Christine A. Courtois Named 2008 Distinguished Alumna

With over 30 years of practice under her belt, Christine A. Courtois is widely regarded as an innovative scholar, insightful teacher, and trendsetting leader in the counseling field. Yet she is so 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 more 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 grounding in the scientific traditions of my coursework and had the great fortune to have many woman 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 as the late professor emeritus Thomas Magoun, former director of the Counseling Center. “He put everything in terms of theory and research,” she said. “If it could be investigated, subject to provide justification for a technique, a service, or a dissertation topic, he would support it.”

The author of three books—Revelations of Sexual Abuse: Treatment Principles and Guidelines (1999), Adult Survivors of Child Sexual Abuse: A Workshop Model (1993), and Healing the 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 2013 Sarah Haley Award on 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.”

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: Your research has to do with the emotional development of children. One recent study you co-authored, published in the journal Science in December 2007, showed that orphaned and abandoned children in Romania who entered foster care developed much more advanced emotional and cognitive functions than those who remained in institutions. What do you think this study teaches us?

A: One of the primary reasons we did the study was to see the effects of early experience on a child’s cognitive and emotional development—instance, the effects of severe social depression—and whether or not those effects could be reversed. Another question was the role of timing: does the length of time that a child experiences deprivation matter in terms of the child’s ability to recover? We found severe social deprivation did in fact affect cognitive development, and the age at which the child was taken out of the institution and placed into a family situation did matter. Children who were taken out before two years of age did much better than those who were taken out later. So the implications of this for learning and early childhood experience are profound.

Q: What do you mean by “deprivation”? What sorts of things are children deprived of when they are institutionalized?

A: Well, in these institutions in Romania children are given food, clothing, and shelter, but there is little or no interaction between the child and the caregiver. Not much speech or holdings, or eye contact. We view this as one way in which we think is important for young children’s social and cognitive development. The children also don’t have playthings they can interact with in the way that typical children might.

Q: Did you find the effects of this deprivation were reversible when children were taken out and placed with families?

A: Yes. In terms of IQ scores there was reversibility in the population of children who were taken out before the age of two. That was less true for children who were taken out at a later age.

(continued on page 3)
New Faculty

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

Stephen Guay, 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, Joan 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.
was just glad to know the scholarship went to a good person.”

She regularly attended the college’s annual donors’ luncheon to meet the scholarship recipients. “It was really important to her to be a good steward,” said Gordon. “She was very generous and who had that interest did not have the means.” She wanted to provide a way for students to

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 Endowus, 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 2010. 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 would be a positive force in the world,” said Gordon. “She believed everything is possible if you’re determined to make it possible.”

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

Since its inception in 1999, 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 her 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. “Going 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 necessity 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 3)

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’ve 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: 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 personalities. We’re looking to see what factors in their environments lead children to become 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 benefiting 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.
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 for her to 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. Our 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 stereotypical in content.

Q: How does your research look at the ways in which children include or exclude others?
A: It looks at all aspects of inclusion and exclusion. Some children include others, some exclude others, and some do both. We can distinguish between overtly 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: There being 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: What is your research looking at in terms of where 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 that 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.

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 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 frail, 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.

OFFICE OF THE CHANCELLOR UNIVERSITY OF MARYLAND Distinguished Scholar-Teacher Program University of Maryland, College of Education, University of Maryland

A voice says, “Hi, you’ve reached the voice mail of Melanie Killen, professor of Human Development at the University of Maryland.”

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 Institute 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 development, informed her global recognition. She is co-editor of six books and a consultant to many programs concerned with children, including Sesame Street.

Q: What has your research revealed about where young people get their ideas about inclusion and exclusion?
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Dorothy Dare (B.S.), Absecon, Ind., retired as an associate professor and counselor from Harvard Community College. She began her career there in 1991 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 daughter is a graduate of the college as well.

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

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

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. Doris is 85 years old.

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.

Rodger D. Carey, (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. Carey was student council adviser for 20 years and served as a national field coordinator for a Presidential Classroom for Young Americans for many years. In 1999 Medina-Vancoven Rotary selected Carey as their citizen of the year. Married for 45 years, Carey and his wife have four children and three grandchildren (with one on the way).

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

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

Charles Blank (B.S.), Egg Harbor Township, N.J., retired from the New Jersey Public Schools system. He is a 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.

Debbie (Sentagck) Waggoner (B.S.), Silver Spring, Md., is retired after 30 years of teaching with Montgomery County Public Schools (MCPS). She currently substitutes with MCPS. Her husband Gary, also a UM alum, recently retired from the U.S. Attorney’s Office in Baltimore as a first tier family, the Waggoners’ three children are all Maryland alumni. Go Terps!

Thomas J. Gerits (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. Gerits is Associate to the Provost at The Richard Stockton College of New Jersey.

Sharon Lerner Nussbaum (B.S.), Columbia, Md., taught with Prince George’s County Public Schools for 35 years—10 years teaching kindergarten and 21 years teaching high school mathematics. Since retiring in 2006 she enjoys spending her time playing Mahjongg, bridge, tennis, and hiking.

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

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

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

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 Fornay (Ph.D. ’99, M.A. ’92, Madison, Ill., is an associate professor at Western Illinois University. Fornay was the keynote speaker at the Midwest Meeting of Graduate Students in Student Personnel.

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.

Lee Burdette Williams (Ph.D.), Conway, Ariz., is co-author of the recently published book, Learning Communities and Student Affairs: Partnering for Powerful Learning.

We Remember…

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

- Roberta Duvall in September 2007
- Constance Earnhardt 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. 26, 2008. (read about Dr. Gordon’s legacy to the college on pg. 3)
- Deceased faculty and staff are honored 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/merememorials

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 Years? ____________

EDUCATION AND EMPLOYMENT

Graduation Year ___________ Department/Program Major: ____________________________________ Degree: ___________
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
and/or email Karlie Everett to register:

Monday, 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
Spyder’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.marylandday.umd.edu or email Katie Everett at register@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.

Friday, May 23, 2008
College of Education Spring 2008 Graduation
3 p.m.
Colc 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.

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 these years are invited to return to campus for a celebration remembering 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.