**Faculty News**

Bob Baker ([rbaker2@gmu.edu](mailto:rbaker2@gmu.edu)) has been named by the North American Society for Sport Management (NASSM) as the recipient of the 2010 Distinguished Sport Management Educator Award. The award will be presented on June 3 in Tampa, Florida. The purpose of the NASSM Distinguished Sport Management Educator Award is to “recognize exceptional contributions,” particularly in the area of teaching and learning, in sport management.

Anthony Kelly ([akelly1@gmu.edu](mailto:akelly1@gmu.edu)) has been chosen as a 2009 Outstanding Reviewer for the American Educational Research Association journal, *Educational Researcher*. A ceremony will be held in Denver on April 30 recognizing the Outstanding Reviewers of each AERA journal.

Becky Fox ([rfox@gmu.edu](mailto:rfox@gmu.edu)) and Steve White ([cwhite1@gmu.edu](mailto:cwhite1@gmu.edu)) presented “Examining teachers’ development through critical reflection in an advanced master’s degree program” at the Association of Teacher Education Annual Meeting in Chicago on February 16. The presentation was part of an invited session highlighting manuscripts from the upcoming book, *The purposes, practices, and professionalism of teacher reflectivity: Insights for 21st century teachers and students*.

Becky Fox ([rfox@gmu.edu](mailto:rfox@gmu.edu)) has been named Executive Secretary of the National Network for Early Language Learning (NNELL). Part of her responsibilities will be to foster research in the area of second language acquisition and bilingualism in young learners, as well as disseminate to the broader public research and information concerning effective pedagogies and classroom practices to support language learning in young learners. This is a three-year position.

Becky Fox ([rfox@gmu.edu](mailto:rfox@gmu.edu)) has published a book chapter titled “The world languages professional portfolio: A performance-based program document aligned with national standards.” The chapter is in J. Davis (Ed.), *World language teacher education: Transitions and challenges in the 21st century* (pp. 103–129) published by Information Age Publishing.

Jacquelynn Malloy ([jmalloy2@gmu.edu](mailto:jmalloy2@gmu.edu)) and colleagues Barbara Marinak and Linda Gambrell have edited the book, *Essential readings on motivation*. The book is published as part of the Essential Readings series by the International Reading Association.
Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) gave a presentation on April 19 titled “Working with students at risk of failure: The empowerment groups for academic success (EGAS) approach” at the Association for Specialists in Group Work National Conference in New Orleans. On April 20, Fred and Rita presented “The post-disaster cross-cultural counseling model: Group counseling in post-disaster situations.”

Elavie Ndura-Ouédraogo (endura@gmu.edu) has an article in the Mason Research, Discovery and Innovation at George Mason University 2010 magazine titled “Working peace education into the curriculum of war-torn countries.”

Elavie Ndura-Ouédraogo (endura@gmu.edu) was an invited speaker at the War Resisters International conference in Ahmedabad, India. She presented a paper on January 23 titled “Six billion paths to nonviolent livelihood.”

Layne Kalbfleisch (mkalbfle@gmu.edu) presented “Neurophysiological imaging research for the information sciences” at the Naval Postgraduate School in Monterey, CA, on March 1.

Kimberly Sheridan (ksherida@gmu.edu) delivered an invited talk, “Studio thinking,” at the Kennedy Center for the Performing Arts on February 23.

Kimberly Sheridan (ksherida@gmu.edu) was selected to be on the National Art Education Association’s steering committee for research in art education.

Susan Bon (sbon@gmu.edu) was the keynote speaker at the Reaching the Wounded Student conference held on February 11 in Columbus, OH. Susan spoke on “Law, education policy & the wounded student.”

Donna R. Sterling (dsterlin@gmu.edu) published an article in the January issue of Science and Children titled “Nature watch” about developing observation skills through investigations of diverse plants in their local habitats as they change seasonally.

Bill Brozo (wbrozo@gmu.edu) has been appointed chair of the newly authorized Program for International Student Assessment (PISA)/Progress in International Reading Literacy Study (PIRLS) Task Force of the International Reading Association. Bill has been the U.S. representative since 2004 on the Task Force, which is charged with secondary analysis of findings from the two largest international literacy studies. As a task force member, Bill has helped produce several reports, published journal articles, and presented at many international conferences. As the new chair, he is in the process of selecting representatives from various participating countries to serve with him.
Bill Brozo (wbrozo@gmu.edu) conducted two days of workshops for the Louisiana State Department of Education titled “Improving content literacy strategy descriptions in career diploma course curriculum writing.” The sessions were held in Baton Rouge on February 23 and 24 and offer ongoing support for literacy reform in Louisiana that Bill has provided since Hurricane Katrina.

Bill Brozo (wbrozo@gmu.edu) and D. Fisher published “Literacy starts with the teachers” in Educational Leadership, 67(6), 74–77.

Bill Brozo (wbrozo@gmu.edu) and S. Flynt published “Visual literacy and the content classroom: A question of now not when” in The Reading Teacher 63(6), 526–528.

Vicky G. Spencer (vspencer@gmu.edu) has been invited to serve on the Board of Reviewers for Teacher Education and Special Education for a three-year term.

Farnoosh Shahrokhi (fshahrok@gmu.edu) served on the selection committee for the 2010 Thailand Teacher and Administrator Exchange Program. The goals of this exchange program are to provide administrators and teachers with opportunities to learn more about the United States, the U.S. education system, teaching methodologies, and culture and society, and to initiate collaborative projects with U.S. partner schools and communities. The grant is funded by the U.S. Department of State Bureau of Educational and Cultural Affairs and is administered by American Councils.

Farnoosh Shahrokhi (fshahrok@gmu.edu) was one of 45 specialists in the country approved by the Bureau of Educational and Cultural Affairs to review and evaluate Teachers of Critical Languages Program (TCLP) applications. TCLP places teachers from China and Egypt in American K-12 schools where they teach Mandarin or Arabic language and culture for an academic year. The project is funded by U.S. Department of State and administered by American Councils.

Beverly Shaklee (bshaklee@gmu.edu), Supriya Baily (sbaily1@gmu.edu), and Jennifer Coarts (jcoarts@gmu.edu) presented the paper “Building peace education through teacher education” at the Association for the Advancement of International Education Conference in Boston on February 13.

Supriya Baily (sbaily1@gmu.edu) chaired a cross-regional panel on Girl’s and Women’s Education and Empowerment at the Comparative and International Education Society Annual Conference in Chicago on March 4. She also presented a paper at the conference titled “The stealth effect – waking men through women’s voice, agency and empowerment.”

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Park garbage bag competitive bid contract” in Parks & Recreation, 45(2), 25–29.
Betty Sturtevant (esturtev@gmu.edu) and doctoral candidate Grace Kim (gkim7@gmu.edu) published an article titled “Literacy motivation and school/non-school literacies among students enrolled in a middle-school ESOL program” in *Literacy Research and Instruction* 49(1), 68–85.

Betty Sturtevant (esturtev@gmu.edu) and colleague David W. Moore of Arizona State University published an article titled “Understanding the local and global in adolescent literacy” in the *Journal of Adolescent & Adult Literacy* 53(4), 337–339.

John Nauright (jnaurigh@gmu.edu) has written the book, *Long run to freedom: Sport, cultures and identities in South Africa*. The book is published by Fitness Information Technology, Morgantown, WV.

William Fowler (wfowler@gmu.edu) and educational psychology graduate student, Jennifer Flanagan (jflanag2@gmu.edu), presented “Induction programs effect on beginning teachers’ feelings of preparedness and plans to remain in teaching” at the Society for Research on Educational Effectiveness annual conference held in Washington DC on March 5.

Michelle Buehl (mbuehl@gmu.edu) was recently appointed Chair of the American Psychological Association (APA) Division 15 [Educational Psychology] Research Awards Committee. This committee will oversee the Early Career Educational Psychologist Researcher Awards provided by Division 15 of APA. The purpose of the award is to make financial support for research available to early career educational psychologists.

Brenda Bannan (bbannan@gmul.edu) delivered the keynote address titled “Trends in educational technology” at the Nacional de Ecuadores, the National Teachers’ Conference sponsored by the Peruvian Ministry of Education. The address was given to over 1,200 Peruvian educators. The conference took place at the Universidad UPC in Lima, Peru on January 27.

Erin Peters (epeters1@gmu.edu) presented a seminar titled “Using teachable moments to develop nature of science knowledge” to the XIII Congresso Nacional de Ecuadores in Lima, Peru on January 28.

Brenda Bannan (bbannan@gmul.edu), Erin Peters (epeters1@gmu.edu), doctoral graduate Patricia Martínez, and Arlington Public Schools colleague Alberto Raime, were invited to conduct research in two schools in Lima, Peru – Cegecoop La Union and Colegio Peruano Norteamericano, Abraham Lincoln – during the week of January 18 through January 22. During this time, they collected data on how students learn about science concepts.
using the online tool, GO Inquire (Geological Observational Inquiry) designed and developed through a 5-year design research cycle sponsored by Dr. Bannan’s NSF CAREER award. They also presented a workshop on January 26, 27, and 28 at the Nacional de Ecuadores, Universidad UPC in Lima titled, “Design research in the classroom: The GO Inquire System.”

**Linda Rikard** ([lrikard@gmu.edu](mailto:lrikard@gmu.edu)) will be recognized on May 15 as a Distinguished Alumni in Physical Education at Winthrop University, her undergraduate alma mater, in Rock Hill, SC. The award is in recognition of her contributions to the discipline and her lifelong commitment to health and physical education.

Linda Rikard ([lrikard@gmu.edu](mailto:lrikard@gmu.edu)) attended the Sporting Goods Manufacturing Association’s National Health through Fitness Day on Capitol Hill on March 10. She lobbied senators and congress representatives to support funding for the Carol White Physical Education Program (PEP) and the passage of the Personal Health Investment Today (PHIT) bill. PEP funds physical education programs in PK-12 schools and PHIT provides citizens with tax exemptions for physical activity club memberships, league dues, and selected fitness equipment.

**Rachel Grant** ([rgrant4@gmu.edu](mailto:rgrant4@gmu.edu)) served as a discussant for a colloquium titled “Criticality in language research: Epistemological and ethical challenges in inquiry with teachers and learners” on March 8 in Atlanta at the annual conference of the American Association of Applied Linguistics.

IMPACT Math project director, **Jennifer Suh** ([jsuh4@gmu.edu](mailto:jsuh4@gmu.edu)), with lead instructors **Kat Meints** (MEL doctoral student), **Patti Freeman**, and **Spencer Jamieson** (both recent graduate of the Math Specialists Leaders Program), presented a session titled “Promoting algebraic connections and technology in the elementary and middle grades.” The session was held at the Virginia Council of Teachers of Mathematics Conference at James Madison University in Harrisonburg on March 13. During the session, teacher participants from Fairfax County and Prince William County Schools shared how they transformed their teaching practices through IMPACT Math, a project funded by SCHEV.

**Jennifer Suh** ([jsuh4@gmu.edu](mailto:jsuh4@gmu.edu)) and Dr. Padhu Seshaiyer, Associate Professor of Mathematical Sciences, were invited speakers at the Northern Virginia Council of Teachers of Mathematics meeting on March 16. Their talk was titled “Building better mathematics teachers? Engage students in mathematizing!”

**David Anderson** ([danderso@gmu.edu](mailto:danderso@gmu.edu)) delivered a talk to all 500 Mason student athletes on January 24. The 40-minute session, “Legacy and you: Taking personal responsibility,” highlighted the ways in which alcohol can negatively affect academic and athletic performance and emphasized the important role that student athletes can take in providing leadership for their teams and the campus.
Staff News

Undergraduate Education Advisor Eva Nolen (enolen2@gmu.edu) presented a workshop titled “Teach!, Make a Difference! Change Lives!” at the first annual Prince William County “Preparing Our Future Educators” Conference on March 11 hosted by CEHD. Over 250 Prince William County middle school and high school students attended this event on the Prince William campus. The purpose of this conference was for students interested in teaching to learn about college preparation and to be exposed to the many opportunities available in education. Ellen Rodgers and Amie Fulcher represented the College at the morning program.

Lauren Clark (lclarkg@gmu.edu) has completed six credits toward her Master’s degree in history at George Mason. She is studying United States history with a concentration in applied history, which focuses on archival management, museum studies, historic preservation, documentary editing, and new media technology. Last fall, Lauren took the Study and Writing of History and she is currently in the class, Gilded Age and the Progressive Era.

PhD Students

Marjee Chmiel (mchmiel@gmu.edu) has published “Game design towards scientific literacy” in Cognitive Technology 14(2).

Linda Gantz (lgantz@gmu.edu) defended her doctoral dissertation titled “Handheld computer algebra systems in the pre-algebra classroom” on February 23. Committee members are Margret Hjalmarson (mhjalmar@gmu.edu), chairperson, Anthony Kelly (akelly1@gmu.edu), and Patricia Moyer Packenham.

Deanna Kelley-Winstead (dkelley2@gmu.edu) defended her doctoral dissertation titled “New directions in education research: Using data mining techniques to explore predictors of grade retention” on March 15. Committee members are Clifton Sutton (csutton@gmu.edu), chairperson, Tom Scruggs (tscruggs@gmu.edu), and Margo Mastropieri (mmastrop@gmu.edu).

Ann Drobnis (adrobnis@gmu.edu) defended her doctoral dissertation titled “Girls in computer science: A female only introduction class in high school” on March 15. Committee members are Priscilla Norton (pnorton@gmu.edu), chairperson, Joe Maxwell (jmaxwell@gmu.edu), and Margret Hjalmarson (mhjalmar@gmu.edu).

Lori Cohen (lcohen@gmu.edu) defended her doctoral dissertation titled “Graduate student services for career switchers pursuing alternative route teaching licensure” on March 18. Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Earle Reybold (ereybold@gmu.edu), and Victoria Salmon (vsalmon@gmu.edu).
Arieh Sherris (asherris@gmu.edu) defended his doctoral dissertation titled “Interaction and second language learning in rural Ghana” on March 18. Committee members are Susan Burns (mburn2@gmu.edu), chairperson, Elizabeth Sturtevant (esturtev@gmu.edu), and Anastasia Kitsantas (akitsant@gmu.edu).

Bridget Thomas (bthomas5@gmu.edu) defended her doctoral dissertation titled “The purpose of preschool: Sociocultural influences on policy development and implementation” on March 22. Committee members are Penelope Earley (pearley@gmu.edu), chairperson, Joe Maxwell (jmaxwell@gmu.edu), and Joan Isenberg (jisenber@gmu.edu).

Amie Weinberg (aweinbe2@gmu.edu) defended her doctoral dissertation titled “Elementary students’ perceptions of classroom technology” on March 22. Committee members are Priscilla Norton (pnorton@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Barbara Baisley (Barbara_A_Baisley@mcpsmd.org) defended her doctoral dissertation titled “After school care arrangements and student academic performance and misbehavior in middle school” on March 22. Committee members are Anastasia Kitsantas (akitsant@gmu.edu), chairperson, Michelle Buehl (mbuehl@gmu.edu), and Penelope Earley (pearley@gmu.edu).

Caroline Fuhrman (cfuhrman@gmu.edu) defended her doctoral dissertation titled “Current ‘voices from the inside’: Hearing the voices of teachers and students about caring in the classroom” on March 23. Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Sharon Castle (scastle@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

**Grants/Proposals**

The second Bay Watershed Education and Training (B-WET) grant, led by Fairfax County Public Schools (FCPS), was recently approved by NOAA. Dr. Dann Sklarew, Associate Professor of Environmental Science and Policy, is Mason’s lead PI, and is accompanied by co-PIs, Laurie Harmon (lharmon3@gmu.edu) and Dr. Cindy Smith, Potomac Environmental Research and Education Center’s Education Director. Through this 3-year, $325,000 NOAA grant, Mason faculty and students will partner with FCPS to develop and deliver “Meaningful Watershed Educational Experiences” for 7,000 7th graders each year, and will help integrate these activities into their curriculum. Virginia’s newly revised Standards of Learning for Science include specific objectives and measures of progress with respect to watershed understanding. Thus, the grantees also hope to be able to track and demonstrate that these efforts both foster stewardship values and increase students’ success on 8th grade and high school science achievement exams. With Mason students as their guides, it is hoped that these unique outdoor learning studies might even inspire additional local K-12 students to pursue their university studies at Mason.
Kelley Regan (kregan@gmu.edu) and Terry Werner (twerner@gmu.edu) received an award in the amount of $293,052 titled VADoED/USDoED/Special Education from the Virginia Department of Education.

Ana Taboada (ataboad1@gmu.edu), Michelle Buehl (mbuehl@gmu.edu), Julie Kidd (jkidd@gmu.edu), and Betty Sturtevant (esturtev@gmu.edu) have received a three-year award in the amount of $1.57 million titled “Fostering reading engagement in English-monolingual students and English language learners through a history curriculum” from the Institute of Education Sciences. The grant is a reading and writing, goal two, development research grant that will begin in Summer 2010.

David Anderson (danderso@gmu.edu) has received an award modification in the amount of $12,000 titled “Evaluation of community-based initiatives” sponsored by Boat People SOS.

Julie Kidd (jkidd@gmu.edu), Susan Burns (mburn2@gmu.edu), Ilham Nasser (inasser@gmu.edu), and Robert Pasnak have submitted a proposal in the amount of $249,942 to the Administration for Children and Families. The proposal title is “Sustaining teachers’ effective pedagogy (STEP): Continuous program improvement to increase teacher effectiveness and enhance children’s outcomes.”

Gheorghe Tecuci, Donna Sterling (dsterlin@gmu.edu), Mihai Boicu, David Schum, Wendy Frazier (wfrazier@gmu.edu), Cristina Boicu, Dorin Marcu, and Mollianne Logerwell have submitted a proposal in the amount of $449,997 to the National Science Foundation titled “Cognitive assistant for evidence-based self-assessment of teachers on their use of inquiry-based STEM teaching and learning.”

Bob Baker (rbaker2@gmu.edu) and Craig Esherick (cesheric@gmu.edu) have submitted a proposal in the amount of $286,423 titled “Sport diplomacy: Basketball as a vehicle for cultural exchange” to the U.S. State Department.

Kevin Clark (kclark6@gmu.edu), Spencer Crew, and Kelly Schrum submitted a proposal to the National Science Foundation in the amount of $1,154,896. The proposal title is “The science, technology, ancestry and me program (STAMP): Engaging African American students in the technology workforce through the use of culturally relevant personal technology experiences.”

Jenice View (jview@gmu.edu) and Kelly Schrum submitted a proposal in the amount of $216,790 titled “Making connections: Mississippi history as American history,” sponsored by McComb Public School District.

Program News

The Education Leadership Program hosted its 11th Annual Conference on March 18 on Mason’s Fairfax Campus. Titled “Courageous Leadership: Innovation for School Improvement,” the conference began with a greeting from President Merten. Over 260 education leadership students and 40 current principals shared and discussed stories of courageous innovative leadership from
Collegial Program Seminars

The five core values of the College of Education and Human Development (i.e., Collaboration, Ethical Leadership, Innovation, Research-Based Practice, and Social Justice) unify us as a College. During the 2009–2010 academic year, the elementary, secondary, educational psychology, and literacy programs have engaged in intentional reflection on these and other values combined with thoughtful collegial conversation and feedback in a series of Collegial Program Seminars, which are a manifestation of the College’s commitment to the accountability to the CEHD core values. What follows is a one-paragraph summary of how each program infuses the core values into its program.

**Elementary Education Program:** Core values are built into coursework, field experiences, evaluation components, and collaborative efforts between/among faculty and between faculty and Professional Development School partners. They are discussed at our retreats, meetings, and orientations. All students are explicitly told about them and are exposed to dispositions repeatedly. Our program is unique in that we have three models (immersion, yearlong internship, and semester long internship), intense partnership with our PDS partners, and continuous improvement of our programs. Our challenges include meeting the demands of an expanding program, maintaining fidelity across all programs, meeting the students’ needs, and assisting our faculty. Lesson learned: we can better explain and highlight the benefits of joining our program, its unique aspects, and its relationship to the larger CEHD goals and values.

**Secondary Education Program:** Core values are built into coursework, field experiences, evaluation components, and collaborative efforts between/among faculty and between faculty, SPDS partners, and others. They are discussed at retreats and faculty meetings. Dispositions are an essential component (in all stages of the program) and we use them to guide conversation, materials, and assignments. We are unique in our growing Secondary PDS, Clinical Faculty preparation, speedy path to licensure, on the job internships, and our Career Switcher model. Our challenges include recruitment, tracking students’ dispositions, lack of extensive field experiences, and no cohort model. Lesson learned: we may want to work on explicating the values more explicitly, tying our program more carefully to the goals of the college, and continuing the progress of our SPDS.

**Educational Psychology Program (Master’s of Science):** We infuse CEHD’s Core Values throughout the courses in our program curriculum. The program faculty members balance rigor and equity in the recruitment, support, and educational success of the MS students. In terms of collaboration, each member of the educational psychology program has various research interests and experience on topics relevant to many subfields of education, and is highly motivated to work collaboratively with students and with faculty and to engage in collaborations with local school systems and health agencies. With respect to ethical leadership, we infuse this value in courses by discussing issues of accountability, differentiated instruction, the ethical treatment of human participants, and the ethical use of research. We exhibit innovation through
leading-edge research topics and methods (e.g., cognition in the arts, design research) as well as our courses (e.g., new courses on modern measurement theory and the neuroscience of learning). The structure of the program, particularly the thesis and capstone experiences promote innovative practices among our students. The core value of research-based practice is exemplified in the program and is most evident through the continuous focus on research in coursework. That is, how to conduct, how to read and interpret, and how to apply research to practice are core parts of our curriculum and are included in all of our courses. All of the faculty are also actively involved in conducting research that is connected to educational practice. Finally, we emphasize social justice in many ways in our courses and research. In some courses, the content focuses explicitly on issues of social justice, such as the achievement gap and results of high-stakes testing, the relationship between cultural contexts and conceptions of intelligence, and issues of equity and opportunity in school and society. Multiple faculty in the program have research programs that address issues of social justice and are committed to exploring the significant research and theories of learning and motivation as they apply to traditionally underserved populations. In summary, we are constantly exploring, testing, and reexamining new methods of integrating our core values in the MS in Educational Psychology Program.

Literacy and Reading Program: The CEHD core values are integrated throughout the literacy programs and courses, which consist of two master’s tracks (the reading specialist program and the PK-12 literacy classroom option), doctoral courses, courses across multiple teacher licensure programs (at the graduate and undergraduate levels), and an undergraduate course cross-listed with the College of Education and Human Development and the New Century College. Collaboration is evidenced in the ongoing recruitment of students for our largely cohort-based programs, the revision of program handbooks and admissions materials, the development of student and program assessment tools, the addressing of student concerns, jointly-conducted research projects, and close partnerships with area districts and schools. Ethical leadership is reflected in our work with the Literacy Advisory Board; this board informs all of the work of our area and guides our recruitment efforts and responsive revisions to courses. Our programs are oriented toward “literacy leadership”—a principle that we discuss with students in the very first program courses and that we rely on in the development of program assignments and assessments, particularly in the culminating courses in the reading specialist sequence. Our programs and courses are innovative through their responsiveness to the needs of our diverse students, educators, and communities—often to very specific needs of particular districts and schools. We consider and implement these innovations through our engagement with the Literacy Advisory Board and through our regular consultation with area P-12 literacy practitioners. Research-based practice is evident through our students’ engagement with the research efforts of our faculty and their frequent interactions as co-researchers. As well, as “literacy leaders,” our students consider, present, and discuss the latest in research reports in virtually every course. Finally, the literacy programs are closely focused on a social justice stance through the very nature of the activities in which our students engage, as reading specialists, literacy educators, and literacy leaders. All courses involve not only learning about diverse populations, but also conducting assessments and constructing pedagogical interventions for these diverse children and youth. The notion of “literacy leadership” with which we operate calls on our students to explicitly consider how their practices will improve the educational and life conditions of their own students.
**Other News**

The state license for Read:OutLoud 6, an eBook software program to read digital books aloud, has been renewed by the Virginia Department of Education through the George Mason University Accessible Instructional Materials Center (AIM-VA). Read:OutLoud 6 is an eBook software program that enables digital books to be read aloud. An estimated 170,000 students in 1,900 Virginia public schools utilize this software. More information can be found at [http://www.eschoolnews.com/2010/03/02/aim-virginia-renews-statewide-license-of-readoutloud-6-ebook-software/](http://www.eschoolnews.com/2010/03/02/aim-virginia-renews-statewide-license-of-readoutloud-6-ebook-software/)

**Please send requests to update the CEHD Web sites as follows:**

**GSE FACULTY/STAFF INFORMATION**  
**Martin Ford** (mford@gmu.edu), cc: **Pat Nash** (pnash@gmu.edu)

**GSE ACADEMIC PROGRAM AND STUDENT INFORMATION**  
**Ellen Rodgers** (erodger1@gmu.edu), cc: **Amie Fulcher** (afulcher@gmu.edu)

**SCHOOL OF RHT INFORMATION** (academic programs, faculty/staff, students)  
**Dave Wiggins** (dwiggin1@gmu.edu), cc: **Lisa Reeves** (lreeves1@gmu.edu)

**CEHD WEB INTEGRITY AND PROFESSIONALISM** (design, impact, impression)  
**Martin Ford** (mford@gmu.edu), cc: **Laurie Juliana** (l julian1@gmu.edu)

**EXCEPTION:**  
Center and Office Directors may continue to manage their own Web sites.