


Education Policy and Leadership

The Dialogue

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From the Desk of our Chair: Welcome Back to EDPL



I am most pleased to have this opportunity to share many of the positive things that have happened during the 2003-04 academic year. First and foremost is that Drs. Sharon Fries Britt and Robert Croninger have been promoted the rank of Associate Professor with tenure. This promotion recognizes the significant professional contributions of each in the areas of teaching, research and service. We congratulate Dr. Fries Britt and Dr. Croninger on this outstanding achievement.

The Graduate Student Association is also to be commended for the success of the spring Graduate Research Conference. This year's theme, "Peers and Projects: Developing and Demonstrating our Research Potential", featuring concurrent sessions offered by EDPL graduate students was attended by over 40 people. The conference concluded with Outstanding Doctoral Research Awards being presented to Dr. Stacy Irwin (Dr. Francine Hultgren, Advisor) and Dr. Marvin Titus (Dr. Laura Perna, Advisor).

A major concern for the Department is the looming budget issue. While trimming resources in a number of areas, we have been able to continue to fund graduate student travel and to devote resources to support the GSA. Budget forecasts still remain uncertain; however, we remain hopeful that we will be able to maintain some level of support for these activities. On a more positive note, EDPL graduate enrollments have increased and we note trends indicating we are attracting more full-time students representing a broader geographic distribution. Our commitment to diversity is reflected by an increase in African-American, Asian, and Latino/Latina students. The Department generally has greater diversity among our student population than either the college or university.

EDPL continues to respond positively to its challenges and opportunities. Currently, the Higher Education, Policy and Leadership programs are all ranked in the top 20 by *U.S. News and World Report*. These rankings are consistent with our peer Research I institutions and enable us to be most competitive in recruiting highly qualified graduate students and in securing external funding. Two strategic goals of our department include enhancing the national ranking of our programs by hiring and retaining talented faculty and to continue our efforts to recruit and support graduate students. Given the fiscal realities of the time we will have to be more creative and aggressive in finding ways to accomplish these goals. While such circumstances will challenge us to explore new fiscal models to support our efforts, EDPL's outstanding faculty, staff and students are up to the task.

Tom Weible



**A Note from the GSA
President****Kathleen L. Deans**

"The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty."

-- Winston Churchill

The end of the semester brings with it many emotions. Impending joy aside, there is also that last burst of energy to finish papers and exams. There are thanks for those who have helped us through and thoughts of what the next year will bring. I implore each of you to make time and space for the opportunities inherent in each of these!

If you have not already done so, nominate a faculty member who has been particularly helpful in getting you through, shown particular interest in your work, or generally proved an asset to EDPL students for the Faculty Mentor Award. Each year, this opportunity allows students to recognize, celebrate, and encourage the contributions and support of these invaluable members of our community. It is truly a joy each spring to hear students' words of admiration for faculty they view as role models. Guidelines and information for submitting a nomination are available on the GSA website.

There are also opportunities to be a role model. As we each think ahead to the next year, consider the role you could play in the EDPL GSA or in the larger UM community. This year's GSA officers have accomplished their goal of improving workshops for the department and are looking for the next group of students who will see the next opportunity and continue to build on these successes. There is much left to be done! If you have ideas about how things can happen, or know someone who can, get those nominations in! The University Senate is also looking for graduate student senators -- this is an opportunity to participate in the shared governance of our institution.

As this year draws to a close, take this opportunity to reflect on this year's accomplishments and begin to consider the possibilities that await in the coming year for you and all of our colleagues.

Kathleen L. Deans



Faculty News

Betty L. Malen

Dr. Betty Malen presented a paper that was developed with Rebecca McAndrew (a 2003 graduate of our doctoral program) and Donna Muncey at the American Education Finance Association Conference in Salt Lake City this March. The paper was entitled "Making privatization palatable: The politics of Sylvan support centers in the Baltimore City public school system".

Carol Anne Spreen

Carol Anne Spreen, Ryan Green and Sandy Tennies presented a panel on "Internationalizing Higher Education: Problems and Prospects", with Professor Cheng Kai-Ming, the Vice Chancellor of Hong Kong University and Associate Professor Yume Yamaguchi of Tokyo Institute for Technology. Panel members are starting a working group on internationalization of higher education with colleagues from all over the globe.

Carol Anne Spreen also presented 3 papers at CIES: "Dancing with the Monster: How Teachers in Limpopo Mastered the Steps of OBE", "Is Globalization all Globaloney" and "Internationalization of Skills and Knowledge". Dr. Spreen also served as a discussant for a panel on Educational Policy Reform for EFA with members of the World Bank, AED, University of Minnesota and GWU.

Carol S. Parham

Dr. Carol S. Parham will be inducted into The Sigma Circle of the Omicron Delta Kappa National Honor Society on April 25, 2004.

Hanne Mawhinney

Dr. Mawhinney has completed her fifth year as a member of Baltimore's Success by 6 Committee. The Committee oversees the allocation of 3 million dollars annually to community initiatives that foster successful development of Baltimore children.

This spring, Dr. Mawhinney also served on the nominating committee for the Vice President of Division L, Policy, for the American Educational Research Association.

Dr. Mawhinney continues to serve on the Advisory Board for the New Scholar Fellowship for the Canadian Society for Studies in Education, and the publications committee for the University Council for Educational Administration.

She also serves on the editorial boards of the School Leadership and Management, Educational Administration Quarterly, and the American Education Research Journal: Social and Institutional Research.

Dr. Mawhinney's article, "Deliberative democracy in imagined communities: How the power geometry of globalization shapes local leadership praxis" appears in the current edition of Education Administration Quarterly. She will discuss this article at the April, 2004 AERA annual meeting in San Diego. At that conference, Dr. Mawhinney will also present a paper on new directions in the politics of education, for the new Politics

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of Education Special Interest Group, and a paper on the development of performance assessment systems in response to requirements for program accreditation by the Education Leadership Constituent Council. She is an invited discussant to paper presentations for sessions on themes of: Leadership for School Improvement; Leadership for Building Capacity in Schools; Technology in Educational Leadership, A Research Inquiry. At AERA Dr. Mawhinney will join U.S. and international colleagues in recognizing the scholarship of William Foster, and in a separate session she will join in celebrating the contributions of Flora Ortiz, a pioneer in studying women in educational administration and latina leadership.

In June, Dr. Mawhinney will present a paper, entitled "The Paradox of Making Place: Local Educational Leadership Praxis in Imagined Communities" to the annual meeting of the Canadian Society for Studies in Education. She will attend the 2004 Institute of the Canadian Association for Study of Women in Education, and present a paper entitled: "Reading into Standpoint Research in Qualitative Inquiry: Between Dorothy Smith and Patricia Hill Collins".

Dr. Mawhinney will also participate in a special symposium of the Canadian Political Science Association: "Education, Technology and Citizenship." She will present a paper examining how technology and civic education intersect in schools, and their influence on the civic and political engagement of youth.

Dr. Mawhinney is pleased to announce that three of her graduate students will defend their thesis and dissertations this spring. Angela Frusciante will defend her Ph.D. dissertation: An analytic case study of the construction of the comprehensive community initiative evaluation phenomenon. Darla Strouse will defend her Ed.D. dissertation: Through the eyes of the principal: The impact of the school performance awards on eight Maryland schools: A qualitative case study. Jelena Janc will defend her MA dissertation A case study: The meaning of the student advisory-board leadership development experience to the student board members.

Jacqueline Cossentino

Dr. Jacqueline Cossentino's new book, *Talking about a Revolution: The Languages of Educational Reform*, has just been released. It's published by State University of New York Press.

Dr. Cossentino recently published an article in *Montessori Life* called, "Pedagogy of Love: Ritual as a Window in to the Montessori Method."

Her article, "Curriculum Under Construction: Confronting the Challenge of Engagement in an Era of Reform", was recently published in the *Journal of Curriculum Studies*.

Also regarding Montessori, Dr. Cossentino will be presenting two papers at an upcoming meeting of the American Montessori Society. The first, "Culture, Coherence, and Craft: Lessons from



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Montessori Teacher Education”, is co-authored with Jennifer Whitcomb, of University of Colorado, Boulder. The second, a panel presentation entitled “Famous Fractures and Slippery Schism: Politics in the Montessori World”, features historian Barbara Beatty of Wellesley College and me.

Dr. Cossentino’s on-going work as Head of the Williamsburg Montessori School will be the primary source of her new book entitled *Inside Montessori: Unexpected Lessons for Educational Reform*.

Jeff Milem

Dr. Milem gave an inaugural address given for the President’s Lecture Series on Diversity in Higher Education, “Lessons learned from the attack on affirmative action”, at State University of New York at Geneseo, Geneseo, NY.

Dr. Milem gave a keynote speech, “Why race matters: Lessons learned from the attack on affirmative action”, at the Mid Atlantic Conference on the Scholarship of Diversity, Virginia Polytechnic Institute and State University, Blacksburg, VA.

A chapter by Dr. Milem, Dr. Eric Dey and Dr. Casey White entitled “Diversity considerations in health professions education” has been published in the book *Health care's compelling interest: Ensuring diversity in its workforce* released by Washington, DC: National Academies Press.

Dr. Milem had a chapter published in the book, *Promoting racial, ethnic, and religious understanding in America*, edited by Hampton, R.L. & Gullotta, T.P., released by Child

Welfare League Press. The chapter is titled “Educating citizens for a diverse democracy: How students learn from diversity in college.”, co-authored with Dr. Paul Umbach & Dr. Marie Ting.

A Paper by Dr. Milem and Dr. Umbach entitled “The Influence of Pre-college Factors on Students’ Predispositions Regarding Diversity Activities in College” has been published in *Journal of College Student Development* in 2003.

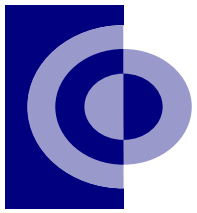
In April 2004 Dr. Milem will present a paper entitled, " The Research Defense of Affirmative Action: Three Projects That Made a Difference." at a symposium at the annual meeting of the American Education Research Association in San Diego, California.

Jing Lin

Dr. Jing Lin and her team of graduate students are working on the project funded by the Ford Foundation on improving the quality and accountability of private universities in China. One paper was presented at a conference in Nanjing in October 2003, and the paper was subsequently published in a Chinese academic journal. Dr. Lin, Yu Zhang, Lan Gao and Yan Liu also went to China during the winter break to visit two private universities. An article co-authored by them is forthcoming, on challenges facing Chinese private universities, especially on that of building trust with students and the society.

Dr. Lin also published an article, entitled "Helping Poor Children Succeed: Schools of





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"Good Will in China" co-authored with Heidi Ross in the *Journal of Thought*. They also collaborated on an article on environmental education in China. The article will be published by the Woodrow Wilson Research Center.

Dr. Lin also has an article accepted for publication by *Harvard China Review*, on the Reform of Beijing University.

In Fall, 2003, Dr. Lin published an article on "Chinese women under economic reform: Gains and losses," by *Harvard Asia Pacific Review*. On March 9-12, at the Comparative and International Education Conference in Salt Lake City, Dr. Lin presented a paper on Taoist Philosophy and Education. The panel she organized on Chinese private higher education involved four students in the International Education Policy Program.

She also gave a speech on education for global peace at Beijing University during the same period.

When Dr. Lin was in China, she met her Ford project team which has 12 graduate students and three scholars participating. A website has been designed for the project on improving quality and accountability of private higher education in China.

Laura Perna

A paper by Dr. Laura Perna & Dr. Marvin Titus entitled, "Understanding the choice of college attended by low-income students: The role of state context," is scheduled for publication in the *Review of Higher Education*. Their paper, "The role of parental involvement in promoting the college enrollment of African Americans and Hispanics," was accepted for publication in the

Journal of Higher Education.

Dr. Perna presented on the topic, "Research regarding access to postsecondary education that informs federal and state policy and desired student outcomes," at the Kellogg Forum Intergenerational Research Symposium: Access to postsecondary education in the United States in Ann Arbor, Michigan in February 2004.

In April 2004 Dr. Perna will present a paper entitled, "The benefits of higher education," at the annual meeting of the American Education Research Association in San Diego, California.

In November 2003 Dr. Perna was named an ASHE/Lumina Foundation for Education 2003 Dissertation Fellowship Mentor for Kristan Venegas, a doctoral candidate at the University of Southern California. Her dissertation is entitled, "College admission and financial aid pathways: Low-income Black and Latino urban pre-college students in college preparation programs," and her dissertation director is Dr. William Tierney. President of ASHE, Gary Rhoades, appointed her to an ad hoc ASHE task force, "Serving Local Schools," effective 3/1/04 through 12/31/05.

Meredith Honig

In January Dr. Meredith Honig received a grant from the Robert Bowne Foundation to develop a research syntheses on the relationship between after-school programs and student school performance.

Dr. Honig has had several papers accepted for publication this spring, including: "The new middle management: Intermediary organizations in education policy



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Dr. Honig was invited to present her research on intermediary organizations at the 13th annual conference of the Public Education Network in November of 2003.

She was invited to present her research on central office administrators' roles in so-called bottom-up reform implementation at a statewide education conference in Ohio ("New models for urban school improvement: Addressing barriers to academic achievement and student success", sponsored by the Ohio Alternative Education Advisory Council and the Ohio Department of Education, April 2004).

Also in April, Dr. Honig will present her research on district central office administration at three sessions of the Annual Meeting of the American Educational Research Association.

Sharon Fries-Britt

Dr. Sharon Fries-Britt was recently promoted to Associate Professor with tenure as well as Dr. Croninger.

She had a book chapter published in a new book on Black Colleges in the Millenium. The title of the chapter is "The Challenges and Needs of High-Achieving Black College Students".

She recently partnered with the Society of Black Physicists to conduct a series of evaluation studies. On February 20th she took a team of three students to the conference to begin initial data collection on the "culture" of the physics community. She also presented her research on High Achieving Black Collegians at this conference.

Steve Klees

Steve Klees presented a paper, "Education for All: Why Don't We have It and How Can we Get It?" at the Comparative and International Education Society annual meeting in Salt Lake City, March 9-12.



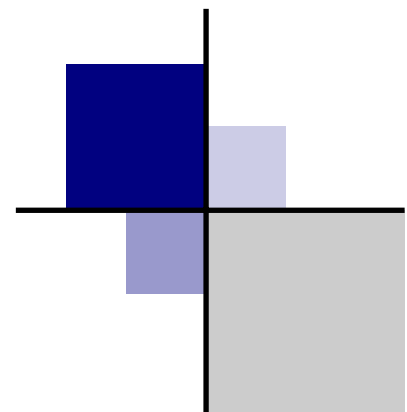
Alumni News

Anne Gray Liversidge

Anne Gray Liversidge graduated with her Ph.D. in EDPL (Curriculum Theory and Development; advisor Hanne Mawhinney) in December 2003 and is now working as a research associate/post-doc with Dr. Margaret McLaughlin in the Department of Special Education here at UMCP. The position focuses on data-driven education policy research involving children and youth with disabilities.

Paul Pitre

Paul Pitre, Ph.D. student graduated from higher education program around two years ago. Since leaving, he married a faculty member from UMBC, whose field is curriculum and instruction, and they have a new baby daughter, Gabrielle Anne, who was born at 6:32 am on January 30th. Paul is an Assistant Professor of Higher Education at Auburn University.





Student News

Amy Rathbun

Amy Rathbun coauthored an NCES report "Kindergarten Teachers: Public and Private School Teachers of the Kindergarten Class of 1998-99" that was released in March on the NCES website. She also presented a paper at the 2004 AERA meeting on "Mathematics Instruction in Kindergarten: Classroom Practices and Outcomes."

Daria Buese

Daria Buese, a Ph.D. Candidate, presented a paper at the 2004 AERA Annual Meeting in San Diego, CA. The paper, "Understanding Accountability in the Practice of Exemplary Teachers: Limitations and Possibilities of Statewide Instructional Accountability Policies," is part of a Division L paper session titled, "Teacher Accountability and Educational Effects."

Dave Edwards

Dave Edwards, a second year Ph.D. candidate in the International Education Policy Program, presented at the Comparative and International Education Society Meeting in Salt Lake City, Utah in March 2004. He presented on a panel with fellow education specialists from the OAS called, Rethinking Traditional Aid in Education: Examples of Horizontal Cooperation from the Americas. Dave's presentation was entitled The History and Politics of The Knowledge Sharing and Advisory Network.

Heather Rowan

Heather Rowan, a Ph.D. student in higher education program won the first place in the Association for Student Judicial Affairs (ASJA) doctoral student case study competition at their annual conference in Clearwater, Florida this February.

Jennifer J. Kim

Jennifer J. Kim, a Ph.D. student in International Education Policy program, presented her paper at the 2004 Comparative International Education Society National Conference in a panel entitled: Educational Statistics and Policy Implementation in Education For All. The panel was chaired by Dr. Nelly Stromquist (University of Southern California), and Simon Ellis of UNESCO Institute for Statistics served as the discussant.

Jennifer Vest Frank

Jennifer Vest Frank, a Ph.D. Candidate, Higher Education, is the New Director of Institutional Research at Loyola College in Maryland.

Lan Gao

Lan Gao, a doctoral student in International Education Policy program, has presented her paper entitled, "Expanding College Enrollment and Access in China", at the Comparative and International Education Society Meeting in Salt

Lake City, Utah in March 2004.

Lan Gao is going to present her paper entitled, "Higher Education as a Determinant of Economic Growth and Democracy", at the 6th International Conference on Education, May 21-23, 2004, Athens, Greece.

A paper by Dr. Jing Lin, Lan Gao, Yu Zhang and Yan Liu entitled, "What can we learn from the United States and other countries: On challenges facing China's private higher education", is published by Private Education Review. Their paper, "Challenges of Private Higher Education in China is published by CREC Newsletter, Center of Research on Education in China, University of Hong Kong

Liza Briggs

Liza Briggs, a doctoral student in International Education Policy program recently exhibited her debut collection of paintings at Cafe Nema in Washington, D.C. The collection paid homage to the beauty of women and to her experiences in the Africa region. Liza will be showcasing her work in the months of April and June. For more information contact Liza at



fikir982@comcast.net.

Michael Cawdery

Michael Cawdery, a Master's Candidate, presented at the International Education Consortium Conference at American University. The title of the paper was "Understanding Identity and Educational Context in the Fourth World."

Sandee Pyne

Sandee Pyne is currently a research fellow with the Women's Commission for Refugee Women and Children (WCRWC), and is coordinating and conducting research in Thailand on the trafficking of refugee and internally displaced women and girls. She is also helping to draft an advocacy strategy for WCRWC's recently released report "Global Survey on Education in Emergencies."

Sandee presented a paper at the annual CIES conference titled "Bathrooms, Teashops, and Floating Books: The Educational Underground in Military Ruled Burma."

Sandy Schoeps Tennes

Sandy Schoeps Tennes, pursuing her Master's degree in International Education Policy, presented her paper "The Bologna Declaration: One Giant Step Toward a European Higher Education Area" in March at the CIES conference in Salt Lake City. She also participated in a panel about campus internationalization.

Wallace Southerland III

Wallace Southerland III, a Ph.D.

candidate in higher education, was named a Corporate Achiever by the Multiple Sclerosis Society in Omaha and was recently elected chair of the 2004 African American History Challenge, a scholarly competition for public and private school students sponsored by the 100 Black Men of Omaha, Inc. In addition, he was invited by the Omaha Public Schools to assist with its review of their criterion-referenced tests to search for bias. He also assisted the U.S. Department of Education in reviewing and critiquing proposals for federal TRIO programs. Mr. Southerland's advisor is Betty Malen, professor of education policy and leadership.

Wendi Ralaingita

Wendi Ralaingita and Deepa Srikantiah presented their paper, "Learning Beyond the School: Integrating Local Knowledge into the Curriculum" at the Graduate Research Conference and the Washington Consortium for International Education Training conference. Wendi Ralaingita also presented

Spring Poetry:

Little Seeds

by Else Holmelund Minarik

Little seeds we sow in spring
growing while the robins sing,
give us carrots, peas and beans,
tomatoes, pumpkins, squash and greens.

And we pick them,
one and all,
through the summer,
through the fall,

Winter comes, then spring, and then
little seeds we sow again.



Program News

International Education Policy Program

On February 28, the International Education Policy program held its international student research conference sponsored jointly with American University and George Washington University. There were 38 presentations by students, 13 of them from UMD, and about 75 students, faculty, and others from the area attended the conference. This year's Comparative and International Education Society annual meeting in Salt Lake City, March 9-12, had a large contingent of faculty and students from Maryland. Twelve students presented papers.

PROGRAM NEWS

Organizational Leadership and Policy Studies News

OLPS students will soon be able to access a two-year course schedule. Students completing MA and Ph.D. programs in Education Leadership and Policy Studies, and students completing MA in Education Leadership and Policy Studies leading to Administrator I certification (for the principalship) in Maryland will be able to plan their two-year course schedule.

This spring the OLPS program admitted students to its MA and Ph.D. programs on campus. The OLPS area will now only offer the Ed.D. in Education Leadership and Policy Studies for those seeking superintendent certification. Beginning next academic year, the OLPS program will review applications for admissions submitted by March 15, 2005.

Baltimore Area Cohort Milestone

The spring 2004 term marks a milestone for one group of OLPS students, the first of the members of the Baltimore Cohort of students completing the Ed.D. in Education Leadership and Policy Studies will defend her dissertation. Darla Strouse has completed a qualitative case study of school leaders perceptions of the impact of Maryland's school-based performance awards on the improvement of student achievement. Darla, who is the Executive Director of the Partnerships and Development Office of the Maryland State Superintendent of Schools, examined how the awards program and its monetary rewards were perceived by principals of eight schools that received awards three or four times. Members of the Baltimore Area Cohort, who began their field program in the fall of 1997, are now developing proposals for their doctoral dissertations or are completing fieldwork while continuing to hold positions of leadership in education in Maryland. Allan Duane Arbogast, a principal in Anne Arundel County Public Schools, is collecting data for his case study of the perspective of elementary school principals on the challenges they face in supporting teacher professional learning. Terri Via, a vice principal in Howard County public schools is completing fieldwork for her study of the collaborative processes in a professional development school partnership. Alice Faber, currently a department chair of special education in a Baltimore County high school has begun her narrative inquiry of the perceptions of the development of self-determination by community college students with learning disabilities. This spring, Jackie Haas, who is superintendent of Harford County Public Schools, will present her proposal "Reforming a suburban school district culture: One system's response to the challenges of the No Child Left Behind Act". Elnora Saunders, a recently retired Baltimore City administrator, will also present her proposal "Narrative and black feminist analyses of how African American women construct knowledge from their lived experiences". John Quinn, who coordinates science education for Howard County Public Schools is preparing his proposal for an analysis of differences in teacher perceptions climate and culture in low and high needs schools.

Montgomery County Cohort

Members of another OLPS area off campus cohort, the Montgomery County Cohort are now



Program News, cont...

completing their first year of course work. Members of the cohort have been able to use the excellent facilities offered at their meeting site at Shady Grove.

David L Clark Graduate Seminar

The OLPS program is pleased to announce that for the fourth consecutive year a graduate student nominated by area faculty has been invited to participate in the David L. Clark Graduate Student Seminar, offered by the University Council for Educational Administration in partnership with Division A and Division L of the American Educational Research Association. This year, Letitia Williams, a Ph.D. student and a recipient of the UMCP entrance fellowship, will participate in the post AERA two-day seminar for 40 outstanding graduate students from across the United States. Students attending the seminar have the opportunity to gain feedback on their dissertation research from faculty for the seminar who are among leading scholars and researchers in areas of leadership and policy studies. Letitia will present the focus of her dissertation: *Race, Class and Gender in the relationships of African American Women Teachers and Mothers: Do they "recognize" each other?* In recent years OLPS and EDPL graduate students who participated in the seminar include: Daria Buese (2003), Shannon Bramblett and Jackie Haas (2002), Kmt Shockley and Angela Frusicante (2001).



Higher Education News

A number of higher education students/alums have been appointed to faculty positions in the past couple of years. They include:

Andre Perry, University of New Orleans (effective fall 2004)

Paul Umbach, University of Iowa (effective fall 2004)

Marvin Titus, North Carolina State University (effective fall 2003)

Matthew Wawrzynski, Michigan State University (effective fall 2003)

Marie Ting has accepted a position as Assistant to the President at York College where she is working for President Robert Hampton, UMCP's former Dean of Undergraduate Studies.

In December 2003 Sharon Fries-Britt, Jeff Milem, Laura Perna, and John Williams received a two-year \$323,800 grant from the Lumina Foundation for Education to examine "Race equity and diversity in public higher education in the South." The goal of the project is to expand the discourse on affirmative action, diversity, and civil rights in public higher education, civil rights communities, and public policy arenas in 19 southern and border states that, prior to the 1954 *Brown v. Board of Education* Supreme Court decision, operated on a racially segregated basis.





ANNOUNCEMENTS



NCES Seminars

The National Center for Education Statistics (NCES) has announced a new slate of training seminars to take place from May-August, 2004. Sessions will be conducted on several prominent NCES databases including: NAEP, NELS:88, ELS:2002, NHES, PIRLS, SASS, ECLS-K, and Ed Finance. These seminars are an excellent opportunity for graduate students with solid quantitative skills to learn about the datasets, recommended analytic techniques, and meet other researchers doing similar work across the country.

These free training opportunities are open to advanced graduate students and faculty members from colleges and universities nationwide, and to researchers, education practitioners, and policy analysts from federal, state and local education agencies and professional associations. Applicants should have knowledge of statistics and be proficient in the use of SAS or SPSS.

For more information, including registration information and financial support available, please visit: <http://nces.ed.gov/conferences/>

The seven seminars and application due dates are as follows:

Seminar	App. Due Date	Seminar Date	Contact
<i>ED Finance:</i>	April 16, 2004	May 24-26, 2004	Christine Forest
<i>NELS: 88/ELS: 2002</i>	April 23, 2004	May 26-28, 2004	Joy Butler
<i>PIRLS</i>	June 7, 2004	June 28-30, 2004	Joy Butler
<i>ECLS-K</i>	June 4, 2004	July 6-9, 2004	Christine Forest
<i>NHES</i>	June 23, 2004	July 14-16, 2004	Joy Butler
<i>NAEP</i>	June 18, 2004	July 20-23, 2004	Christine Forest
<i>SASS</i>	July 14, 2004	August 4-6, 2004	Joy Butler

Joy Butler: joyb@smdi.com

Christine Forest: christinef@smdi.com

**If you are a graduate student, you will also need to provide a letter of recommendation from your faculty advisor along with the other required materials.

**Applicants are allowed to attend no more than two (2) NCES sponsored seminars within a 6-year period.



The following requests have been passed by the IRB Co-Chairs concerning the content of consent forms.

ADDITIONAL REQUESTS REGARDING CONSENT FORM REQUIREMENTS

- The Co-Chairs request that Procedures sections: (i) consist of no fewer than four or five sentences that are as specific as possible about what subjects will be asked to do and the nature of questions that will be asked; and (ii) include examples of questions that will be put to subjects, either in written or oral form. The concern is that providing less than this amount of information does not accomplish informed consent, even for minimal risk projects.
- The Co-Chairs believe that subjects should only be asked to specify that they are in good physical health when their health is relevant to the project. (The current sample consent form may convey an erroneous impression that this is required information.)
- Where taping and transcriptions are involved, consent forms should specify where the recordings will be kept, who will have access to them, and when (or if) they will be destroyed.
- We ask that renewal applications be submitted no sooner than 60 days before approval is set to expire. When researchers wish to change their data collection procedures before a renewal is due, they may simply write a letter requesting a change. The guidelines for doing this are copied below. We ask that such requests not be submitted on application forms unless they are clearly labeled as an addendum, amendment, or revision request.

**INSTRUCTIONS FOR SUBMITTING AN ADDENDUM/
PROTOCOL MODIFICATION REQUEST.**

Requests to modify an active protocol (also called “addenda” or “amendments”) may be submitted at any time by sending a signed letter to the IRB. The letter should state the specifics of the changes being sought and include: the rationale for the changes, a detailed description of the procedures, how the changes will affect the risk to the subjects, and any appropriate supporting documents--such as new versions of consent forms, those currently in use, data collection instruments, and recruitment materials. If revised versions of documents previously approved by the IRB are being submitted, they should be labeled as such—for example, *revised on Saturday, March 20, 2004*

Please note that addenda do not change the duration of IRB approval. Expiration of IRB approval is based on the date when the most recently submitted application was approved, not on when an addenda was approved.



**UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
IMPORTANT DATES -Summer 2004**

Feb 23	First and second Summer Session registration begins. Consult the Schedule of Classes for instructions.
May 21	Last day to mail-in or fax registration for Summer Session I.
May 28	Last day to register without late fee (See schedule of classes for instructions)
May 31	Memorial Day! Holiday-Campus closed
June 1	First Day of Classes, Summer Session I (June 1 - July 9) Late registration begins (\$20.00 fee)
June 3	The Nomination of a Doctoral Dissertation Committee form is due in the Graduate Studies Office, Room 1204 Benjamin Building, in order to meet the Graduate School deadline of June 10. The Human Subjects IRB approval letter must be on file or a copy attached.
June 7	Last day to LATE REGISTER for SSI (\$20 late fee charged). <i>All graduate students must be registered by this date.</i> Last Day DROP or ADD a course for SSI See Schedule of Classes for important details! After this date, you must file the College "Registration/Adjustment Petition" which will incur fees for any registration and/or adjustment.
Early June	Check with your department for comprehensive examination applications, deadlines and dates. It is the prerogative of the departments to offer, or not offer, comprehensive examinations over the summer.
July 5	Independence Day! Holiday-Campus closed
July 9	Last day of Classes for Summer Session I
July 9	Last day to mail-in or fax registration for Summer Session II.
July 11	Last day to register for Summer Session II without a late fee.
July 12	First Day of classes for Summer Session II Late registration begins \$20 fee
July 13	Last day to submit Application for Graduation for August 2004 to the Graduate Studies Office, Room 1204 in the Benjamin Building, in order to meet the Diploma Office deadline of July 16, or apply on-line no later than July 16th.
July 13	Master's Approved Program forms due in the Graduate Studies Office, Room 1204 Benjamin Building, in order to meet the Graduate School deadline of July 19. (AGS students should file their program forms by this date in Education, Room 1204 Benjamin Building.)

July 13	The Nomination of a Master's Thesis Committee form is due in the Graduate Studies Office, Room 1204 Benjamin Building, in order to meet the Graduate School deadline of July 19. The Human Subjects IRB approval letter must be on file or attached (if used).
July 16	Last day to LATE REGISTER for SSII (\$20 late fee charged). <i>All graduate students must be registered by this date.</i> Last Day DROP or ADD a course for SSII. See Schedule of Classes for important details! After this date, you must file the College "Registration/Adjustment Petition" which will incur fees for any registration and/or adjustment.
Aug 5	Deadline for the submission of: -Doctoral original signed Report of the Oral Examining Committee form (must also be signed by the Dean, Room 1204 Benjamin) -Dissertation document (digital format instructions) -Abstract page with certified check or money order (\$32.00 reprint fee, and optional \$45.00 copyright fee) -Survey of Earned Doctorates on-line. All due in the Graduate School, Room 2123 Lee Building.
Aug 9	Deadline to receive results of master's and A.G.S. comprehensive examinations in the Graduate Studies Office, Room 1204 Benjamin Building, for students graduating in August.
Aug 9	Final Seminar Papers and/or Research Papers (for M.Ed. and M.A. non-thesis options) signed by the professor directing the paper and the advisor, due in the Graduate Studies Office, Room 1204 Benjamin Building. (Check with the professor directing the paper for their deadline on the draft.)
Aug 12	Deadline for thesis option students for the submission of: -Master's original signed Report of the Oral Examining Committee form (must also be signed by the Dean, Room 1204 Benjamin Building) -Thesis document (digital format instructions) -Abstract page with certified check or money order (\$32.00 reprint fee, and optional \$45.00 copyright fee) Deadline for non-thesis option students for the submission of: -Certificate of Completion forms These forms are submitted to the Graduate School by the Graduate Studies Office in Education. The student is not responsible for submitting the non-thesis certification form. All above are due in the Graduate School, Room 2123 Lee Building. AGS Certificate of Completion forms due in Education, Room 1204 Benjamin Building, by this date.
Aug 20	Last Day of Classes, SSII
Aug 20	Date of August Diploma

Summer 2004 Course Schedule

Education Policy
and Leadership

The Dialogue

EDPL301 Foundations of Education; (3 credits) Grade Method: REG/P-F/AUD. Formerly EDPA 301. Social context of education and conflicts over philosophies, values, and goals that are reflected in educational institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make.

0101(07479) STAFF

Meets 06/01/04-07/11/04

MW..... 3:45pm- 7:00pm (EDU 3315)

0201(07480) Herschbach, D.

Meets 07/12/04-08/22/04

MW..... 3:45pm- 7:00pm (EDU 2119)

EDPL489 Field Experiences in Education; (1-4 credits) Grade Method: REG/P-F/AUD. Individual Instruction course: contact department or instructor to obtain section number.

EDPL498 Special Problems in Education; (1-3 credits) Grade Method: REG/P-F/AUD. Individual Instruction course: contact department or instructor to obtain section number.

EDPL634 The School Curriculum; (3 credits) Grade Method: REG/AUD.

A foundations course embracing the curriculum as a whole from early childhood through adolescence, including a review of historical developments, an analysis of conditions affecting curriculum change, an examination of issues in curriculum making, and a consideration of current trends in curriculum design.

0101(07608) Selden, S.

Meets 06/01/04-07/11/04

TuTh..... 3:40pm- 7:00pm (EDU 3233)

EDPL642 Management of Change in Educational Organizations; (3 credits)

Grade Method: REG/AUD.

Role of individual as a change agent; issues related to effecting change within organizational sub-systems and total systems are considered. Specific strategies for successful change in schools are addressed.

0101(07609) Mawhinney, H.

Meets 06/07/04-07/23/04

TuTh..... 3:45pm- 7:00pm

EDPL645 Managing Instructional Improvement; (3 credits) Grade Method: REG/AUD.

Development of knowledge and skills in the use of data bases to improve instruction.

0201(07914) Travers, K.

Meets 07/12/04-08/22/04

MW..... 3:45pm- 7:00pm (TWS 0138)

Time and room to be arranged Dis

EDPL671 Education Law and Policy; (3 credits) Grade Method: REG/AUD. An examination of the way judicial interpretation of common, statutory, and constitutional law shapes and constrains educational policy making. Special emphasis on topics framed under the headings of liberalism and legalism.

0101(07619) Kivlighan, M.

Meets 06/01/04-07/11/04

MW..... 3:40pm- 7:00pm (EDU 2101)

EDPL679 Master's Seminar; (3 credits) Grade Method: REG/AUD. Individual Instruction course: contact department or instructor to obtain section number.

EDPL690 Research in Education Policy, Planning and Administration; (3 credits) Grade Method: REG/AUD.

Introduction to research methods and designs used in studies of education policy, planning, and administration.

0101(07643) Hultgren, F.

Meets 06/01/04-07/11/04

TuTh..... 3:40pm- 7:00pm (EDU 2101)

EDPL700 Qualitative Research Methods in Education; (3 credits) Grade Method: REG/AUD.

Qualitative methods in education research, emphasizing the paradigms of philosophy, history, sociology, anthropology, and comparative studies as they rely on narrative rather than quantitative ordering of data.

0101(07644) Mawhinney, H.

Meets 06/07/04-07/23/04

MW..... 3:45pm- 7:00pm

EDPL788K (PermReq) Special Topics in Education Policy and Administration: Indigenous Knowledge for Sustainable Learning & Leadership: Education Practices in International Development Organizatio; (3 credits) Grade Method: REG/AUD.

0101(07645) Shroff-Mehta, P.

Meets 06/01/04-07/11/04

Time and room to be arranged. Contact Department for more Information.



EDPL7880 (*PermReq*) **Special Topics in Education Policy and Administration: Economic Evaluation of Education; (3 credits)** Grade Method: REG/AUD. Class meets Tuesdays, June 1, June 8, June 15 4:00pm-9:00pm and Friday June 4, Wednesday June 9, and Friday June 18 from 9:00am to 5:00pm

0101(07663) Klees, S.

Meets 06/03/04-06/18/04

Time and room to be arranged. Contact Department for more Information.

EDPL788R **Special Topics in Education Policy and Administration: Historical Dimensions of Teachers and Teaching in the U.S.; (1-3 credits)** Grade Method: REG/AUD.

0101(07664) Eder, E.

Meets 06/01/04-07/11/04

MW..... 3:40pm- 7:00pm (TWS 2212)

EDPL798 **Special Problems in Education; (1-6 credits)** Grade Method: REG/AUD. Individual Instruction course: contact department or instructor to obtain section number.

EDPL799 **Master's Thesis Research; (1-6 credits)** Grade Method: REG. Individual Instruction course: contact department or instructor to obtain section number.

EDPL889 **Internship in Education; (3-8 credits)** Grade Method: REG/AUD. Individual Instruction course: contact department or instructor to obtain section number.

EDPL899 **Doctoral Dissertation Research; (1-8 credits)** Grade Method: REG/S-F. Individual Instruction course: contact department or instructor to obtain section number.