

Department of Curriculum and Instruction

Master's Degree Options for Prospective Applicants 2008



COLLEGE OF
EDUCATION

Department of Curriculum and Instruction
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University of Maryland
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NOTE: For applicants seeking initial teaching certification, please go to <http://www.education.umd.edu/EDCI/info/tcert.htm> or see separate brochures for these program.

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Web page address: <http://www.education.umd.edu/EDCI>

Email: edcigrad@deans.umd.edu

NOTE: Programs are under constant review and course requirements may change.

Please check with a faculty advisor for updates.

Last updated on July 17, 2008

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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 graduate 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 (EDCI)

The Department of Curriculum and Instruction (EDCI) is one of seven departments within the College of Education at the University of Maryland College Park. EDCI offers Master's programs in the following areas: Art Education; Elementary Education; English, Literacy, Speech Communication and Theatre Education; Mathematics Education; Minority and Urban Education; Music Education; Reading Education; Science Education; Second Language and Culture Education; Social Studies Education; and Professional Development/Teacher 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.

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.

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 means 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.

The Department offers a range of options leading to the master's degree. We offer options for:

- teachers who are already certified and wish to advance their professional knowledge.
- teachers who are already certified and seek advanced certification in Reading or in the teaching of English as a second language
- college graduates who seek initial teaching certification while earning a master's degree.

Some of the options lead to a Master of Education (M.Ed.) degree, while others lead to a Master of Arts (M.A.) degree with thesis and non-thesis options.

Outreach/Off-Campus

The Department offers specialized programs for teachers in a number of locations in the State. Outreach programs are usually offered as collaborative programs with local institutions. They vary in program orientation, time sequence, and location. You should contact the Department of Curriculum and Instruction to ascertain if such a program is available to fit your needs.

Core Goals/Learning Outcomes for the Master's Degree Options in EDCI

Different master's degree options in the Department have specialization or degree-specific goals and learning outcomes that go beyond the Core Goals/Learning Outcomes for the degree program. However, all graduates of the Master's Degree Options in EDCI demonstrate that they:

- 1) are able to engage in the careful analysis of and reflection on their own and others' teaching as a basis for continuing growth as a professional
- 2) demonstrate an understanding of the content, topics, issues, practices, and policies that support effective classroom practice for diverse students in diverse school settings
- 3) demonstrate that they are able to engage in effective instruction for diverse students

- 4) demonstrate the capacity to engage in disciplined inquiry into curriculum, teaching, and students' learning as a basis for decision-making in the classroom, leadership roles in schools, and/or support of research and theory development in the field.

EDCI Master's Degree Options for Teachers Who Already Certified

The following is an overview of the options and tracks leading to the master's degree in the Department of Curriculum and Instruction. At least 30 credits are required for master's degrees in EDCI.

I. Outline of Options

A. Master of Education (M.Ed.) Programs

1. Emphasis in Teacher Leadership in the Schools (with choice of the following specializations)
 - Elementary/Middle School Education
 - English, Literacy, Speech Communication, and Theater Education
 - Mathematics Education
 - Minority and Urban Education
 - Science Education
 - Second Language Education and Culture/TESOL
 - Social Studies Education
 - Special Studies
2. Reading Education with Reading Specialist Certification (advanced certification)
3. Second Language Education and Culture with TESOL Certification (second field certification)
4. Teaching and Learning in the Middle School (for elementary teachers who are teaching, or want to teach math in middle school)

B. Master of Arts (M.A.) Options

- Art Education
- English, Literacy, Speech Communication and Theatre Education
- Mathematics Education
- Minority and Urban Education
- Second Language Education and Culture (FLEd or TESOL)
- Science Education
- Special Studies

Note: For college graduates who are seeking initial teaching certification. Please go to the website <http://www.education.umd.edu/EDCI/info/tcert.htm> or see separate brochures for these program.

II. Course Requirements of Master's Degree Programs

A. Master of Education (M.Ed)

1. M.Ed. Emphasis in Teacher Leadership in the Schools

The M.Ed. emphasis in Teacher Leadership in the schools supports already certified beginning teachers and experienced educators in developing a sound common grounding in aspects of teaching, inquiry.

The basic course requirements are:

- a. Core courses: 15 credits minimum
 1. Studying Student Learning in Diverse Settings (3 credits): EDCI 611 suggested
 2. Research Foundations for Teaching (3 credits): EDCI 685 or EDCI 696 or EDCI 698 or EDMS 645
 3. Practices and Policies Support for Teaching (3 credits): EDCI 612 or EDCI 632 or EDCI 654 or EDCI 687 or EDCI 697
 4. Leadership in Schools (3 credits): EDCI 682 or equivalent
 5. Professional Development Seminar (3 credits): EDCI 614 or equivalent
- b. **Specialization Area Studies:** 15 credits minimum in the specialization. Students will work with their advisors to determine the specific courses.

Elementary/Middle School Education

- a. Introductory Course (none)
- b. Pedagogy and Content: (12 credits)
 - 1) Content knowledge Curriculum and Instruction courses (9 credits), e.g.,
 - Reading (EDCI 660, 661, 663)
 - Mathematics Education (EDCI 650, 653, 657)
 - Social Studies and Science Education (EDCI 620, 670)
 - 2) EDCI 687 Applications of Computers in Instructional Settings (3 credits)
- c. Electives: 3 credits

English, Literacy, Speech Communication and Theatre Education

- a. Introductory Course (none)
- b. Pedagogy and Content: (15 credits)
 - 1) English, Literacy, Speech Communication and Theatre Education (6-9 credits)

Suggested course/s:

EDCI 640 Trends in Secondary School Curriculum: English (3 credits)

EDCI 642 Communications and the School Curriculum (3 credits)

EDCI 644 Issues and Trends in Children`s Literature (3 credits)

EDCI 673 Assessing, Diagnosing, and Teaching Writing (3 credits)

EDCI 740 Theory and Research in English Education (3 credits)

EDCI 741 Theory and Research in Speech Education (3 credits)

EDCI 745 Theory and Research in Written Communication (3 credits)

2) Courses from relevant disciplines and concentrations, e.g., English literature or language; Communication; Literacy; Reading; Teaching English to Speakers of Other Languages; Theatre; and/or other areas of professional studies. (6-9 credits)

c. Electives (none)

Mathematics Education

a. Introductory Course (3 credits)

EDCI 650 Trends in Mathematics Education (3 credits)

b. Pedagogy and Content:

1) Mathematics Education, learning theory, or supporting content areas (3-6 credits).

Suggested courses:

EDCI 653 Developing Understanding in Mathematics (3 credits)

EDCI 657 Understanding and Engaging Students` Conceptions of Mathematics (3 credits)

Qualified mathematics students may also take either EDCI 751 Foundations of Mathematics Education I: Theory and Research on Mathematical Thinking and Learning (3 credits) or

EDCI 753 Foundations of Mathematics Education III: Curriculum (3 credits)

2) Courses from Mathematics (6-9 credits)

Number of credits to be agreed with advisor and to reflect candidate`s mathematics course history and current goals.

c. Electives (none)

Minority and Urban Education

- a. Introductory Course (3 credits)
EDCI 788U Minority Institute Seminar (1 credit, repeated to a total of 3; students should register for this course for three consecutive semesters beginning with the first semester.)
- b. Pedagogy and Content (3 credits)
EDCI 697 Embracing Diversity in Classroom Communities (3 credits)
- c. Electives (9-12 credits) from among courses in EDCI and other departments in the University that support student interests and needs and are relevant to the specialization area.

Suggested courses:

- EDCI 636 Teaching for Cross Cultural Understanding (3 cr.)
- EDCI 776 Urban Education (3)
- EDCI 785 Teacher Preparation, Diversity, and Social Change (3 cr.)
- SOCY 699E Schooling and Inequality (3 cr.)
- URSP 650 Urban Political Economy (3 cr.)

Science Education

- a. Introductory Course: EDCI 670 Trends in School Curriculum: Science (3 credits)
- b. Pedagogy and Content: (12 credits)
Chosen with advisor's approval from science content and/or professional courses.

Suggested courses:

- EDCI 770 Foundations of Science Education (3 cr.)
- EDCI 771 Theory and Research in Science Education (3 cr.)
- c. Electives (none)

Second Language Education and Culture/Teaching English to Speakers of Other Languages

- a. Introductory Course (none)
- b. Pedagogy and Content (15 credits)
EDCI 630 Foundations of Second Language Education: Legal, Social and Historical Trends and Issues (3 credits)
EDCI 631 Student Assessment in the Second Language Classroom (3 credits)
Other courses chosen with advisor's approval from second language content areas or from EDCI professional courses. (9 credits)

Suggested courses:

- EDCI 730 Theory and Research in SLE (3 cr)
- EDCI 732 Psycholinguistic Theory in SLE (3 cr.)
- c. Electives (none)

Social Studies Education

- a. Introductory Course (none)
- b. Pedagogy and Content: (9 credits)
 - 1) Social Studies Education (6 credits)
 - EDCI 620 Trends in Secondary School Curriculum: Social Studies (3 credits)
 - EDCI 720 Theory and Research in Social Studies Education (3 credits)
 - 2) Courses from a social science discipline or in history (3 credits)
- c. Electives (6 credits)

Sample courses:

- EDCI 782 Power, Privilege, Diversity and Teaching (3 credits)
- EDCI 784 Teaching, Professional Development and School Change (3 credits)
- EDCI 787 Disciplinary Knowledge, School Subjects and Educational Reform (3 credits)

Special Studies

This option is open with the consent of the advisor to students seeking to build an individualized program within the M.Ed. framework. Identification of advisor is made by the Director of Graduate Programs in consultation with the candidate and faculty members. The Graduate Research and Education Leadership committee must approve the Individualized Program of Studies.

Other Degree Requirements

The Master's Degree in Education (M.Ed.) also requires demonstration of satisfactory performance on a 3-6 hour comprehensive examination or professional portfolio (requirement varies by specialization) and one or two seminar papers reflecting inquiry and research abilities.

2. M.Ed. in Reading Education with Reading Specialist Certification (Advanced Certification)

This degree option is intended for already certified teachers who seek to complete studies toward the master’s degree in education while completing requirements to qualify as a Reading Specialist. While candidates may begin this program before they have teaching experience, they are not eligible for Reading Specialist certification until they have completed a minimum of three years of successful teaching.

Course	Requirements	Credit
EDCI 660	Diagnostic Reading Instruction	3
EDCI 661	Content Area Reading	3
EDCI 663	Issues in Reading Education	3
EDCI 664	Clinical Assessment in Reading	3
EDCI 665	Clinical Instruction in Reading	3
EDCI 666	Leadership in Schoolwide Reading Programs	3
EDCI 761	Advanced Clinical Practices in Reading Assessment	3
EDCI 762	Advanced Clinical Practices in Reading Instruction	3
EDMS 645	Quantitative Research Methods I	3
	Electives	6
Total		33

Other Requirements: Comprehensive exam; one research/inquiry seminar paper.

NOTE: This program is undergoing revision. Please contact Dr. Marilyn Chambliss (marilyn@umd.edu or 301-405-7410) for an update.

3. M.Ed. in Second Language Education and Culture with TESOL certification (Second field certification)

The Master of Education degree in TESOL with Maryland K-12 ESOL Certification is designed for students who have earned a bachelor's degree in any subject matter, and wish to become certified as teachers of English to speakers of other languages. This degree consists of 42 credits (36 hours of coursework and 6 hours of field experience).

1. Coursework: 42 credits (see details below)
2. Additional program requirements:
 - a. Seminar Paper
 - b. Teaching Portfolio
 - c. Year-long internship
 - d. Praxis II

<i>Course Work (see below for recommended course sequence)</i>	
<u>Course Requirement/Course Number</u>	<u>Course Offered</u>
I. Studying Student Learning in Diverse Settings	
EDCI 632 Special Education and Oral Language Development in TESOL	Spring
EDCI 633 Teaching for Cross-Cultural Communication	Every Semester
II. Research Foundations for Teaching	
EDCI 685/EDMS 645 Research Methods/Quantitative Research Methods	Every Semester
III. Practices and Policies for Second Language Education	
EDCI 630/488Q Foundations of Second Language Education: Trends and Issues in Second Language Teaching, Learning and Assessment (Program Pre-Corequisites)	Spring
EDCI 631 Student Assessment in the Second Language Classroom	Spring
EDCI 634 Methods of Teaching ESOL	Fall
EDCI 635/EDCI 488P English Grammar for Teachers of English to Speakers of Other Languages (Program Pre-Corequisites)	Spring
EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas	Fall
EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas	Spring
IV. Leadership and Professional Development	
EDCI 730 Theory and Research in Second Language Teaching,	Spring

Learning and Assessment	
EDHD 619(or equivalent) Advanced Scientific Concepts in Human Development: Educational Psychology (Required for Certification)	Every Semester
EDCI 637/689C Advanced Laboratory Practice in Foreign Language/TESOL Education/Teaching Internship	Spring
V. Capstone Course	
EDCI 732 Second Language Acquisition	Fall

Recommended Course Sequence

Two Year M.Ed. SLEC with ESOL Certification
PROGRAM PRE-/COREQUISITES (6 credits)
1. English Grammar and Linguistics (offered in Fall as EDCI 635 and in Spring as EDCI 488P)
2. Foundations of Second Language Acquisition and Teaching (offered in Fall as EDCI 630 and in Spring as EDCI 488Q)
FALL I (9 credits)
EDCI 634- Methods of Teaching ESOL EDCI 636- Teaching ESOL Reading and Writing in Elementary Classroom Areas EDCI 633 –Teaching for Cross-Cultural Communication
SPRING I (6 credits)
EDCI 631- Student Assessment in the Second Language Classroom EDCI 638- Teaching ESOL Reading and Writing in Secondary Content Areas
SUMMER I (3 credits)
EDCI 688-Educational Psychology/EDHD 619
FALL II (9 credits)
EDCI 732- Second Language Acquisition EDCI 685/EDMS 645 Research Methods/Quantitative Research Methods EDCI 632- Special Education and Oral Development in TESOL
SPRING II (9 credits)
EDCI 730 – Theory and Research EDCI 637- Advanced Laboratory- Teaching Internship (6 credits)
TOTAL: 42 credits

4. M.Ed. in Teaching and Learning in the Middle School

The M.Ed. in Teaching and Learning in the Middle School is currently offered only with emphasis in Middle School Mathematics Teaching and Learning. This is a 30-credit program intended for teachers already certified in elementary education and/or special education who are or plan to teach in subject matter classrooms at the middle school level. The current option with emphasis in mathematics education is a cohort-only program offered in partnership with the Mathematics Department at the University of Maryland and the Montgomery County Public Schools.

The curriculum framework for the Middle School Mathematics Teaching and Learning:

Mathematics/Mathematics Education Integrated Courses - 3 courses, 9 credits

These are curriculum-referenced courses in mathematics education that focus on the content taught as part of that curriculum and the design, pedagogy, and student learning issues associated with the effective implementation of the courses. These would be offered at the 600 level as special topics courses. For the initial cohort aimed at serving the EDCI-MCPS Partnership, these new courses are being developed jointly by EDCI-Math Ed faculty and Math Department faculty with consultation from MCPS.

Mathematics Courses (related to Integrated courses) - 3 courses, 9 credits

These are three content courses that are intended to deepen the middle school teacher's understanding of the subject matter beyond that specific to a particular middle school level course of study. Two of the courses, the one on Algebra and the one on Geometry, will be adaptations of courses offered by the Mathematics Department for classroom mathematics teachers previously; the third course, Statistics and Data Analysis, is under development. They will be offered at the 400 level.

Mathematics Education Curriculum and Pedagogy – 3 courses, 9 credits

These are courses on issues, assessment and curriculum that are part of the M.Ed. Program in Mathematics Education and in which the candidates will study positions and review theory and research that helps them see themselves in relation to the broader field of mathematics education.

Research/Inquiry Methods – 1 course, 3 credits

This course provides for foundations in quantitative and/or qualitative inquiry and analysis and engages the candidate in the completion of a classroom-based inquiry project. This is the same as the current program.

Other Requirements: Comprehensive exam or professional portfolio; one research/inquiry seminar paper

B. Master of Arts (M.A.)

The M.A. Program Option in EDCI emphasizes studies that further develop candidates' knowledge and abilities in relevant subject matter disciplines, professional development, and research and theory in support of discipline-based teaching and learning in elementary, middle, secondary, and community college settings. The Department offers M.A. Program specializations in the following areas:

- Art Education
- English, Literacy, Speech Communication and Theatre Education
- Mathematics Education
- Minority and Urban Education
- Science Education
- Special Studies

Course Requirements (30 credits minimum)

- a. Research and Disciplined Inquiry Requirements: 6-9 credits
 - EDCI 685 – Research Methods
 - EDCI 696 – Conducting Research on Teaching – 3 credits
 - EDCI 698 – Conducting Research on Teaching – 3 credits
 - EDMS 645 – Quantitative Research Methods I – 3 credits
 - Or equivalent course as negotiated with advisor. (for non-thesis option only)
 - EDCI 799 – Master's Research Thesis – 6 credits (for thesis option only)

- b. Discipline-based Content Studies: 9 credits minimum
 - All M.A. degree option candidates are expected to take a minimum of 9 credits in advanced level, subject matter discipline-based coursework (e.g., English, history, physics, mathematics, linguistics, etc.) that supports their understanding of topics, research, and/or theory related to their teaching roles. The specific courses vary with the focus of specialization areas and the needs and interests of candidates.

- c. Professional Development Studies: 9 -12 credits minimum
 - All M.A. degree option candidates are expected to take a minimum of 9 credits in advanced level coursework that supports their understanding of topics in assessment, diversity, issues, technology, and leadership supportive of their teaching roles. Included among the 9 -12 credits required are the following for candidates in selected specialization fields:
 - Art Education – 9 credits
 - EDCI 600 – Issues and Trends in Art Education – 3 credits
 - EDCI 601 – History of Art Education – 3 credits
 - EDCI 602 – Teaching of Art Criticism and Aesthetics in the Public Schools – 3 credits
 - EDCI 700 – Theory and Research in Art Education

English Education - 9 credits

Electives in 600 or 700 level courses in English education, Second Language Education and Culture and/or reading that are responsive to candidates' needs and priorities

Mathematics Education – 9 credits

EDCI 650 – Trends in Mathematics Education

Additional Hours in Mathematics Education – 6 credits

Minority and Urban Education – 9 credits

EDCI 788 – Special Topics in C&I: Urban Ed Seminar – 1 credits

(candidates register for at least 3 credits of these seminars)

Additional Hours in MUE - 6 credits

EDCI 732 – Psycholinguistic Theory in 2nd Lang Acquisition – 3 credits

Science Education – 9 credits

EDCI 670 – Trends in School Curriculum: Science – 3 credits

EDCI 770 – Foundations of Science Education – 3 credits

Additional Hours in Science Education – 3 credits

Special studies – 9 credits to be decided with your advisor and approved by GREL.

d. Electives - Varies with Specialization Areas and Thesis/non-thesis option – 0-6 credits

Other MA Degree Requirements

In addition to an oral defense, Master's of Arts degree (MA) students completing a thesis must complete a three-hour written exam. Master's of Arts degree (MA) Non-thesis option master's students must complete a six-hour written exam. Exams are taken by arrangement with your program and/or advisor.

Admission to Master's Programs in EDCI

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.

TESOL masters applicants should indicate if they are applying to the M.Ed. with or without certification by completing the K-12 Cert/Non-Cert Questionnaire, which can be downloaded at <http://www.education.umd.edu/EDCI/info/gradadmit.html>

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.
- ❑ **GRE—required for M. A. only.**

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>
- ❑ 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:
 The deadline for all other Program Areas are as follows:

*For US citizens and Permanent Residents:

FALL: Preferred - January 15th
 Final – May 1st

SPRING: Preferred - September 1st
 Final – October 1st

*For International Applicants Seeking F (Student) or J (Exchange Visitor) visas:

FALL: FINAL - February 1st

SPRING: FINAL – June 1st

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

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 master's programs, a minimum undergraduate grade point average of 3.0 is required. Provisional status may be granted to program applicants with marginal grade point averages if other compelling evidence of academic potential is presented. Some EDCI program areas require acceptable GRE. Please see "Standardized Test Requirements" below for information.

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.

Non-Degree Admission

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 ww.gradschool.umd.edu).

Advanced Special Students

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.
- only twelve credit hours earned as an Advanced Special Student can be applied to a master's degree program—with program approval. (See Transfer of Credit for Master's Students).

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

Visiting Graduate Students

The Visiting Graduate Students 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.

Standardized Test Requirements for EDCI

Graduate Record Examination (GRE) is required for the following programs within EDCI:

- ❖ All M.A. applicants (minimum 40th percentile)
GRE scores are not required for applicants to M.Ed. programs in EDCI.

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 the latest information about the TOEFL requirement, please go to <http://international.umd.edu/ies/94>

Academic Regulations for Master's Degree Programs

Time Limits: All requirements for the master's degree must be completed within a 5-year period from date of admission.

Transfer of Credit for Master's Students: Students may apply to transfer up to twelve credits, earned as an Advanced Special student at the University of Maryland, College Park, into a master's degree program. (At no time will more than twelve such credits be approved for transfer.) Six credits of work taken at another regionally accredited institution may be brought into a master's degree program. The advisor, Department, College of Education, and the Graduate School must approve all transfer credits. For the master's degree, credits should have been earned within five years of graduation.

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

Examinations: Master's Arts degree (M.A.) students completing a thesis must engage in an oral defense and complete a three-hour written exam. MA Non-thesis option and M.Ed. master's students must complete a six-hour written exam. Exams are taken by arrangement with your program and/or advisor.

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.

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.

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 fillings, 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 PROFILES

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: afflo@umd.edu)

Dr. Tara Brown: Assistant Professor, Ed.D., Harvard University; joined faculty in 2005; teaching and research interests include urban and alternative secondary education, race/ethnicity, class and gender in education and school technology use. (301) 405-0410. (email: tmbrown@umd.edu)

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: patc@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: dchazan@uumd.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: mjdreher@umd.edu)

Dr. Ann Edwards: Assistant Professor, Ph.D. University of California, Berkeley; 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: davidham@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: holliday@umd.edu)

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. 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 and Dept. Chair, 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. Martin L. Johnson: Associate Dean and Professor, Ed.D., University of Georgia; joined faculty in 1972; teaching and research interests include mathematics learning of minority and young children. (301) 405-0246. (email: mljohnson@umd.edu)

Dr. Millicent I. Kushner: Assistant Professor, Ed.D., Boston University, joined our faculty in 2002; teaching and research interests include language and literacy development of English Language Learners with and without disabilities, second language acquisition, and bilingual language development. (301) 405-3148. (email: millik@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: ymacдона@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: jlm@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: jmccginnis@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. 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: roxford@umd.edu).

Dr. Megan M. Percy: Assistant Professor, Ph.D., University of Utah; 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. 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: ons@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: 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: Associate Professor, 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: lrv@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: bvansled@umd.edu)

Dr. Thomas Weible: Professor, Associate Dean, and EDPS Interim Chair, Ph.D., University of 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: tweible@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

Non-Tenure Track Faculty

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

Dr. Perla Blejer, Coordinator of TESOL M.Ed. Program. (301) 405-7091. (email: pblejer@umd.edu)

Ms. Robin Bonica, Coordinator team A. (310) 405-0533. (rbonica@hotmail.com)

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

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

Ms. Susan Denvir, Coordinator team A, (301) 405-0533. (susandenvir@msn.com)

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

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

Ms. Leslie Gettier, lead Coordinator team B, (301) 405-0533. (gettierc@toad.net)

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

Dr. Sandra Honda, Science/Hammer Grant, (301) 405-3161. (email: shonda@umd.edu)

Ms. Lisa Katz, Social studies Coordinator, (301) 405-0533. (lpkatz@verizon.net)

Dr. Melissa Landa, visiting assistant professor, Language Arts – Elementary. (melissa@optnw.com)

Mr. Daniel Levin, lecturer, Science education. (301) 405-1117. (dlevin2@umd.edu)

Dr. Jessica Palladino, visiting assistant professor, language arts. (jess.palladino@gmail.com)

Ms. Stacy Pritchett, Science Coordinator, (301) 405-0533. (stacyrp@umd.edu)

Dr. Linda Rosen, Research associate, Center for Mathematic Education. (301) 405-4896. (lprosen@umd.edu)

Ms. Anita Sanyal, Coordinator-team A, (301) 405-0533. (asanyal@umd.edu)

Dr. Dara Sandow, faculty research assistant, math. (dsandow@umd.edu)

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

Dr. Margaret Walker, Lecturer, art education. margdv@earthlink.net.

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

Dr. Kathleen Travers, MCert Secondary Education – Montgomery County. (301) 405-3140. (email: KATravers15@aol.com)

Ms. Peggy Wilson, Secondary English Education Coordinator, (301) 405-0533. (lynniesess@yahoo.com)

Specialization Area Listing

English, Literacy, Speech Communication and Theatre

Dr. Stephen Koziol: Professor and Chair, 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. 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: jlm@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. 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)

Mathematics

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: patc@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: dchazan@umd.edu)

Dr. Lawrence Clark: Assistant Professor

Dr. James T. Fey: Professor, Ph.D., Columbia University; joined faculty in 1969; teaching interest focuses on professional development of middle and high school and mathematics teachers; research emphasizes development and evaluation of innovative mathematics curricula and teaching methods for those levels of schooling, especially the

use of emerging calculator and computer technologies. (301) 405-3151. (email: jimfey@umd.edu)

Dr. Anna O. Graeber: Associate Professor, 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. Martin L. Johnson: Associate Dean and Professor, Ed.D., University of Georgia; joined faculty in 1972; teaching and research interests include mathematics learning of minority and young children. (301) 405-0246. (email: mljohnson@umd.edu)

Ms. Ann Ryu: Lecturer, 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: annryu@umd.edu).

Minority and Urban Education

Dr. Tara Brown: Assistant Professor, Ed.D., Harvard University; joined faculty in 2005; teaching and research interests include urban and alternative secondary education, race/ethnicity, class and gender in education and school technology use. (301) 405-0410. (email: tmbrown@umd.edu)

Dr. Sherick Hughes: Assistant Professor

Dr. Victoria MacDonald: Associate Professor

Professional Development/Teacher Education

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. David Imig: Professor of the Practice, 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.

Dr. Linda Valli: Associate Professor, 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: lrv@umd.edu)

Reading

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: afflo@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. 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: mjdreher@umd.edu)

Dr. Olivia N. 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: ons@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: jturner@umd.edu)

Dr. Donna Wiseman: Professor and Associate 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).

Second Language and Culture

Dr. Millicent I. Kushner: Assistant Professor, Ed.D., Boston University, joined our faculty in 2002; teaching and research interests include language and literacy development of English Language Learners with and without disabilities, second language acquisition, and bilingual language development. (301) 405-3148. (email: millik@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

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: roxford@umd.edu).

Dr. Megan M. Peercy: 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: mpeercy@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: sullivan@umd.edu)

Science

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

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

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

Dr. Mike Stieff: Assistant Professor. 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)

Social Studies

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.

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: bvansled@umd.edu)

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: tweible@umd.edu)