

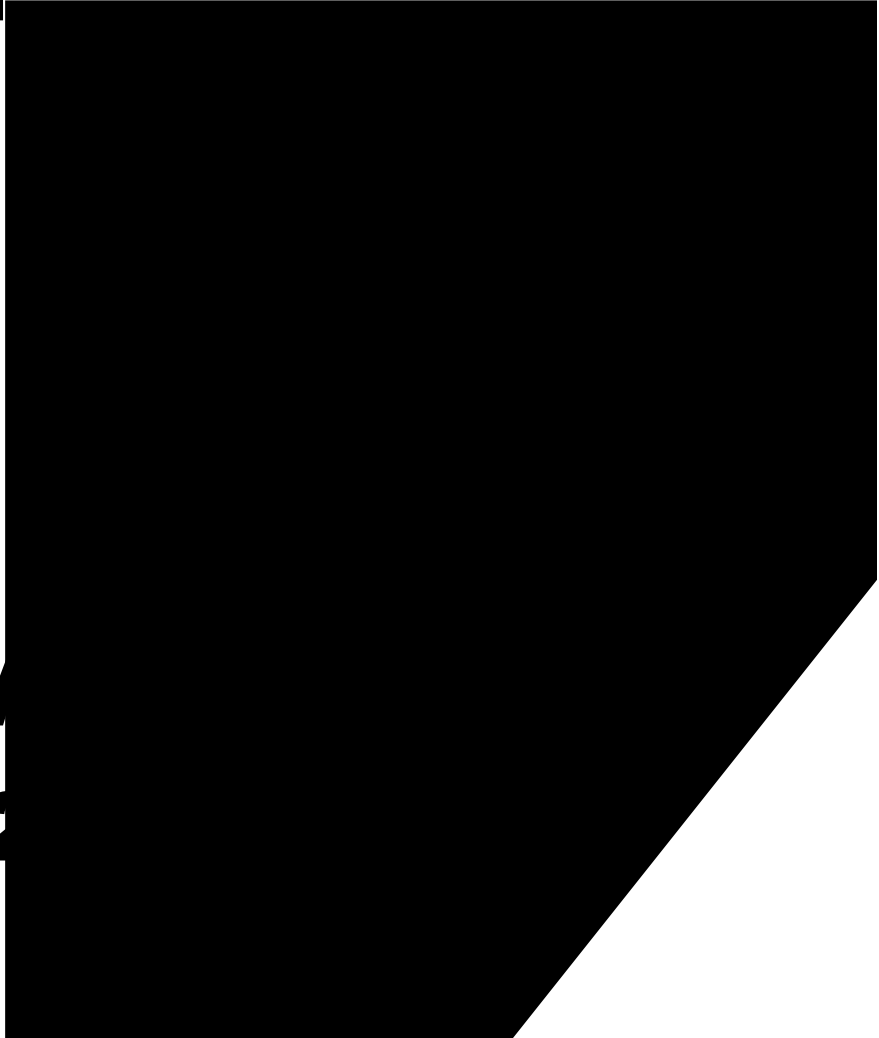
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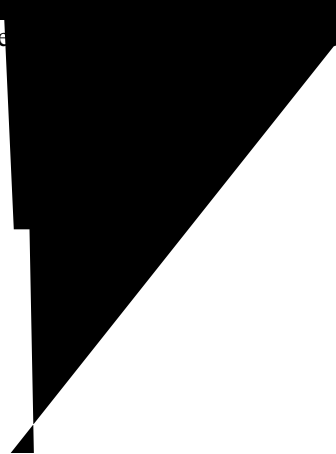
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## INTRODUCTION

### 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) 405-3644. Applications for graduate admission can be found on-line at [www.gradschool.umd.edu](http://www.gradschool.umd.edu).

### THE COLLEGE OF EDUCATION

- **Ranked as one of the top 25 schools of education among the colleges of education by U.S. News & World Report**
- **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

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

- 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)
  - Art Education
  - Elementary/Middle School Education
  - English 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**

- English Education
- Mathematics Education
- Minority and Urban Education
- 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 programs.**

## **II. Course Requirements of Master's Degree Programs**

### **A. Master of Education (M.Ed)**

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



- 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 Education**

- a. Introductory Course (none)
- b. Pedagogy and Content: (15 credits)
- 1) English 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 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 654 Assessing Mathematical Understanding (3 credits)
  - EDCI 657 Understanding and Engaging Students’ Conceptions of Mathematics (3 credits)
- Qualified mathematics students may also take either



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

a. Diversity Course

EDCI 633 Teaching for Cross-Cultural Communication

b. Leadership and Professional Development (3 credits)

EDCI 630 Teaching for Cross-Cultural Communication

c. Practices and Policies for Second Language Education (15 credits)

EDCI 631 Student Assessment in the Second Language Classroom  
(3 credits)

EDCI 634 Methods of Teaching in TESOL

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

Either EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas

Or EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas

d. Capstone course

EDCI 732 Second Language Acquisition

e. Electives (6 credits)

*Suggested courses:*

EDCI 632 Special Education and Oral Language Development in TESOL

EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas

EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas

EDCI 730 Theory and Research in Second Language Teaching & Learning

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 a seminar paper 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	Foundations of Reading	3
EDCI 661	Content Area Reading	3
EDCI 663	Understanding, Evaluating, and Using Research In School Reading Programs	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 (recommended: EDCI667 Multicultural Materials and Instruction for K-12 Readers)		6
Total		33

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

### **3. M.Ed. in Second Language Education and Culture with TESOL certification**

The Master of Education degree in TESOL with Maryland K-12 ESOL Certification is designed

Human Development: Educational Psychology (**Required for Certification**)

EDCI 637/689C Advanced Laboratory Practice in Foreign Language/TESOL Education/Teaching Internship

Spring





## **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:

- English 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, science, 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.

  - a. 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:

    - 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-

## **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

Room 0130 Mitchell Building  
College Park, MD 20742

**Submit Electronically on the Supplemental Application Page (ASF)**

- " **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. Applicants should list their recommender's names and contact information on the ASF. Once the ASF has been submitted, the recommenders will receive an email inviting them to submit an electronic recommendation. If you wish to get the information to your recommenders but are not yet ready to *submit* the ASF you should go ahead and submit the ASF then send an email to the department ([edci-grad@deans.umd.edu](mailto:edci-grad@deans.umd.edu)) to request that your ASF be "unsubmitted" so that you can continue to add information as needed.
  
- " **Statement of Goals, Experiences, and Research Interests**
- " **Current Resume**

**International Applicants must also submit the following to ESO:**

- " **TOEFL or IELTS scores.** Applicants are expected to read, speak, and write English fluently. Detailed information about the TOEFL or IELTS requirement can be viewed at <http://international.umd.edu/ies/658>.
- " 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.
- " International students must also submit official copies of all previous degrees/diplomas and transcripts issued in the original language with literal *English Translation*

It is strongly encouraged that International Applicants visit the Office of International Education Services (OIS): <http://www.international.umd.edu/ies/97> for

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](http://www.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](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 or IELTS 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

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](http://www.umd.edu/FIN).



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

For a complete list see of important steps and forms see  
[http://www.education.umd.edu/studentinfo/graduate\\_0.24o5I\\_step.html/](http://www.education.umd.edu/studentinfo/graduate_0.24o5I_step.html/)

## FACULTY PROFILES

**Dr. Peter Afflerbach:** Professor

**Dr. Christine Greenhow:** Assistant Professor in the College of Education & College of Information Studies. Doctorate in Technology, Innovation & Education, Harvard University; joined the University of Maryland and EDCI in 2010; teaching and research interests include learning and teaching with emerging technologies, literacies broadly, design-based research, online social networks and virtual worlds, and methods for researching digital contexts. (email: [greenhow@umd.edu](mailto:greenhow@umd.edu))

**Dr. William G. Holliday:** Professor



**Dr. Jennifer Turner:** Associate 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](mailto:jdturner@umd.edu))

**Dr. Linda Valli:** 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) 405-8157. (email: [LRV@umd.edu](mailto: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](mailto:bvansled@umd.edu))

**Dr. Donna Wiseman:** Professor and 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](mailto: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.

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\* please go to  
<http://www.education.umd.edu/EDCI/info/tcert.htm> or see separate brochures for these programs.