

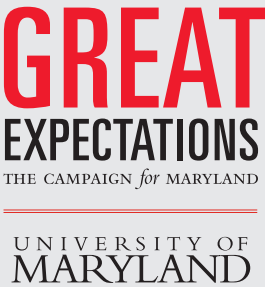
Endeavors

Retired Teacher Donates \$500K for Student Scholarships

The College of Education continues to make great strides in its quest to raise \$20 million as part of the University of Maryland's *Great Expectations* capital campaign. The college recently received a \$500,000 endowment thanks to the kind generosity of a retired D.C. teacher who wishes to remain anonymous.

The donation will be used to award annual merit-based scholarships to eligible sophomores and juniors in the college's Department of Curriculum and Instruction. Scholarship recipients will be Maryland residents and will be selected by the Dean of the College of Education, who will administer the fund.

"This is a wonderful and momentous occasion for the college," said Interim Dean Donna Wiseman responding to news of the donation. "We are very grateful to this donor for making such a commitment to our students. The returns on this investment will benefit our society in various ways for years to come, providing deserving students with the opportunity to fulfill their potential as we train them to become education leaders in their chosen field."



What Makes the Child?

Q&A with Distinguished University Professor Nathan A. Fox about his international research into what helps, harms and shapes the hearts and minds of young children.

~ Interview by Bruce Jacobs



Nathan A. Fox is a professor of Human Development and director of the Child Development Lab at the College of Education. Recently he was appointed a Distinguished University Professor, the highest honor bestowed by the University of Maryland. The first faculty member from the college to have been granted this status, Fox focuses his research on the temperament of children and factors affecting their emotional and cognitive development. He has been widely published internationally and his work—such as the study of Eastern European orphaned and abandoned children he discusses in this interview—has influenced public policy as well as the academy.

Q: You have just been named a Distinguished University Professor, which is the very highest honor granted by the University. I understand you are the first faculty member of the College of Education to receive this honor. That is quite an accomplishment.

A: Well, I am honored to receive such recognition. I am also extremely pleased to accept it as a faculty member of the College of Education.

Christine A. Courtois Named 2008 Distinguished Alumna

With over 30 years of practice under her belt, Christine Courtois is widely regarded as an innovative scholar, insightful teacher, and trendsetting leader in the counseling field. Yet she is very modest when asked about her recent selection for the 2008 College of Education Distinguished Alumna Award.

"I am very honored to receive this award, especially given the many significant accomplishments of previous College of Education awardees" said Courtois. "I have worked in a non-traditional area of education on a non-traditional topic so was quite surprised to have been selected by the college."

Courtois, who will be recognized on April 12 at the annual University of Maryland Alumni Association Awards Gala, is a psychologist in independent practice in Washington, D.C. She is co-founder and past Clinical and Training director of The CENTER: Posttraumatic Disorders Program at the Psychiatric Institute of Washington. In addition, she co-directs the Maryland Psychological Association's Post-Doctoral Institute on Psychological Trauma.

Looking back over the course of her career, Courtois is mindful of how much her experience at the College of Education had an effect on the path she has taken. "I was given a firm scientist-practitioner foundation in my coursework and had the great fortune to have many women faculty members as active role models for a career in education and counseling," she said.

After graduating from the college with her M.A. ('73) in counseling and personnel services, she decided to pursue her Ph.D. ('79), focusing on topics like sexual assault, abuse, and the human response to trauma, which were just beginning to gain attention in the wider society due to Vietnam and the Women's Movement. "I was actively supported in my areas of interest that were anything but traditional at the time," she said.

An advocate she credits with playing an especially important role in her development is the late professor emeritus Thomas Magoon, former director of the Counseling Center. "He put

everything in terms of theory and research," she said. "If I could investigate a subject and provide justification for a technique, a service, or a dissertation topic, he would support it."

The author of three books—*Recollections of Sexual Abuse: Treatment Principles and Guidelines* (1999), *Adult Survivors of Child Sexual Abuse: A Workshop Model* (1993), and *Healing the Incest Wound: Adult Survivors in Therapy* (1988)—Courtois is in the process of co-editing a book on complex trauma treatment. She has also published numerous articles and chapters on related topics.

Her work has garnered her numerous accolades, including the 2007 Outstanding Contributions to Professional Practice Award from Division 56 (Psychological Trauma) of the American Psychological Association (APA), the 2006 Lifetime Achievement Award from the International Society for the Study of Trauma and Dissociation, the 2003 Sarah Haley Award for Clinical Excellence by the International Society for Traumatic Stress Studies, and the Distinguished Contributions to Practice Award (1996) from the APA.

Today, she says her greatest accomplishment has been her development of a theory- and research-based treatment model for adults who were sexually abused as children. "The model was originally based on the results of my dissertation," said Courtois. "Over the past 20 years I have evolved it and applied it in an in-patient setting at The CENTER, in my outpatient practice, and in the professional training I provide to therapists nationally and internationally on topics related to traumatic stress."



Dr. Christine A. Courtois

Alumni Board Supports College's International Vision

Education is a key to building a greater global community where mutual understanding and tolerance are the hallmark of relationships. With this in mind the College of Education has declared a responsibility to ensure that all of its graduates, regardless of their professional focus, develop a global perspective and an intentional sensitivity to other cultures. In support of this effort the College of Education Alumni Board has introduced a new study abroad course for education majors—*International Study of Teaching and Learning Environments*.

Students and their accompanying course leaders will visit schools in The Netherlands (Maastricht and Amsterdam), and neighboring Belgium and Germany to study the effects of policy, culture, and diversity on education with the aim of gaining a greater understanding and appreciation for the teaching and learning process in other countries.

"We're very optimistic about the positive outcomes this course will yield for students," said Director of Alumni Relations Pat Costantino.

Designed as a co-learning experience, the Alumni Board hopes students will enrich their academic potential while simultaneously building strong mentor connections with alumni involved with the program. "This is a wonderful opportunity for current students to network with alumni both during and after the course," said Costantino. "Our graduates are leaders in their field with years of experience who can offer valuable guidance and advice to students regarding their future careers."

The future success of this alumni initiative is still uncertain as unfortunately many students lack the funds to fully cover the costs of the course. Your financial assistance would therefore have a significant impact. If interested in supporting scholarships for students and/or mentors, please contact Assistant Dean for Development Darcelle Wilson (darcelle@umd.edu).

(continued on page 3)

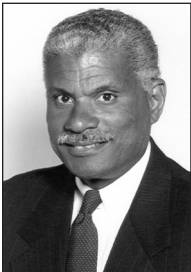
WHAT'S HAPPENING IN THE COLLEGE...

Awards and Recognitions

Professor Kenneth Rubin, Department of Human Development, was selected by the International Society for the Study of Behavioral Development (ISSBD) to receive its 2008 Award for Distinguished Contributions to the International Advancement of Research and Theory in Behavioral Development. The award honors individuals who have made distinguished and enduring lifetime contributions to international cooperation and advancement of knowledge. Rubin, who is director of The Center for Children, Relationships, and Culture at the University of Maryland, is being recognized for his groundbreaking, influential research on children's social and emotional development, and on peer relations during childhood and adolescence.

Professor Nathan Fox Department of Human Development, was recently appointed a Distinguished University Professor, the highest academic honor the University of Maryland bestows. He is the first faculty member from the college to be granted this designation. *(Read more about Professor Fox and his research on pg. 1).*

Professor Melanie Killen, Department of Human Development, has been named a 2008-2009 University of Maryland Distinguished Scholar-Teacher Award. The award recognizes senior faculty who have demonstrated outstanding scholarly accomplishment and excellence in teaching, have brought passion for learning to their colleagues and students, and who serve as models of what a professor at a top Research I university should be. *(Read more about Professor Killen and her current research on pg. 4).*



Professor Courtland Lee, Department of Counseling and Personnel Services, was awarded the Leadership, Vision, and Professional Excellence Award at the November 2007 conference of The Australian First Nation Cultural Family Therapists and Counselors Association.

New Faculty

The College of Education welcomed the following scholars to its faculty this semester:

Stephen Quaye, Ph.D., is a professor in the Department of Counseling and Personnel Services. His research focuses on gains and outcomes associated with inclusive racial climates, cross-racial interactions, and color-conscious pedagogical approaches.

Geetha Ramani, Ph.D., is an assistant professor in the Department of Human Development. She studies the cognitive and social development of young children, such as how social interactions like cooperation with peers or adults during informal activities and settings influence cognitive growth.

Andre Rupp, Ph.D., is an assistant professor in the Department of Measurement, Statistics and Evaluation. His research interests include bridging the theoretical foundations and practical implementations of cognitively-grounded diagnostic assessment methodologies, particularly language testing applications, and psychometric research problems (parameter invariance, explanatory modeling, and standards-based assessment).

Retirements



John T. Guthrie, Jean Mullan Professor of Literacy, retired from the Department of Human Development in December 2007 after 23 years with the College of Education. The inaugural holder of the college's first endowed professorship, Guthrie served as director of the Maryland Literacy Research Center. Prior to this he headed the University of Maryland's Center for Educational Research and Development.

Guthrie was honored with a Governor's Citation in recognition of his years of service to the college and the University System of Maryland. In addition, the Department of Human Development recently appointed him a Professor Emeritus and established the *John T. Guthrie Scholarship Fund* in his honor.

Calling All
College of Education
Alumni attending AERA
and/or residing in
NEW YORK, NY

Join Interim Dean
Donna Wiseman
for complimentary hors d'oeuvres
and libations at the college's
annual reception held in
conjunction with the
American Educational Research
Association (AERA)
Annual Meeting

Tuesday, March 25, 2008
7 to 9 p.m.
Gramercy Suite B, 2nd Floor
Hilton New York
1335 Avenue of the Americas
New York, NY

SAVE THE DATE!

Silver AND Gold Classes of 1983 & 1958

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

Friday, May 23, 5:30 to 9 p.m.
Riggs Alumni Center



Enjoy a memorable evening of dinner and dancing while reuniting and reminiscing with old friends!



Walk with the Class of 2008 at the College commencement ceremony at 3 p.m., Cole Student Activities Center. 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

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

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It's not too soon to SAVE THE DATE and REGISTER EARLY!

The College of Education Alumni Chapter
cordially invites you to...

RETURN TO LEARN

Saturday ~ September 27, 2008

ENJOY a day of discovery and learning.

ENGAGE in invigorating dialogue with faculty and experts in the field of education.

EXPAND your knowledge of issues in education and beyond.

Featuring Keynote Speaker, **Nancy K. Schlossberg, Ed.D.**



Professor Emerita Nancy K. Schlossberg, Department of Counseling and Personnel Services, is an expert in adult development, adult transitions, career development, and intergenerational relationships. Her book, *Retire Smart, Retire Happy: Finding Your True Path in Life*, was featured on a PBS special and is now available on DVD, *Retire Smart, Retire Happy with Nancy Schlossberg*. Currently president of the consulting group TransitionWorks, Schlossberg is a past president of the National Career Development Association, and was a Senior Fellow at the American Council of Education's Center on Adult Learning. She also has served on the faculties of Wayne State University, Howard University, Pratt Institute, and other colleges.

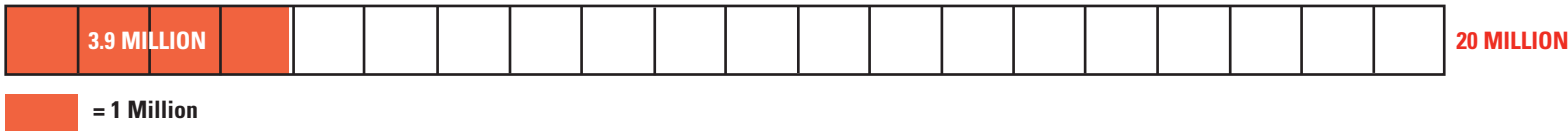
We look forward to welcoming you back to campus for our third Alumni College: 'Return to Learn.'

SIGN UP EARLY for discount tuition rates (*"Early Bird" registration form on pg. 4*)

For more information, contact Pat Costantino at 301.405.5607 or email pmc4@umd.edu.

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 \$3.9 million! We still have a way to go to reach our goal of \$20 million. To find out how you can invest in the future of the College of Education, please contact **Darcelle Wilson**, Assistant Dean for Development, at **301.405.6644** or email **darcelle@umd.edu**.



Research shows that quality teaching and effective leadership have a direct impact on achievement and learning. A fundamental tenet of the College of Education is to groom our students to become leaders who make a significant difference in their community, whether in the classroom, government, private practice, or through scholarship. Vital to this is the recruitment of talented students, regardless of their financial situation.


One of the primary goals for the *Great Expectations* campaign is to increase funding for undergraduate and graduate scholarships, enabling deserving applicants to pursue their academic dreams and aspirations. No one understands the importance of such financial support more than those who played a major role in preparing our students to embark on fulfilling careers. In this issue of *Endeavors*, former and current faculty members give insight to their reasons for establishing scholarship funds for students within the college.

Giving from Within

Faculty reflect on their inspiration for investing in the College of Education



Prior to her untimely passing on Jan. 31, 2008, **Dr. Constance Herreshoff Gordon** shared that one of her reasons for giving to the College of Education was to provide an example to other faculty. An alumna of the college herself (Ph.D., Education Administration, '83), she established the *Dr. Constance Herreshoff Gordon Education Scholarship Fund* after her retirement from the Department of Curriculum and Instruction in 2000. Since then over a dozen students have received scholarships from her fund.



Speaking on her behalf, Dr. Gordon's daughter, Christine Gordon, noted that her mother always thought persons who became teachers would be good role models. However, some who had that interest did not have the means. "She wanted to provide a way for students to pursue the field of education and worry a little less about their financial burden," said Gordon.

A long-time education advocate, Dr. Gordon believed strongly in giving back to the community. “It was really important to her to be a good steward,” said Gordon. “She was very generous and did what she could to help people in need.”

Gordon said her mother was always thrilled to receive letters of thanks from students, and she regularly attended the college's annual donors' luncheon to meet the scholarship recipients. "She was just glad to know the scholarship went to a good person."

Named in honor of her parents, **Associate Professor Emerita Marylu McEwen** established the *L.I. “Mac” and Lucille McEwen Fund* within the Department of Counseling and

Personnel Services' College Student Personnel program to help graduate students with the costs they incur in the course of their dissertation and thesis research.

“I saw our students doing great research,” said McEwen, “but the cost of graduate school puts a lot of pressure on them. I wanted to set up something to encourage their research that would help take the edge off financially.”

Since its initiation in 1995, over 75 graduate students have benefited from the fund. While students are clearly appreciative of the monetary assistance, McEwen said an important factor for her was that the proceeds were being used to promote research. "Support of scholarship is a strong value of mine and I wanted to do something that was permanent," she said.

McEwen retired last year after 21 years with the college. In celebration of the occasion, friends and colleagues paid homage to her in the form of donations to the fund. “That is one of the nice outcomes of establishing this endowment,” she said. “It’s been a wonderful way to get others involved in helping our students.”

In recognition of the rite of passage of his son's Bar Mitzvah, **Professor Steven Selden** set up the *Philip A. Selden Fund* in 1993 to provide a cash award to College of Education students demonstrating financial need.

“Education is an important part of our lives—I’m an educator, my wife’s an educator, and our son is in this field as well,” said Selden, a faculty member in the Department of Education Policy Studies. “Giving back is also one of the values that we live by. So establishing this fund seemed like the right way to tie in education consistently with our family values.”

Still he underscores the modesty of his contributions in relation to the greater needs faced in society. “There are so many causes worldwide deserving of our attention,” said Selden. “This fund was our small attempt to do the right thing.”

What Makes the Child?

(continued from page 1)

Q: So this study seems to show that if you can catch a child by around the age of two and place them with a family, the child can start to develop the qualities children gain in nurturing environments?

A: That's right. However I would add an important caveat: Even though the children who were taken out before the age of two developed higher IQs than children who remained in the institution, their IQs were still not equal to those of typical family-reared children of the same age. So there was still "catch-up" to be had, and we don't know if taking children out even earlier than age two would have narrowed the gap.

Q: The lesson seems to be that institutionalized children need to be moved into high-quality family care as quickly as possible.

A: Yes. One of the important messages here is that institutions, in general, are not good places for young children. The earlier children are taken out of institutions and put into family care, the better.

Q: What impact has the study had in Romania where, from what I understand, nearly all orphaned and abandoned children are in institutions?

A: It has had a big impact, I am pleased to say. As soon as we officially announced our findings, the Romanian government set up and has continued to refine a system of government-sponsored foster care. They are de-institutionalizing children who currently live in institutions. Further, they have passed a law that prohibits institutionalizing a child under the age of two. So they are making an active attempt to deal with the problem. We're very pleased about that.

Q: What do you think American policymakers and caregivers ought to be doing in response to findings like these?

A: I think the first broad message of this research is that early childhood is a time of serious vulnerability to deprivation. It's a time when children need responsive and sensitive caregiving. So in our social policies regarding daycare and child care, we need to be cognizant of the quality of care in those settings. The second broad message is, to the extent we're going to be doing intervention to improve care of young children, the earlier you start that intervention the better.

It's important to note though that there are, to the best of my knowledge, very few if any institutions housing infants and young children in the United States. In fact, one of the reasons we couldn't do this study in this country is that those institutions don't exist here. So the particular issue of institutionalized infants and toddlers is less of a problem for the United States and more of a problem in some parts of Eastern Europe, Central and South America, Asia, as well as in some African nations where there are huge numbers of parentless children because of the AIDS epidemic.

Q: What are you researching now?

A: We are continuing our study of orphaned and abandoned children; we're following the children up to age eight. In my general research I am also very interested in anxiety disorders and anxious behavior in young children, so for many years we've been studying individual differences in infants' personalities. We're looking to see what factors in their environments lead children to continue to be fearful and anxious, or to become less fearful and anxious over time. That's really the majority of the work that I do in the United States.



YOUR GIFT TODAY CREATES A LEGACY FOR TOMORROW

Planned giving is a way you can invest in the College of Education and future generations of students with great returns benefitting you and your heirs. Here are some options:

- **Charitable Lead Trust** Create a trust that pays a fixed or variable income to the College of Education for a set term and then passes to heirs
***Your Benefit:** Reduces size of taxable estate and keeps property in the family, often with reduced gift taxes*
- **Living Trust** Name the College of Education as a beneficiary of assets in a living trust
***Your Benefit:** Control of trust for lifetime and possible estate tax savings*
- **Retirement Plan Gift** Name the College of Education as a beneficiary of the remainder of assets after your lifetime
***Your Benefit:** Avoidance of heavily taxed gift to heirs, allowing less costly gifts*
- **Bequest** Name the College of Education in your will
***Your Benefit:** A donation exempt from federal estate tax*

To learn more about planned giving, contact:
Darcelle H. Wilson, Assistant Dean for Development, College of Education,
301.405.6644 or send an email to: darcelle@umd.edu.

Going Beyond the Journals

Q&A with Distinguished Scholar-Teacher Melanie Killen, whose groundbreaking research in childhood inclusion and exclusion aims to make a difference in children’s lives.

~ Interview by Bruce Jacobs



Melanie Killen is a professor of Human Development, a professor of Psychology (Affiliate), and associate director for the Center for Children, Relationships, and Culture housed in the College of Education. She is also director of the National Institutes of Child Health and Human Development Training Program in Social Development, and director of Graduate Studies at the university. Recently Killen was named a University of Maryland Distinguished Scholar-Teacher for 2008-2009. Her research on children’s and adolescents’ social reasoning about exclusion, intergroup bias, prejudice, and moral reasoning has earned her global recognition. She is co-editor of six books and a consultant to many programs concerned with children, including Sesame Street.

Q: You were recently selected as one of the university’s 2008-2009 Distinguished Scholar Teachers. Congratulations.
A: Thank you. I am thrilled and honored. I like the combination of scholar and teacher; both are so very important to me and they are interactive. Teaching informs scholarship and scholarship informs teaching.

Q: What is the focus of your research?
A: My research is on children's and adolescents’ social and moral development: how they think about their peer interactions. One of the things we focus on is the issue of exclusion: what does it mean to be excluded from a group, when does it happen, what are the consequences? Much of our research involves interviewing children and adolescents. For example, we might ask young children about a hypothetical situation in which some girls are playing with dolls and a boy wants to join them: is it all right to let the boy join? If boys are playing with trucks and a girl wants to play, is it okay to let her play? What we find is that in some situations children are actually very strong about inclusion. In other situations they fall back on stereotypes and think, “Well, no, girls don't know anything about trucks, and boys don't know anything about dolls.” As we study older children and adolescents this also becomes more complicated.

Q: What has your research revealed about where young people get their ideas about inclusion and exclusion?
A: They get them from many sources. Clearly widespread stereotypes in the culture have an impact on children’s views. So do families. One source we have looked at in our research in the past few years is video games, which have become so pervasive.
Adolescents often play video games more than 20 hours a week, and most games have pronounced stereotypes about females or minorities or males. What we find is that adolescents recognize stereotypes; they know when females are depicted in sexually explicit ways, or males in

overly aggressive ways, and so on. Young adolescents in particular have this sense that, “Yeah, some of these images aren’t very good, but it doesn’t affect my behavior or my attitudes.” They’ll say, for example, “I play this game, it’s violent, there’s shooting, but I'm not going to go out and shoot someone tomorrow.” They have a very literal view of its impact. They don’t understand the subtle and persistent ways in which the stereotypes can influence their own attitudes.

Q: Such as?
A: Their becoming desensitized to stereotypes, for instance. So far we find the more often children play such video games, the more tolerant they become of the stereotypes. They think it’s harmless. We also find this to be the case more with boys than with girls; girls are much more critical about it. We are looking more at this process of stereotyping.


Q: How does your research look at the ways in which children include or exclude others?
A: What children say in interviews tells us a lot about what they would do in real life. If we describe a hypothetical group of kids who won’t let another kid play or join their club because of their race, most children will tell us that that’s not right. If we say there are two kids from different racial backgrounds who want to join and there is only room for one, some children will say they would pick the child from their own racial background because they believe they would have more in common. This is probably an indicator of what's actually happening out there in the school setting or in peer groups.

We are also doing research involving children in Spain where we’re looking at exclusion based not on race but on group membership, such as Gypsies, who are discriminated against in Spain. We have a project in Germany looking at inclusion and exclusion of Turkish children, who are often discriminated against. We’re looking at this in a global context because when any children exclude on the basis of such categories, it contributes to what we call “intergroup tensions” in the adult world of work and socializing. It's important to try to adjust these attitudes in childhood before they become deeply entrenched.

Q: So is part of the intent of your research to provide parents and educators with concrete ways to help children to be more inclusive?
A: Absolutely. I am a consultant on a number of tolerance education programs, including *Sesame Street*. We work with schools and guidance counselors to create curricula to help kids think about the importance of including others and the negative consequences of exclusion. Some colleagues and I also support the creation of video games that are fun and engaging, but not so negative and stereotypical in content.

There has not been much research on group inclusion and exclusion in childhood and adolescence because it has been thought of as an adult issue. Most of the work on childhood and adolescence in the past has focused on peer rejection on the basis of individual characteristics: a child is shy, or fearful, or aggressive. What makes our work unique is that we see sometimes children are rejected solely because of group membership—they’re a girl, or a Muslim, or an African-American. There can be implicit stereotypes of which children are not even aware.

Q: It must feel very rewarding for you to do work that sheds light on the mechanisms of inclusiveness. Is it?
A: Yes, it is rewarding. We have a team of researchers here at Maryland who are very invested in these issues. I have collaborators in Europe, Asia, and South America. I feel it’s important that the work goes beyond the academic journals and makes a difference. The issue of social justice is an essential part of this work.



COLLEGE OF EDUCATION ALUMNI COLLEGE 2008

RETURN TO LEARN

“EARLY BIRD” REGISTRATION FORM

Please complete this registration form, detach and mail along with a check in an envelope. Please make checks payable to the *University of Maryland*. Mail to:

Ms. Frances Woods

3115 Benjamin Building

College of Education, University of Maryland

College Park, MD 20742

Yes, Save a place for me on September 27, 2008.

No, I cannot attend, but keep me on your list for future events.

RSVP deadline to receive the “Early Bird” Tuition rate is Friday, August 1, 2008

“EARLY BIRD” TUITION

\$15 for Alumni Association members • \$20 for all others

For more information, please contact

Pat Costantino, Director of Alumni Relations, 301.405.5607, or via email: pmc4@umd.edu.

Name(s)

Address

City

State

Zip

Daytime phone

Evening phone

Cell phone

Email

Graduation year:

Degree(s)

UM, College of Education Debut on iTunes U

In conjunction with the February 2008 launch of the new University of Maryland homepage (www.umd.edu), the university and its colleges also made their debut on *iTunes U*—the higher education arm of the popular Apple application, *iTunes*.
Through *iTunes U*, users from around the world can connect with the Maryland community by downloading (at no cost) video and audio podcasts from Maryland faculty, staff and students. As described by university officials, “*iTunes U* allows everyone to experience the University of Maryland through a variety of multimedia content.”
For those less familiar, a podcast is a digital media file (usually audio) that can be downloaded to an individual’s computer for later playback. This is in contrast to streaming media which must be listened to as it is received and is not stored locally after completion. *iTunes*, which is now available for both Mac and PC platforms, allows users to easily organize, manage, and listen to podcasts or to transfer them to an iPod for mobile listening (hence the origin of the term “podcast”). To access *iTunes U*, users need to have *iTunes* software. Content posted can either be available to the public or have permission-based restrictions.
Among the UM content currently posted is a message from College of Education Interim Dean Donna Wiseman.

TO LISTEN TO THE PODCAST
• Visit: www.umd.edu/iTunesU/
• Click on: *Public, College of Education* (under *Colleges and Schools*), *Message from the Dean* (under *About the College of Education*)

4

www.education.umd.edu

ClassNotes

1943
Dorothy Dare (B.S.), Aberdeen, Md., retired as an associate professor and counselor from Harford Community College. She began her career there in 1957 when the college opened. She also taught mathematics at the University of Maryland from 1945–49 while her husband Frank C. Dare, who is also a College of Education alum, completed his degree. Their oldest daughter is a graduate of the college as well.

1951
Richard Dickie (B.A.), Madison, Ind., retired after 30 years with the Department of Defense Schools. He is enjoying his retirement in his log house along a creek in southeast Indiana.

1955
Morris Tischler (M.A.), Baltimore, Md., is president and owner of The Science Instruments Co. He was nominated to the Inventors Hall of Fame for his medical patents of the pacemaker and cardiac monitor, which he invented in 1955.

1959
Louise B. Davis (M.Ed.), Atlanta, Ga., retired after 35 years of teaching. She taught at E. P. Howell Elementary from September 1948 to June 1978, then at Home Park until she retired in 1983. Davis is 85 years old.

1964
John K. Fisher (Ed.D.), Ridgefield, Conn., is president and CEO of St. Vincent's College. Fisher has been appointed for a three-year term to The American Council on Education's (ACE) Commission on Effective Leadership. The Commission provides guidance for ACE's programs and fosters institutional effectiveness. It also serves as a forum for member presidents to share insights and experiences in leadership, leadership development, and institutional effectiveness.

1967
Rodger D. Carney, (B.A.), Medford, N.J., retired in 1999 from the Lenape Regional High School District where he held several positions over the course of his career. He was a social studies teacher for 22 years, humanities supervisor for 11 years, and a summer school director for 13 years. He also coached men's tennis for 18 years and football for seven years. Carney was student council advisor for 20 years and served as a national field coordinator for a Presidential Classroom for Young Americans for many years. In 1999 Medford-Vincentown Rotary selected Carney as their citizen of the year. Married for 43 years, Carney and his wife have four children and three grandchildren (with one on the way).

1968
Judith Braslow (M.A.), Rockville, Md., is a senior consultant with IQ Solutions, a healthcare consulting practice. She and her husband, Larry, divide their time between Lake Worth, Fla., and Maryland.

1971
Glenn Grant (B.A), Blackwood, N.J., retired in 2007 after teaching history for 36 years at Williamstown High School, Monroe Township Public School District.

1973
Charles Blank (B.S.), Egg Harbor Township, N.J., retired from the New Jersey Public Schools system. He is currently a School-To-Work coordinator with Archway Programs—a private non-profit human services organization for persons with special needs ranging from infants to adults within two divisions: Education Services and Human Services. Blank credits the late Dr. C. Ray Anderson, former associate dean of the College of Education, for guiding him into a great life in the field of Marketing Education.

1974
Debbie (Sengstack) Wagoner (B.S.), Silver Spring, Md., is retired after 30 years of teaching with Montgomery County Public Schools (MCPS). She currently substitute teaches with MCPS. Her husband Gary, also a UM alum, recently retired from the U.S. Attorney's Office in Baltimore. A true Terp family, the Wagoners' three children are all Maryland alumni. Go TERPS!

Thomas J. Grites (Ph.D.), Brooklyn, N.Y., was inducted into the College of Education Hall of Fame at Illinois State University. The induction ceremony was part of a weekend of celebration marking the university's 150th anniversary. Grites is Assistant to the Provost at The Richard Stockton College of New Jersey.

1975
Sharon Lerner Nussbaum (B.S.), Columbia, Md., taught with Prince George's County Public Schools for 31 years—10 years teaching kindergarten and 21 teaching high school mathematics. Since retiring in 2006 she enjoys spending her time playing Mahjongg, bridge, tennis, and skiing.

1977
Gary H. Bachara (Ph.D.), Wilson, N.C., is retired after running a private practice for 30 years. He now devotes his time and effort to dog rescues.

1978
Patricia C. Churchill (M.A.), Richmond, Va., is retired. She is a novelist and provides spiritual life coaching through her website, *www.soundofwisdom.com*. Churchill has two daughters and nine grandchildren.

1979
Mary Ellen (Schmidt) Gross (M.A.), Grafton, Ohio, retired as a guidance counselor after 28 years with Keystone Local Schools in La Grange, Ohio. She is currently substitute teaching.

1989
Ken Baron (M.Ed.), Baltimore, Md., is the director of Academic Advising at the University of Maryland, Baltimore County. In 2001 he traveled around the world by ship as an assistant dean with the Semester at Sea program. He was also a Rotary Ambassadorial Scholar at the University of Surrey in England (1994–95), where he earned his doctoral degree in 1999.

Dea Forney (Ph.D. '89, M.A. '82), Macomb, Ill., is an associate professor at Western Illinois University. Forney was the keynote speaker at the Midwest Meeting of Graduate Students in Student Personnel.

1990
Donald G. Cunningham (M.Ed.), Tallahassee, Fla., is retired. He lived in Okinawa, Japan for 30 years, 14 of which he was employed by the University of Maryland System teaching Algebra and Sociology at Kadena Air Base. Cunningham was also a school counselor for over 18 years, counseling students at the elementary, middle and high school levels.

1992
Lee Burdette Williams (Ph.D.), Coventry, Conn., is co-author of the recently published book, *Learning Communities and Student Affairs: Partnering for Powerful Learning*. Williams is currently Dean of Students at the University of Connecticut.



1993
Sheldon Dan (B.S.), Memphis, Tenn., was promoted to Assistant Professor of Developmental Studies at Southwest Tennessee Community College in Memphis, Tenn.

1995
Amy Smith Farrell Wiech (B.S.), Mānoa, Hawaii, is a certified behavior analyst who provides behavior analysis services through her company, Autism Behavior Consulting Group, Inc. Wiech earned her M.Ed. from the University of Hawaii at Mānoa, and is currently pursuing her Ph.D.

1999
Heather Praml (B.S.), Towaco, N.J., is a school counselor with the Montville Township Board of Education. She and her husband Allen Tresselt, also a Terp ('98, Business and Management), had their first child, Gretchen, in July 2007. They assure that Gretchen is sure to be a future Terp!

2001
Carolyn McNamara Barry (Ph.D.), Columbia, Md., was recently tenured and promoted to Associate Professor of Psychology at Loyola College in Maryland. Barry serves on the editorial board of *Journal of Youth and Adolescence* and *International Journal of Behavioral Development*. She has also formed a research collaboration known as Project R.E.A.D.Y. (Researching Emerging Adults' Developmental Years) with fellow UM graduate Larry Nelson (Ph.D., '00) and other developmental and family scholars to study the factors that promote the successful transition to adulthood. Their studies have been published in a variety of journals, ranging from the *Journal of Family Psychology* to *Journal of Adolescent Research*. Barry resides in Columbia, Md., with her husband and son.

2005
Josh Hiscock (M.A.), Orange, Mass., is the recipient of the Richard F Stevens Outstanding New Professional Award awarded by NASPA Region I. Hiscock is Associate Director of Student Programs and Leadership at Roger Williams University.

We Remember...

The College of Education mourned the passing of the following colleagues in 2007-08:

Rochelle Clemson Ingram, former director of the Office of Laboratory Experiences, passed away on Oct. 1, 2007.

Charles E. Johnson, retired faculty member of the Department of Measurement, Statistics and Evaluation, passed away on Nov. 24, 2007.

Constance Herreshoff Gordon, alumna, retired faculty member of the Department of Curriculum and Instruction, as well as coordinator of Instructional Computing in the Educational Technology Center, passed away on Jan. 31, 2008. (*read about Dr. Gordon's legacy to the college on pg. 3*)

Deceased faculty and staff are honored with with special memorial resolutions read into the official minutes of the College of Education Senate, as part of the spring Faculty-Staff Assembly. The resolutions can be accessed at: www.education.umd.edu/college_senate/memorials

Please Drop Us a Line!

We've been happy to hear from more than 800 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 College 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/Fall 2008

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 news can also be found on the Web at: www.education.umd.edu/infofor/alumniandfriends

Tuesday, March 25, 2008

Dean's Reception at AERA Conference

7 to 9 p.m.

Hilton New York

1335 Avenue of the Americas

New York, NY

College of Education alumni attending the 2008 American Educational Research Association (AERA) Annual Meeting in New York, NY, and/or residing in the area, are cordially invited to the college's annual reception held in conjunction with the AERA Annual Meeting. Please join us for complimentary hors d'oeuvres and libations. Interim Dean Donna Wiseman will host this popular event.

Thursday, April 3, 2008

Alumni Board Meeting

6:30 to 8:30 p.m.

Benjamin Building

Tuesday, April 22, 2008

Spring Forum: Council of Educational Administrative and Supervisory Organizations of Maryland (CEASOM)

5 p.m. ~ Social hour

6 p.m. ~ Dinner and panel presentation

Snyder's Willow Grove Restaurant

841 N. Hammonds Ferry Road, Linthicum, Md. 21090

Come learn about best practices in teacher professional development in Maryland at the 2008 CEASOM Spring Forum. An expert panel will discuss promising approaches in four areas critical to developing high-quality professional development opportunities: planning, increasing time, supporting job-embedded approaches, and evaluating. The 2008 CEASOM Spring Forum is sponsored by the College of Education's Department of Education Leadership, Higher Education and International Education. For more information, visit www.ceasom.org and/or email Karlie Everett to register: everett33@comcast.net

Saturday, April 26, 2008

Maryland Day: Explore Our World

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

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. Stop by the College of Education tent on the mall to meet the dean and learn about our programs.

www.marylandday.umd.edu

Friday, May 23, 2008

College of Education Spring 2008 Graduation

3 p.m.

Cole Student Activities Center, University of Maryland

Silver and Gold alumni are invited to walk with the Class of 2008. For more information, contact Director of Alumni Relations Pat Costantino at 301.405.5607 or email pmc4@umd.edu. www.education.umd.edu/studentinfo/graduation_ceremonies/ (University commencement is on Thursday, May 22, Comcast Center)

Friday, May 23, 2008

Silver and Gold Anniversary Celebration

5:30 to 9 p.m.

Samuel Riggs IV Alumni Center

1983 and 1958 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 special "silver and gold" regalia and participate in a special graduation ceremony, while enjoying a reunion with their classmates. For more information, contact Director of Alumni Relations Pat Costantino at 301.405.5607 or email pmc4@umd.edu.

Saturday, Sept. 27, 2008

Alumni College: Return to Learn

8:30 a.m. to 2:30 p.m.

Benjamin Building

College and University alumni, students, family, friends and guests are invited to return to the College of Education for a day of discovery and professional development featuring presentations by top faculty, alumni, outstanding teachers, and education leaders. (See pg. 4 for registration information)

Friday, Oct. 17, 2008

Alumni Reception in Ocean City

4 to 6 p.m.

Ocean City, Maryland

The College of Education Alumni Chapter will sponsor a reception for alumni attending the Maryland State Teachers Convention being held in Ocean City, Md. Come and meet the Dean, reunite with friends from the past, and enjoy learning what's new at the College of Education. The reception takes place at the Roland E. Powell Convention Center. Stop by the University of Maryland booth or check your program for the room number. Maryland memorabilia will be given as door prizes. Come and join the fun! There is no cost for this reception! For more information, contact Pat Costantino, Director of Alumni Relations, at pmc4@umd.edu.

MARYLAND DAY 2008



April 26
10 am – 4 pm
(rain or shine)

Come celebrate the 10th anniversary of the University of Maryland's annual open house and enjoy a fun day of learning and exploration! Visit the three College of Education event sites and take your pick of activities for all ages:

MCKELDIN MALL TENT

Bubble Blowing

Book Giveaway

Information Booths

(graduate programs, teacher certification)

Meet the Dean, Associate Deans & Department Chairs
Alumni Games

CENTER FOR YOUNG CHILDREN

Early Childhood Festival

BENJAMIN BUILDING

Face Painting

Spin Art

Optical Illusions

...and much more!

Admission and parking is FREE!

Visitors receive a complimentary activity map

To view the complete list of Maryland Day activities, visit: www.marylandday.umd.edu

GREAT
EXPECTATIONS
THE CAMPAIGN *for* MARYLAND

UNIVERSITY OF
MARYLAND