, and moved the project along. “The normal time to get a building put up on campus was 10 to 15 years,” says Hardy. “We got our building in one or two years.”

CYC Assistant Director Anne Daniel, who joined in 1976, says it is the strength of the Center’s faculty that has enabled it to serve children well even through the rough times. “I taught in that dining hall, and it was a tough physical space to be in. But even there, our faculty maintained a high-quality program under those circumstances. We now have a great space with rooms designed with children in mind. We have consistency of staff: teachers and administrators who have been here for a while. And I think absolutely the thing that has made the program so special is the quality of our people, their commitment to give 100 percent to making their program or their classrooms the very best for the children. Families are so pleased with this program; parent enthusiasm for CYC is at an all-time high. Sometimes they’re kind of amazed at what our teachers can do with children.”



In 1997, UM President William Kirwan and CYC Director Francine Favretto led First Lady Hilary Rodham Clinton on a tour of the Center during her visit to campus to speak on quality child care. (Source: The White House, courtesy of Francine Favretto)

Both Favretto and Daniel agree the balance between research and child care at CYC works very well. Research is tightly regulated, both for the sake of education and for optimal protection of children themselves, with parents having full power of consent.

“Parents are very well-informed when they come here,” explains Favretto. They agree in their enrollment papers that their children can be observed and, if they further agree, be spoken to by researchers. There are also district protocols: not being alone with the child, keeping the door open a little bit, and if a child says ‘I’m tired and I don’t want to go [into a research interview],’ the child goes back to class...the children come first, and researchers know that.”

Currently there are about four studies being conducted at the Center and “the researchers are very respectful of us and of our program for children,” says Daniel. “That makes the relationships work. We never lose sight of the children.”

Summing it all up, Daniel says she simply feels lucky to have a career as fulfilling as her daily work at the CYC. “In all these years, I can’t think of two or three days when I just really didn’t want to come to work. That’s a great thing in a career. It’s the people here, and their passion about what they do in working with young children. It’s a great place to be.”

Please join us on April 25, 2009, at the Center for Young Children for a celebration of its 60-year legacy. Activities begin at 10 a.m. with sing-a-longs, displays depicting the history of the CYC, featured speakers, a tour of the Center, and much more. Come and share memories of the CYC past and present. To learn more, please contact CYC Director Fran Favretto at 301.405.3168 or email: ffavrett@umd.edu.

The University Nursery-Kindergarten in 1956.



GREAT EXPECTATIONS: THE CAMPAIGN FOR MARYLAND, COLLEGE OF EDUCATION UPDATE

Thanks to support of our alumni and friends, the college's *Great Expectations* campaign has topped \$6.4 million! We still have a way to go to reach our goal of \$20 million.

To find out how you can make your mark on the future of the College of Education, please contact **Darcelle Wilson**, Assistant Dean for Development, at 301.405.6644 or email darcelle@umd.edu.



Creating Innovations to Change the World

Award Honors A Legacy of Commitment to Public Education



Clarence A. Newell

An anonymous donor who is also a former student of a pioneering College of Education professor has created the *Clarence A. Newell Award for Distinguished Service to Public Education* to honor persons who are making outstanding contributions to public education.

The inaugural recipient of the annual award, Patricia P. Green (B.A. '71; M.A. '77; Ph.D. '94), who is superintendent of North Allegheny Public Schools in Pittsburgh, was overjoyed to receive the award at the college's 2008 winter commencement.

"I learned so much from Dr. Newell," says Green. "He taught me about the power of human relationships in all that we do as administrators in education, and his teachings became a foundation upon which I built my career."

Newell, 94, taught at the College of Education from 1946 to 1981. He made a significant impact on the field of education administration, initiating programs that emphasized human relations among interdepartmental faculty and students. His practicum on interpersonal relationships sometimes had a two- to three-year student enrollment waiting list. Among his several books and approximately 60 articles and reports, Newell wrote a seminal book in his field, *Human Behavior in Educational Administration*. Now a professor emeritus of educational administration, he is currently working on his autobiography.

"My career has come full circle with my dissertation advisor, Francine Hultgren, nominating me for this award without realizing the presence of Dr. Newell in my life," Green says.

The Maryland native began her public education career in Prince George's County in 1971 and was named its outstanding educator in 1982. In later years, as principal of Columbia Park

Elementary School, she transformed it from one of the lowest-achieving schools in the country to "One of the Ten Best Schools in America," according to *Child* magazine. Since Green's tenure in the North Allegheny Public Schools in 2002, it has become one of the nation's best school systems.

"Dr. Green's record of service to public education is difficult to match," says College of Education Dean Donna L. Wiseman. "I can think of no one more inspiring, visionary and committed to public education who deserves this award."

"It's very interesting," Wiseman adds, "if you put all of them—Dr. Newell, Dr. Green and the donor—around the table—they have a common admiration for leadership and each one cares about education and the educational process." Together, they represent the college's legacy of providing a solid foundation of excellence as alumni go on to build careers and influence the work and vision of many other people.



Patricia P. Green (B.A. '71, M.A. '77, Ph.D. '94), inaugural recipient of the Newell award, asks Dr. Newell to autograph her copy of his book, *Human Behavior in Educational Administration* as a memento of the occasion.

You Don't Have to Win the Lottery to Create a Permanent Legacy

How can you make your mark on the future of the College of Education? One way is by establishing an endowed fund in your name. For example, if you were interested in creating a permanent fund for scholarships, contributions of at least \$50,000 are needed to establish the endowment.

What if that amount is greater than you can contribute? There are still a number of ways to meet the minimum requirement. Possible options include naming the University of Maryland College Park Foundation as beneficiary of a retirement account or existing life insurance policy, or planning the gift via a provision in your will (bequest).

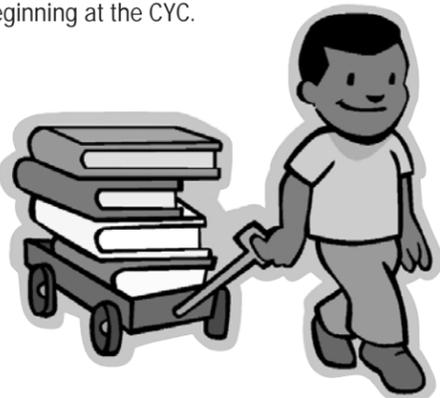
Another option, which also benefits you, is to consider making the gift using a new life insurance policy with a face amount of \$50,000 or greater, with the University of Maryland College Park Foundation as owner and beneficiary of the policy. Since the Foundation owns the policy, your gifts to cover premiums are tax-deductible. For example, if you initiated a \$50,000 policy that costs \$2,000 a year for 10 years, with a tax rate of 35 percent, taking into account the tax savings, your actual net cost would be \$1,300 a year. Going a step further, if you used appreciated securities, your net cost is even less because you avoid capital gains tax on the donated shares.

You don't have to win the lottery to make your mark! By establishing affordable tax-deductible gifts today, you can create a legacy that supports Education students tomorrow and for many years to come.

For more information on this and other giving concepts, please contact Assistant Dean for Development Darcelle Wilson at 301.405.6644 or email darcelle@umd.edu.

Help the CYC Support Young Minds

As the Center for Young Children (CYC) celebrates its 60th anniversary, one of its goals is to create a \$500,000 endowment fund that would generate \$25,000 each year to fund tuition scholarships for children of low income families to provide them with a quality educational beginning at the CYC.



Gifts at all levels have merit and can make a significant impact. You can also support the CYC in other ways too with your anniversary gift.

WITH \$100 YOU CAN:

1. Purchase children's books for the Center.
2. Buy new puzzles for the classrooms.
3. Purchase art supplies.
4. Purchase a textbook for the CYC teacher curriculum library.

WITH \$250 YOU CAN:

1. Buy a new tricycle for the playground.
2. Sponsor a morning workshop for 20 new teachers.
3. Purchase parent education literature to disseminate to CYC families.

To learn more, please contact our Assistant Dean for Development, **Darcelle Wilson**, at 301.405.6644 or email darcelle@umd.edu.

WITH \$500 YOU CAN:

1. Fund on-site hours for a health intern to plan programs for families.
2. Pay for the hours of a graduate assistant in the field of early childhood education.
3. Cover the fee of an educational expert to conduct a workshop at CYC for novice and veteran teachers.

WITH \$1,000 YOU CAN

1. Purchase a laptop computer for one classroom.
2. Partially revamp the Center's teacher curriculum library.
3. Purchase new videos for professional development.



GREAT EXPECTATIONS
THE CAMPAIGN FOR MARYLAND

Make your mark on Maryland
cheer join share volunteer give

THE GATE FELLOWS

(continued from page 2)

Paula Beckman (Professor, Special Education) plans to develop and offer an experiential, academically grounded study abroad course specifically for teachers, both at the pre-service and in-service levels. As part of this course, she will work with teachers to discover aspects of this experience they might integrate into their own teaching and explore how they can apply what they have learned in their work with the children and families in their schools. In addition, through her course, "Families, Culture, and Disability," she hopes to help students develop a better understanding of the children and families from various parts of Central America in order to formulate strategies for working with them more effectively.

Lea Ann Christenson (Professional Development Schools Coordinator, Human Development) plans to redesign Parts I and II of "Reading in the Early Childhood Classroom: Instruction and Materials," to make global education a foundational part of these courses while still meeting the Maryland State Department of Education mandates. Part of the redesign will include assignments for students that embrace the principles of understanding and respecting diverse cultures.

Lawrence Clark (Assistant Professor, Curriculum and Instruction) plans to continue the work he began in 2002 and 2003 with faculty at the Abayi Addi Teacher Training College in northern Ethiopia. He will assist them in their efforts to rethink and revise mathematics teacher preparation courses and the pedagogical practices of instructors of those courses to better reflect national teacher education reform efforts. He hopes this year's activities will lay the groundwork for a future exchange program between prospective teachers at teacher training colleges in Ethiopia and Maryland. Clark also intends to organize a local forum of Ethiopian immigrants to discuss and document their experiences as mathematics learners within the Ethiopian educational system. In addition, he will seek to identify African mathematicians and African mathematics education researchers in the local Maryland, D.C., and Virginia areas.

Mariam Jean Dreher (Professor, Curriculum and Instruction) has collaborated since the early 1990s with an international colleague, Riitta-Liisa Korkeamäki, on teacher education, curriculum, and classroom instruction in Finland. Together they have made numerous research presentations on these topics. They have also published eight research articles, with another in press, all focusing on literacy. As a GATE Fellow, Dreher will undertake transforming the courses she teaches in



2009 GATE Fellows: (back row, l. to r.) Sherick Hughes, Lisa Swayhoover (International Initiatives graduate assistant), Mariam Jean Dreher, Paula Beckman, Lawrence Clark, Jim Greenberg (Director, International Initiatives); (front row, l. to r.) Lea Ann Christenson, Beatriz Quintos, Victoria-Maria MacDonald

reading education so that they incorporate an international perspective, beginning with our reading specialist program.

Sherick Hughes (Assistant Professor, Curriculum and Instruction) will focus on the co-creation of an undergraduate course to investigate global targets of economic, political, social, and cultural marginalization. This course will incorporate marginalized voices and/or critically reflexive allies to serve as discussion leaders, including international doctoral students from the College of Education and across the campus. In addition to being speakers, the students will be active participants and co-partners in the creation of the course and conceptualization of marginalization.

Victoria-Maria MacDonald (Assistant Professor, Curriculum and Instruction) will internationalize the required diversity core course, "(U.S.) Urban Education." In so doing, she will seek to continue grounding the course in its key broad areas concerning inequality, social stratification, poverty, linguistic, racial, and cultural differences, indigenous peoples, resistance and reform, and the socio-political and economic contexts shaping literacy,

formal and non-formal educational opportunities. She will also utilize these themes to draw in fresh theoretical perspectives on schooling and non-formal education through a global prism. Specific new themes include the impact of war and terrorism, gender and educational rights, religions, environmental racism, transnational migration, post-colonialism, economic crises, and international security.

Beatriz Quintos (Lecturer, Curriculum and Instruction) will design one section of the mathematics methods course for pre-service teachers, "Curriculum and Instruction in Elementary Education: Mathematics." Her goal is to create a balanced curriculum that includes: learning in mathematics, learning about mathematics, and learning through mathematics. She will focus on mathematics topics and their connection to such global issues as global warming, endangered species, and wealth disparities. She also hopes to connect pre-service teachers with the increasing number of Latina/o students and other immigrants in the area. She believes it is important to address the relationships established within the classroom and with students' families as central to the learning process, especially in multicultural settings.

SAVE THE DATE

SPRING 2009 COLLOQUIUM SERIES

*Impacting Teacher Performance and Student
Achievement through Incentive Plan\$*

APRIL 1

Promises and Pitfalls—Lessons from Research

APRIL 22

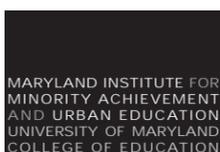
One System's Progress with K-12 Students

4:30 to 6:30 p.m.

Room 3221

Art/Sociology Building

For more information, visit
www.education.umd.edu/MIMAUE



2009 College of Education
Graduate Student Research Conference

Linking Education Theory and Practice:
Building a Collaborative Research Community

May 1, 2009
Benjamin Building
University of Maryland, College Park

- ✓ Have the opportunity to present finished and on-going research.
- ✓ Generate ideas for future research.
- ✓ Attend paper presentations, panels, roundtable discussions, and poster sessions.

For more information about the conference, visit:
www.education.umd.edu/gradresconf

Celebrating the 50th Anniversary of the College Student Personnel Program

(continued from page 1)



interim director of the CSP program while its director, Professor Susan Jones, is on leave. “Many people don’t realize there is a body of academic knowledge about how best to help undergraduates attain their goals and dreams, to develop maturity, to better learn what success means to them.”

Inkelas says she and her CSP colleagues see a familiar trajectory by which many students discover the field. “The graduate student most likely to come to us is one who was heavily involved in campus activities in college: they were an RA, or student body president, or a senior officer in their fraternity or sorority. They start to really like that work, and in talking with their advisors—directors of student activities, or fraternity/sorority life, or the residence halls—they find out that you can actually get a job doing this. In some respects, I like to joke that we’re all people who never want to leave college.”

The CSP program enrolls 65 to 75 students a year in master’s or doctoral programs in preparation for administrative, faculty and research careers. Most CSP students study and pursue the realm of “student affairs practice,” which is understanding and creating elements in college life that enhance students’ self-awareness and success.

“We examine what things about the environment might be barriers to student success, such as campus racism or chilly climate issues that limit students from achieving their highest potential,” explains Professor Susan Komives, who joined the program in 1987 after 18 years as an administrator in the field. “We’re all about designing environments, both within and outside the classroom, so that students can learn to be more humanitarian, be leaders, be more cognitively complex. For example, we partner with faculty to enable students in a sociology course to get out into the community and learn about social systems. Or we offer leadership retreats. Student affairs people are often involved in doing things like that.”

They can also be involved in helping students grapple with personal issues, and enabling campus communities to embrace and understand issues of diversity. CSP has been instrumental in both, due in no small part, faculty members say, to the long-term example set by Marylu McEwen, who joined the CSP faculty in 1986 and is now a Professor Emerita.

“Marylu and her famous ‘pink chair’ have held many a person who needed the kind of personal attention and care that a grad program should provide,” says Komives. “She also was a pioneer who brought to student development theory the study of racial identity, sexual orientation identity and the importance of other social identities as well. She introduced practices into the field that everyone now does around the country. It set Maryland apart as a place that not only verbalized but enacted a commitment to multiculturalism—in our curriculum, in the titles of dissertations and research projects, and faculty publications.”

Indeed, as Maryland was carrying out its diversity initiatives in the late 80s and early 90s, the CSP program, which at that point had just two faculty—McEwen and Komives—received the university-wide award for the academic unit that had contributed most to diversity.

George Marx, who was instrumental in founding the CSP program in 1959 and is now a Professor Emeritus, agrees that these issues have helped to make both the need for CSP and the achievements of its faculty crucial.

When he headed the first student personnel program, Marx says, “community colleges were growing very rapidly, and both they and four-year colleges needed trained professionals in the area of student personnel. It was a national movement.” Moreover, he says, today “the increasing heterogeneity of the student body, with many students coming to higher education who never would have before, creates even more of a need for student personnel programs to foster diversity on campus both in and outside of class. Also the other big demand is for student personnel programs to serve adult students.”

Marx is proud of CSP’s growth from an original 10 students to its current size, which is, in fact, now restricted to sustain the high quality of the program. “They’ve hired good people and they’ve built a strong program from very humble beginnings.”

If there is a challenge for CSP and programs like it, says Interim Director Inkelas, it is to gain even more acknowledgement nationally of the academic and research-based nature of the student personnel field.

“I think most people now recognize that going to college means more than just attending class. They know that students learn and develop in every corner of the campus, no matter where they might be. I’m not quite sure, though, that they are aware of the scholarship behind these activities. That’s where I think the field needs more recognition.”

Research activity in CSP, for instance, is strong. Current faculty projects include Inkelas’ research on the effect of learning programs for women in STEM (Science, Technology, Engineering, and Math) fields; Komives’ study of student leadership; Jones’ assessment of the impact of community service requirements for high school students; and Assistant Professor Stephen John Quaye’s work on handling difficult dialogues, such as racial conversations, in the classroom.

The CSP faculty has won numerous prestigious academic awards, both from the university and nationally. The program also boasts alumni who are college presidents, university faculty and administrators, counselors, and other student affairs professionals at all levels nationwide.

After 50 years of growth and achievement, CSP kicked off its celebration of this golden milestone with an extensive November 2008 convocation on campus at which participants discussed the program’s history and the future of the student affairs profession. They have also marked the occasion by establishing the *CSP Professional Development Fund* to support student and faculty scholarly presentations and dissemination of research. Should total funds raised reach the minimum required amount of \$25,000, the fund will become an endowment account to perpetually provide support of the same. The festivities come to a peak on March 28, 2009, with a dinner and dancing cruise on the Potomac for alumni and friends of the program.

James “Jim” Osteen, Assistant Vice President for Student Affairs and an affiliate faculty member of the CSP program, is co-chair of the CSP 50th anniversary celebration. He says the anniversary is a fitting recognition of the importance of training student affairs professionals.

“When students come to college today, the classroom experience is certainly what prepares them most directly for the core of their career decisions, but learning how to apply that in social settings makes all the difference. We’re training people to help students do that. All of the traditional elements of student affairs work are still there, but on top of that we have a number of students who come in with emotional issues, and the question of drug protocols, and the security issues of our society today. All of this requires us to be even more attentive to their out-of-class experience. Student affairs work is critical and we have a lot of pride in our program here at Maryland.”

To learn more about the CSP 50th anniversary activities and/or to support the *CSP Professional Development Fund*, visit: www.csp50.umd.edu



CSP alumni, current students and faculty at the 2008 International Leadership Association conference in Los Angeles: (front row, l. to r.) Ramsey Jabaji (UM), Rachel Rose (UM), Paige Haber (Univ. of San Diego), Dr. Cara Meixner (James Madison University), Dr. Laura Osteen (Florida State University), Daniel Ostick (UM); (back row, l. to r.) Chris Conzen (SUNY Suffolk), Beth Niehaus (UM), Wendy Wagner (UM), Dr. Julie Owen (George Mason Univ.), Dr. Denny Roberts (Education City, Dohan Qatar), Professor Susan Komives (UM), Dan Tillapaugh (Univ. of California, San Diego), Nurredina Workman (Univ. of California, Berkeley), and Mark Kenyon (UM).

PASSAGES Dora Funari Kennedy: A Foreign Languages Legend and Advocate

~ by William E. De Lorenzo, Associate Professor Emeritus, Department of Curriculum and Instruction



After spending over 16 years teaching with the Second Language Education program in the College of Education’s Department of Curriculum and Instruction—which she joined after retiring from the Prince George’s County (MD) school system at age 71—volunteer adjunct faculty member, Dora Funari Kennedy, passed away from recurrent cancer on February 1, 2009.

Born to Italian immigrants in 1921 in Bellaire, Ohio, Dora’s first language was Italian. She only learned English when she entered elementary school and showed an outstanding ability in languages early. Dora studied Latin

in high school; French and Spanish soon followed. In 1942, she graduated summa cum laude from Ohio University, where she majored in Romance Languages, with a minor in teaching. Her love for languages later led her to study Portuguese, German, Russian, and Japanese. In fact, during World War II she worked as a Portuguese translator.

Dora taught high school English, Spanish, and Latin in Ohio and New York, before moving to the Washington metro area in 1951. After working as an elementary teacher in College Park, in 1959 she was asked to serve as the first Supervisor of Foreign Languages for Prince George’s County Public Schools (PGCPS). She held this position for the next 31 years, supervising and coordinating programs in Spanish, French, Italian, Latin, German, Russian and Japanese. She also directed the writing of curricula and the in service of teachers.

During this time, Dora earned both a M.Ed. in Elementary Education (’57) and a Ph.D. in Foreign Language Education (’79) from the University of Maryland College of Education. She published many articles in foreign language journals as well as curriculum and instructional guides for various languages. These included the PGCPS system’s current Show-case French Immersion program, now considered a national model in the field. She

also designed and taught a number of foreign language courses including “Introduction to Italian through Opera,” and co-authored the student text, *Exploring Languages* (with teacher’s manual), which was adopted by schools nationwide.

A former member of the National Board of Directors (1987-1990) for the American Council on the Teaching of Foreign Languages (ACTFL), Dora was a driving force in language teaching and advocacy for teachers, teacher educators, and students at every level of instruction. Her ultimate goal in teaching, curriculum, and program design was to prepare students for a multinational workforce. Her teaching focus was on oral communication and, to this end, she provided significant input as a member of the Board of Reviewers for the framing and wording of the National Standards for Foreign Language Learning.

Dora was a highly respected leader in the foreign language profession, held in the highest esteem by her colleagues. She was awarded the *ACTFL Florence Steiner Award for Leadership in Foreign Language Education* in 1989. That same year, the Northeast Conference on Teaching Foreign Languages (NECTFL) recognized her with the *Nelson H. Brooks Award for Outstanding Leadership in the Profession*. She was also honored by the Italian ambassador at the Italian Embassy in Washington, D.C., for her role in championing the teaching of Italian in schools within the State. She received a *Life Achievement Award* from the Maryland Foreign Language Association. Finally, adding to this prestigious list, she was presented with the *Dean’s Award* (2006) and the *Outstanding Service to the College Award* (2007) by the University of Maryland College of Education and its Alumni Chapter respectively.

We wish to thank you, Dora, for allowing us to accompany you on your epic journey through the profession. The torch has been passed to all of those “acorns” that have fallen from your mighty oak, as we endeavor to sustain the legacy that you left us.

Que te descansas en paz. You will be sorely missed.

ClassNotes

1966

Elaine A. Reilly (B.S.), Sunderland, Md., retired after 35 years as an elementary teacher with Calvert County Public Schools. She currently enjoys volunteering at Huntingtown Elementary School where her grandchildren attend.

1985

Beverly Darvin Cwerner (B.S.), Basking Ridge, N.J., was recently appointed to the Board of Education for the Bernard's Township School District. She is a senior business analyst with Energized Strategies.

1989

Robert C. Post (Ph.D. '97, M.Ed. '89), Brookeville, Md., is director of the Center for Nutrition Policy and Promotion. He led the development and implementation of the nation's most popular ".gov" website, *myPyramid.gov*, which receives over 60 million hits per month from nutrition educators and health professionals.

1990

Betsy Alperin (M.A.), Rockville, Md., received the 2008 Presidential Award from the University of Maryland University College (UMUC) in recognition of her exemplary performance and significant contributions. She serves as assistant dean at UMUC's Graduate School of Management and Technology.

1998

John D. Foubert (Ph.D.), Williamsburg, Va., is an associate professor and the new program coordinator for the College Student Development program at Oklahoma State University. Previously he was an assistant professor at The College of William and Mary.

Christine Cunningham (M.Ed.), Brigantine, N.J., is the director of Learning & Development at The New York Palace Hotel.

2002

Trent Engbers (M.A.), Bloomington Ind., and his wife, Kim, are pleased to announce the arrival of their new baby, Reagan Dorothy, born on January 4.

2003

Ashley Mouberry Sieman (M.A.), Arlington Va., recently defended her dissertation entitled, "Motivational Predictors of Academic Cheating Among First-Year College Students: Goals, Expectation, & Costs" at North Carolina State University.

2004

Laura Wilmarth Tyna (M.A.), Villa Park, Ill., and her husband welcomed little Julia Renee, born on January 17.



Irene Zoppi (Ph.D.), Crofton, Md., was presented on Jan. 22, 2009, with the Bronze Star Medal for her military service in the Middle East in 1990 and 1991 during Operation Desert Storm/Shield. The Bronze Star is awarded to individuals who, while serving in the Army, distinguished themselves by heroic or meritorious achievement or service. Zoppi is a Lt. Colonel in the U.S. Army Reserve. She is also executive director of Centro de Ayuda (Center for Help), a non-profit organization servicing immigrant Hispanic families in Anne Arundel County. (Photo courtesy of Colleen Dugan, The Capital)

2006

Keith Bryant (M.Ed.), Laurel, Md., is director of Student Relations at the University of Maryland University College.

2007

Dawn Johnson (Ph.D.), Syracuse, N.Y., was recently honored with the Emerging Scholar Award by the American College of Personnel Association (ACPA). She was also elected to the directorate of the ACPA Commission on Graduate Preparation. Johnson is an assistant professor at Syracuse University.

We Remember...

It is with deep sympathy the College of Education noted the passing of the following alumni in recent months:

Channing Quinichett

(*Early Childhood Education*)

Quinichett, 21, died in a car accident on January 21, 2009. She was due to graduate with her bachelor's degree in May 2009.

Stephanie Jackson Pace, Ph.D.

(*Curriculum and Instruction, '02*)

Pace passed away on January 17, 2009, at the age of 39. She suffered from amyotrophic lateral sclerosis, a progressive neurodegenerative disease (also known as Lou Gehrig's Disease) that affects nerve cells in the brain and the spinal cord.

Jacqueline C. Haas, Ed.D.

(*Policy and Administration, '05*)

Haas passed away on December 30, 2008, at the age of 59 due to complications from a severe asthma attack. She was serving her third term as superintendent of Harford County Public Schools. Haas was honored as an Outstanding Leader in November 2008 at the College of Education's annual Alumni Awards Ceremony.

SAVE THE DATE!

Silver AND Gold

Classes of 1984 & 1959

Be our guests of honor for a celebration of the Silver & Gold anniversary of your graduation from the College of Education.



Friday, May 22, 2009

Noon to 2:30 p.m.

Benjamin Bannekar Room,
Stamp Student Union



Enjoy a memorable luncheon while reuniting and reminiscing with old friends!



Walk with the Class of 2009 at the College commencement ceremony, 3:30 p.m., at the Cole Student Activities Center, followed by a 'meet and mingle' reception with the graduates in the Benjamin Building Courtyard. Silver and Gold regalia will be provided and there will be a special recognition of the 25- and 50-year graduates during the ceremony.



INVITATIONS WILL BE MAILED IN MAY.
To learn more, contact Pat Costantino:
301.405.5607 or email pmc4@umd.edu

DON'T TURN YOUR BACK AFTER GRADUATION; JOIN THE ALUMNI ASSOCIATION!



The Maryland nation is growing strong, as thousands have come together to maintain their connection with each other and with the University of Maryland. Show your Terp spirit by becoming a part of TerpNation!

One of the simplest, yet important ways to demonstrate support for your college is to activate/renew your membership with the University of Maryland Alumni Association today.

A portion of your membership dues goes directly to the college to support:

- College and department initiatives (*professional development seminars, study abroad programs, etc.*)
- Scholarships
- Alumni chapter programs/events
- ...and much more!

Of course, being a member of the Alumni Association gives you access to exclusive benefits as well:

- Members-only promotions (*discounts on Terp merchandise, car rentals and hotels, Clarice Smith Performing Arts Center tickets, etc.*)
- TerpNation Network-our online alumni community
- Networking opportunities at social/professional events
- Automatic subscription to *Terp* magazine

Take advantage of all Maryland still has to offer you. Contact the Maryland Alumni Association (Phone: 800.336.8627) today to receive a membership application form or join online at: www.alumni.umd.edu



GO TERPS!

Please Drop Us a Line!

We've been happy to hear from more than 700 of you, but we have more than 36,000 alumni! Please take a moment to fill out this form and return it to the College of Education.

PERSONAL

Name _____

Home Address _____

City _____ State _____ Zip _____

Preferred Email Address _____

Spouse _____

Is your spouse a University of Maryland graduate? Yes No Grad Year(s) _____

EDUCATION AND EMPLOYMENT

Graduation Year _____ Department/Program Major _____ Degree _____

Additional Education (school, degree, year) _____

Employer _____

Title _____

MY NEWS _____

_____ Check this box if you do **NOT** want your news to be part of ClassNotes.

Mail this form to: *Endeavors*, Office of Advancement, College of Education, 3115 Benjamin Building, University of Maryland, College Park, MD 20742 Or, send an email to: Endeavors@umd.edu

Calendar of Events ~ Spring 2009

Following is a list of upcoming events of interest to College of Education alumni and friends. For more information, please contact Director of Alumni Relations, Pat Costantino, '66, '69, at 301.405.5607, or send an email to pmc4@umd.edu. Alumni information can also be found on the web at: www.education.umd.edu/infofor/alumniandfriends.html

Wednesday, March 25, 2009

Perfect Partners: An Alumni Reception for College of Education and Smith School of Business "Couples"

6 to 8 p.m.

Cosmos Club

2121 Massachusetts Avenue, NW

Washington, D.C. 20008

Did you know there are over 400 University of Maryland couples comprised of education alumni married to graduates from the business school! In homage to these 'perfect partners', the College of Education and the Robert H. Smith School of Business are coming together for a special joint reception to introduce their newly appointed deans, Donna Wiseman and G. Anandalingam. Alumni Carolyn Gurtz (*Elementary Education*, '70) and Dennis M. Gurtz ('68; *MBA* '72) will host the evening. Invitations have been mailed.

Saturday, March 28, 2009

CSP 50th Anniversary Celebration: Friends of Maryland Party and Cruise

7 to 10 p.m.

Departure from National Harbor

Join us for a celebration party and dinner cruise to commemorate the 50th anniversary of the College of Education's College Student Personnel (CSP) program! Tickets are \$45 (\$25 for currently enrolled, full-time graduate students who are not full-time employees). To register, please visit the CSP50 web site: www.csp50.umd.edu

Wednesday, April 15, 2009

College of Education Reception at AERA

7 to 9 p.m.

Randle Ballroom, Section A

Manchester Grand Hyatt

One Market Place

San Diego, CA

College of Education alumni attending the 2009 American Educational Research Association (AERA) Annual Meeting in San Diego, and/or residing in the area, are cordially invited to the college's annual cocktail reception held in conjunction with the AERA Annual Meeting. Hosted by Dean Donna Wiseman, this popular event is an ideal occasion to reconnect with your alma mater and network with fellow alums.

Saturday, April 25, 2009

Maryland Day: Explore Our World

10 a.m. to 4 p.m. (rain or shine)

University of Maryland

The University of Maryland, College Park opens its doors to alumni and their families, parents, prospective students, the

business community and residents of the surrounding Baltimore-Washington Metro area to visit our beautiful campus. Come and enjoy a day filled with learning, exploration and fun for everyone. Get your face painted at the Benjamin Building, meet the college leaders and learn about our programs at our tent on the Mall, or take an entertaining tour of our nationally-accredited Center for Young Children as it celebrates its 60th anniversary! www.marylandday.umd.edu

Thursday, May 7, 2009

Alumni Board Meeting

6:30 to 8:30 p.m.

Benjamin Building

Friday, May 22, 2009

Silver and Gold Anniversary Celebration

Noon to 2:30 p.m.

Benjamin Banneker Room, Stamp Student Union

1984 and 1959 were both very good years. College of Education alumni who graduated in those years are invited to return to campus for a celebration reminiscing on the 25th and 50th anniversary of that momentous event in their lives. Alumni will don "silver and gold" regalia and participate in a special graduation ceremony, while enjoying a reunion with their class-mates. Silver and Gold alumni are also invited to walk with the Class of 2009 during the college's commencement ceremony at 3:30 p.m., and to welcome the new alumni to the fold at a fun 'meet and greet' reception following in the Benjamin Building Courtyard.

Friday, May 22, 2009

College of Education Spring 2009 Graduation Ceremony

3:30 p.m.

Cole Student Activities Center, University of Maryland

For details, visit: www.education.umd.edu/studentinfo/graduation_ceremonies/ (University commencement is on Thursday, May 21, Comcast Center)

Friday, May 22, 2009

College of Education Graduation Reception

Benjamin Building Courtyard

Immediately following its spring 2009 graduation ceremony, the College of Education will host a congratulatory reception for graduates and their families to welcome them into the world of alumni.

June 2009

Close to Your Heart, Close to Your Home: Baltimore Alumni Reception

Location and Time: TBA

The College of Education will host a 'Get to Know Your Dean' reception for alumni living in the Baltimore area. Please join our new dean, Donna Wiseman, for this special event to learn about what's new and interesting in the college. This is also a wonderful opportunity to (re)connect and network with fellow alumni in your neighborhood.

Date: TBA

Close to Your Heart, Close to Your Home:

Anne Arundel County Alumni Reception

6:30 to 8:30 p.m.

Annapolis Yacht Club

The College of Education will host a 'Get to Know Your Dean' reception for alumni residing in Anne Arundel County. Please join us for a lighthearted evening by the water with Dean Donna Wiseman. Learn about the latest developments at your alma mater and take the opportunity to (re)connect and network with your Terp neighbors.

MARYLAND DAY 2009



April 25, 10 am-4 pm (rain or shine)

Come out and be part of the fun at the University of Maryland's annual open house. Enjoy a fun day of learning and exploration, and be sure to pass by the College of Education's three event sites. Take your pick of activities for all ages!

CENTER FOR YOUNG CHILDREN

- 60th Anniversary Celebration
- Early Childhood Festival

BENJAMIN BUILDING

- Face Painting
- Amazing Animals
- Puzzling Puzzles
- Bookmark Bonanza
- Gak Attack

McKELDIN MALL TENT

- Bubble Blowing
- Information Booths (graduate programs, teacher certification, etc.)
- Meet the Dean, Associate Deans and Department Chairs
- Alumni Games

...and much more!

Admission and parking are FREE!

Visitors receive a complimentary activity map. To view the university's complete list of Maryland Day activities, visit: www.marylandday.umd.edu

