

DECEMBER 2021

GSC Bulletin



UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
GRADUATE STUDENT ORGANIZATION

Introduction & What is the GSO?

The College of Education Graduate Student Organization (COE GSO) is comprised of graduate students from each of the COE departments: Counseling, Higher Education, and Special Education (CHSE), Teaching and Learning, Policy and Leadership (TLPL), and Human Development and Quantitative Methodology (HDQM).

Welcome to the COE GSO Fall Bulletin! To those who will graduate this semester: congratulations, we applaud your efforts and accomplishments! To those who will continue their studies at the COE, we are thrilled to have you with us.

For the academic year 2021/2022, we established three overarching goals:

1. Foster a diverse, inclusive, and anti-racist community across our COE departments and programs;
2. Celebrate our colleagues' successes and milestones as graduate students;
3. Create opportunities for graduate students to support their professional growth.

The transition back to researching, teaching, and meeting in-person this semester—after being off campus for a substantial period—has proven difficult. We hope that next semester, we will be able to continue to provide opportunities and resources that align with our goals stated above. Here are some of the initiatives we have worked on:

1. **Virtual Welcome Fair:** Before the Fall semester, we were unsure of what the campus policy and regulations regarding in-person events would be. We decided to host a Virtual Welcome Fair to make this opportunity more accessible to graduate students while still providing a space to connect with faculty, other students, and the COE GSO! As an annual event, we hope to continue this tradition and cater it to the needs of our community.
2. **Resource Guide:** Many of us would agree that the graduate student life experience is different on campus than it may be for undergraduates, especially since our classes may be limited to specific buildings and our classes have also been online. We recognize this may impact the level of connection to the campus that graduate students experience, and the ability to know about campus resources. That is why we decided to edit and reorganize the Resource Guide. We added a clickable Table of Contents, made it accessible on the website, and reorganized the sections to make it practical. We have included content on academic services, well-being, research and professional development, and student life and community. [Find the downloadable PDF here!](#)
3. **Survey:** We want to cater to YOUR needs! Earlier in the semester, we sent a survey to gather information about what you wanted to see from us. Now that we have gathered your views and recommendations, we hope to act on those next semester. If you weren't able to submit your thoughts, feel free to email us!

As we transition into Winter Break, the COE GSO will be preparing for next semester and we hope to see you engage with us!

Throughout this Fall Bulletin, you will find information about:

- Student spotlights
- Library education research specialist
- Things COE graduate students should know
- COVID-19 and vaccination information
- Changes in defense protocol
- Alumni spotlight

We look forward to engaging with you in Spring 2022!

President | Mary DePascale, mdep@terpmail.umd.edu
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FIRST YEAR STUDENT SPOTLIGHT

Jing-Yu (Ariel) Chung

First year PhD

Education Policy and Leadership (TLPL)



Why did you choose UMD?

When researching graduate school options, I was clear that I wanted an academically rigorous program where I could learn and grow as a researcher. The program's strong background in and emphasis on methodologies was appealing in that sense. It was also valuable for me that the proximity to D.C. provides opportunities to link policy research to practice. Furthermore, when talking to faculty and current students, I felt that people here really strive to lift one another up (both professionally and personally). The supportive community was also a determining factor.

On a more personal note, UMD's location brings me closer to my friends and family on the East Coast, which was a big bonus on top of everything else.

What are some challenges you've faced this year, both academically and socially?

Being an international student in a program focusing primarily on U.S. domestic policy, I have had a pretty steep learning curve. In preparation for my classes, I often had to educate myself (with the help of the almighty google) on U.S. law, history, policy, and politics. At the same time, it has been exciting for me to challenge myself intellectually. It has also been fascinating to see how familiar policy issues and discussions play out in different contexts.

Moving across the ocean and continent has also been quite a journey. Though I've lived in the U.S. in the past, navigating life and social interactions during the age of COVID was still a bit tricky in the beginning. I'm blessed that my advisor, the faculty, and my peers have all been very understanding and supportive in this time of great change.

What are some exciting or unexpected opportunities you've had so far?

I have enjoyed the many talks, workshops, and events accessible to us throughout the university. I value these diverse learning opportunities, especially after stepping away from my student identity and working for a few years.

I've also just started a cross-department research project for my GAsip. I'm excited to not only explore research beyond my normal education policy comfort zone but learn from the experiences and perspectives of scholars of different backgrounds!

In what ways have you developed a sense of community since being here?

I've been constantly amazed by how genuinely supportive people are at the COE. Like many others, I have enjoyed getting to know the faculty as scholars and as persons, not only in discussion-based classes, but also outside of them. I joined reading groups for many of my classes, which allowed me to work and connect with my peers. Having group projects and weekly study/working dates with friends from class has also been fun and helpful in developing a sense of community.

Amarah Faizan

ACADEMIC MILESTONE STUDENT SPOTLIGHT

Second year Master's School Counseling (CHSE)



Tell us a little about your academic interests.

During undergrad, I studied psychology and human development. Combining this knowledge with my work as a crisis hotline specialist, passion for working with students, and interest in data-driven work, pursuing a degree in school counseling felt like a natural next step.

Can you give us a brief overview of your project?

At my internship site, I have been working on my advocacy project which addresses a gap. My project aims to increase promotion for high school students who are repeating 9th grade for the first time. There were 294 students out of 672 who were not promoted to 10th grade either because they did not pass English 9 or did not accrue 5 or more credits. To support the school's performance plan, I implemented interventions at the individual, small group, classroom, and large group levels. To collect data, I disseminated a needs assessment to students, gathered pre- and post-survey data, as well as qualitative data.

What and who helped you achieve this milestone?

To execute these interventions, I collaborated and consulted with a number of people including my supervisor, other school counselors, the 9th grade administrator, the data coach and 9th grade English teachers. My most valuable collaborators have been my cohort members, who have made suggestions and supported me through the process.

Did you face any challenges while completing this milestone?

There were several challenges. Returning to this school year in person after being virtual was a challenge students and staff were adjusting to. There were also a large number of total repeaters, and I could not reach all of them given time constraints. There was also the initial challenge of coming into a new setting and building rapport and connections with stakeholders.

What comes next for you in terms of your project/program?

The next step for this milestone is to share my findings with my collaborators. With regards to my program, there are a few courses left to take as well as our Capstone project.

What advice do you have for other students working to complete this (or a similar) milestone?

A piece of advice for those completing projects is to share your efforts. When people know what the work you are doing, they are more than willing to share advice and suggestions. For me, advice has come from everywhere including from students, teachers, and my cohort members. Make your work known and share your results!



Manny Zapata

COMMUNITY CONTRIBUTION STUDENT

Second year PhD

Minority and Urban Education (TLPL)

Finding your TERPs with Manny Zapata

Manny is a 2nd year PhD student in the Urban Education program. He shares his experiences with finding his “community” as a graduate student returning to campus after a year of remote learning.

As a graduate student, what does the UMD Community mean to you?

As a graduate student, the UMD community means having a strong support system of peers, faculty, and staff who are committed to helping you personally and professionally. For me, this looks like a shoulder to lean on when times are tough, or having members of the community I can go to when I want to bounce some ideas around or just spend time with them. I based my decision to come to UMD on the sense of community that I felt during my admitted students day. Everyone in my department, and the College of Education at large, seemed so inviting and welcoming, and I knew that I would be able to thrive here because of it. I know everyone says this, but it truly does feel like I am a part of one big family here.

Transitioning back to campus from remote learning, how have you recaptured your sense of community?

Once we were able to come back to campus, I instantly felt a sense of companionship and community. I was suddenly able to do all of the things I could not do in my first year, such as studying with peers in the graduate student lounge, grabbing a bite to eat with friends after class, having access to scholarly and social spaces on campus, and being able to collaborate with my professors and other scholars. I noticed that as soon as the semester began, I started spending more time on campus just enjoying everyone's presence. It felt amazing and it provided me with the motivation to get through the semester. Being back on campus has truly made all the difference in my educational experience and it feels wonderful seeing the campus come alive.

What organizations are you a part of and how have they influenced your scholarship?

On campus, I am involved with the TLPL Graduate Student Association (GSA) and I have made an effort to attend their events and workshops when possible. I am also a McNair Fellow, which provides me with the invaluable opportunity to mentor an undergraduate McNair scholar. I hope to join a few other graduate student groups as I make my way through my program, as well as work with CASA de Maryland next semester. Any organization that I am a part of that allows me to mentor, assist, and advocate on behalf of others is directly tied to my scholarship and ultimately benefits me and the populations I aim to serve. A lot of my work focuses on race/ethnic scholarship in relation to youth identity and mobility. In each organization that I am a part of, I am given the opportunity to share my thoughts and ideas about the work that I do, which gives me the opportunity to enhance and refine my scholarship and make change within the communities I am involved in.

What advice would you offer to your fellow Terps who want to connect but may not know where to start?

My advice for fellow Terps who want to connect would be to attend as many events—on and off campus—that speak to your interest, as possible. With COVID, it was really difficult to get to know people and I wish I could've attended events during my first year in order to break the ice, network and build my community, and learn about the various opportunities that UMD has to offer. Another tool that really helped me, especially during COVID, was social media. I noticed that I started to follow a lot of doctoral students and academics from UMD and other institutions once I began my program. They were, and continue to be, a significant resource! My contact information is included below:

Phone number: 347-330-5992

Email: mzapata@umd.edu

LinkedIn: Manny Zapata (just search my name)

Twitter: @MannyZapata2

Dr. David Blazar

FACULTY SPOTLIGHT

Ed.D, Quantitative Policy Analysis in Education -

Harvard University, 2016

Assistant Professor of Education Policy and Economics (TLPL)

Email: dblazar@umd.edu



What is the focus of your research? How did your professional, academic, and/or personal experiences lead you to become interested in this work?

My research focuses on identifying characteristics of effective teachers and effective teaching, and the impacts of interventions aimed at improving both. I also examine the equitable allocation of instructional resources, including, but not limited to, teachers. I come to this work as a former K-12 public-school teacher in New York City, where I experienced firsthand the incredible rewards as well as the challenges of teaching. As a researcher, I always have in my mind the classroom context and students I worked with in New York. I also continue to stay connected to teachers, classrooms, and students by engaging in partnership-based models of research with teacher professional learning organizations, schools, and districts. While much of my work is quantitative in nature, I also engage in mixed-methods projects that include observations of classroom instruction.

As the director of the Maryland Equity Project—which seeks to improve educational outcomes and close achievement gaps through research and informed public policy debate in Maryland and nationally—what does equity mean to you and what are, if any, some ways it can be achieved in education?

To me, equity means that all individuals have access to opportunities that allow them to lead fulfilling lives. In practice, a focus on educational equity means better understanding and serving the interests of Black, Hispanic, Latinx, and other historically marginalized and minoritized students of color who have been treated particularly poorly in the U.S. education system.

For example, viewed through the lens of my research on teachers and instructional resources, we know that students of color have substantially less access to experienced teachers and advanced coursework than their White peers, on average. I believe that one way that educational equity can be achieved is through efforts to diversify the teacher workforce. While the current teacher workforce is overwhelmingly White, we know from long standing lines of theoretical and qualitative work that teachers of color are uniquely positioned to understand and address the social, political, and economic inequalities that students of color face. Quantitative and causally-oriented research further shows that teacher-student race/ethnicity-matching produces some of the largest effects on student test-score, social-emotional, and behavioral outcomes across all of the education intervention literature. In my eyes, research, policy, and practice tools should be brought together in a more systematic way to better understand how we can better support prospective teachers of color to enter the profession and how we can support and retain them once they are in the classroom.

What do you enjoy most about working at the University of Maryland and in the College of Education?

The students! Graduate students at the University of Maryland are the future leaders of the profession. In classes, advising, and research projects, students push me and each other to think deeply and broadly about educational equity. I am excited to watch students continue to develop their work in our programs, and then go on to enact big changes in research, policy, and practice.

Dr. David Blazar

FACULTY SPOTLIGHT

What project or study are you currently working on and how did the idea or opportunity come about?

Colleagues at UMD, UMBC, and American University and I are starting a new research project examining the effect of several recruitment policies and programs aimed at increasing diversity in the teaching profession. While we know that access to same-race/ethnicity teachers is a key resource to achieve greater equity in education, we know very little about the causal effects of recruitment programs and pathways on the later career decisions of prospective teachers of color. Our study aims to fill this critical gap in the research literature. There are two additional reasons why I am particularly excited about this study. First, the project is a partnership with the Maryland Longitudinal Data System (MLDS) Center and state agency leaders who sit on the board and drive the research agenda. Thus, our research and findings will be relevant to be stakeholders and policymakers who can help drive change. Second, we are examining the effect of several recruitment programs and pathways, implemented at different stages of the school-to-career cycle: (i) early access to same-race/ethnicity teachers in high school; (ii) the Teacher Academy of Maryland (TAM) Career and Technical Education program, which provides an opportunity for high school students to take college-level coursework towards a teaching degree; (iii) scholarships that incentivize college students to major in teaching; and (iv) alternative-route teacher certification programs. Thus, our project can help understand the various approaches that school, district, and state agencies take (or could take) in efforts to increase teacher diversity.

What are some of your hobbies or favorite activities to do outside of work (pre-covid or during covid)?

My favorite hobby is spending time with my dog, Whitman. Pre-COVID, Whitman often came to campus with me and would stand in my office door monitoring the Benjamin Building hallway. During COVID, he kept me and my husband company at home, and he got us out of the house every day to take long walks. I didn't grow up with dogs, but I connect deeply with the saying that dogs are humans' best friends.

What advice do you have for new graduates who have earned their masters or doctorate degrees and who are about to enter the job market?

First, make sure that job prospects will be engaging and productive for you. We spend a substantial amount of time in our lives at the office and in our work—so consider whether that time is spent in a way that you will enjoy. I love my work as a faculty member, including research, teaching, and advising. However, academia is not for everyone. If you don't really enjoy the research, writing, and publication process, there is definitely a better fit out there for you! Second, be confident in your knowledge and skills, and what you will contribute to a new job. Interviews, job talks, etc. can be daunting because it can feel like you are being grilled. Remember that you are the expert on your doctoral dissertation, master's paper or thesis. Third, remind yourself that your next job is unlikely to be your last. Wherever you end up, you will meet new people, contribute something meaningful to the organization, and learn something new about work and yourself. Even though you are not in school, you are always a learner and in a learning field.



Tahirah Z. Akbar-Williams, MLS, MA

MEET THE LIBRARY EDUCATION RESEARCH SPECIALIST

Education and African American Studies Librarian

Humanities & Social Sciences Librarians / Research, Teaching, & Learning

Who are you and what is your role in the University Libraries?

Hello, my name is Tahirah Z. Akbar-Williams (she/her/hers), and I am the Librarian for the College of Education and African American Studies. My duties include but are not limited to:

- Instruction/Teaching for classes that have a research component or those who want to learn how to do research
- Collection Development (order books, databases and other material for our collection)
- One-on-one Consultation-meeting with students/staff/faculty to help them with their research



How did you get into working in Libraries?

I am a nerd so it was the best place for me to nerd out! LOL

What are some of the resources the University Libraries offer for students?

So much, so little time, check it out! Workshops:

- [Workshops and Trainings](#)
- [GIS & Citation Manager Workshop](#)
- [Data Science & Statistical Consulting Workshops](#)
- [Systematic Reviews Workshops](#)
- [Commons Quadrants Workshops](#)

How can students best take advantage of the Libraries' resources?

- Check out your [Research Guides](#) all disciplines here at the university has one
- Peruse the [Libraries](#) website to learn about what's new (ILL, Top Text Books, Special Collections)
- Email your [Librarian](#) for a Research Consultation

Do you have any recommendations or tips for graduate students?

- Go to the library website early to learn about resources (eBooks, [Scan and Deliver](#), etc.)
- Meet with your librarian
- Visit your library

Things COE Graduate Students Should Know

HELPFUL PRO TIPS

Who are my COE GSO representatives?

Grad students from across our three COE departments (i.e., CHSE, HDQM, & TLPL) represent you in the GSO COE. Check out the COE GSO homepage [here](#), where you see each of our names and means to reach out to us.

How do I get in touch with the COE GSO?

Simply send us an email at coegradstuorg@umd.edu! If you want to contact a specific representative (e.g., HDQM), you can always CC the relevant address found at the [homepage](#). Do not hesitate to reach out with any questions, remarks, or concerns you may have.

How can I join a student organization?

Check out our [COE Student Organizations](#) page for a list of campus-wide, college-wide graduate student organizations that you can be involved with! In this updated version, we have sorted the organizations into relevant categories for you to easily find what you are looking for: Academic Services, Well-Being, Research and Professional Development, and Student Life & Community

How can I find out more about funding opportunities?

The COE has a page dedicated to helping you find [funding and other information](#) on what you can expect to pay for tuition and fees. **Smart tip:** register for only the number of credits that you need in order to meet degree requirements, as fees *double* once you register for ≥ 9 graduate credits each semester. You can plan your future semesters accordingly!

I want to get to know more graduate students. How can I get in touch with my peers?

UMD Graduate Student Life frequently hosts social events for graduate students. Increasingly, events are in person again, which helps build a sense of community! Check out their [homepage](#) and subscribe to their newsletter. Further, we at the COE GSO also have several events in the pipeline. We will invite you for those events via email, so don't forget to monitor that!

I want to get active. What does Recwell currently offer?

Good news! Many of Recwell's activities are back in-person! Check out [Recwell's website](#), where you can find Adventure Trips, the Fitness Schedule (virtual and in-person!), and the rules for working out by yourself in the functional training space.

COVID-19 and Vaccination Information

(AS OF 12/10/2021)

Key Things to know about the Covid-19 vaccine:

The Centers for Disease Control and Prevention have indicated that COVID-19 vaccines are safe and effective in preventing the spread of the SARS-CoV-2 virus. COVID-19 vaccines help our bodies develop immunity to the virus that causes COVID-19 without us getting the illness. Different types of vaccines work in different ways to offer protection. But with all types of vaccines, the body is left with a supply of “memory” T-lymphocytes and B-lymphocytes that will remember how to fight that virus in the future. You can learn more about how COVID-19 vaccines work by visiting the CDC’s website.

Booster Shot

The U.S. Food and Drug Administration (FDA) has authorized, and the CDC recommends, that everyone ages 18 and older receive a COVID-19 booster. You can get a booster shot at several state locations and local pharmacies. You may search for a vaccination site here. Although we are still learning about Omicron, we know that a booster shot increases protection against severe illness for many COVID-19 variants. **You may choose which COVID-19 vaccine to receive as a booster shot.** CDC’s recommendations allow for this type of mix and match dosing for booster shots. Dosing may vary depending on vaccine type and medical condition for each individual.

UMD Covid-19 Dashboard (as of 12/10/2021)

- Campus fully vaccinated rate: **98.2%**
- Prince George's County fully vaccinated rate: **75%**
- **Masks:** Wearing a mask indoors is required for everyone, regardless of vaccination status, There are additional situations when mask may be required as well.
- **FREE KN95 masks are available to the UMD community at these locations:**
 - All students faculty and staff can pick up a mask at the Stamp Student Union
 - Students living off-campus at University View, Terrapin Row, The Varsity, Landmark, and Graduate Hills and Gardens can pick up a mask from their apartment complexes office desk.
 - Departments can order masks for faculty and staff through the [Printing Services Digital Storefront](#).
 - Recent update: Three (3) cases of Omicron variant found in Maryland, all in Baltimore City.
- **Travel:** The University's travel guidance currently allows essential and non-essential travel within the United States, depending on your vaccination status. Restrictions are still in place for international travel.

More information can be found at: <https://umd.edu/4Maryland>

COVID-19 and Vaccination Information

(AS OF 12/10/2021)

Who Needs to Be Tested at UMD?

Requirements for **students, faculty, staff, and affiliates**:

- **If you are unvaccinated, regardless of exemption status**, you are required to get a PCR-based COVID-19 test **twice** per week, at least 72 hours apart.
 - This testing is available on-campus at the University Health Center (UHC) and **must occur on Mondays and Thursdays of each week (open: 9am - 3pm)**
 - On-campus testing does not need to be confirmed at return.umd.edu.
 - If you are tested off-campus, you must go to return.umd.edu, select “Confirm Test Results” and confirm your negative result to remain in compliance.
- **If you are fully vaccinated, have been notified that you are a close contact and do not have symptoms**, you must get tested 3-5 days after exposure.
 - This testing is available at the Maryland Stadium site on any of the days the stadium testing is available.
- **If you are fully vaccinated, have *not* been notified that you are a close contact, and do not have symptoms**, you do not need to be tested regularly.
 - You have the option to be tested at the stadium on any of the available days.

There are significant consequences for **students, faculty and staff** who fail to comply with our COVID-19 policies, including canceled registration for students and progressive discipline, including termination, for employees.

If You Have COVID-19 Symptoms:

- Testing is available at the tent adjacent to the University Health Center in Lot HP Monday - Friday from 9:00 a.m. - 3:00 p.m.
- You do not need an appointment.
- Rapid antigen testing will be performed in the testing tent while you wait, with results available in approximately 15 minutes.
- Results of on-campus tests will be submitted automatically to the University Health Center.

If You Do Not Have COVID-19 Symptoms:

- Testing is available at the Stamp Student Union. Please check the signage by the Information Desk for the location each day.
- If you're unvaccinated and getting regular twice weekly testing, your testing days are Mondays and Thursdays from 9:00 a.m. - 3:00 p.m.
- If you're fully vaccinated, testing is available Mondays and Thursdays, 9:00 a.m. - 3:00 p.m. and on Tuesdays and Wednesdays, 9:00 a.m. - 12:30 p.m.
- Results of on-campus tests will be submitted automatically to the University Health Center.
- **You must wear a mask when going to be tested.**

Changes in Defense Protocol

Date, Time, and Location of the Examination

Oral examinations must be held in University facilities that are readily accessible to all members of the Dissertation Examining Committee and others attending the examination. The chair of the dissertation examining committee selects the time and place for the examination. Announcements of the date, time, and location of the examination, as well as the candidate's name and the dissertation title, will be disseminated five working days in advance to all members of the Graduate Faculty and graduate students within the graduate program in which the candidate's degree is to be awarded. Mass-distribution methods, such as email, a faculty/student newsletter, or individual announcements are acceptable. Merely posting a paper notice on a corridor bulletin board will not constitute a sufficient announcement.

The Dean's Representative

The Dean's Representative must be identified at the beginning of the examination. The responsibilities of the Dean's Representative include the following: ensuring that the procedures of the oral examination comply with those of the Graduate School (as described herein) and reporting to the Dean of the Graduate School any unusual problems experienced in the conduct of the examination.

Invalidation of the Examination

The Dean of the Graduate School may void any examination not carried out in accordance with the procedures and policies of the Graduate School. In addition, upon recommendation of the Dean's Representative, the Dean may rule an oral examination to be null and void.

Remote Participation in a Dissertation Defense

All questions related to remote defenses should be sent to graduate-dean@umd.edu. Under normal circumstances, all members of a Dissertation Examining Committee must be physically present in the examination room during the entire dissertation defense and during the committee's private deliberations following the examination. Participation by telephone is not permitted under any circumstances. Remote participation by video conferencing is permitted under the following circumstances:

- Permission to conduct a remote-participation defense must be obtained by the dissertation chair from the Graduate School in advance. In making this request, the chair must indicate in writing that they have read the rules for a remote defense listed below.
- Video conferencing software must be used that allows all participants to see and hear each other during the entire defense.
- The candidate, the committee chair (or at least one of the co-chairs), and the Dean's Representative must all be present in the examination room; none may be at a remote site except for under highly unusual circumstances that restrict travel or in-person participation.
- If necessary, other members of the committee may participate from one or more remote sites as long as the conferencing software supports the rules of conduct of the defense. Permission for remote participation must be approved in advance by the Dean of the Graduate School. The request for remote participation must provide a compelling reason and/or explanation as to why each remote committee member cannot be physically present.
- The remote participants must connect to the defense in a manner that will ensure that all participants are visible and audible and that the connection is stable and available throughout the scheduled time of the defense.
- The Dean's Representative is responsible for ensuring that all requirements for remote participation are met, that the remote participation was uninterrupted, and if interrupted, that the defense was paused until all remote participants were fully restored.
- Units can opt to offer online synchronous viewing options even when all committee members are in-person, with the defending student's consent.

Exceptions

Departments and graduate programs may petition the Dean of the Graduate School for exceptions to these procedures.

Changes to the Embargo Policy and Process

Effective **December 2, 2021**, thesis and dissertation students are no longer required to submit the Electronic Publication Form as part of their graduation requirements, although submission and publication of the thesis/dissertation is still a requirement for graduation.

Students may place an embargo of up to two years on electronic access to their document through ProQuest's Digital Dissertations and DRUM without approval from the Graduate School. Approval from The Graduate School via this [form](#) is required to place an embargo for a maximum of six years or indefinitely. Requests to embargo for longer than two years will require support from the student's advisor, as well as the review and approval of The Graduate School.

Please note, the Thesis/Dissertation Embargo Request form is only required if a student wishes to embargo their thesis/dissertation for more than two years. The form may also be used to modify or remove a previous embargo.

Students who submit their thesis/dissertation prior to December 2, 2021 will not be impacted by this change.

Updated ETD Style Guide: The Graduate School has updated the [ETD Style Guide](#) to reflect the new policy. Please refer to the updated guide from this point forward.

- Please contact gradschool@umd.edu if you have any questions.



Spring 2022 Graduate School Graduation Deadlines

FEBRUARY 4, 2022

Application for Graduation

Master's and Doctoral Students: Final date to submit the [Application for Graduation](#) in order to graduate this semester/term.

Post-Baccalaureate Certificate Students: Final date to submit the [Application for Graduation](#) to Diploma Services (diploma@umd.edu) in order to graduate this semester/term.

FEBRUARY 18, 2022

Nomination of Dissertation Committee Form

Doctoral Students: Final date to submit [Nomination of Dissertation Committee Form](#) to the Office of the Registrar (registrar-graduate@umd.edu).

MARCH 1, 2022

Nomination of Thesis Committee

Master's Thesis Students: [Nomination of Thesis Committee Form](#) to the Office of the Registrar (registrar-graduate@umd.edu).

APRIL 19, 2022

Dissertation Forms

Doctoral Students: Final date to submit dissertation via [ETD System](#) and [electronic publication form](#), to the Office of the Registrar.

Dissertation directors to submit a signed Report of Examining Committee form to the Office of the Registrar (registrar-graduate@umd.edu).

APRIL 26, 2022

Thesis Forms

Master's Thesis Students: Final date to submit thesis via [ETD System](#) and [electronic publication form](#), to the Office of the Registrar.

Thesis directors to submit signed Report of Examining Committee form to the Office of the Registrar (registrar-graduate@umd.edu).

MAY 26, 2022

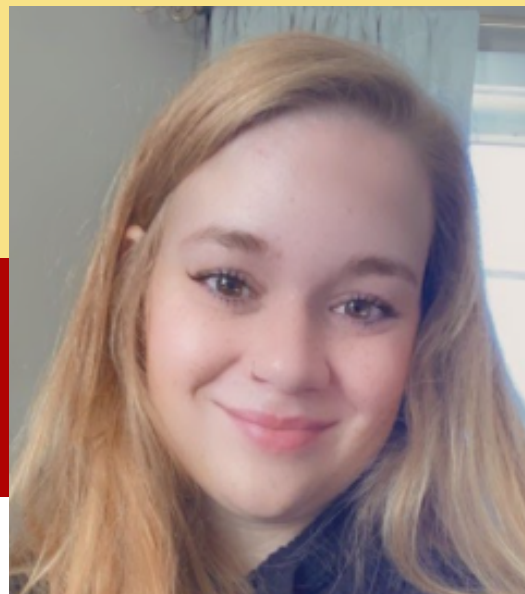
Master's Programs/Post-Baccalaureate Certificates

Graduate Program Staff: Final date to submit the [Approved Program Form](#) and U.achieve audit to the Office of the Registrar (registrar-graduate@umd.edu).

Dr. Hailey Gibbs

ALUMNI SPOTLIGHT

Current Occupation: Post-Doctoral Researcher at the Temple
Infant and Child Lab
Program and year of Completion at UMD:
Human Development, 2021



Hailey Gibbs graduated from the University of Maryland in May of 2021 with her Doctorate in Human Development and currently works as a Post-Doctoral Researcher at the Temple Infant and Child Lab. Gibbs accredits the rigorous learning environment, knowledgeable faculty members, and access to professional development outlets for helping to prepare her for her work today. *“My department was academically rigorous, and the faculty are staples in their respective fields, so I had the privilege of working with people incredibly knowledgeable and passionate about their work in a setting that allowed me to explore connections I was making to my own research interests,”* said Gibbs.

“All of the experiences I had at Maryland helped deepen my understanding of research, mentorship and teaching, translational scientific writing, and the importance of building good relationships with people,” said Gibbs. During her time at the University of Maryland, Gibbs served as the Vice President of the Graduate Student Organization, held three separate teaching assistant positions, was a member of Human Development Graduate Student Organization, worked as a writing fellow for the Graduate School Writing Center, and was a lab manager. *“I loved these experiences; they gave me direct insight into scaffolding problems as I was also working through them, considering challenges in a slightly different way, and really drove home the importance of creating space for everyone to contribute input and share their thoughts. I think these perspectives all seep into the position I have now, and have become really central to my practice as a researcher,”* explains Gibbs. She encourages students to gain as much experience as they can in order to build connections and develop professionally: *“Experience with project management, advocacy, leadership, teaching, publishing, reviewing papers for journals, writing grants, building external/community partnerships, can all make the difference in the types of skills you develop and the different people you have the chance to work with. I would say to put yourself out there, and don’t be afraid to ask for help when you need it.”*

Networking and making valuable connections is something Gibbs highlighted as extremely important, especially when it comes to applying for jobs: *“Join workshops to help draft your teaching and research statements, volunteer for community groups so that you can meet folks outside of your department (even outside the university), teach a summer class at another institution if your funding situation permits it—anything to get yourself out there, expand your skill set, and meet people who get to know you and become invested in you and your wellbeing.”*

One instructor in the College of Education that sticks out in particular to Gibbs is Dr. Tracy Sweet, who taught her her first statistics class—EDHD 646—during her first year of the program. *“I was so terrified that I’d be out of my depth, having come straight from undergrad, and at the time I didn’t have a ton of research or statistical experience under my belt. She was patient and understanding, and did a phenomenal job sharing resources to get started with, fielding my questions, and making the material accessible to me.”* Gibbs is also thankful to have had such a wonderful cohort, which also took this class alongside her. She described her cohort as *“amazingly impressive people I was excited to work with and learn from.”*

Gibbs is extremely grateful for her time at the University of Maryland within the College of Education: *“I started the program thinking I had all the time in the world (a five year program is a long time, after all!), and now half a decade later, it’s a shock to realize all of those experiences are memories. It was an incredibly gratifying experience, and I’m most thankful for the colleagues, mentors, and friends who helped push me the whole way.”*

I’m happy to meet and chat with any students who want to know more, have questions, or need community. Feel free to shoot me an email anytime!
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Congratulations on finishing the semester,
Ed Grad Terps!

And a very special congratulations to our
graduating Terps! We will miss you and
look forward to seeing all the wonderful
things you will do in your careers.

Have a relaxing, safe, and restful winter break!

