

Graduate Programs

Department of Curriculum and Instruction

Doctoral Degree Options for Prospective Applicants 2008



COLLEGE OF
EDUCATION

Department of Curriculum and Instruction
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Department of Curriculum and Instruction
Web page address: <http://www.education.umd.edu/EDCI>

**NOTE: Programs are under constant review and course requirements may change.
Please check with a faculty advisor for updates.**

Last updated on October 8, 2008

INTRODUCTION

THE COLLEGE PARK CAMPUS

The University of Maryland College Park (UMCP) is the flagship campus of the University of Maryland System. The College Park Campus is one of the largest institutions of higher education in the United States, enrolling approximately 35,000 undergraduate and graduate students. The 1300-acre campus is located ten miles north of Washington, D.C. and is approximately 30 miles from both Baltimore and Annapolis. This location provides unusual opportunities for the study of education. Among the rich and varied resources in close proximity to the campus are:

- urban, suburban, and rural local school districts;
- community colleges and four-year institutions of higher education;
- state government agencies;
- federal government agencies;
- the Library of Congress, National Archives, Smithsonian Institution, National Institutes of Health, National Library of Medicine, and the National Agricultural Library;
- the national headquarters of many professional associations for elementary and secondary school education, curriculum development, and higher and adult education.

THE GRADUATE SCHOOL

The Graduate School has jurisdiction over all of the graduate programs offered through academic departments. Students in EDCI are officially registered in the Graduate School, and degrees earned in the Department are conferred by the Graduate School. The administrative offices of the Graduate School are located on the second floor of the Lee Building. For information, call (301) 405-0376. Applications for graduate admission can be found on-line at www.gradschool.umd.edu.

THE COLLEGE OF EDUCATION

- **Ranked 25th in the nation** among the colleges of education by *U.S. News & World Report* for 2007.
- **Has nine ranked Educational Specialties** and a total of eight Top 15 ranked specialties

- Offers doctoral degrees and provides research- and practice-oriented programs through its seven **departments**: Counseling and Personnel Services; Curriculum and Instruction; Education Leadership, Higher Education and International Education; Education Policy Studies; Human Development and Institute for Child Study; Measurement, Statistics and Evaluation; and Special Education.
- Programs prepare educators, counselors, psychologists, administrators, researchers, and specialists.
- Programs are **accredited and approved** by: National Council for Accreditation of Teacher Education, MD State Department of Education, American Psychological Association, Middle States Commission on Higher Education, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education.

All professional education preparation programs in the college build on a basic understanding of and advocacy for children and youth. The College of Education offers model teaching and teacher preparation programs involving research and service in early childhood, elementary, secondary, special education, and TESOL. The Center for Young Children, operated through the Department of Human Development, is ranked as one of the best pre-schools in the nation. Through these programs and the training offered in educational policy and leadership, the college has forged partnerships with school systems, administrators, and teachers throughout the state and has influenced educational policy across the nation. Among the college's institutes and centers is the Maryland Institute for Minority Achievement and Urban Education, which focuses applied research on the issue of the minority achievement gap and urban education initiatives. (Web address: www.education.umd.edu)

THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

The Department of Curriculum and Instruction is one of seven departments within the College of Education.

- At the Doctoral level, it is composed of nine **interrelated program areas** which span the following educational disciplines: English, Literacy, Speech Communication, and Theatre Education; Mathematics Education; Minority and Urban Education; Music Education; Professional Development/Teacher Education; Reading Education; Second Language Education and Culture; Science Education; Social Studies Education.
- *U.S. News & World Report* ranks the department **14th in the nation**, and the department's innovative programs, high-caliber faculty, and cutting-edge research centers offer students rich and diverse undergraduate, graduate and postgraduate experiences. Its reputation and location **near Baltimore and Washington, D.C.**, provides students with a wealth of opportunities to work in diverse school districts, collaborate with educational associations, and engage in important, practical research.

Mission of the Department

The mission of the Department of Curriculum and Instruction is to *lead* the research, teaching, and service efforts of the University of Maryland that support and improve educational opportunities for children and youth in Maryland and the nation as a whole. Faculty and staff accomplish this by:

- (1) conducting research that contributes to teaching and learning theory, curricular designs, school improvement, and student achievement;
- (2) creating and evaluating research-based teacher education and teacher enhancement programs;
- (3) preparing reflective practitioners and researchers for a multicultural society; and
- (4) engaging in professional service activities.

Effective educators draw on many types of knowledge in making decisions about their professional practice. They are guided by knowledge of subject matter, curricula, learners, instructional and assessment strategies, and the social context of schooling. The programs in EDCI contribute to and draw upon the research basis for practice in these areas through disciplined inquiry and critical interpretation.

Researchers and practitioners in a Department of Curriculum and Instruction have a deep knowledge of subject matter -- their understanding of the concepts within a domain as well as their grasp of the structures of the subject matter. They understand the ways in which the principles of a discipline are organized. They also know the canons of evidence and proof that guide inquiry in the field.

Researchers and practitioners also

- Draw upon their **knowledge of curriculum** -- their understanding of the programs and materials designed for the teaching of certain topics and subjects at a given level.
- Have **knowledge of learners**, including knowledge of student characteristics and cognitions as well as knowledge of motivational and developmental aspects of how students learn.
- Understand **educational goals and the assessment** of student progress which are essential to conducting and understanding research and making decisions.
- **Know of social contexts** and understand how educational goals and learning are embedded in larger social issues (e.g., racism, sexism) and cultural problems (e.g., cultural diversity, economic inequalities).
- Have **knowledge of pedagogy** - knowledge of pedagogical principles and strategies that are subject matter or topic specific principles and strategies that are not bound by subject matter.

All degree programs are developed and implemented by highly qualified faculty who work in specialty areas within Curriculum and Instruction. Each specialty area has carefully designed graduate programs that prepare professionals in that area.

Guiding Principles for Department Programs

The Department of Curriculum and Instruction, in collaboration with other departments in the College of Education, is a leader in the University of Maryland's efforts to support and improve education in the state and across the nation. To achieve its goals, the Department maintains strong research and teaching programs focused on education in core disciplines of schools at the elementary and secondary levels. Decisions about program development, staffing, and resource allocation in the Department reflect a commitment to the following basic principle:

That faculty and graduate student research is crucial to understanding and improving the teaching, learning, and curricula of the schools and the education of professional staff for those schools.

This commitment implies that all Department faculty are expected to be actively engaged in conducting research, disseminating the findings of their research, and engaging graduate students in studies that will prepare them for careers emphasizing substantial research activity. This commitment is reflected in every program and area of specialization within the Department.

DOCTORAL PROGRAM GENERAL INFORMATION AND REQUIREMENTS

The Department offers a variety of programs individually designed to meet graduate students' personal and professional goals, which may include educational research, teaching (K-12 and post-secondary), supervising, providing leadership as curriculum specialists within the disciplines, and teacher education at all levels (elementary, secondary and higher education). These programs are organized around the following set of specialization areas:

- English, Literacy, Speech Communication and Theatre Education
- Mathematics Education
- Minority and Urban Education
- Music Education
- Professional Development/Teacher Education
- Reading Education
- Second Language Education and Culture
- Science Education
- Social Studies Education.

All of these programs share the following options and requirements:

Degree Options: The Department offers two degree options at the doctoral level: the Ph.D. option and the Ed.D. option. The doctorate requires a planned sequence of approximately 60 semester hours beyond the master's degree. Doctoral students are required to take a comprehensive examination prior to approval of their doctoral dissertation committee. An oral examination in defense of the dissertation is required.

Both degree program options have expectations that the students demonstrate high standards of scholarship and the ability to engage in independent research. The two degree programs differ in that the Ph.D. program is more theory oriented while the Ed.D. program emphasizes the preparation of professional leaders; there are also differences in the number of dissertation credits required.

Time Limits: All requirements for the doctoral degree must be completed within a 9-year period from date of admission. In addition, the maximum time allowed between admission and advancement to candidacy is 5 years; the maximum time allowed between advancement to candidacy and conferring of the degree is 4 years.

Transfer of Credit for Doctoral Students: The University of Maryland does not officially accept or acknowledge transfer credit at the doctoral level. Previous work taken at other institutions may, however, be used to satisfy certain degree requirements if it is determined acceptable and applicable by the Department. Courses satisfying degree requirements at UMCP that were taken at another institution should be listed on the student's doctoral program form. However, outside credits at the doctoral level are not treated as "transfer credit" and will not appear on the students' UMCP transcript.

Credit by Examination and Work Experience: The Department does not allow credit-by-examination or work experience to meet any of its requirements.

Comprehensive Examinations or Portfolio: Doctoral degree students in the Department must take either a twelve-hour written comprehensive examination or complete a portfolio requirement, depending on the specialization area. Exams or portfolio requirements are arranged with your program advisor.

Dissertation Requirement: All doctoral students are required to write a dissertation. The Ph.D. dissertation (12 credits minimum) is to be an original research study that adds to the knowledge of the student's area of specialization. The Ed.D. dissertation (6 credits minimum) may be the development or application of theory to a problem or situation.

Course Requirement: All doctoral students are required to complete 18 credits of core course (see below) and specialization area requirement (see below).

EDCI Doctoral Core Requirements (minimum 18 credits)

Core for Research: (Minimum 12 credits)

All EDCI doctoral students should have foundational preparation in research methodology appropriate for their program. Students are expected to enter their programs with at least a background in introductory statistics at the EDMS 645 level or equivalent. If they have not fulfilled this requirement prior to entering, they must satisfactorily complete EDMS 645 or its equivalent before beginning the research methodology core (i.e., an introductory statistics course does not count in the doctoral plan of studies).

For core, EDCI requires all doctoral students to complete EDCI 790, Epistemological Bases of Education Research (3 credits), as a foundational experience in the variety of ways research efforts have been conceptualized. EDCI also requires that all doctoral students develop a balanced in specific research approaches in the areas of qualitative and quantitative methods. To satisfy this requirement, students take EDCI 791 (3 credits) and EDMS 646 (3 credits). Finally, EDCI requires that all students -- in consultation with their advisor and with respect to the methodological direction of their dissertation -- take an additional sequence of advanced research (e.g., EDCI 792, EDMS 651). (For Ed.D. candidates, the sequence of advanced courses may be program evaluation and assessment courses.)

Core for Teaching and Learning: (Minimum 3 credits)

All EDCI doctoral students should have a solid foundation in the scholarly literature on teaching and learning. This instruction should introduce students to various theories of teaching and learning, provide an overview of relevant research literature, and encourage exploration of these issues from perspectives outside their own specialization. In their first fall semester of enrollment in the doctoral program, all doctoral students are required to enroll in EDCI 780, Theory and Research in Teaching

(3 credits). In their first fall semester of enrollment in the doctoral program, students should be encouraged to register for this course.

Core for Diversity: (Minimum 3 credits)

All EDCI doctoral students should have formal instruction in issues relevant to gender, race, and class. This requirement complements priorities across the University to address diversity issues, especially in urban contexts, from different perspectives. EDCI students are required to complete satisfactorily EDCI 776, Urban Education (3 credits), OR a relevant substitute approved by the student's advisor and GREL.

I. ENGLISH, LITERACY, SPEECH COMMUNICATION AND THEATER EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 15 credits)

Recommended: EDCI 640, EDCI 642, EDCI 644, EDCI 673, EDCI 740, EDCI 741, EDCI 745, EDCI 840, EDCI 841

Other courses may be taken with advisor approval from following departments: English, Comparative Literature, Anthropology, American Studies, Psychology, Women's Studies, Communication, Linguistics, History, Classics, Theater, Film, Hearing and Speech, Journalism, Human Development, or Philosophy.

Electives: (minimum 15-21 credits)

Other courses may be taken with advisor approval from the following departments: *Curriculum and Instruction, English, Comparative Literature, Anthropology, American Studies, Psychology, Women's Studies, Communication, Linguistics, History, Classics, Theater, Film, Hearing and Speech, Journalism, Human Development, or Philosophy.*

Dissertation Research: Minimum 12 credits of EDCI 899 for Ph.D.
Minimum 6 credits of EDCI 899 for Ed.D.

Minimum - 60 credits beyond master's degree

II. MATHEMATICS EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 18 credits)

Foundations of Mathematics Education (FME):

- EDCI 751: FME I: Theory and Research on Mathematical Thinking and Learning
- EDCI 752: FME II: Theory and Research on Mathematics Teaching
- EDCI 753: FME III: Curriculum
- EDCI 754: FME IV: Policy and Teacher Preparation/Development in Math Reform

Foundations of Mathematics

- MATH 498: Foundations of Mathematics for Educators I and II, or 6 credits of mathematics at the 400 level or above with courses selected in consultation with your advisor.

Electives: (minimum 15 credits)

Further coursework in mathematics education, mathematics, or cognate areas in education.

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

Additional mathematics courses may be required, depending on prior background. Programs with an emphasis on secondary school or higher level mathematics education require the equivalent of a master's degree in mathematics in post-baccalaureate study.

Minimum - 63 credits beyond master's degree

III. MINORITY & URBAN EDUCATION (Ph.D. option only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses (Minimum 18 Credits)

Specialty Courses (The Following 12 Credits Required) (12)

EDCI 698A Community Teachers Institute Seminar (1)

(Students may opt to take this course in lieu of one credit of EDCI 788U after having taken 2 consecutive semesters of EDCI 788U. Otherwise, this course is **not** required)

SOC 699E Schooling and Inequality

EDCI 776 Urban Education

EDCI 788U Minority Institute Seminar (1)

(Students should register for this course for 3 consecutive semesters beginning with the first semester.)

EDPL 837 Race, Social Justice & the Curriculum

Minimum 6 Credits from the following (6)

EDPL 607 Culture and Education in Global Context

EDPL 613 Educational Sociology

URSP 650 Urban Political Economy

EDCI 698 Conducting Research on Teaching

SOCY 729B Advanced Topics in Substantive Theory: Critical Race Theory

(other relevant courses may be substituted with permission of the advisor.)

EDCI 788I Socio-cultural Factors in Second Language Education

Cognate Area: Students should select a cognate area and take the appropriate courses as electives. Students are encouraged to select one of the following areas or a subject matter field within the Department of Curriculum & Instruction

Electives (Minimum 12 Credits) (12)

African American Studies

AASP443 Blacks and the Law

Educational Leadership and Policy Studies

EDPL 605 Comparative Education

EDPL 608 Gender & Education

EDPL 611 Culture in Education Policy & Practice

EDPL 634 The School Curriculum

EDPL 636 Communication and School Curriculum

Sociology

SOCY 467 The Sociology of Education

Urban Studies and Planning

URSP 606 Urban Economics and Public Policy

URSP 632 The Urban Neighborhood

Women's Studies

WMST 611 Power, Gender & the Spectrum of Difference

WMST 618 Feminist Pedagogy

(Students can work with advisor to create a specialized sequence of courses in this area.)

Dissertation Research (Minimum 12 Credits)

EDCI 899 Doctoral Dissertation Research

(12)

60 Credits beyond the Master's Degree

COGNATE OR MINOR CONCENTRATION IN MINORITY & URBAN EDUCATION

Students in the Department of Curriculum & Instruction who have a major concentration in another area such as Literacy, Science, Math, Teacher Education etc., may elect to have Minority & Urban Education as a cognate or minor area of focus. Students considering this option should consult with their advisor. At least four of the following courses are required:

EDCI 776 Urban Education

EDCI 782 Power, Privilege & Diversity in Teaching

EDCI 788I Socio-cultural Factors in Second Language Education

EDCI 788 Conducting Research in Urban & Minority Communities

SOCY 699E Schooling and Inequality

IV. MUSIC EDUCATION (Ph.D. Option Only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

MUED 690	Research in Music Education	3
MUED 692	Foundations in Music Education	3
EDCI 899	Doctoral Dissertation Research (minimum hours)	12
	Advanced Methodology in Music Education	6 - 12
Related Areas in Music Education		
	(e.g., Learning Theory, Assessment Music Cultures in the classroom)	6 - 12
	Musical understanding and knowledge (Historical and Theoretical)	6 - 12
	Related Cognate area (Learning Theory, Philosophy, Ethnomusicology, conducting)	6 - 12

Minimum - 60 credits beyond master's degree

Background Requirements:

Bachelor of Music Education (with Certification)
Five years of successful teaching suggested
Master of Music/Education suggested
Music/Music Education

**V. PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION
(Ph.D. and Ed.D. Options)**

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 15 credits)

Required (9 credits):

EDCI 784 Teaching, Professional Development and School Improvement
EDCI 785 Teacher Preparation, Diversity, and Social Change
EDCI 882 Pedagogy of Teacher Education
(or similar courses approved by advisor)

6 credits from the following:

EDCI 787 Disciplinary Knowledge, School Subjects and Teaching Practice
EDCI 788K Transformative Pedagogies and School Subjects
EDCI 792 Conducting Interpretative Inquiry in Classroom Contexts
EDCI 698 Conducting Research on Teaching
EDCI 888 Apprenticeship in Education
EDMS 651 Intermediate Statistics in Education
EDPL 737 Phenomenological Inquiry
EDPL 711 Oral History and Education
(or equivalent courses to be determined by advisor)

Cognate Area Electives (minimum 12 credits; at least 9 credits in one area)

African American Studies
Anthropology
Curriculum Theory
History
School Subject Area Emphasis (e.g. math, reading, social studies, science)
Social Foundations
Sociology
Urban Studies
Women's Studies
(of other relevant areas approved by advisor)

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

Minimum 60 Credits beyond master's degree

Note: Preferred candidates will have teaching experiences within grades K-12.

VI. READING EDUCATION (Ph.D. option only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 12 credits)

Required Specialty (minimum 12 credits):

- EDCI 769a Theory and Research in Reading
- EDCI 769b Theory and Research in Reading
- EDCI 860 Seminar in Reading Education
- EDCI 861 Research Methods in Reading

Electives (minimum 15 credits)

Other courses in the specialty such as:

- EDCI 660 Diagnostic Reading Instruction
- EDCI 661 Content Area Reading
- EDCI 663 Issues in Reading Education
- EDCI 664 Clinical Assessment in Reading
- EDCI 665 Clinical Instruction in Reading
- EDCI 666 Leadership in Schoolwide Reading Program
- EDCI 761 Advanced Clinical Practices in Reading Assessment
- EDCI 762 Advanced Clinical Practices in Reading Instruction

Also acceptable: courses outside the specialty area such as EDCI Writing courses, EDCI TESOL courses, in consultation with faculty advisor.

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.

Minimum - 57 credits beyond master's degree

VII. SECOND LANGUAGE EDUCATION AND CULTURE (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum: 15 credits)

May include other courses as they become available.

EDCI 630 Foundations of Second Language Education: Political, Social and Legal Trends and Issues

EDCI 635 English Grammar for Teachers of English to Speakers of Other Languages

EDCI 730 Theory and Research in Second Language Teaching, Learning, and Assessment

EDCI 732 Second Language Acquisition

EDCI 788 Selected Topics in Teacher Education: Learning Styles and Strategies

EDCI 788 Special Topics in Teacher Ed.: Special Education and Oral Language Development in TESOL

EDCI 788 Sociocultural Factors in Second Language Education

EDCI 798 Special Problems in Teacher Education: International Perspectives in Language, Schooling, and Culture: Cultural and Linguistic Immersion for Teachers of ESOL

NOTE: EDCI 788 (Selected Topics in Teacher Education) and EDCI 798 (Special Problems in Teacher Education) may be taken more than once upon consultation with advisor.

Students should be taking courses at the 600 level or above for their doctoral program. In some instances, the doctoral student may not have taken some of the foundational courses that are helpful (although not necessarily required) for gaining the most from the advanced courses listed above. In such a situation, the advisor has the prerogative of recommending one or more foundational course(s) to be taken as part of the doctoral program. Please refer to the Master's Program Sheet for TESOL or the Master's Program Sheet for Foreign Language Education.

Electives: (15 credits)

NOTE: It is usually more productive to take courses leading to a unified cognate area than to take five elective courses that are totally disparate. Cognate area courses must be at the graduate level.

Select cognate area from the following subject fields:

- Adult Education (see selected EDPL course listings in Graduate Catalog)

- Cognitive Science (see selected EDHD, LING, and PSYC course listings in Graduate Catalog)
- Curriculum (see selected EDCI and EDPL course listings in Graduate Catalog)
- Diversity (see selected AASP, AAST, EDCI, EDHD, EDPL, and SOCY course listings in Graduate Catalog)
- Early Childhood Education (see selected EDCI and EDHD course listings in Graduate Catalog)
- Educational Psychology (see selected EDHD course listings in Graduate Catalog)
- Educational Technology (see selected EDCI, EDHD, and EDPL course listings in Graduate Catalog)
- Elementary Education (see selected EDCI course listings in Graduate Catalog)
- English Language or Literature (see selected ENGL course listings in Graduate Catalog)
- English Education (see selected EDCI course listings in Graduate Catalog)
- Foreign Languages and Area Studies (see selected AAST, CHIN, FOLA, FREN, GERM, GREK, HEBR, ITAL, JAPN, JWST, LASC, RUSS, SLAV, and SPAN course listings in Graduate Catalog)
- Human Development (see selected EDHD course listings in Graduate Catalog)
- Hearing & Speech, Phonetics, Phonology, Pronunciation (see selected HESP course listings in Graduate Catalog)
- International Education (see selected EDPL course listings in Graduate Catalog)
- Language Arts Education (see selected EDCI course listings in Graduate Catalog)
- Linguistics (see selected LING course listings in Graduate Catalog)
- Policy Studies (see selected EDPL course listings in Graduate Catalog)
- Psychology (see selected EDHD and PSYC course listings in Graduate Catalog)
- Reading (see selected EDCI and EDHD course listings in Graduate Catalog)
- Rhetoric (see selected ENGL course listings in Graduate Catalog)
- Secondary Education (see selected EDCI course listings in Graduate Catalog)
- Second Language Acquisition & Application (see selected SLAA course listings in Graduate Catalog)
- Special Education (see selected EDSP course listings in Graduate Catalog)

- Teacher Education (see selected EDCI and EDPL course listings in Graduate Catalog)
- Other areas with approval of advisor

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

Minimum – 60 credits beyond master’s degree

VIII. SCIENCE EDUCATION (Ph.D. and Ed.D. Options)

Department Core Requirements: (minimum 18 credits)

Science education doctoral students must meet the Department Core requirements, as described on page 8, with one additional stipulation: Along with the departmental prerequisite of EDMS 645, in quantitative methods, science education doctoral students must also demonstrate basic competency in qualitative methods, at least to the level of EDCI 791.

Science Education Core (12 credits)

The three core courses in science education are EDCI 670, 770, and 771; students choose at least one course beyond that sequence, such as EDCI 671, Teaching Science in Elementary School, 677, Computers in Science Education, special topics or other courses as approved by the advisor.

Electives: (minimum 15 credits)

Science education students elect a field of science for specialization. We expect that, by the completion of their degree, all science education doctoral students will have demonstrated graduate-level understanding in that field. Students concentrating on K-8 science education should also demonstrate a breadth of understanding, at the introductory level, across other sciences. Students concentrating on secondary and college levels should demonstrate masters-level understanding in their field of specialization. (Some students may need to take more than 15 credits of courses to meet these expectations.)

In addition to fulfilling the science content requirement, students may choose from courses in cognition, technology, history and philosophy of science, and other cognate areas. Students may also design their own independent studies in consultation with their research advisors.

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

IX. SOCIAL STUDIES EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 25.

Social Studies Program Specialty Courses: (12 credits minimum)

- EDCI 720 Theory & Research in Social Studies Education
- EDCI 787 Disciplinary Knowledge, School Subjects, and Educational Reform
- EDCI 820 Seminar in Social Studies Education

and one of the following

- EDCI 782 Power, Privilege, Diversity and Teaching
- EDCI 784 Teaching, Professional Development, and School Change

Electives (15 credits minimum)

Examples: Courses in Curriculum Theory, Educational Social Foundations Leadership, Academic Disciplines (e.g., History, Geography, Political Science, African American Studies), additional research methods.

Dissertation Research: Minimum of 12 credits of EDCI 899 for PhD;
Minimum of 6 credits of EDCI 899 for Ed.D.

The doctorate requires a planned sequence of approximately 60 credits beyond the master's degree, or 90 credits beyond the bachelor's degree.

Note: Ed.D. students would take 6 credits additionally in electives.

ADMISSION TO DOCTORAL STUDY IN THE DEPARTMENT

Application for Admission

Department recommendations for admission must be approved by the Graduate Studies Office of the College, and by the Graduate School. The University of Maryland strongly encourages all eligible applicants to apply on-line at <http://www.gradschool.umd.edu/gss/admission.htm>. However, if for some reason you cannot complete the Online Application, you may also download an Adobe PDF document version of the application booklet.

The College of Education requires applicants to submit an additional application called the Application Supplemental Form (ASF). Applicants will be contacted via email after submitting the University's Online Application. A system-assigned login and password will be provided at that time. In most cases, students will be contacted within 2-4 business days of submitting their Online Application.

To access the on-line application and for a listing of materials required to complete your application packet, please visit the Graduate School's admission web site at <http://www.gradschool.umd.edu/gss/admission.htm>.

Please note that for ALL EDCI programs:

The **Major/Program** is Curriculum and Instruction

The **four-letter code** is EDCI

The **Area of specialization** is where you will indicate your specific area or program within EDCI.

Send to the Enrollment Services Operations (ESO)

- ❑ **A completed on-line application**
- ❑ **A non-refundable application fee of \$60**
- ❑ **One complete set of official transcripts reflecting all undergraduate and graduate work completed or in progress.** *Each transcript must bear the signature of the registrar and the seal of the granting institution and should include the years of attendance, courses taken, grades received, class standing and the degree, certificate or diploma received. If the applicant attended the University of Maryland, College Park, the Graduate School will obtain your records of courses completed on the College Park campus. To facilitate the processing and review of an application, unofficial copies of transcripts from institutions other than the University of Maryland, College Park may be used for review processes. Official copies of those transcripts, however, are required before full admission can be granted.*
- ❑ **Three letters of recommendation** preferably from former professors who can assess the applicant's academic potential and from employers who are familiar with the applicant's work experience.
- ❑ **Statement of Goals, Experiences, and Research Interests**

- ❑ **A Maryland In-State Status Form** if you wish to apply for Maryland resident status. Students who apply online do NOT have to submit this form in hardcopy as well.
- ❑ **Standardized Test Scores** (when applicable, see page 25 for details)

Send to the College of Education (COE)

- ❑ A sample of the applicant's professional writing which provides evidence of ability to consider and write about complex ideas relevant to education.

International Applicants must also submit the following to ESO:

- ❑ **TOEFL scores.** Applicants are expected to read, speak, and write English fluently. Detailed information about the TOEFL requirement can be viewed at <http://international.umd.edu/ies/94> **Note: The SLEC program requires a minimum of 600 on the paper-based test TOEFL or 233 on the computer-based TOEFL.**
- ❑ A statement regarding the applicant's financial support in order to assure that the applicant has sufficient financial resources to meet educational and living expenses.
- ❑ International Applicants already in the US must provide copies of the I20, I94, and passport visa stamp.

MAILING ADDRESSES:

The Office of Student Services
 College of Education
 1204 Benjamin Building
 University of Maryland
 College Park, MD 20742

University of Maryland College Park
 Enrollment Services Operations
 Application for Graduate Admission
 Room 0103 Mitchell Building
 College Park, MD 20742

Deadlines

Deadlines for consideration of applications from U.S. citizens and permanent residents follow:

*For US citizens and Permanent Residents:

<p>FALL: High Priority – Nov. 15 Priority – Jan 20 Final – April 1</p>	<p>SPRING: Preferred - September 1 Final - October 1</p>
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*For International Applicants Seeking F (Student) or J (Exchange Visitor) visas:

<p>FALL: FINAL - February 1</p>	<p>SPRING: FINAL - June 1</p>
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In general, it is to the student's advantage to apply well before the published deadline, particularly if the applicant intends to be considered for a fellowship, assistantship, or other form of financial aid (most of which require that a student be admitted as a condition of eligibility).

Procedures Used in Processing Applications

Responsibility for processing applications for admission is a joint effort between the Graduate School, College of Education's Graduate Studies Office, and the Department of Curriculum and Instruction. Initially, application materials are collected by the College of Education's Graduate Studies Office and forwarded to the Department upon their completion. The appropriate departmental program review committee then reviews the application files and a recommendation is made. Each recommendation is subject to approval by the Director of Graduate Studies, the Department Chair and ultimately by the Graduate School.

Degree-Seeking Admission (For non-degree seeking see page 25)

The departmental program review committees recommend one of three actions: admission for full graduate status, admission for provisional graduate status, or rejection. The Graduate School and the College of Education communicate recommendations of the committee to the applicants. Students may appeal decisions of the departmental program committee by stating the basis for the appeal in writing to the Department Chair.

To be recommended to full graduate status, an applicant must meet all minimal quantitative criteria and provide satisfactory qualitative assessments. The intent of provisional graduate status is to admit students who meet the qualitative assessments and not the minimal quantitative criteria, but nonetheless show academic promise.

Courses taken by a student on provisional graduate status may be counted toward degree requirements. A student on provisional status who fails to meet the conditions established will not be continued in the program unless circumstances warranting an exception can be clearly demonstrated. A student may appeal a dismissal decision to the Department Chair.

Admission Criteria

Both quantitative and qualitative factors are used in making admissions decisions. To be admitted for full status in doctoral programs, a minimum undergraduate grade point average of 3.0 and graduate grade point average of 3.5 is required. Additionally, applicants must have a minimum score in the 40th percentile on each section of the GRE (general). Provisional status, while not guaranteed, may be granted to program applicants with marginal grade point averages if other compelling evidence of academic potential is presented.

In addition, qualitative information is reviewed in making admission decisions. For most, compatibility of the applicant's statement of academic and professional career objectives with an EDCI program area is reviewed. The quality and compatibility of prior experience is also relevant. For doctoral applicants, a writing sample is judged for evidence of the applicant's ability to consider and write about complex ideas. Finally, letters that attest to the applicant's academic, scholarly, and professional potential are examined.

Standardized Test Requirements for Doctoral Programs in EDCI

Graduate Record Examination (GRE) general test is required for all Doctoral students, both Ph.D. and Ed.D. (minimum score 40th percentile)

See www.ets.org/gre/ for registration information and dates

TOEFL Exam

All students at the University of Maryland are expected to read, write and speak English fluently. International students must demonstrate a proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL) or the Advanced Placement International English Language Exam (APIEL). For current information on the minimum requirement at the University of Maryland, please go to <http://international.umd.edu/ies/94>

Note: The SLEC program requires a minimum of 600 on the paper-based test TOEFL or 233 on the computer-based TOEFL.

FINANCIAL ASSISTANCE

Five basic forms of financial aid may be available to qualified full-time students.

- merit fellowships, including recruitment, retention, and dissertation awards
- Federal work study program
- graduate assistantships
- student loans

The department provides a limited number of assistantships, with duties ranging from teaching to administrative and research support. These are competitively awarded and almost exclusively limited to full-time doctoral students. **NOTE:** A mentoring and supervising course is required for all graduate assistants who will have a supervising assignment in EDCI (1 credit).

Admission to a degree program in the Department is a prerequisite for any financial aid award. A detailed description of each form of assistance can be found on the University of Maryland, Student Financial Aid website at www.umd.edu/FIN.

NON-DEGREE ADMISSIONS

Students not seeking a degree may be allowed to take course work in the Department. The Graduate School offers two categories of non-degree status: Advanced Special Student and Visiting Graduate Student. The Graduate School establishes the criteria required for admission as a non-degree seeking student (see Graduate School website for details www.gradschool.umd.edu).

Advanced Special Student

The Advanced Special Student status is designed to provide an opportunity for post-baccalaureate, post-masters, and post-doctoral students to take graduate level coursework in line with their interests and abilities. Coursework, however, does not guarantee later admission to a degree program.

Important Graduate School or Department policies concerning Advanced Special Students are:

- admission in this status can continue for a period of up to five years.
- admission is terminated if there is no registration in two consecutive semesters (Fall and Spring).
- students in this status are not eligible to hold appointments as Graduate Teaching or Research Assistants or Fellows, nor can they qualify for student financial aid.

Advanced Special Students are eligible for all other services provided to other graduate students (e.g., parking and library privileges).

Visiting Graduate Student

The Visiting Graduate School status is designed to provide an opportunity for students matriculated in another university to take course work in the Department. Ordinarily, admission in this category is offered for one year only.

For further information about Non-degree and Special Graduate Admission Options visit: http://www.gradschool.umd.edu/gss/non_degree_admission.htm.

Advising Graduate Students in EDCI
(Adopted by the EDCI GREL Committee on January 19, 2006).

Below are some brief notes that the EDCI Graduate Research and Education Leadership committee agreed constitute expectations for advisors and advisees.

I. Expectations of Advisor

- Know advisees interests and promote research interests, reading suggestions, opportunities for presentations, paper submissions, etc. Network with other students and faculty.
- Be aware of major steps such as need for mandatory initial advising, submission of program of study, requirements for IRB filings, certification of comprehensive exams and admission to candidacy, etc. Keep a paper trail of important documents and substantive conversations. For a complete list see of important steps and forms see http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/
- Know sources of information, Web sites, Dept. Grad Secretary, Office of Student Services, University Directory of Services and utilize as needed.
- Keep advisees apprised of sabbaticals, long absences (a 2 months in advance notice seems reasonable), and give them a way to contact you or another faculty member who has consented to do so during these periods. In cases of leaves of absence or resignation, coordinate any needed shift of advisor responsibilities with the unit head and department chair well in advance (2 months) of departure. Disposition of advisees is an important consideration that should be discussed with the unit head and department chair prior to sabbaticals or leaves.
- Respond to inquiries and sign forms in a reasonable period of time, normally within 10 working days.
- Update the Department Graduate Administrative Assistant's list of advisees when submitted to you at the start of the semester

NOTE: The College is in the process of instituting new procedures on tracking student progress. These will need to be incorporated in the above list when they become available.

II. Expectations of Advisees

- Keep your advisor apprised of research interests, employment needs, course enrollment, plans, any changes of address, phone, status, etc.
- One semester prior to your anticipated graduation, obtain an audit from Student Services.
- Read graduate guide and keep track of required forms and deadlines. Be aware of advisor's schedule and submit necessary forms in a fashion that allows the advisor to process them. When doing so think about professional meetings, etc. Some of the forms are:

Program of Study (Masters)
Nomination of Thesis Committee
IRB Applications
Application to Graduate (M)

For a complete list see of important steps and forms see

http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/

III. Changing Advisors

There is a form, available in Room 2311, that requires the signature of the new advisor and of the original advisor (if available). The form is a memo to the Department Chair. Such a change can be made at any time, but be sure it is complete and processed before submitting other forms that require an advisor's signature.

FACULTY PROFILE

Dr. Peter Afflerbach: Professor, Ph.D., The University at Albany, State University of New York; joined faculty in 1990; teaching and research interests include reading assessment and related practical and technical issues, the development of reading strategies from novice to expert reader, and the think-aloud methodology. (301) 405-3159. (email: afflopa15@umail.umd.edu)

Dr. Andrew Brantinger: Assistant Professor

Dr. Patricia F. Campbell: Associate Professor, Ph.D., Florida State; joined faculty in 1982; teaching and research interests focus on enhancing instructional practice and increasing student achievement in mathematics within urban schools. (301) 405-3129. (email: patcc2@umail.umd.edu)

Dr. Marilyn J. Chambliss: Associate Professor, Ph.D., Stanford University; joined faculty in 1996; teaching and research interests include developing literacy in the content areas of science and social studies. (301) 405-7410. (email: marilyn@umd.edu)

Dr. Daniel I. Chazan: Associate Professor, Ed.D., Harvard Graduate School of Education; joined the faculty in 2002. His teacher in research interests include the teaching and learning of secondary school mathematics broadly and, more specifically, the role of students' ideas, technology which supports student exploration, and the potential of the history and philosophy of mathematics for informing such teaching and learning. (301) 405-8539 (email: dchazanc278@umail.umd.edu)

Dr. Lawrence Clark: Assistant Professor, Ph.D., Emory University; joined faculty in 2007; teaching and research interests include influences on secondary mathematics teachers' instructional practices, particularly in schools with a history of low performance. (301) 405-1398. (email: lmclark@umd.edu)

Dr. Janet Coffey: Assistant Professor, Ph.D., Stanford University; Joined faculty in 2003; teaching and research interests lie in science education, specifically at the intersections of everyday assessment and student learning, teacher change in the realm of assessment, and trends in policy and research in science education. (301) 405-8345 (email: jecoffey@umd.edu)

Dr. Mariam Jean Dreher: Professor, Ph.D., University of California, Riverside; joined faculty in 1980; teaching and research interests include effective reading instruction especially helping students learn to locate and use information. (301) 405-3158. (email: md37@umail.mjdreher@umd.edu)

Dr. Ann Edwards: Assistant Professor, Ph.D. expected December 2006; joined faculty in 2006; teaching and research interests include mathematical cognition, mathematics teacher learning and professional development, the role of discourse and interaction in learning, issues of equity in mathematics education. (301)305-6343. (email: aedwards@umd.edu).

Dr. Anna O. Graeber: Associate Professor Emeritus and Associate Chair, Ed.D., Teachers College Columbia University; joined faculty in 1986; teaching and research interests include students' alternative conceptions in mathematics and the teaching and learning of mathematics at the middle school level. (301) 405-7060. (email: annagrae@umd.edu)

Dr. David Hammer: Professor, Ph.D., University of California, Berkeley; joined faculty in 1998; teaching and research interests include teacher thinking and physics education. (301) 405-8188. (email: davidhamh194@umail.umd.edu)

Dr. William G. Holliday: Professor, Ph.D., University of Texas; joined faculty in 1986; teaching and research interests include learning and teaching linked to content knowledge, strategies, motivation and situated cognition theory, integrated curriculums, and linking teachers to research and policy developments. (301) 405-3135. (email:)

Dr. Sherick A. Hughes: Assistant Professor, Ph.D., University of North Carolina at Chapel Hill; joined the faculty in Fall 2007; teaching and research interests include culture, curriculum and change in urban and rural settings, qualitative research methods in teacher education and how race/ethnicity, class and gender connect at the intersection of ideology, political economy and schooling. (301) 405-5783. (email: shughes1@umd.edu)

Dr. Maria Hyler: Assistant Professor

Dr. David Imig: Professor of the Practice and Associate Chair, Ph.D., University of Illinois, Urbana, Champaign; joined the faculty in Spring 2006; He directs the Center for the Study of Advanced Practice in Education for the College and is leading an effort of the Faculty Senate to better differentiate between the Ph.D. in Education and the Ed.D. His teaching and research interests include teacher education policy, professionalism, pedagogy and practice. (301) 405-8657 (email: dimig@umd.edu)

Dr. Stephen Koziol: Professor, Associate Dean, Ph.D., Stanford University; Joined faculty in 2003; teaching and research interests include English teaching methodology, research and design in teacher education, teacher performance -assessment, policy in teacher education. (301) 405-3117. (email: skoziol@umd.edu)

Dr. Victoria MacDonald: Visiting Associate Professor, Ed.D. and Ed.M. from Harvard University. Joined the faculty in Fall 2007; teaching and research interests include History of Education, Latino Education and Policy, Black and Latino relations, and history of Southern Urban education. (301) 405-3324. (email: vmacдона@umd.edu).

Dr. Melinda Martin-Beltran: Assistant Professor, Ph.D. Stanford University, joined faculty in 2006; Teaching and Research interests include Second language learning, bilingualism and classroom interaction; sociocultural and qualitative research in Second Language Acquisition; Cultural and linguistic diversity. (301) 405-4432. (email: memb@umd.edu).

Dr. Joseph McCaleb: Associate Professor, Ph.D., University of Texas at Austin; joined faculty in 1976; teaching and research interests include inclusive education and literacy education, particularly the use of storytelling to build community among multicultural learners and for professional development among school staff. (301) 405-3133. (email: jlm33@umail.umd.edu)

Dr. J. Randy McGinnis: Professor, Ph.D., University of Georgia; joined faculty in 1993; teaching and research interests include the use of complementary research methodologies (qualitative, quantitative, and discourse) to document and interpret science teaching/learning of teacher candidates in diverse settings. (301) 405-6234. (email: jm250@umccginnis@umail.umd.edu)

Dr. Chauncey Monte-Sano: Assistant Professor, Ph.D., Stanford University; joined faculty in 2006; teaching and research interests include learning to write in history classrooms, learning to reason with evidence in history classrooms, learning to think historically, learning to teach history/social studies, effective history/social studies teaching. (301) 405-4416. (email: chauncey@umd.edu)

Dr. Connie North: Assistant Professor, Ph.D., University of Wisconsin-Madison; joined faculty in 2008; teaching and research interests include teacher learning, professional development, cultural diversity, anti-oppressive education, and social studies. (301) 405-7924. (email: cnorth@umd.edu)

Dr. John O’Flahavan: Associate Professor, Ph.D., University of Illinois at Urbana-Champaign; joined faculty in 1988; teaching and research interests include early literacy, school change, teacher professional development, group discussions about text and spelling. (301) 405-3149. (email: johno@umd.edu)

Dr. Rebecca Oxford: Professor, Ph.D., University of North Carolina, joined our faculty in 2000; teaching and research interests include foreign/second/native language literacy, language teaching methodology, second language acquisition, learning styles and strategies, motivation, and cross-cultural issues. (301) 405-8157. (email: roxford38@umail.umd.edu)

Dr. Jeremy N. Price: Associate Professor, Ph.D., Michigan State University; joined faculty in 1995; teaching and research interests include issues of empowerment, engagement, and equity in teaching and teacher education and in the lives of traditionally disenfranchised students. (301) 405-0410. (email: jprice@umd.edu)

Dr. Megan M. Percy: Assistant Professor, Joined faculty in 2006. Teaching and research interests include methods for working with linguistically and culturally diverse learners; contextual factors involved in teaching English language learners (ELLs); and how language interacts with identity, culture, community, and history, as well as producing and sustaining particular knowledge about the teaching and learning of ELLs. (301)405-0067. (email: mpercy@umd.edu)

Dr. Jeremy N. Price: Associate Professor, Ph.D., Michigan State University; joined faculty in 1995; teaching and research interests include issues of empowerment, engagement, and equity in teaching and teacher education and in the lives of traditionally disenfranchised students. (301) 405-0410. (email: jprice@umd.edu)

Dr. Olivia Saracho: Professor, Ph.D., University of Illinois at Urbana-Champaign; joined faculty in 1978; teaching and research interests include emergent literacy, teacher preparation and cognitive style. (301) 405-3155. (email: ons1@umail.umd.edu)

Dr. Wayne H. Slater: Associate Professor, Ph.D., University of Minnesota; joined faculty in 1982; teaching and research interests include written communications and reading comprehension. (301) 405-3128. (email: wslater@umd.edu)

Dr. Mike Stieff: Assistant Professor, Ph.D., Northwestern University; Joined faculty in 2006; teaching and research interests include visualization in science education, computer-based learning environments, undergraduate education, chemistry education, and spatial reasoning. (301) 405-2930. (email: mstieff@umd.edu)

Dr. Denis Sullivan: Professor, Ph.D., University of North Carolina at Chapel Hill; joined faculty in 1975; teaching and research interests include computers in education, translation theory, history of technical education. (301) 405-3604. (email: ds77@umail.umd.edu; sullivan@umd.edu)

Dr. Jennifer Turner: Assistant Professor, Ph.D., Michigan State University, East Lansing; joined faculty in 2003; teaching and research interests include issues of diversity in literacy instruction; culturally responsive reading pedagogy; urban education; and qualitative/narrative methodologies. (301) 405-0433 (email: jdturner@umd.edu)

Dr. Linda Valli: Professor and Interim Chair, Ph.D., University of Wisconsin-Madison; joined faculty in 1993; teaching and research interests include teacher learning, professional development, cultural diversity, and school improvement. (301) 405-7924. (email: lrval@umd.edu)

Dr. Bruce A. VanSledright: Professor, Ph.D., Michigan State University; joined faculty in 1992; teaching and research interests include social studies education, specifically related to teaching and learning American history. (301) 405-3141. (email:)

Dr. Thomas Weible: Professor, Associate Dean, and EDPL Acting Chair, Ph.D., Iowa; joined faculty in 1989; teaching and research interests include teacher certification standards in social studies and research related to the teaching of history. (301) 405-0413. (email: tw26tweible@umail.umd.edu)

Dr. Donna Wiseman: Professor and Interim Dean, PhD, University of Missouri-Columbia; joined faculty in 2001; teaching and research interests include: Teacher Education (Program Development and Restructuring), Urban Education, Professional Development for Diversity, Literacy, specifically children's literature and early reading and writing behaviors. (301) 405-0866. (email: dlwise@umd.edu).

Affiliated Faculty

Dr. Spencer Benson: Associate Professor, Department of Cell Biology and Molecular Genetics.

Dr. Edward F. Redish: Professor, Department of Physics.

Dr. Rebecca Silverman, Assistant Professor, Department of Special Education.

Dr. M. Delia Neuman, Associate Professor, College of Information Studies

Full-Time Lecturers

Dr. Ayanna Baccus, Reading Education/Elementary. (301) 405-3324. (email: baccus1@prodigy.net)

Dr. Perla Blejer, Coordinator of Foreign Language Master's Program. (301) 405-7091. (email: pblejer@umd.edu)

Dr. Lisa Bote, Math/Teacher Education, Elementary. (301) 405-6500. (email: lbote@umd.edu)

Dr. Dianne Bradley, CITE Coordinator. (301) 460-2939. (email: dbradmz@aol.com)

Dr. Rose Marie Codling, Reading Clinic/Reading Education. (301) 405-8361. (email: rcodling@umd.edu)

Ms. Susan DePlatchett, MCert Secondary Education – Prince George's County. (301) 405-0533. (email: susandep@umd.edu)

Dr. Lisa Eaker, Social Studies Education. (301) 405-3324. (email: lisae@umd.edu)

Ms. Colleen Gallagher, Coordinator of TESOL M.Ed. Program. (301) 405-4157. (email: cgalla@umd.edu)

Dr. Susan Hendricks, Art Education Coordinator. (301) 405-8206. (email: sh@umd.edu)

Mr. Peter Schaefer, Technology Education/EDCI Website. (301) 405-3324. (email: petersch@umd.edu)

Dr. Jean Snell, MCert Coordinator. (301) 405-4959. (email: jsnell@umd.edu)

Dr. Kathleen Travers, MCert Secondary Education – Montgomery County