Make the Message Matter
Institute Focuses on Diverse Communities
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Institute for School Leaders Focuses on Diverse Communities

“Engaging Diverse School Communities” was the theme for a summer institute hosted by the Office of Education Services. More than 100 school leaders gathered for the event at Mason’s Fairfax Campus.

CEHD Adds Chinese Licensure Program, Welcomes Three Students from China

The College of Education and Human Development is expanding the university’s international vision by adding a licensure program in the teaching of Chinese, the first program of its kind in the Commonwealth of Virginia. Coinciding with the new program, three students from China arrived in August.

CEHD Collaborates with CVPA To Create a Licensure Program In Art Education

Responding to a critical need for highly qualified art teachers, the College of Education and Human Development has begun an innovative partnership with the College of Visual and Performing Arts for a master’s level program in art teacher licensure. The program draws from a wealth of resources at Mason and the region’s museums and cultural institutions.

Cover photos: Creative Services, Nicolas Tan
Having served as dean of the College of Education and Human Development (CEHD) for more than six years now, I still find myself challenged when posed with the question of what we are “doing” in the college. It is not that the words elude me; it is simply a question of where I begin. Typically, on any given day, I have three or four new interesting projects, initiatives, or events to share with someone. And those may be just the three or four things of which I know at that time. There are, more often than not, plenty of other important and exciting things happening about which I have yet to learn—as well as those on the horizon in various stages of development.

So, I have found it helpful if I focus on a theme and highlight some of the activities of the college within the context of that theme. For instance, many of the stories in this issue of the magazine exemplify the active role CEHD plays in the Northern Virginia community and, more specifically, the many ways in which the college works to respond to the needs of school districts and current and prospective teachers.

In one of the stories, you will learn more about the recently created Master of Arts in Teaching (MAT) in Art Education Program, developed in partnership with the College of Visual and Performing Arts. Bill Reeder, dean of that college, commented on how important this collaborative effort is, saying that it helps to “strengthen visual arts education for all art teachers, both practicing in-service as well as pre-service,” meeting a previously unmet need for professional training.

In addition, the cover story features the second annual “Make the Message Matter” institute, hosted by CEHD’s Office of Education Services. The institute, held this past July, brought together more than 100 school leaders to focus on outreach and communication to diverse school communities. In the keynote speeches and various workshops, participants examined both perceived and real challenges school leaders face in creating proactive, effective partnerships in diverse communities.

Another story shares how CEHD responded to a growing need in public schools to have qualified teachers trained to teach Chinese. National and regional statistics show an increase in the number of students studying Chinese. Now, with the establishment of a Chinese language licensure program (a first in the Commonwealth of Virginia), the college is proud to draw upon its expertise in curriculum and instruction of foreign language and, as Marjorie Hall Haley, associate professor and director of foreign language licensure in the Graduate School of Education, says, “bridge the cultural gaps in the existing global community. . . .”

So, now my quandary in what news and events to share with people who ask may seem more plausible because there truly are so many different things happening—all at the same time—within the college. But what brings me great pride is that regardless of how disparate the activities may seem, they all represent how we live our core values, not just list them on paper. Be it collaboration, ethical leadership, innovation, research-based practice, or social justice, you can always find a common thread in our activities.

Jeff Gorrell
Dean, College of Education and Human Development
Peter Barcher Joins CEHD as Associate Dean for Research

As George Mason University broadens its efforts as a research-based institution, the College of Education and Human Development (CEHD) has added a new role: associate dean for research. Peter Barcher, the former associate dean for research and program development in the School of Business at the University of Wisconsin-Madison, assumed the role at the start of the academic year.

“I am excited about Peter’s arrival and what he brings to the college,” says CEHD Dean Jeff Gorrell. “The college already has the talent and the expertise to gain external funding for research, and Peter will give us the support we need to go farther. His position is an investment in the future of the college that will increase our reputation and move us up to the next level of funding.”

Barcher’s responsibilities will focus on providing direction and assistance to grant and contract efforts, including finding opportunities for new proposals and building qualified faculty teams for grant submissions. In addition, he will coordinate research-related matters, including development of a comprehensive research plan and growth in faculty research capabilities.

Recently, Barcher took some time to answer questions related to his new role in CEHD.

Q. What drew you to George Mason University and CEHD?

A. Mason is known for its entrepreneurial spirit, and I feel I can contribute to that effort. The university is very ambitious in its goals to increase research and sponsored funding across the campus and provides considerable incentives to faculty for obtaining grant support. CEHD already has a strong reputation in various research fields and is anxious to encourage and support additional efforts to obtain extramural support.

Q. What is your early sense of the college’s capabilities in research and grant writing?

A. The capabilities, I believe, are great. CEHD has many successful researchers on the faculty across the disciplines and received more than $8 million in new awards in FY ’07. I have already heard from many faculty members who either wish to increase the amount of their research funding or get started in the field of grant writing. Mason already offers comprehensive services through the Office of Sponsored Programs (OSP), and my job is to augment those services to reach larger numbers of faculty in the college.

Q. What will you do to help faculty who already have experience with grant-writing? And what will you do to help faculty who are novices at it?

A. My office will offer a variety of services in research development, including conducting funding searches, advising on strategy, assisting with budgeting, reviewing proposals, etc. I will also work on building bridges with other colleges to foster interdisciplinary research.

This office will serve as a point of contact for faculty and OSP. I will be available to discuss any concerns that a principal investigator may have, and work toward resolving those concerns. The office will also handle some of the post-award efforts for principal investigators.

For newer faculty, I am available to work one-on-one to help conceptualize their research and turn their ideas into competitive proposals. The hardest grant to get is your first one, which usually takes several tries. I will continue to work with applicants throughout the process, and will urge them to contact sponsors and program officers to find out how to strengthen their proposals.

Q. Can you comment on national trends for education research at universities? Are any particular areas in vogue?

A. There are so many that it’s hard to single out any one area. However, interest remains strong in areas such as factors affecting student achievement, science and math education, implementation of technology in the schools, and various areas of special education.

Q. What growth do you expect for research dollars in the college over the next few years?

A. Even with the assumption that federal appropriations will be flat for the foreseeable future, I believe CEHD will be able to achieve substantial growth. We have had several very large awards in the past year, and I expect that trend will continue as faculty build partnerships in other colleges. Expenditures of $12 million to $15 million per year seem like a reasonable goal.
“Engaging Diverse School Communities” was the theme for CEHD’s “Make the Message Matter” institute, hosted by the Office of Education Services (OES) in collaboration with Alexandria City, Arlington, and Fairfax, Loudoun, and Prince William County Schools. More than 100 school leaders gathered at George Mason’s Fairfax Campus for the second annual conference in July.

This year’s institute focused on outreach and communication to diverse school communities. Sessions examined demographic changes in school divisions, leadership capacity to be proactive, and techniques to build trust within the school community. Washington Gas and BB&T furnished corporate support for the conference.

“Outreach efforts are critical to school leaders who must build community support and establish relationships that sustain student achievement,” notes Marilyn Deppe, OES director. “We geared the program toward offering effective strategies for school leaders to build sustainable partnerships in diverse communities, while also providing opportunities for professional growth and networking.”

For example, in 2005, New York City—with a 72 percent black and Latino population—spent $11,627 per pupil, while the suburb of Manhasset—with a 91 percent white population—spent $22,311 per pupil. “Why are kids in suburban schools worth $10,000 more per year?” Ladson-Billings asked. “We need to ask why organizational funding inequities relate to color and ethnicity of population.”

Ladson-Billings also addressed a number of “myths” surrounding the achievement gap, including:

**Parents just don’t care.** She explained that attending school events often requires parents to take time off from hourly wage jobs. “Working class people tend not to come to school because taking off time from work means giving up money that puts food on the table,” she said.

**The children don’t have enough exposure/experiences.** She told the audience that experiences are used as a substitute for teaching, when they should be tied to student learning. “In my view, this is not only unfair, but it’s unethical,” she said. “Most kids can’t afford to miss a day [of learning].”

**These children are not ready for school.** She said society makes an arbitrary decision on when it’s “right” to start school—for example, requiring that children entering kindergarten be able to recite the alphabet and count from one to 20. “When did we adapt all these rules for when you’re ready to begin [school]? If we presume the home environment to be detrimental, why not have the children come to school regardless of our perception of readiness?”

**“You poor dear” syndrome.** Having sympathy for children who are poor or have only one parent is a proxy for rigorous teaching, she said. “It’s an excuse for why [teachers] can’t expect much from the child.”

**Their families do not value education.** Noting that this is a powerful myth, she said poor families actually place a higher value on education. “They are committed to education as the primary vehicle to lift them out of poverty.”
Pedro Noguera, a professor in the Steinhardt School of Education, New York University, and executive director of the Metropolitan Center for Urban Education, was the keynote speaker on the second day of the conference. Focusing on the ways in which schools are influenced by social and economic conditions, he discussed the role of leadership in challenging racial inequality in education.

“Policies of inequity are the greatest obstacle to academic excellence,” he said. “We need to challenge the normalization of failure or nothing will change. Race and class should not determine or predict achievement.”

Noguera pointed out that less educated parents are at a disadvantage because they are often unable to understand how the system works. “To create equitable schools, educational leaders must be guardians of equity,” he said.

Outlining effective strategies for reducing academic disparities, Noguera stressed the need for greater awareness of the knowledge, skills, and interests that students bring with them. “Much of what students know is not recognized at school,” he said. He encouraged school leaders to understand how students learn and ask for evidence that they are learning. “We need a variety of pedagogical strategies—a differentiated approach. We must teach the way students learn rather than expect them to learn the way we teach.”

Turning specifically to the growth in immigration, Noguera said the United States will be “a nation of immigrants,” and educators must ask how best to serve them. “Leaders must find ways to increase access to rigorous courses,” he said. “When we increase the access to rigorous courses, we build a pipeline to college.”

At the same time, Noguera encouraged teachers to build partnerships with parents, noting that immigrant parents often defer to the school and view it as the authority. “It is very rare for students to be high achievers if there’s no support at home,” he said.

Superintendents from Alexandria City and Fairfax, Loudoun, and Prince William County Schools—which are among the nation’s more diverse—participated in a panel discussion on meeting the needs of diverse communities within urban and suburban school districts.

Participants had a choice of more than 25 workshops during the two-day institute. Above, Elavie Ndura, CEHD associate professor (left), leads a workshop on cultural identity and cultural competence.
“One of the most important things is to create a culture that respects and appreciates diversity,” said Rebecca Perry, superintendent of Alexandria City Schools, where more than 40 percent of the students are African American, 25 percent are Hispanic, and 24 percent use English as a second language. “You must work at it every day.”

Jack Dale, superintendent of Fairfax County Public Schools—which has students from 200 different countries—encouraged school leaders to see diversity as an asset. “It’s a wonderful opportunity to have cultures from all around the world,” he said.

Steven Walts, superintendent of Prince William County Schools, pointed out that the ESOL population in his county has increased 200 percent in less than five years. Responding to a recent county Board of Supervisors resolution limiting services to undocumented immigrants, he said political decisions have “a real effect” on children. “Our challenge is to let people know we want [their children] in our schools.”

Commenting on a similar measure targeting illegal immigrants in Loudoun County, Edgar Hatrick, superintendent of schools, said visas or nationality standards cannot be barriers to attending school. “We need to be vigilant and alert. The notion that children within our borders should not get an education is anathema.”

In a second panel, principals from the collaborating school divisions discussed effective strategies in working with parents, students, and community members in diverse school communities. Key themes included building relationships with families, involving staff, being visible in the community, recognizing parents’ work schedules, and building bridges in the community.

Participants also had a choice of more than 25 workshops during the two-day institute. Among the topics were:

- Working Effectively with Middle Eastern Families
- Building Leadership Capacity for Special Needs Students
- African American Student Success: Embracing One’s Heritage
- The Impact of Immigration and Education Legislation on Our Public Schools
- Solutions for the Challenges of Dramatic Growth of ESL Students
- Increasing Minority Parent Participation in Schools

“We continue to receive positive feedback on our second institute,” Deppe says. “As school districts respond to the influx of non-English speaking students, we hope the conference provided leaders with useful tools to build relationships with families and the community, improve student achievement, and ‘make the message matter.’” She adds that plans already are under way for the third annual institute.
Ellen Rodgers Named Associate Dean For Teaching and Academic Affairs

Ellen Rodgers, RHT associate professor and director of the Center for Recreation and Tourism Research Policy, has assumed the position of associate dean for teaching and academic affairs. She previously served as coordinator of the undergraduate and graduate degree programs in Parks, Recreation, and Leisure Studies. Rodgers replaces Mark Goor, former associate dean for academic and student affairs, who, following nine years of exemplary service to the college, has become a full-time faculty member in special education.

The title change for this position reflects the college’s growing emphasis on teaching excellence, CEHD Dean Jeff Gorrell notes. “In renaming the position, we are highlighting and building upon the excellent work already done in support of teaching effectiveness in the college,” he says. “Ellen’s teaching and leadership experience is a true match to the college’s continued attention to teaching quality, and focusing on excellence in teaching further underscores the college’s longstanding commitment to students and their professional development.”

Prior to joining Mason, Rodgers was a senior planner and research analyst for the Maryland-National Capital Park and Planning Commission. She also held the rank of assistant professor in the College of Health and Human Performance at the University of Maryland-College Park and continues to serve as graduate adjunct faculty. Rodgers earned a BA in mathematics and computer science and recreation and leisure studies from Hood College, an MA in recreation administration and planning from the University of Maryland-College Park, and a PhD in recreation and parks, specializing in management information systems, community planning, and public administration, from the Pennsylvania State University.

Rodgers’ research interests include human dimensions of natural resources, research methodology and evaluation, demography and planning, and social psychology of leisure.

Visiting Scholar Hank Rubin Joins CEHD To Assist with Collaborative Leadership

As the College of Education and Human Development (CEHD) focuses on five core values adopted in 2006, Dean Jeff Gorrell is enlisting the support of national scholars to work with faculty to advance each one. For this academic year, Hank Rubin has joined the college as Distinguished Visiting Scholar to assist with collaboration, specifically collaborative leadership.

Rubin is the former dean of education and professor of educational leadership at the University of Redlands, the University of South Dakota, and South Dakota State University. He also serves as the dean-in-residence at the American Association of Colleges of Teacher Education.

“Hank brings a wealth of knowledge and experience on building collaborations of many types,” Gorrell says. “He is already meeting with our faculty and has ambitious plans for interacting with various CEHD academic programs.”

Since 1992, Rubin has been associated with the founding of the Institute for Collaborative Leadership, a nonprofit organization that advances knowledge, practice, and scholarship in relationship-building, relationship management, partnerships, and collaborative leadership.

As the Institute for Collaborative Leadership, a nonprofit organization that advances knowledge, practice, and scholarship in relationship-building, relationship management, partnerships, and collaborative leadership.

“The creation of this position represents an extraordinary initiative by George Mason University,” Rubin says. “After the long, hard work of developing core values, far too many schools and colleges of education simply store them on a shelf. By inventing the position of Distinguished Visiting Scholar, CEHD has declared its intention to work hard at infusing its core values into the work of the college—its teaching, scholarship, service, external partnerships, and more.”

Initially, Rubin is having conversations with faculty, staff, and key external partners to explore their thoughts on priorities for the months ahead. “I’ll work with the college’s leadership to encourage and help support what people come up with,” he says. “I’ll also bring together people with related ideas so they might work together and help set priorities for projects that may emerge.”

Gorrell notes that CEHD will focus on the remaining core values—ethical leadership, innovation, research-based practice, and social justice—in future years. “We plan to invite other distinguished scholars who will bring a fresh perspective to our core values and their relationship to teaching, research, and service in the college,” he says.
CEHD Adds Chinese Licensure Program, Welcomes Three Students from China

By Amy Biderman

The College of Education and Human Development is expanding George Mason University’s international vision by adding a licensure program in the teaching of Chinese, the first program of its kind in the Commonwealth of Virginia. The college has added Chinese language licensure to the existing programs in world languages—French, German, Japanese, Russian, Spanish, Arabic, and Latin—joining a select number of colleges and universities in the United States that offer a Chinese licensure program.

The licensure option responds to a growing interest in Chinese language courses in public schools. Nationally, the number of students in grades 7 to 12 studying Chinese has risen in the past seven years from 5,000 to between 30,000 and 50,000, according to the American Council for the Teaching of Foreign Languages. This exponential increase has led to a shortage of certified Chinese teachers.

“CEHD’s Chinese Language Licensure Program has been developed to respond to this important need by giving prospective Chinese teachers the training and certification they need to work effectively in the school system,” says Madelyn Ross, Mason’s China coordinator. “Mason brings important assets to the program, including a strong curriculum and instruction in foreign language expertise, Chinese language program, and highly internationalized community of students and faculty. Mason can also strengthen the program by drawing upon existing partnerships with universities in China.”

Coinciding with CEHD’s new licensure program, three students from China arrived at Mason in August. They are the first representative group participating in a Memorandum of Understanding for Educational Cooperation that Mason Provost Peter Stearns completed with the Dongfang International Center for Educational Exchange earlier this year.

“I am really glad we’re beginning to see some concrete results in this program, which was discussed in my last visit to China in May 2006,” Stearns says. “The interest in offering Chinese in American schools—and the great desirability of doing so—obviously confronts a shortage of qualified teachers. Being able to offer suitable training in education to qualified Chinese teachers, preparing their service stint in American high schools, strikes me as a very desirable solution that will enhance their long-run competencies when they return home as well.”

The students have a range of ages; some have just graduated from college, while others have taught for five to seven years. They will take a full course load of 27 credits for licensure. In addition, they have the option of going on to receive a master’s degree.

“We are blazing a new trail,” says Marjorie Hall Haley, associate professor and director of foreign language teacher licensure in the Graduate School of Education. “The students are enrolled in courses where they experience on a daily basis our beliefs about teaching and learning foreign and second languages.”

To help the students acclimate to their new academic environment, Hall Haley ensures they have regular opportunities
The students give the licensure program high marks. For example, Xiaochuan Yu, whose major in China is teaching Chinese as a second language, says the assigned readings, professors’ instructions, and class discussions have inspired her to think about questions that never occurred to her before. “The multicultural environment of the United States is helping to shape an international perspective.”

Christina Jing Feng, who works in China as a Mandarin teacher of foreign students, felt the traditional mode of language class was not suitable for her students. “When I learned about George Mason’s well-designed Chinese language licensure program with advanced world education theories, latest strategies, and practical internship experience, I realized it was just what I wanted,” she says.

At the end of the program, the students can stay in the United States and teach for a year, but then must return to China to begin their teaching careers. “We fully expect that they will all do well and thrive,” Hall Haley adds.

Looking ahead, Hall Haley notes that applications from 12 other Chinese students are being reviewed for the spring 2008 semester. “We pride ourselves on helping to bridge the cultural gaps in the existing global community and reaching out to partners,” she says. “My hope is that this exchange will give visibility to the licensure program and allow the Chinese students to see varying kinds of opportunities for teachers in the United States.”

To enhance the experience, students are being integrated into the Chinese community through so-called heritage schools, which are sponsored by churches and civic organizations. “Local communities can see what the students do and how they teach,” Hall Haley says. “In addition, we see the program serving a need in the heritage schools, which lack licensed and certified teachers. We’ll provide the needed credentialing.”
Awards Dinner

Photos: Eric Pouell
The College of Education and Human Development hosted the Fourth Annual Awards Dinner in May. More than 250 people attended the event, which honored the 2007 Victoria D. deSanchez Hispanic Teacher of the Year (co-presented with the Hispanic Youth Foundation), the CEHD Alumna of the Year, and academic award recipients from all programs in the Graduate School of Education and the School of Recreation, Health, and Tourism. George Mason’s Jazz Ensemble provided entertainment for the evening.
Education Policies for Young Children: A Critical Need

There’s a well-known children's song, and the refrain goes something like this: “All I really need is a song in my heart, food in my belly, and love in my family.” Ensuring the social, emotional, physical, and educational well-being of young children may not be quite as simple as that. Even on those simple dimensions, the United States is not doing as well as it could for its youngest citizens. Nearly 13 million children in the United States—17 percent of all children—live in families with incomes below the federal poverty level: $20,650 a year for a family of four.

If one uses the more realistic 200 percent of poverty figure for the survival of a family of four, 39 percent of children are living in low-income, working poor, or poor families. Twenty-one percent of children live in immigrant families, and among those, many are living with working parents whose incomes do not bring them above the poverty level. At least 9 million children do not have health insurance, and among children in immigrant families, nearly one-half do not have health insurance. Finally, while there is substantial evidence that high-quality preschool benefits children, fewer than 25 percent of young children are enrolled in preschool.

Unfortunately, this lack of attention to young children can lead to long-term negative consequences for their learning and well-being. Chronic stress as a result of poverty, poor nutrition, and inadequate health care can affect prenatal and early brain development and can contribute to lifelong gaps in learning and negative consequences to both physical and mental well-being.

Just a few examples show the magnitude of the problem. Before entering kindergarten, the average cognitive scores of preschool-age children in the highest socioeconomic group are 60 percent above the average scores of children in the lowest socioeconomic group. At age 4, children who live below the poverty line are 18 months below what is typical for their age group; by age 10, that gap is still present. For children living in the poorest families, the gap is even larger. By the time children from middle-income families with well-educated parents are in third grade, they have vocabularies triple in size of those from low-income families.

Sadly, this is not new information despite the fact that we have at least 40 years of evidence of the positive effects that can come from early attention to the care and education of young children and their families. Access to health care improves outcomes. Access to education improves outcomes. The Head Start program, first authorized in the mid-1960s, has been shown to have both significant short- and
long-term benefits for children, who show both cognitive and economic gains as a result of participation in this early education program. Similarly, programs for young children with disabilities lead to positive outcomes and the increased likelihood that children will be able to participate in general education and lead more productive lives. Given the fact that children living in poverty may be disproportionately affected by disabilities, this is an important finding. Finally, evidence shows that opportunities for family participation in children’s learning significantly improve outcomes.

While a patchwork of care exists for young children and their families, more coordinated attention to policy for these young children and their families is necessary. As Shonkoff and Phillips (2000, p. 399) have noted, “Early childhood policies and practices are highly fragmented, with complex and confusing points of entry that are particularly problematic for underserved segments of the population and those with special needs.”

A funding patchwork and the lack of full funding continue to be problems. Head Start has never been fully funded, and all eligible children have never been served. Many states have attempted to fill in the gap by creating their own programs for children who are at risk or who are living in poverty. One example is the Virginia Preschool Initiative. The Individuals with Disabilities Education Act, a federal initiative that ensures access to education for young children who are identified as having disabilities, also has never been fully funded.

At the same time, there is a need to provide early care from an inclusive frame of reference. An inclusive, coordinated system of care would reduce the likelihood of segregating children by economic status, language status, or ability status. We know that inclusive services benefit at-risk children and those with disabilities who are able to learn from each other and who are enriched by the varied experiences their peers bring to early education. Creative approaches to coordinating services across the existing and new funding streams could only serve to benefit young children and increase the likelihood that all young children have access to the services they need.

Further, paying more attention to the key role families can play in a coordinated system of care for young children is essential. In preschools, one often hears the phrase, “Families are their children’s first and best teachers.” Yet, those families whose children are at greatest risk may be those who appear to be the least involved and who, unfortunately, may feel the least welcomed.

Interestingly, there is ample evidence that when families are involved, their children benefit. When families living in poverty participate in their children’s schooling, those children do well in school, whatever their parents’ income or education. These children earn higher grades and test scores, are more likely to pass and be promoted, are seen by schools as having better school behavior, have better school attendance, and are more likely to graduate and go on to higher education (Henderson and Mapp, 2002). It would seem that these powerful findings would challenge programs and schools to find ways to welcome all families. There is additional guidance in the findings.

We must go beyond the traditional PTA and bake sale approach. There is also a need to broaden the ways in which families’ involvement is supported. This is especially critical when we consider the fact that the highest-need children may be living in families where parents may be working more than one job, are working longer hours, and have less flexibility to attend school events. Fortunately, the findings suggest that programs can support families’ home roles through providing knowledge of school practices and expectations. Further, families are most engaged when their advocacy efforts are supported and there is a sharing of power. In addition, early childhood programs can find new ways to engage families in the curriculum. Engaging families increases the likelihood of a culturally appropriate and culturally responsive curriculum.

Creating a more coordinated, inclusive, and family-centered system of early care and education for young children calls for changes in teacher education. The educational system needs teachers who can welcome the diverse population of young children in the community and confidently engage with diverse families, recognizing the strengths they bring to their children’s education and encouraging their advocacy efforts on behalf of their children. ❖
CEHD Collaborates with CVPA
To Create Art Education Program

By Amy Biderman

In response to a critical need for highly qualified art teachers, the College of Education and Human Development (CEHD) has begun an innovative partnership with the College of Visual and Performing Arts (CVPA) for a master’s-level program in art teacher licensure. Now in its third year, the program draws from a wealth of resources at George Mason University and the region’s museums and cultural institutions as it collaborates with area school systems.

The Master of Arts in Teaching (MAT) in Art Education, part of CVPA’s Department of Art and Visual Technology, is designed for individuals with prior education in the visual arts who are interested in the art education profession. They include studio art majors from four-year educational institutions, art students from related programs at community colleges, artists who want to share their skills and knowledge, career switchers, and early retirement professionals. The program is designed to develop highly qualified art educators through a studio-based focus on art content and skills, curriculum development, and instructional delivery. It meets all Virginia licensing requirements.

“This important partnership responds to a longstanding need for a program serving the hiring needs of area school systems,” says CEHD Dean Jeff Gorrell. “Previously, anyone interested in becoming an art educator had to go to Richmond, Harrisonburg, or Baltimore. We collaborated with the College of Visual and Performing Arts to design a program that would meet the stated goals of public schools and prepare highly qualified art teachers.”

CVPA Dean Bill Reeder agrees that the partnership meets previously unmet needs for professional training closer to home. “We have been working with Fairfax County and other local school systems to strengthen visual arts education for all art teachers, both practicing in-service as well as pre-service,” he says. “Making use of the area’s treasure trove of museums and cultural institutions, we look forward to providing extraordinary art education programs for professional artists and educators who would otherwise be unable to pursue a master’s degree in teaching without considerable inconvenience.”

To create and direct the MAT program, Gorrell and Reeder chose Renee Sandell, a nationally recognized educator and researcher known for championing artists as educators. Previously, she spent 14 years as a professor of art education at The Maryland Institute, College of Art, in Baltimore. In 2006, she earned the Art Educator of the Year Award in Higher Education from the Virginia Art Education Association.

While the MAT initially was developed for the needs of Fairfax County—which employs an arts faculty of 1,000 and emphasizes art education in its strategic plan—Sandell points out that it is designed to respond to a national problem. “Fairfax and other counties in the metropolitan D.C. area came to us needing hundreds of highly qualified art teachers, and that was the catalyst,” she says. “But the entire country has been experiencing a dearth of art teachers for the past 10 years. The deans of CEHD and CVPA put their heads together on the best way to train art teachers to address a national need, and the program was born.”

MAT student Wendy Pierce explains artist Franz Marc’s work in “The Large Blue Horse.” Pierce now teaches in the Fairfax County Public Schools.
Roger Tomhave, fine arts coordinator for Fairfax County Public Schools, notes that the county has “a huge demand” for teachers. “I have found Mason students very strong, very committed to the program and to art education, and very involved in state and national professional activities,” he says. “Mason is not just developing teachers, but teacher-leaders for the future.”

The program fosters a collegial atmosphere, supported by an active student chapter of the National Art Education Association (NAEA). Earlier this year, with the support of Mary Del Popolo, MAT program advisor and faculty member, the chapter sponsored a juried show featuring artwork by current and future art educators. Titled “Artist/Teacher … Present/Future,” the exhibit presented an array of work by artist/teachers in the classroom and artists who are pursuing a career in art education. The work reflected each artist’s statement on “why I teach and make art.” In addition, the NAEA honored MAT student Tisha Burke with the competitive Higher Education Student Achievement Award.

Close proximity to Washington, D.C., enriches MAT students’ academic experience through annual affiliations with different museums such as the Phillips Collection and the Kreeger Museum. For example, in the spring 2007 semester, students in Sandell’s course, Teaching Critical Response to Art, PK–12, immersed themselves in the Phillips Collection’s art and educational offerings. A visual literacy project, “Talking about Art: From Past to Present, Here to There,” gave students an opportunity to design and conduct “Artful Adventures”—family tours at the museum, with the goal of developing strategies for effective teaching and learning in a gallery setting. Future Artful Adventures are planned for the National Museum of Women in the Arts in 2008 and Smithsonian American Art Museum in 2009.

An important element of the MAT program involves the intersection of cognition and the arts. Kim Sheridan, who joined CEHD in 2006 with a joint appointment in CVPA, focuses on this aspect. A former researcher at Project Zero, an arts education research group at Harvard University, Sheridan studied the types of thinking developed through classes in painting, drawing, sculpture, and other visual arts. She is a co-author of the recently published book Studio Thinking: The Real Benefits of Visual Arts Education, which is based on her research. She also is working on the development of a university research center on learning in the arts.

“Studio art classes develop important ways of thinking often neglected in the rest of the curriculum,” Sheridan says. “Students learn to observe carefully, develop visual-spatial thinking, and explore and express ideas in engaged, creative, and often playful ways. These types of learning have value in many realms of school and life.”

About 15 students are enrolled in the MAT program, which currently is housed in College Hall on the Fairfax Campus. However, as art education at Mason continues to expand, the program is scheduled to move to a state-of-the-art Center for Visual Art and Technology next year. Looking ahead to fall 2008, plans call for admitting the first cohort for an art education concentration in CEHD’s Advanced Studies in Teaching and Learning master’s program. Geared toward certified art teachers already practicing in the public schools, this new program is designed to meet the needs of in-service art teachers who previously had to pursue a master’s degree through another university’s satellite system.

“This is an exciting time for the MAT in Art Education,” Sandell says. “As word spreads on the quality of the program, we’re starting to receive applications from a wide geographic area. We envision being not only one of the top art education programs in the commonwealth, but also in the country.”
Following are some notable achievements of CEHD faculty, staff, and administration in recent months.

**Robert Baker**, associate professor, School of Recreation, Health, and Tourism, was elected to serve on the Executive Council of the North American Society for Sport Management.

**Martin Ford**, CEHD senior associate dean, received George Mason University’s David W. Rossell Quill Award, which recognizes administrative and professional faculty who advance the university’s mission by working on projects or initiatives outside the realm of normal work duties. The award is named for David W. Rossell, former associate provost for personnel and budget, who retired from the university in August after 20 years of loyal service.

**Jeff Gorrell**, CEHD dean, and **Bev Shaklee**, director of the Center for International Education, traveled to Beijing to work with the Chinese government on procedures for accepting students from Beijing into CEHD’s Chinese Language Licensure Program. They presented “Communicative Language Teaching: A Model for the Chinese Teacher Licensure Program” and “Education in the USA” at Beijing Culture and Language University and Dongfang International Center for Educational Exchange. **Marjorie Hall Haley**, associate professor and director of foreign language licensure in the Graduate School of Education, and **Sherry Steeley**, field coordinator, FAST TRAIN Program, provided support in creating the presentations. (See the related story on the licensure program on page 8.)

**Marjorie Hall Haley**, associate professor and director of foreign language licensure in the Graduate School of Education, was elected chairperson for the Multiple Intelligences Special Interest Group at the annual meeting of the American Education Research Association in Chicago. She will serve a four-year term. Hall Haley also received the K–12 Chinese Language Teachers Award from the Freeman Foundation. The goal of the three-year grant is to create a supply of K–12 Chinese language teachers by training highly qualified individuals.

**Laurie Harmon**, assistant professor, School of Recreation, Health, and Tourism, conducted two days of underwater remotely operative vehicle (ROV) programs at the Discovery World Museum in Milwaukee, Wisc. Assisting Harmon was Randy Bekkers of Underwater Technological Services. More than 100 museum visitors attended the programs on “Invasive Species in the Great Lakes” and “Understanding Your Watershed.” In addition, adults and children had an opportunity to operate the ROV in Lake Michigan during open demonstrations that preceded and followed the programs.

**Elavie Ndura**, associate professor, Graduate School of Education, traveled to Burundi, Africa, where she collected data on educators’ professional development needs, delivered donated bilingual English/French dictionaries and other instructional materials to five schools, and conducted a professional development workshop for about 900 educators. She also met with educational leaders who are involved in implementing a Memorandum of Understanding between George Mason University and the Burundi Ministry of National Education and Culture to...

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**RHT’s Robert Ruhling Retires**

Robert Ruhling, professor of physical education and coordinator of the MS in Exercise, Fitness, and Health Promotion program in the School of Recreation, Health, and Tourism (RHT), retired in May after 20 years at George Mason. He joined the university in 1987 as professor and chair, Department of Health, Sport, and Leisure Studies. From 1991 to 1993, he served as professor and chair of the Department of Human Services. He also served as associate dean of academic programs for health science, which was part of the College of Nursing and Health Science (now the College of Health and Human Services).

Prior to joining Mason, Ruhling spent 15 years at the University of Utah. He served as director of the Human Performance Research Laboratory, chair of the Department of Physical Education, and associate dean of the College of Health.

“Bob is a great model for fitness and health through his own history of participation in basketball, tennis, and golf, to mention a few,” says Linda Rikard, RHT associate professor, who worked with Ruhling for 10 years. “As coordinator, he singularly worked to maintain high standards in the graduate program of Exercise, Fitness, and Health Promotion. He carried out his duties at the university and school level with a great sense of humor and always with a story ready for the telling.”
establish a collaborative partnership to further educational and cultural exchanges.

Donna R. Sterling, professor, and Wendy Frazier, associate professor, Graduate School of Education, received the “Science Explorers” grant from the Virginia Department of Education/U.S. Department of Education. The grant partners George Mason University with Alexandria City Public Schools in an elementary science education program to increase student achievement in high-needs schools. Teachers will participate in sustained, intensive staff development for science content knowledge and teaching skills based on the Virginia Standards of Learning. Throughout the program, university science teacher educators and university scientists will mentor the teachers to increase awareness of effective science teaching. Also working on the project are Rick Dieccho, a professor in Mason’s Environmental Science and Policy Department, and Amy Bordeaux, who received her PhD from CEHD in 2001.

Jeannine Tate, CEHD director of field relations, was appointed to the board of the Fairfax Association of Elementary School Principals for the 2007–08 school year.

Eva Thorp, associate professor, Graduate School of Education, and colleagues Moni Day, Julie Kidd, and Susan Burns received a grant, “Project SEEDS, Special Educators Entering a Diverse Society,” from the U.S. Department of Education. The four-year grant aims to prepare practitioners in early childhood special education to work with culturally and linguistically diverse young children with disabilities and their families. Thorp and colleagues Kidd, Burns, and Sylvia Sanchez also received the “New Leaders Now” grant from the Department of Education. It provides tuition and stipend support for doctoral candidates to prepare them to address the specialized needs of culturally and linguistically diverse young children with disabilities and their families.

Dave Wiggins, director of the School of Recreation, Health, and Tourism, was elected an active fellow in the American Academy of Kinesiology and Physical Education. Founded in 1926, the academy membership honors people who have contributed significantly to the study and/or application of the art and science of human movement and physical activity. The total number of active fellows at any time does not exceed 150.

Obituary:

Elijah Mirochnik

Elijah Mirochnik, assistant professor in CEHD’s Initiatives in Educational Transformation Program, died of cancer on May 12. He had been a member of the CEHD faculty since 2002.

Mirochnik first taught at the Prince William Campus, then moved to the Arlington Campus in 2004. He also was a visual/performance artist, using photography, poetry, and manipulation of public space to explore controversial issues and personal identity. In 2002, he wrote the book, *Teaching in the First Person: Understanding Voice and Vocabulary in Learning Relationships.*

Prior to joining George Mason University, Mirochnik was a faculty member in the Creative Arts in Learning Division at Lesley University in Cambridge, Mass. He earned a bachelor’s degree in architecture from the University of Maryland, a master’s degree in architecture and urban design from Columbia University, a master’s degree in education from Harvard University, and a PhD from the University of California-Berkeley.

Harold Chu

Harold Chu, a retired professor and director of CEHD’s Center for Language and Culture, died of cancer on Dec. 11, 2006. He was a CEHD faculty member from 1980 to 2002. He formerly taught at Georgetown University.

During his CEHD tenure, Chu helped to strengthen the bilingual education program, including writing grant proposals to gain government funding for the Center for Language and Culture. Among his many accomplishments, he established faculty exchange programs with universities in Korea and Japan. He also wrote a number of books and book chapters, as well as articles on language education and Asian and U.S. cultural issues. In the late 1990s, Chu participated in the President’s Initiative on Race, a national effort that used local community dialog to quell racial tensions.

Born in South Korea, Chu served in the Korean Army and worked with U.S. troops as an interpreter in the Korean War. He emigrated to the United States in 1953 and became a citizen in 1962. He received his bachelor’s, master’s, and doctorate degrees from the University of Minnesota.
Message from the Development Director

It is an indisputable fact that alumni are important to the life of the university in so many ways. Whether mentoring current students, participating in alumni events, sharing their Mason experience with prospective students, or providing support for scholarships, fellowships, and other programmatic initiatives, it is important to recognize how much alumni aid in our success. George Mason President Alan Merten regularly comments on how alumni are “ensuring the vitality” of the university.

So, it would make sense that within the different colleges and schools of the university, we are taking a closer look at alumni and asking ourselves some important questions. How do we communicate with our alumni? Are we engaging our alumni? And what role does alumni support play in the advancement of the college? The answers to these questions serve as a guide for our outreach plans and, in many ways, keep us on track as we carry out various initiatives.

First, by asking how we communicate with alumni of the College of Education and Human Development (CEHD), we realize that whether the information comes via mail or electronically, it is important to share news of what is happening in CEHD and our plans for the future. By keeping you informed, we hope that despite having busy lives and competing priorities (both personal and professional), you will feel connected to the college because ultimately, we want you to be involved.

Next, we have to ask ourselves, if we are optimizing the ways we communicate with alumni, have we given them opportunities to be involved with and a part of the college? In forming a college-specific alumni chapter two years ago, we sought to provide opportunities for alumni to come together, whether for professional development, community service, or social events. We find now, as the chapter grows, we are not only in need of continued involvement, but leadership. We believe the chapter serves an important need for current students and the alumni community and encourage everyone to become actively involved. If you are interested in learning more about the chapter, please contact Amy Biderman, assistant director of alumni outreach, at abiderma@gmu.edu or 703-993-4135.

One other critical area where alumni continue to make a difference for the college is in annual support. By making an annual gift designated to CEHD, alumni have for the past three years, on average, contributed $28,000 to the college’s scholarship fund, specific programs, or the Fund for Excellence, which can be used to meet a variety of unmet needs. More specifically, faculty research efforts have been supported, students have been able to take advantage of professional development opportunities, and the college has increased outreach initiatives for current and prospective students.

As annual support from alumni is critical, it goes without saying that consecutive giving to the college provides a sustainable base of support that allows the college to continually build upon recent successes. The Proud Patriot Society is a donor recognition club created to acknowledge loyal alumni supporters who have given $10 or more for five consecutive fiscal years. Our hope is that CEHD alumni will continue to show their “Patriot Pride” by continuing to give if they are already members of the Proud Patriot Society or joining by making a pledge today. If you have any questions, please contact me at srochell@gmu.edu or 703-993-2005.

Again, as alumni, your involvement and support can make all the difference. I thank you for all you have done for the college and look forward to continuing to work with you.

Shernita Rochelle Parker
Director of Development
College of Education and Human Development
Peter Balas ’05, ’07 was named assistant principal at T.C. Williams High School in Alexandria, Va.

Kelly Blocker ’07 became a first-grade teacher with Pennsylvania’s online charter school.

Johnna Bolyard ’06 was named assistant professor at West Virginia University.

Karla Butler ’02, assistant principal at Centreville (Virginia) High School, was married in November 2006. Her married name is Karla Hogan.


Tammie Dickson (Lankey) ’07 has joined the faculty of Reading Area Community College.

Monica Evans ’93, ’05 was promoted to principal at Holy Name Catholic School in Washington, D.C.

Tianna Feaster ’01 appeared in a cooking segment on WUSA-TV (Channel 9) in Washington, D.C. A graduate of the Instructional Technology Program, Feaster used her skills in instructional systems design to teach children and adults how to prepare healthy food.

Gregory Forbes ’06 is the new director of guidance and testing for Colonial Beach Public Schools.

Leslie Fravel ’05 wrote an article that was chosen by the Virginia Association of Teacher of Education (VATE) as the best one by a teacher within the past two years. “The Role of Talk in the Refinement of Writing: Positive Effects That Accrue to Both Native Speakers and English Language Learners” is based on Fravel’s final research project in the ASTL/Literacy Program. Using talk as a writing strategy, she found that children’s writing is more elaborate and their vocabulary is richer when they talk with each other during the process. In addition, the children themselves said talking helped them with ideas and planning. VATE published the article in its journal, Virginia English Bulletin.

Cheryl Collier Grabenstein ’92 published The Divorced Parent’s Challenge: Eight Lessons to Teach Children Love and Forgiveness.

Gregory Hutchings Jr. ’03 was appointed principal of West End Middle School in the Metropolitan Nashville Public Schools.

Michelle Kitt ’03 was a contestant on “Grand Slam,” a new game show on GSN, making it all the way to the semi-final round. Six years ago, Kitt was the largest winner on NBC’s “The Weakest Link.” To compete in “Grand Slam,” a player had to be one of the top 16 game-show contestants in the United States.

Apryl Lomax ’05 left her job as program manager for the Washington Regional Alcohol Program to become a marketing coordinator for St. Agnes Hospital in Baltimore, Md.

Erin Peters ’07 has been hired as an assistant professor of science education in the College of Education and Human Development.

John Staley ’07 has become the director of secondary mathematics in the Baltimore County Public Schools.

Sammy L. Steen Jr. ’07 recently became an assistant professor in the Counseling Department at the College of William and Mary.
Anonymous
Caroline Abele, '99 MA
Patricia Ann Abernathy, '82 MED
Frances E. Adams, '70 BSEd
Yau Ayaguro-Apea, '03 MED
Charlotte A. Albright, '78 MED
Jewelle C. Allen, '77 MED*
Leopoldo and Beatriz G. Alonso
Mary J. Altman, '93 MED and Timothy Altman
Nancy W. Ambrosiano, '85 BA and John Ambrosiano
Bonita M. Anderson, '85 MED*
Rebecca L. Anderson, '92 MED*
Teresa K. Anthony, '92 MED*
Cynthia I. Arnett, '03 MED
Rosemarie J. Armstrong, '96 MED
Mary C. Ashooh, '98 MED
Yolanda S. Atkins, '91 BSED
Grace R. Atkinson, '78 BSED
Barbara B. Atlas, '05 MED
Susan J. Auerhan, '97 MED
Julie Avis, '04 MED
Judy D. Axelrod, '83 MED and Ron Axelrod
Mary F. Bado, '77 MED*
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Jane C. Baker, '03 MED and Larry A. Baker
Dianne L. Baldwin, '81 BSED, '97 MED
Marcella J. Barnes, '75 MED*
Christine A. Barone, '93 MED
Claire R. Bartlett, '75 MED
Linda J. Bauell, '00 MED
Janice O. Baum, '00 MED
George J. Bedrin, '71 MED and Deborah Bedrin
Karen S. Befumo, '92 MED* and Jeffrey C. Befumo
Robert A. and Eleanor M. Behrman
Mary J. Bell, '90 MED
Charlotte Benevento, '90 MED*
Maureen Benner, '91 MED
Carol Bennett, '72 BSED
Stephanie P Berg, '87 MED*
Florence J. Bey, '05 PhD
Amy Biderman
Jill H. Bidwell, '02 MED and David P. Bidwell
Lucyann L. Bills, '82 MED
Pamela O. Binninger, '79 MED
Shirley C. Blais, '76 MED
Kathleen M. Blakey, '04 MED
Barbara A. Blevins, '83 BSED and David L. Blevins
Veronica N. Boggs, '03 Cert
Anita B. Bolger, '82 MED*
Mary-Margaret E. Booe, '91 MED* and Kevin J. Booe
Jacqueline L. Bookbinder, '75 MED and Marc E. Bookbinder
Francis X. Bradley, III, '88 MED
Susan G. Bramley, '03 MED and Peter W. Bramley
Mary L. Brandon, '98 MED
Catherine M. Brennan, '81 MED
Emily F. Bright, '80 BSED, '81 MED
Deborah L. Brink, '04 MA
Timothy E. Brockway, '92 MS
Sandra G. Brody, '88 MED and Lawrence Brody
Patricia A. Brown, '88 MED
Lee S. Bruner, '00 MED
Edith O. Buchan-Hanscom, '85 MED and James W. Hanscom
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Isaac J. Bumgardner, '05 MED
Kathleen Drake Burgess, '76 MED*
Eileen R. Burgwyn, '94 MED*
Carole A. Burk, '91 MED
Carol A. Barnes, '81 MED
Kaye T. Bush, '98 MED and William T. Bush
Christine S. Byrnes, '79 MED*
Ginette G. Cain, '95 MED
Jacqueline A. Camerlino, '89 BA, '96 MED
Patricia C. Cardenas, '82 BSED
Francesca Cariello, '00 PhD
Beth L. Carl, '94 MED and William Carl
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Monica A. Carra, '05 MED
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Earl L. Casner, Jr., '86 MED
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Gail L. Carch, '90 MED
David J. Checcino, '89 MED, '96 PhD*
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Kimberly M. Cherry, '97 MED
Melvin E. Chehire, '94 MED
Aleta L. Childs, '97 MED
Georgina L. Chin, '96 MED
Mary E. Ciotello, '84 BSED
Maureen B. Cimbor, '74 MED
Donna M. Clark, '96 MED and Michael J. Clark
Gail R. Clark, '91 MED*
Rebecca B. Clark, '77 MED and Bruce C. Clark
Donna L. Clayton, '80 MED* and Gregory L. Clayton, '79 MS
Elizabeth A. Clements, '97 MED
Renee M. Cohen, '03 MED
Roxanne E. Coles-Matis, '98 MED* and John J. Matis
Nancy F. Collier, '81 MED and Richard Collier
Carole M. Compton, '77 BSED
Raymond J. Conti, '76 BSED*
Margaret A. Coogan, '87 BSED
Helene S. Cooper, '75 BSED, '81 MED*
Vicki S. Cooper, '76 BSED* and Steven S. Cooper
Gina M. Corbit-Rice, '04 MED
Barbara S. Corey, '88 MSN
Deborah L. Corey, '97 MED
Valli A. Cousen, '97 MED
Sharon B. Coyner, '79 MED*
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Ms. Donna L. Criddle, '99 MED*
Barbara A. Crystal, '88 MED
Chryslie C. Cadice, '82 MED
Thelma D. Cunningham, '76 MED*
Marilyn P. Daggett, '89 MED
Thomas R. Dahlinger, '86 BSED
Edmund K. Daley, Jr., '94 PhD
Susan B. Daniel, '70 BSED and Francis L. Daniel
Carolyn E. Daniels, '91 MED, '95 MED
Elaine M. Daniels, '75 BSED*
Anne C. David, '91 MED
Elizabeth N. Davidson, '84 MED
Nancy L. Davis-Imhof, '75 MED
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Katherine Decs, '98 MA
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Blanche P Delaine, '76 MED
Margarita H. Delaunay, '97 MED
Ms. Katrinia M. Denisar, '04 MED
Margaret G. Devanny-Price, '80 MED
Vera E. DeWeese, '79 BSED
Patricia L. Dickerson, '92 MED and Robert B. Dickerson
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Carmen Diplacido
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Nancy D. Dluehosh, '95 MED and Paul H. Dluehosh, '90 BS
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Kurt P. Dow, '96 BS and Rhonda L. Dove
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Kathryn M. Drinkard, '91 MEd* and James P. Drinkard
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Caryn W. Engel, '04 MEd
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Scott D. Evans, '97 MEd*
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Stephanie A. Falvey, '99 MEd
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M. Lesley Fant, '74 BSEd*
Kathryn A. Fauvelle, '98 MEd and Daniel S. Fauvette
Kathleen M. Fernandes, '96 MEd, '06 MEd
Christine A. Fernsler, '93 MEd and Richard F. Fernsler
Kathryn J. Ferrigno, '93 MEd
Sharon L. Figueroa, '96 MEd, '03 MEd, '03 Cert
Nancy L. Finucan, '76 BSEd and John B. Finucan
John K. Fisher, '85 BSEd* and Julie A. Fisher, '85 BSEd
Patricia J. Fiskeaux, '90 BSEd and Charlie D. Fiskeaux
Amy L. Flajnik, '02 MEd
Blazita G. Flores, '75 MEd
Nina K. Flowers, '00 MEd
Lillie D. Ford, '81 MEd*
Patricia I. Fiskeaux, '97 PhD
Sandra A. Forster, '95 BSEd and Richard E. Forster
Barbara B. Fox, '95 MEd
Kathleen F. Franklin, '84 MEd
Sheryl A. Freistadt, '03 MS
Paul M. Friedt, '85 BSEd
Pamela J. Gable, '88 MEd and Joe Gable
Patricia M. Gabriel, '73 BS, '73 MEd
Joseph A. Gainer, '05 MEd
Lawrence O. Gale, '95 MEd*
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Joyce B. Gardella, '98 MEd* and Paul R. Gardella, Jr.
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Catherine B. Gates, '86 MEd
Sharon A. Gay, '80 MEd and David E. Gay
Alberta P. Gechardt, '90 MEd*
Sylvia W. Geer, '78 MEd
Kastondina T. Gerow, '83 BA
Martha S. Gibbons, '88 MEd*
Mary J. Gibson, '94 MEd*
Mary Ann Gill, '82 MEd* and Edward J. Gill, Jr.
Gwen Gillespie, '89 MEd, '03 MEd*
Russell P. Glasson, '77 BSEd
Susan D. Glutting, '92 MEd
Paulea G. Goode, '05 MEd and Walter Goode
Marguerite R. Goodeen, '92 MEd
Mark B. Goor and The Rev. Eileen Goor
Kathleen M. Gordon, '78 BSEd, '95 MEd
Jeffrey Gorrell
Mary A. Graves, '03 MA
Dianne E. Gray, '82 MEd
Elaine L. Green, '96 MEd
Wagner B. Grier, '90 MEd
Margaret T. Guibert, '04 MEd
Shirley P. Gustafson, '92 MEd*
John J. Guthrie, '94 MEd
Janice A. Hagan, '85 MEd*
Kara R. Hagemeier, '92 BSEd
David S. Hahn, '96 MEd*
Mary M. Haley, '97 MEd*
Flavia B. Hall, '03 MEd
Laura L. Hall, '89 MEd and Philip M. Rodriguez
Ronda S. Hall, '00 MEd
San D. Hammersley, '92 MEd and James W. Hammersley
Andrea L. P. Hancock, '04 BA
Jonathan Harding, '91 MEd* and Pamela Harding
Linda W. Handy, '98 MEd*
Kelley C. Hargreaves, '93 MEd and Stephen Hargreaves
Madelyn S. Harp, '88 MEd and Gerald E. Harp
Kerri L. Harris, '98 MA
Dennis A. Haston, '96 MEd
John H. Hayes, '01 MEd, '05 MA
Sandia Lee Hayes, '81 BSEd
Janet C. Hay, '91 BSEd and Marley F. Hay, Jr.
Kerry F. Hayden, '03 MEd and Michael F. Hayden
James R. Heath, III, '61 BA and Nancy B. Heath, '76 BSN
Camille R. Hedrick, '05 PhD
Elisabeth G. Hernquist, '98 BA and Erik C. Hernquist, '98 BS
Renee T. Herrell, '79 MEd*
Kristine H. Hervey, '00 BS
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Sherry Nyman House, '94 MEd*
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Marilyn J. Hodge, '73 BSEd*
Dale Marie Hoffmann, '06 MEd
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Vicki A. Holiouh, '90 MEd
Denise H. Holder, '03 MA
Penelope A. Holland, '00 Cert, '02 MEd
Barbara W. Holmes, '00 MA
Kelly R. Holt, '99 MSN
Hoop Magic Sports Academy
Wendy Ann Hope, '87 BS, '96 MEd
Barbara M. Horton, '86 BSEd and Jeffrey L. Horton
Janet M. Hughes, '93 MS, '02 PhD and Hugh Hughes
Connie S. Hunter, '01 MEd and Robert J. Hunter
Sharon L. Hanley, '82 MEd
Andrea L. Hynes, '72 BSEd*
Janet M. Inman, '89 MEd* and James E. Inman
Jean E. Intraubaro, '85 BSEd, '99 MA
Sarah P. Ivey, '04 MEd
Joan P. Isenberg
Heather S. Jackson, '04 MEd, '04 Cert and Scott E. Jackson
Olga H. Jacobsen, '86 MEd
Carrie B. James, '75 MEd
Thad S. Jamieson, '04 MEd and Kristie D. Jamieson
Cindy M. Jamison, '82 BSEd
Susan J. Janney, '74 MEd
Paul M. Jansen, '87 MEd and Melissa M. Jansen
Margaret A. Jerger, '97 PhD
Gloria B. Johnson, '95 MAIS and David F. Johnson
Katherine J. Johnson, '93 MEd
Maryann M. Johnson, '79 MEd
VWm. Johnson, Sr., '94 MEd
Ruth E. Johnston, '77 BSEd, '83 MEd*
Jane J. Jones, '92 MEd
Janet M. Jones, '81 BSEd and Steven R. Jones
Rosalie M. Jones, '03 BS
Mark A. Joswick, '84 MEd and Christine E. Joswick
D. Lynn Rovden Kaska, '92 MEd
Nancy Amanal Kaufmann, '02 MEd
Patricia A. Keenan, '79 MEd*
Ann A. Kennedy, '01 PhD
Kevin E. Kerns, '90 BSEd
Marion G. Kettering, '94 MEd* and William N. Kettering
Julie K. Kidd
Florenc K. Kilien-Monroe, '79 MEd
Benjamin R. King, '01 BS, '03 MEd
Diana E. King, '99 MEd
Sherry M. Kidwell, '74 BSEd, '83 MEd
Florence Kittlitter, '83 BSEd
Elizabeth A. Klein, '95 MEd
James M. Klepper, Jr., '82 MEd*
Brian E. Knight, '98 MA*
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NFL Veteran Charley Casserly Joins RHT

Charley Casserly, 16-year National Football League (NFL) general manager and 29-year NFL team executive for the Washington Redskins and Houston Texans, has joined the School of Recreation, Health, and Tourism as executive-in-residence and instructor of sport management. In addition to teaching courses and helping coordinate the intern program, Casserly will assist in career counseling for students in the Sport Management (SPMT) Program.

Casserly is the general manager for the CBS television network’s “The NFL Today” and is a weekly analyst on CBS SportsLine’s NFL highlight show. He will continue his duties at CBS.

“Having someone of Charley’s caliber join the SPMT Program will provide significant benefits to our students,” says Robert Baker, SPMT coordinator. “Charley’s decades of experience working with championship NFL teams make him a much sought-after mentor for students like ours.”
KEEP US IN THE LOOP!

Do you have a new job? Just get married? New addition to the family? Published a new book or article? We want to know all this—and more! Please keep us, and your fellow alumni, up to date on the latest happening in your life.

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I am interested in getting more involved. Please send me information on:

☐ CEHD Alumni Chapter  ☐ Supporting CEHD  ☐ CEHD Admissions  ☐ Other: _____________________
Ways to reconnect, get involved, and have some fun!

The CEHD Chapter of the George Mason University Alumni Association (GMUAA) continues to plan interesting and exciting events for alumni of the college. If you have a suggestion, please share it with us by e-mailing srochell@gmu.edu.

The calendar highlights a few upcoming GMUAA events. These events, open to all alumni, are a fun way to get to know fellow alumni of CEHD or other colleges and schools at the university. For more information on individual events, go to http://www.gmu.edu/alumni/activity.html.

In the next few months, the CEHD Chapter will be scheduling events. We encourage you to visit the website, cehd.gmu.edu, for more information.

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November 2007</td>
<td>8 Prince William Campus “Around the World” Wine Tasting</td>
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<tr>
<td></td>
<td>9 2007 Basketball Season Opener Alumni Event</td>
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<tr>
<td></td>
<td>Combatants: Past, Present, and To Come”</td>
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<tr>
<td></td>
<td>Future”</td>
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<tr>
<td></td>
<td>4 Alumni Association Hosts “Considering Graduate School” Panel</td>
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<tr>
<td></td>
<td>8 CEHD Alumni Chapter Reception and “Rockapella” Performance</td>
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<tr>
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<td>8 Alumni Association Hosts George Mason Birthday Celebration at Gunston Hall</td>
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<td>8 Mason Day at the Washington Capitals</td>
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<tr>
<td>January 2008</td>
<td>28 Vision Series Lecture: “Foiling Fatigue: Can We Do It?”</td>
</tr>
<tr>
<td>February 2008</td>
<td>11 Vision Series Lecture: “This Old Chinese House: Traditional Village Architecture and Its Fate through Revolution and Reform”</td>
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<tr>
<td></td>
<td>16 Mason Homecoming—CEHD Chapter Hosts Tent on College Row</td>
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Save the Dates: Homecoming Week February 11–16, 2008