CEHD Newsletter, September 14, 2012

Please submit newsletter items to Laurie Juliana at (ljulian1@gmu.edu).

Faculty News

Chung Hun Lee (clee32@gmu.edu) received the Article-of-the-Year Award from the Journal of Hospitality and Tourism Research for his co-authored paper titled “Hotel Overbooking: The Effect of Overcompensation on Customers’ Reactions to Denied Service.” The article was co-authored with Breffni M. Noone from Penn State University.

Margaret Jones (mjones15@gmu.edu) achieved Fellow status in the National Strength and Conditioning Association, which is awarded for a record of distinguished leadership, research, and service to the organization. Margaret is one of 58 individuals to attain this status.

Margaret Jones (mjones15@gmu.edu), Brook Skidmore, Mark Blegen, and Tracey Matthews presented “Blood Lactate, Heart Rate, and Ratings of Perceived Exertion in Recreationally Active Women During Different Circuit Weight Training Protocols” on July 13 at the National Strength and Conditioning Association Annual Meeting in Providence, RI.

Margaret Jones (mjones15@gmu.edu) and Beth McManis presented “Changes in Performance Measures of Lower Body Power and Mood State for Collegiate Women Volleyball Players During Ten Days of Pre-Season Training” on July 14 at the National Strength and Conditioning Association Annual Meeting in Providence, RI.

Joe Maxwell (jmaxwell@gmu.edu) published the third, expanded edition of his book Qualitative Research Design: An Interactive Approach. The book is published by Sage Publications.

Joe Maxwell (jmaxwell@gmu.edu) published “The Importance of Qualitative Research for Causal Explanation in Education” in Qualitative Inquiry 18(8), 649–655.

Joe Maxwell (jmaxwell@gmu.edu) presented the paper, “What Makes Mixed Methods Research ‘Scientific’?” at the American Educational Research Association Annual Meeting in April. The paper was coauthored with doctoral student Marjee Chmiel (mchmiel@masonlive.gmu.edu).

Peggy King-Sears (mkingsea@gmu.edu), D. T. Carran, S. Dammann, and P. S. Arter published “Multi-Site Analyses of Special Education and General Education Student Teachers’ Skill Ratings for Working With Students With Disabilities” in Teacher Education Quarterly, 39, 131–149.
David Wiggins (dwiggin1@gmu.edu) gave a presentation, “Holding Black Athletes Up as Symbols of Possibility: Arthur Ashe and the Writing of a Hard Road to Glory,” at the annual meeting of the North American Society for Sport History in Berkeley, CA on June 2.

David Wiggins (dwiggin1@gmu.edu) published the article, “Strange Mix of Entitlement and Exploitation: The African American Experience in Predominantly White College Sport,” in the May issue of the Wake Forest University Journal of Law & Policy, 2, 95–113.

Jatin P. Ambegaonkar (jambegao@gmu.edu), Nelson Cortes (ncortes@gmu.edu), and Shruti J. Ambegaonkar (sambegao@gmu.edu) published an article titled “Effects of Ankle Bracing on Athletic Performance” in the June issue of Lower Extremity Review.

The following presentations were given at the annual meeting of the American Society of Biomechanics in Gainesville, FL during August 15–18:

Nelson Cortes (ncortes@gmu.edu), E. Greska, J. Bamberg, S. Ringleb, and B. Van Lunen presented “The Influence of Fatigue on Landing Mechanics in Youth Male Lacrosse Athletes”;

S. Morrison, Nelson Cortes (ncortes@gmu.edu), G. Kerr, and K. Newell presented “Coupling of Oscillatory Motion: The Impact of Voluntary and Physiological Tremor on Posture”;

M. Samaan, Nelson Cortes (ncortes@gmu.edu), M. Hoch, S. Ringleb, J. T. Weinhandl, E. Greska, L. Lucci, D. Quammen, S. Bawab, and J. Onate presented “The Effects of Neuromuscular Fatigue on Coordination Variation”; and

E. Greska, Nelson Cortes (ncortes@gmu.edu), S. Ringleb, M. Samaan, and B. Van Lunen presented “The Effects of Leg Dominance, Neuromuscular Training, and Fatigue on Bilateral Lower Extremity Kinematics.”


Lori Bland (lbland2@gmu.edu) was recently elected chair-elect of the Professional Development Network of the National Association for Gifted Children.
Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) were invited to present at the 30th International Congress of Psychology in Cape Town, South Africa in August. Fred’s presentations were titled “Creating Tomorrow’s Future: Psychologists Working for Human Rights of Vulnerable Children” and “Incorporating Social Justice Multicultural Perspectives Into Graduate Training: A Global Perspective.” Rita’s presentations were titled “Human Rights Issues With Immigrants and Refugees: The Role of Psychologists in Advocacy and Social Justice” and “Creative Experiential Multicultural Graduate Training.”

Elavie Ndura (endura@gmu.edu) and colleague/co-editor Matt Meyer from the New York Department of Education presented an invited paper titled “Current African Nonviolent Movements” at the African Nonviolence Training Exchange organized by War Resisters International and held in Johannesburg, South Africa on July 27. The Training Exchange gathered nonviolence experts and trainers from 12 different African countries, Europe, and the United States. In addition, they presented an invited seminar titled “Nonviolent Pedagogies of Africa’s Oppressed, From South Africa to the Great Lakes” at the University of KwaZulu Natal in Durban, South Africa on July 31. And they presented a third paper on August 2 titled “Seeds Bearing Fruit: African Education and Action for Nonviolence Construction” at the Roots to Fruits Nonviolence in Action Conference organized by the Gandhi Development Trust and hosted by Durban University of Technology in Durban, South Africa.

Elavie Ndura (endura@gmu.edu) presented an invited keynote on August 10 titled “Finding My Path to Peace: Humble Beginning” at the 2012 Shinnyo-en Foundation summer institute in San Francisco, CA on August 9. Elavie also presented an invited workshop titled “Cultural Roots of Service” at the Shinnyo-en Foundation 2012 Annual Retreat held in Marshall, CA.

Elavie Ndura (endura@gmu.edu) presented an invited paper on June 28 titled “Transforming Education to Foster Ubuntu and Sustainable Peace: Burundi’s Post-Colonial Journey and Its Challenge for the Second Cinquantenaire” at the Great Lakes Policy Forum organized by Search for Common Ground in Washington, DC.

Kelley Regan (kregan@gmu.edu) and doctoral student Chris McElwee (cmcelwee@masonlive.gmu.edu) presented “Moving Towards a Better Model of Clinical Supervision for SPED Teachers in Training” in July at the 2012 Office of Special Education Project Directors’ Conference held in Washington, DC.

Leslie Morton (lmorton1@gmu.edu) met with Maureen McDonnell, wife of Virginia governor Bob McDonnell, during the First Lady’s Initiative Team Effort (FLITE) reception in Middleburg. The occasion was part of the First Lady’s Initiative Team Effort promoting tourism in the Vita-Cultural area (the wine region) of the Commonwealth.
Anastasia P. Samaras (asamaras@gmu.edu) gave an invited presentation on June 26 titled “Addressing Issues of Self-Study Research” via VoIP (Voice over Internet Protocol) to a graduate class, Practitioner Inquiry at Kent State University.

Anastasia P. Samaras (asamaras@gmu.edu), Lesley Smith, Laurie Harmon, Ilham Nasser (nasser@gmu.edu), Toni Smith, Kirk Borne, Seth Parsons (sparson5@gmu.edu), Louisa Woodville, Lynne Constantine, Esperanza Roman-Mendoza, Jennifer Suh (jsuh4@gmu.edu), Ryan Swanson, and Diana Karczmarczyk (dkarczma@gmu.edu) published “Reforming in the First Person Plural: Explorations of a Faculty Self-Study Collaborative” in J. R. Young, L. B. Erickson and S. Pinnegar (Eds.), *Extending Inquiry Communities: Illuminating Teacher Education Through Self-Study*. The proceedings are of the Ninth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England (251–255), published by Brigham Young University, Provo, UT. Anastasia and Diana presented the paper in England on August 16.

Jamey Tobery-Nystrom from Frostburg University and Anastasia P. Samaras (asamaras@gmu.edu) presented on August 18 and published “Self-Study of a Teacher-Educator’s Self-Efficacy Using a Critical Friend Network” in J. R. Young, L. B. Erickson, and S. Pinnegar (Eds.), *Extending Inquiry Communities: Illuminating Teacher Education Through Self-Study*. The proceedings are of the Ninth International Conference on the Self-Study of Teacher Education Practices, East Sussex, England (284–288), published by Brigham Young University, Provo, UT.

Anastasia P. Samaras (asamaras@gmu.edu) and co-facilitators Esperanza Roman-Mendoza, Lesley Smith, and Ryan Swanson in the College of Humanities and Social Sciences launched a second faculty self-study cohort on August 24—Scholars of Studying Teaching Collaborative on e-Learning (SoSTCe-L)—composed of 15 Mason faculty from various colleges and disciplines. The cohort is sponsored by the Provost’s Office, the Center for Teaching and Faculty Excellence, and the Distance Education Office. CEHD participants include Margret Hjalmarson (mjhjalmar@gmu.edu), Anya Evmenova (aevmenov@gmu.edu), and Allison Ward Parsons (award12@gmu.edu).

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Did City Ballfield Permits Favor Religious Schools?” in the August edition of *Parks & Recreation*. The link to the article is [http://www.parksandrecreation.org/2012/August/Did-City-Ballfield-Permits-Favor-Religious-Schools/](http://www.parksandrecreation.org/2012/August/Did-City-Ballfield-Permits-Favor-Religious-Schools/)
Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Supervision Faulted in City Camping Trip Fatality” in the July edition of Parks & Recreation. The link to the article is http://www.parksandrecreation.org/2012/July/Supervision-Faulted-in-City-Camping-Trip-Fatality/

On June 30, Yoosun Chung (ychung3@gmu.edu) and her mother, Heesun Kim were invited by the Korean American Women’s Association of Chicago (KAWAC) to be guest speakers during the KAWAC annual meeting in Chicago.

On July 30, Yoosun Chung (ychung3@gmu.edu) presented “Parenting as a Mom Who Uses AAC-Special Moments” at the International Society for Augmentative and Alternative Communication Conference in Pittsburgh.

On July 31, Yoosun Chung (ychung3@gmu.edu) and her colleague, Diane Bryen, professor emerita at Temple University, co-presented “Supported Leadership: Why It Is Important for PWUAAC and ISAAC Leadership” at the International Society for Augmentative and Alternative Communication Conference in Pittsburgh.

Yoosun Chung (ychung3@gmu.edu), Mike Behrmann (mbehrman@gmu.edu), Brenda Bannan (bbannan@gmul.edu), and Eva Thorp (ethorp@gmu.edu) published an article titled “Perspectives of High-Tech Augmentative and Alternative Communication Users With Cerebral Palsy at the Post-Secondary Level” in Perspectives on Augmentative and Alternative Communication, 21(2), 43–55.

Erin Peters Burton (epeters1@gmu.edu) published “Learning Progressions in Instructional Design: Expectations and Practice of Scientists Becoming Teachers in the Preservice and First-Year Settings” in the Journal of the National Association for Alternative Certification, 7(2), 1–16.

Erin Peters Burton (epeters1@gmu.edu) published “Using Metacognition to Develop Understanding of the Role of Evidence in Science” in Science Scope, 35(9), 14–19.

Erin Peters Burton (epeters1@gmu.edu) and A. Garling published “The Nuts and Bolts of Enzymes” in The Science Teacher, 79(5), 14–15.

Erin Peters Burton (epeters1@gmu.edu) gave a keynote speech titled “Science for All: Engaging Students’ Heads and Hearts for Active Learning” to secondary science faculty in Prince William County Public Schools at their opening session on August 29 in Manassas.
Bill Brozo (wbrozo@gmu.edu) was the keynote speaker at the 16th Nordic Reading Conference in Reykjavik, Iceland on June 12. His speech was titled “Closing the Reading Achievement Gap for Boys: Engaging Texts, Engaging Practices.” On June 13, Bill also gave a presentation with colleagues Karl Holle from Germany and Maria de Lordes Dionisio from Portugal with whom Bill collaborates on a European Union grant project. Their presentation was titled “BaCuLit: Basic Curriculum for Content Area Literacy: The Conceptual Framework.”

Bill Brozo (wbrozo@gmu.edu) met with his PISA/PIRLS Task Force in Cologne, Germany from August 22–25. Bill is the chair of the task force, which is responsible for analyzing the results of cross-national literacy assessment initiatives and producing reports, articles, books, and conference presentations for practitioners, researchers, and policymakers. The other task force members include Christine Garbe and Renate Valtin of Germany, Sari Sulkunen of Finland, Gerry Shiel of Ireland, and Ambigapthy Pandian of Malaysia.

Bill Brozo (wbrozo@gmu.edu) published an article titled “A Report From the PISA/PIRLS Task Force: Member Country Highlights From PISA 2009.” The article appeared in the June/July 2012 issue of Reading Today. His co-authors are Christine Garbe, Gerry Shiel, Sari Sulkunen, and Ambigapthy Pandian.

Bill Brozo (wbrozo@gmu.edu) participated in a BaCuLit: Basic Curriculum for Content Area Literacy project activity in Cologne, Germany from August 26 to September 1. Bill is one of two U.S. consultants on this EU-sponsored grant that focuses on content literacy professional development for teachers across Europe. The project is in its third year of funding.

Bill Brozo (wbrozo@gmu.edu) was appointed to the Learning Metrics Task Force, a special group organized by UNESCO and the Brookings Institution. The Task Force is responsible for establishing universal learning standards as well as viable assessments and instructional practices for children and youth throughout the world. Established in May, the Learning Metrics Task Force began its work in July and will conclude in late 2013.

Donna Sterling (dsterlin@gmu.edu), Mollianne Logerwell (mlogerwe@gmu.edu), Jennifer Mosser (jmossier@gmu.edu), and Andre Radloff (aradloff@gmu.edu) led the VISTA Elementary Science Institute (ESI) this past June and July at George Mason University. Harold Geller and doctoral student Prabal Saxena from Mason’s School of Physics, Astronomy, and Computational Sciences supported the camp as science advisors on this year’s theme, Space Exploration, and Rajesh Ganesan in the Volgenau School of Engineering lent his expertise again as an engineering advisor. The Mason team welcomed 26 elementary teachers and introduced them to the VISTA methods during a four-week science camp. For two weeks of the institute, the teachers were able to practice the new teaching methods during summer camp while working with 50 students from local high-needs schools. Juanita Jo Matkins, Vicki Reid, and Anne Mannarino led the VISTA ESI camp based at William & Mary, and Jacqueline T. McDonough, Elizabeth Edmondson,
Mollianne Logerwell (mlogerwe@gmu.edu), Jennifer Mosser (jmosser@gmu.edu), and Andre Radloff (aradloff@gmu.edu) kicked off the VISTA Secondary Teacher Program, Course I (STP I) for this year by leading a three-day session in mid-August at George Mason University. A group of new middle and high school science teachers began work on the first of two 3-credit graduate-level courses from VISTA designed specifically for early career teachers. The courses focus on how to effectively teach inquiry-based science that is focused on real-world issues and problems consistent with how science is professionally practiced, how to use student performance to drive future instruction, and how to adapt instruction for diverse learners while using technology effectively to support inquiry. The STP I session will be repeated in September for a group of late applicants, and then the entire cohort will complete the graduate course together in the fall and receive a full year of coaching support and other benefits. The STP I program is also being delivered at the VISTA sites at William & Mary and Virginia Commonwealth University to serve new secondary teachers in those regions.

Mollianne Logerwell (mlogerwe@gmu.edu) joined VISTA staff from William & Mary and Virginia Commonwealth University in Richmond in late August to launch the second of two VISTA courses targeted at secondary teachers in the VISTA Secondary Teacher Program (STP II). Last year’s STP I cohort is continuing into the STP II course, which is being offered for the first time this year, in order to continue learning how to effectively teach inquiry-based science.

Marjorie Hall Haley (mhaley@gmu.edu) and doctoral student Reema Alsweel (ralsweel@masonlive.gmu.edu) published “Bridging Instructional Gaps in Preparing to Teach Millennial Language Learners” in *Theory and Practice in Language Studies, 2*(5), 865–876.


Holly Lawson (hlawson2@gmu.edu) and Cheryl Kamei-Hannan of California State University, Los Angeles published “Impact of a Braille-Note on Writing: Evaluating the Process, Quality, and Attitudes of Three Students Who Are Visually Impaired” in the *Journal of Special Education Technology, 27*(3).

**PhD Students**

Michele Repass (mrepass@masonlive.gmu.edu), who is specializing in Teaching and Teacher Education, had an online article published by *Education Week* on August 28 titled “Boost Teacher Learning with Video Clubs.” The link to the article is http://www.edweek.org/tm/articles/2012/08/28/tln_repass.html?tkn=PYXDj8WX3OL%2BEu3w nAKkWh1V5f7osqKA0eq1&intc=es
Kinesiology seniors **Oladipo Eddo** (oeddo@masonlive.gmu.edu) and **Tim Rusbasan** (trusbasa@masonlive.gmu.edu) received an Undergraduate Student Travel Fund award from the Office of Scholarship, Creative Activities, and Research to present a research project titled “Repeated Measures of Vertical Jump Performance With Two Devices in Collegiate Women Athletes During Off-Season Training.” The students presented at the National Strength and Conditioning Association meeting in Providence, RI on July 12 under the supervision of faculty member **Margaret Jones** (mjones15@gmu.edu).

**Mona Assaf** (massaf@masonlive.gmu.edu) defended her doctoral dissertation on July 12 titled “Head Start Instructional Assistants and Teachers: Culturally Responsive Practice, Children With Disabilities, and Ability to Address Each.” Committee members are **Susan Burns** (mburns2@gmu.edu), chairperson, **Joe Maxwell** (jmaxwell@gmu.edu), and **Ilham Nasser** (inasser@gmu.edu).

**Athene Bell** (ebell5@masonlive.gmu.edu) defended her doctoral dissertation on June 12 titled “A Formative Study Investigating the Acquisition of Early Reading Skills Among High School English Language Learners Beginning to Read English.” Committee members are **Kristien Zenkov** (kzenkov@gmu.edu), co-chairperson, **Seth Parsons** (sparson5@gmu.edu), co-chairperson, and **Elizabeth Sturtevant** (esturtev@gmu.edu).

**Lauren Bonnet** (lbonnet@masonlive.gmu.edu) defended her doctoral dissertation on July 17 titled “The Effects of Point-of-View Video Modeling on Symbolic Play Actions and Play Associated Language Utterances in Preschool Children With Autism.” Committee members are **Pam Baker** (pbaker5@gmu.edu), chairperson, **Anna Evmenova** (aevmenov@gmu.edu), and **Vicky Spencer** (vspencer@gmu.edu).

**Brittany Hott** (bhott@masonlive.gmu.edu) defended her doctoral dissertation on June 28 titled “Effects of Response Options on the Mathematics Performance of Secondary Students With Emotional or Behavioral Disorders.” Committee members are **Frederick Brigham** (fbrigham@gmu.edu), chairperson, **Margaret King-Sears** (mkingsea@gmu.edu), and **Margo Mastropieri** (mmastrop@gmu.edu).

**Kimberley Daly** (kdaly1@masonlive.gmu.edu) defended her doctoral dissertation on June 13 titled “An Exploration of Virginia Law on Recognition, University Officials, and Perceptions of the International Baccalaureate Diploma Programme.” Committee members are **Penelope Earley** (pearley@gmu.edu), co-chairperson, **Beverly Shaklee** (bshaklee@gmu.edu), co-chairperson, and **Joseph Maxwell** (jmaxwell@gmu.edu).

**Patricia Kridler** (pkridler@masonlive.gmu.edu) defended her doctoral dissertation on June 19 titled “Procedural and Conceptual Knowledge: A Balanced Approach?” Committee members are **Margret Hjalmarson** (mhjalmar@gmu.edu), chairperson, **Penelope Earley** (pearley@gmu.edu), and Lynne Schrum.

**Julie Mitchiner** (jmitchin@masonlive.gmu.edu) defended her doctoral dissertation on August 6 titled “Deaf Families With Children Who Have Cochlear Implants: Perspectives and Beliefs on Bilingualism in American Sign Language and English.” Committee members are **Sylvia**
Sanchez (ssanche2@gmu.edu), chairperson, Eva Thorp (ethorp@gmu.edu), Joe Maxwell (jmaxwell@gmu.edu), and Kristin Snoddon.

Jeannette Shaffer (jshaffer@masonlive.gmu.edu) defended her doctoral dissertation on June 18 titled “Online and Offline Gaming Social Preferences of Students.” Committee members are Priscilla Norton (pnorton@gmu.edu), Joe Maxwell (jmaxwell@gmu.edu), and Kevin Clark (kclark6@gmu.edu).

Ronald Pannell (rpannell@masonlive.gmu.edu) defended his doctoral dissertation on August 23 titled “The Effects of Self-Regulated Strategy Development on Written Expression of Students With Emotional/Behavioral Disabilities.” Committee members are Rick Brigham (fbrigham@gmu.edu), chairperson, Marjorie Hall Haley (mhaley@gmu.edu), and Margo Mastropieri (mmastrop@gmu.edu).

Suzanne Hiller (shiller@masonlive.gmu.edu) defended her doctoral dissertation on September 6 titled “The Impact of a Citizen Science Program on Student Achievement and Motivation: A Social Cognitive Career Perspective.” Committee members are Anastasia Kitsantas (akitsant@gmu.edu), chairperson, Erin Peters Burton (epeters1@gmu.edu), and Earle Reybold (ereybold@gmu.edu).

Anne Brawand (aeichorn@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 2 titled “Improving Problem-Solving Skills for Middle School Students With Learning Disabilities (LD).” Committee members are Peggy King-Sears (mkingsea@gmu.edu), chairperson, Kelley Regan (kregan@gmu.edu), and Anna Evmenova (aevmenov@gmu.edu).

Jason Calhoun (wcalhoun@gmu.edu) defended his doctoral dissertation proposal on August 6 titled “An Exploratory Study on Initial Science Classes and African American Freshman Males Who Are STEM Majors at George Mason University: Relationships Between Self-Efficacy and Achievement.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Kevin Clark (kclark6@gmu.edu), and Donna Sterling (dsterlin@gmu.edu).

Trina Campbell (tcampbe8@masonlive.gmu.edu) defended her doctoral dissertation proposal on July 31 titled “Mathematics Education Beliefs and Practices of Parents of Young Children in a Refugee Community.” Committee members are Julie Kidd (jkidd@gmu.edu), chairperson, Margret Hjalmarson (mhjalmar@gmu.edu), and Susan Burns (mburns2@gmu.edu).

Margaret Chmiel (mchmiel@masonlive.gmu.edu) defended her doctoral dissertation proposal on June 15 titled “Science on Teachertube: A Mixed-Methods Analysis of Teacher Produced Digital Video.” Committee members are Joseph Maxwell (jmaxwell@gmu.edu), chairperson, Kim Sheridan (ksherida@gmu.edu), and Erin Peters Burton (epeters1@gmu.edu).

Anne Horak (ahorak@masonlive.gmu.edu) defended her doctoral dissertation proposal on June 21 titled “The Effect of Using PBL in Middle School Gifted Science Classes on Student Attitudes Towards Learning and Student Achievement.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Bev Shaklee (bshaklee@gmu.edu), and Steve White (cwhite1@gmu.edu).
Molly Rawding (mollyrothermel@gmail.com) defended her doctoral dissertation proposal on August 9 titled “An Investigation Into the Perceptions of Middle School Mathematics Teachers About Collaboration and Content Focus Within a Professional Learning Community.” Committee members are Jennifer Suh (jsuh4@gmu.edu), chairperson, Margret Hjalmarson (mhjalmar@gmu.edu), and Erin Peters Burton (epeters1@gmu.edu).

Rory Dippold (rdippold@masonlive.gmu.edu) defended his doctoral dissertation proposal titled “Infusing Self-Regulation Learning Processes Into Project-Based Learning.” Committee members are Anastasia Kitsantas (akitsant@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Michelle Buehl (mbuehl@gmu.edu).

Janice Wolf (jwolf2@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 24 titled “Children and Adolescents With Alopecia Areata: Coping With Self-Esteem Issues of an Altered Appearance.” Committee members are Pam Baker (pbaker5@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Carol Urban.

Corey Sell (cSELL1@masonlive.gmu.edu) defended his doctoral dissertation proposal on August 27 titled “An Exploration of Three Elementary School Teachers’ Decisions to Stay in the Classroom.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Anastasia Samaras (asamaras@gmu.edu), and Steve White (cwhite1@gmu.edu).

Jennifer McMurrer (jmmcmurre@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 28 titled “The Federal School Improvement Grant Program in Rural Virginia Schools.” Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Zehra Habib (zhabib@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 29 titled “Women’s Perceptions of Peace: Unheard Voices From Pakistan.” Committee members are Bev Shaklee (bshaklee@gmu.edu), chairperson, Becky Fox (rfox@gmu.edu), Rachel Grant (rgrant4@gmu.edu), and Earle Reybold (ereybold@gmu.edu).

Jennifer Walker (jwalkerr@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 23 titled “Manifestation Determination Reviews and School Team Decision Making With Students With Emotional/Behavioral Disabilities.” Committee members are Rick Brigham (fbrigham@gmu.edu), chairperson, Pam Baker (pbaker5@gmu.edu), and Peggy King-Sears (mkingssea@gmu.edu).

Wai Ki Rebecca Cheng (wcheng3@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 28 titled “Relationship Between Visual Attention and Flow Experience in Serious Educational Games: An Eye Tracking Analysis.” Committee members are Len Annetta (lannetta@gmu.edu), chairperson, Erin Peters Burton (epeters1@gmu.edu), and Rick Brigham (fbrigham@gmu.edu).

George Flowers (gflowers@masonlive.gmu.edu) defended his doctoral dissertation proposal on September 6 titled “Coping With the Demands of Academic Literacy: Generation 1.5 ESL Community College Students and the Challenge of Reading to Learn While Still Learning to
Read.” Committee members are Becky Fox (rfox@gmu.edu), chairperson, Betty Sturtevant (esturtev@gmu.edu), and Steve White (cwhite1@gmu.edu).

Jesse Ortel (jortel@masonlive.gmu.edu) defended her doctoral dissertation proposal on September 6 titled “Mixed Methods Study of Physical Therapists’ Adoption of the Lumbopelvic Manipulation Clinical Prediction Rule and Lumbopelvic Manipulation Following a Multifactorial Training Program.” Committee members are Brenda Bannan (bbannan@gmu.edu), chairperson, Joe Maxwell (jmaxwell@gmu.edu), and Nada Dabbagh (ndabbagh@gmu.edu).

Roger Baskin (rbaskin@masonlive.gmu.edu) defended his doctoral dissertation proposal on September 6 titled “The Achievement Gap Through the Lens of Central Office Administrators.” Committee members are Robert Smith, chairperson, Penelope Earley (pearley@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Leah Byrd (lbyrd1@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 29 titled “African American Students’ Perspectives of Their High School Counseling Experiences.” Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Grants/Proposals

Bev Shaklee (bshaklee@gmu.edu) and Gary Galluzzo (ggalluzz@gmu.edu) received an award for $9,532 from the Basic Education Coalition titled “Preliminary Analysis of USAID Projects.”

David Anderson (danderso@gmu.edu) received an award from the Arlington County READY Coalition in the amount of $89,776 titled “Evaluation of Arlington READY Coalition Drinking and Driving Initiative.”

David Anderson (danderso@gmu.edu) received an award from Prince William Health Partnership in the amount of $6,000 titled “Healthy Eating and Active Living (HEAL) Preschool Program.”

Len Annetta (lannetta@gmu.edu) and Diana D’Amico (ddamico2@gmu.edu) submitted a proposal for $1,470,356 to the National Science Foundation titled “3DN3D.”

Supriya Baily (sbaily1@gmu.edu) and Farnoosh Shahrokhi (fshahrok@gmu.edu) submitted a proposal to Higher Education for Development for $1,527,517 titled “Improving Women’s Access and Opportunity Through Higher Education in Armenia.”

Nelson Cortes (ncortes@gmu.edu), Jatin Ambegaonkar (jambegaonkar@gmu.edu), Shane Caswell (scaswell@gmu.edu), Guoqing Diao, and Siddhartha Sikdar submitted a proposal for $433,214 to the National Institutes of Health titled “Neuromechanical and Ultrasound Imaging Model of the Knee for Early Onset of Osteoarthritis.”
**Dimiter Dimitrov** ([ddimitro@gmu.edu](mailto:ddimitro@gmu.edu)) submitted a proposal titled “Secondary Analysis of NLTS2 Deaf/Hard-of-Hearing Outcomes: Latent Class Modeling for Prediction of Change in Transition Outcomes” for $80,623 to Kent State University.

**Anna Evmenova** ([aevmenov@gmu.edu](mailto:aevmenov@gmu.edu)) and **Kelley Regan** ([kregan@gmu.edu](mailto:kregan@gmu.edu)) submitted a proposal to the U.S. Department of Education in the amount of $2,278,844. The project is titled “Project WeGotIT!: Writing Efficiently With Graphic Organizers—Teachers Integrating Technology.”

**Wendy Frazier** ([wfrazier@gmu.edu](mailto:wfrazier@gmu.edu)) submitted a proposal for $13,821 to Prince William County Public Schools titled “George Mason University Elementary PDS Internship Program—Prince William County Schools.”

**Wendy Frazier** ([wfrazier@gmu.edu](mailto:wfrazier@gmu.edu)) submitted a proposal for $124,473 to Fairfax County Public Schools titled “George Mason University Elementary PDS Internship Program—Fairfax County Public Schools.”

**Lena Hall** ([lhall4@gmu.edu](mailto:lhall4@gmu.edu)) submitted a proposal titled “A Virtual Clinical Faculty/Mentor Training Program for Region IV: From Development to Implementation” to the Virginia Department of Education in the amount of $31,498.

**Marci Kinas Jerome** ([mkinas@gmu.edu](mailto:mkinas@gmu.edu)) submitted a proposal for $1,308,375 to the U.S. Department of Education titled “Virginia Consortium for Teacher Preparation in Severe Disabilities.”

**Kelley Regan** ([kregan@gmu.edu](mailto:kregan@gmu.edu)) and **Pam Baker** ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)) submitted a proposal for $300,435 to the Virginia Department of Education titled “Traineeships for the Endorsement of Special Education Personnel: General Curriculum K-12.”

**Other News**

Do you have students who could benefit from an increased understanding about how to make inferences from data to improve instruction, how to increase cognitive requirements for tasks, how to develop good classroom assessments, or how to analyze data for classroom or school use? If so, courses in the new Certificate Program in Data-Driven Decision-Making (DDDM) provide focused and deep instruction in each of these areas and could help your advisees. The courses include EDEP 591: Data-Driven Decision-Making for Continuous Educational Improvement; EDEP 592: DDDM: Developing Classroom Assessments; EDEP 593: DDDM: Data Analysis and Interpretation; and EDEP 594: DDDM: Application in Educational Contexts. Please contact Lori Bland at [lbland2@gmu.edu](mailto:lbland2@gmu.edu) if you have any questions or thoughts about how to collaborate.

Kellar Library hours for the fall semester are Monday through Thursday from 8:30 a.m. to 8:30 p.m. and Friday from 8:30 a.m. to 5 p.m. The library is located in the Kellar Institute for Human
disAbilities, Finley Building, Room 116. Instructors who would like to arrange for their classes to visit the library as a group should contact the librarian, Jackie Petersen at jpetersk@gmu.edu or at ext. 33672. The following are new this Month at the Kellar Library:

**Assessments**
ASIEP-3: Autism Screening Instrument for Educational Planning, Third Edition (Complete Kit)
Complete AEPS, Second Edition
Envision Your Career: A Language-Free Video Career Interest Inventory
GORT-5: Gray Oral Reading Tests, Fifth Edition (Complete Kit)
LAP 3- Learning Accomplishment Profile, Third Edition (Complete Kit)

**Books**
Accessibility in Action: Universal Design for Learning in Postsecondary Settings
Acting Antics: A Theatrical Approach to Teaching Social Understanding to Kids and Teens With Asperger Syndrome
Adults With Down Syndrome
Apps for All Students: A Teacher’s Desktop Guide
Barrier-Free Theatre: Including Everyone in Theatre Arts—in Schools, Recreation, and Arts Programs
Cortical Visual Impairment: An Approach to Assessment and Intervention
The Dyslexia Checklist
End-of-Life Care for Children and Adults With Intellectual and Developmental Disabilities
Everyday Activities to Promote Visual Efficiency
Fun Without Fatigue: Toys and Activities for Children With Restricted Movement and Limited Energy
Grandparenting a Child With Special Needs
HERITAGE: Grandparents Raising Grandchildren With Special Needs
Hygiene and Related Behaviors for Children and Adolescents With Autism Spectrum and Related Disorders
The IEP From A to Z
Integrating Technology Tools Into Instruction: What’s Working in Inclusive Classrooms
Peer Buddy Programs: For Successful Secondary School Inclusion
Preference-Based Teaching: Helping People With Developmental Disabilities Enjoy Learning Without Problem Behavior
Reach Out and Teach: Helping Your Child Who Is Visually Impaired Learn and Grow
Rubrics for Transition II: For Lower-Functioning Students
Rubrics for Transition IV: For Students With Severe Disabilities
Sibshops: Workshops for Siblings of Children With Special Needs
Special Education Considerations for English Language Learners: Delivering a Continuum of Services
Understanding and Interacting With Infants, Toddlers, and Preschool Age Children With Deafblindness

When You Have a Visually Impaired Student in Your Classroom: A Guide for Teachers

Working With Staff to Overcome Challenging Behavior Among People Who Have Severe Disabilities: A Guide For Getting Support Plans Carried Out

Videos (all DVDs)
Effective Job Search for People With Disabilities
The Interviewing Edge for Job Seekers With Disabilities
Job Interview Essentials for People With Disabilities
Robert MacNeil Reports: Autism Now
Smart Resumes and Applications for People With Disabilities
Unforgotten: 25 Years After Willowbrook
Understanding Brothers and Sisters on the Autism Spectrum

Other
Transition Trek Game: A Game for Planning Life after High School for Youth With Disabilities