Maryland Joins National Effort to Train More Math/Science Teachers

R ecognizing the need for more math and science teachers in middle and high school, the University of Maryland has joined a national effort to prepare future teachers and land-grant universities in each state—educate the largest number of Math and Science (STEM) students. By committing to this effort, Maryland joins other participant institutions in 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 STEM training has increased and is surpassing 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 STEM II indicates a commitment to increasing the number of outstanding students prepared to 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 participating institutions in responding to the call made in the National Academic 2005 report, Raising a Love of Learning, 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 100 NASULGC member institutions for making the Science and Mathematics Teacher Imperative an important component of their efforts to help addressing the growing teacher shortage in these key fields. Committing to substantially increase the diverse pool of highly qualified and science and mathematics teachers in their states; Maryland and other STEM II 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 Wieman is also Maryland's team leader in the Leadership Collaborative (TLC), a group of 27 institutions drawn from universities making the commitment to STEM II. Funded by a $5.5 million, three-year grant from the National Science Foundation’s M 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 primary societies such as the American Physical Society’s Physics Teacher Education Coalition, a group that performs the work of the collaborative in the Promotion of Science and Mathematics Teacher 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

Hope Kramer Has Made Service to Others a Lifelong Accomplishment

H ope 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, searching for causes,” Kramer says. “Whether it was for Soviet Jewry or for equal rights for everyone, the idea was just to stand up for people who didn’t have a voice or who were 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 ‘select 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 Maryland’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 a master’s degree in M.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. Not only has she guided 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 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 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 writes, “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 social service 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 Aluma 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

F ew undergraduates arrive at the University of Maryland their first semester thinking “I want to become an EVP of student activities who helps students have a deeper college experience.” But over a good many complete the College of Education’s College Student Personnel (CSP) graduate program 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 Kurstbach Inkel. "It's the most obvious part of life as a college student important to their success and their future being a part of the college experience.”

CSP faculty, past and present (front row, l. to r.) Professor Emeritus Merita Maryv Kusmin, Dr. Susan Jones (CSP ’91); Professor Emeritus Merita Gorge Mary Kusmin (CSP ’83); Professor Emeritus Stephen Q. Oke, Associate Professor Karen K. Untucht Inkel (CSP ’90); Interns, Ms. J. S. Dansir and Ms. J. M. Rollins; (back row, l. to r.): Assistant Professor Stephen Q. Oke, Associate Professor Karen K. Untucht Inkel (CSP ’90); Interns, Ms. J. S. Dansir and Ms. J. M. Rollins; Professor Susan K. Kusmin

www.education.umd.edu
Spanish-English bilingual elementary school students.

breadth, depth, and comprehension in English monolingual and bilingual children. Her research explores the impact of bilingual education on students' academic achievement and language development.

Rebecca Silverman
Measurement, Statistics & Evaluation

infusing her teaching with an international perspective. She has collaborated with international scholars on research projects and has organized conferences to promote international collaborative efforts in research.

human development

The award recognizes her lifetime contributions to developing the knowledge base and understanding of human development across cultures. Silverman's research has focused on the development of early literacy and numeracy skills in children from diverse linguistic and cultural backgrounds.

Contributions to the International Advancement of Psychology

The award is given to recognize outstanding contributions to the international advancement of psychology. Silverman has been a leader in promoting a global perspective in psychology education and research.

The College of Education

President Elizabeth Davis-Russell was honored with the 2009 American Educational Research Association (AERA) Award for Distinguished Contributions to the International Association of Psychology. The award recognizes her lifetime contributions to developing the knowledge base and understanding of human development across cultures. Silverman's research has focused on the development of early literacy and numeracy skills in children from diverse linguistic and cultural backgrounds. She has been a leader in promoting a global perspective in psychology education and research.

A Global Perspective

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. The 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. Awardees are selected for their expertise in curriculum development and their potential to conduct research that will contribute to the field.

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We R emember...

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

- David J. Ahearn, alumni (Ed.D. '83) and retired faculty member of the Department of Counseling and Personnel Services, passed away on Nov. 2, 2008.
- V. Phillips Beaver, professor emeritus of the Department of Curriculum and Instruction, passed away on Feb. 1, 2009. (Read more about Beaver's legacy on pg. 6).
- Dean D. Kennedy, alumna (Ph.D. '79; M.Ed. '57) and adjunct faculty member of the Department of Curriculum and Instruction, passed away on Nov. 17, 2008. (Read more about Kennedy's legacy on pg. 6).
- Ronald E. McNair Post-Baccalaureate Degree Program (M-4) through McNair Scholars Program. Participants are selected for their academic achievement and prepared for doctoral studies through involvement in research and other scholarly activities.

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.

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Edna McNaughton was one of the first four faculty (University Libraries) to be hired to work in a new 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.

As 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 too hard. 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 Center for Young Children Combines Top-Flight Child Care with Top-Level Research

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 once the University Nursery School, it is 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 operating nationwide aimed at young mothers who were wives of veterans. Heading the school was Edna M. O’Hearn, 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.”

The scholar M. O’Hearn 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. M. O’Hearn 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 M. O’Hearn’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 M. O’Hearn’s own phrase, the “laboratory school” she had envisioned.

However the challenges were not over. Now named the University Nursery-Kinder, the school needed to secure a permanent home. Originally it was housed in what was then the Practice House (near the present site of the University Health Center) – a home management/complex dormitory. It was occupied by the College of Education from 1940-1948.

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

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.

“He didn’t say it that way, but...” says Hardy, recalling the 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 over the hall, 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!”

Hardy got a call from the University’s Architectural Services a few days later saying, “What did you do! Your building...it’s under way, 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 15 to 20 years,” says Hardy. “We got our building in one or two years.”

CYC Assistant Director Anne Daniel, who joined in 1976, adds 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.”

Both Favretto and Daniel agree the balance between research and child care at CYC works very well. It is research 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. A dinner begins at 10 a.m. with a long-long, displays depicting the history of the CYC, featured speakers, a tour of the Center, and more. For more information, contact CYC Director Francine Favretto at 301.405.3186 or email: favretto@umd.edu.
Creating Innovations to Change the World
Award Honors a Legacy of Commitment to Public Education

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 H. Utgren, nominating me for this award without realizing the presence of Dr. N. Newell in my life,” Green says. “I”m a Maryland native who 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 county 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.

“I can think of no one more inspiring, visionary and committed to public education who deserves this award.”

“It’s very interesting,” Wieman adds, “if you put all of them together, you have a common admiration for leadership and each one cares about education and the educational process.” Together, they represent the college/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.

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.

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 33 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.
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 develop aspects of their experience that 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 “Rethinking the Early Childhood Classroom: Instruction and Materials” to make global education a foundational part of the course. She will continue to meet 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 Addis Ababa Teacher Training College in northern Ethiopia. He will assist them in their efforts to rethink and revitalize mathematics teacher preparation courses and the pedagogical practices of instructors of these 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 program between prospective teachers at teacher training colleges in Ethiopia and Maryland. Clark also intends to organize a local program between prospective teachers at teacher training colleges in Ethiopia and Maryland. In addition, he will seek to identify African mathematicians and African mathematics education researchers and the socio-political and economic contexts shaping literacy, cultural differences, indigenous peoples, resistance and reform, inequality, social stratification, poverty, linguistic, racial, and gender and educational rights, religions, environmental racism, transnational migration, post-colonialism, economic crises and international security.

Mariam Jean Dreher (Professor, Curriculum and Instruction) has collaborated since the early 1990s with an international colleague, Rita Lita-Lisa 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 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 rebellion, 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, environments, 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 Latinx 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.
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. “If 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 her 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 R.A., or resident body president, or 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 at M.C. and other C.S.P. 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 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 M. Ewew, who joined the CSP faculty in 1968 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 was also a professor who brought to student development theory the reality of racial identity, sexual orientation identity and the importance of other social identities as well. She introduced practices into the field that now exist around the country. In fact, Ms. Marylu said in an article in a major educational journal, people 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 is required to be even more important in our class—outside 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 to support the CSP Professional Development Fund, visit: www.cs50.uml.edu

Dora Funari Kennedy: A Foreign Language 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 75—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 was the eldest of four children. 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 Spanish in Ohio for ten years. 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.

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• College and department initiatives (professional development seminars, scholarships, networking opportunities at social/professional events)

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.)

• TerpAlumni 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.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 ________

Mail this form to: Endeavors, Office of Advancement, College of Education, 3135 Benjamin Building, University of Maryland, College Park, MD 20742. Or, send an email to: Endeavors@umd.edu
Wednesday, March 25, 2009
Perfect Partners: An Alumni Reception for College of Education and Smith School of Business “Couples” 6 to 8 p.m.
Cimos C lub
2121 Massachusetts Avenue, N W
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 Wu Yee and G. Anandalingam; Alumni Carolyn Gurtz (Elementary Education, ’70) and Dennis M. Gurzit (’68; M ’84; ’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
7 to 10 p.m.
Friends of Maryland Party and 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.
Rendle Ballroom, Section A
404 Maryland Ave.
A National.’s Washington, D. C., 20004
The College of Education will host a ‘Get to Know Your Dean’ ceremony, while enjoying a reunion with their classmates. 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.

College of Education Spring 2009 Graduation Ceremony
3:30 p.m.
Cole Student Activities Center, University of Maryland
3:30 p.m.
College of Education Spring 2009 Graduation Ceremony. 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.

J une 2009
Close to Your Heart, Close to Your Home: Baltimore Alumni Reception
Location and Time: TBA
7 to 9 p.m.
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 Wu Yee, for this special event to learn about what’s new and interesting in the college. This is also a wonderful opportunity to reconnect with fellow alumni in your neighborhood.

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