The College of Education has long provided instruction in quantitative research methods. Prior to 1964, there was one full-time professor in the area serving a College faculty of approximately 50 members. Although there were recognized areas of specialization, there was, at that time, no departmental structure within the College. Rather, the College operated as a single administrative unit headed by a Dean. During the next ten years there was rapid growth in the size of College, reaching about 200 faculty by the mid-1970s. In this period, several new departments were formed including EDMS around 1972 (we’re a little fuzzy on the exact year). Throughout its history as a recognized area within the College and as a department, EDMS has engaged in the dual roles of professional training and service to the College.

In its first role, EDMS has provided training at the masters and doctoral levels for students planning to pursue careers in quantitative areas related to applied statistics, measurement and evaluation. An important impetus for the development of the major program was a relatively large fellowship program funded in 1966 by Title IV of the Elementary and Secondary Education Act (ESEA). This grant provided support for 12 doctoral students per year with about half of the positions going to EDMS majors and the remainder to minors with majors in other departments within the College. Graduates from the ESEA fellowship program have pursued a variety of important career paths including professorships in higher education, research positions with Maryland boards of education and research posts in the federal government. In fact, one very early graduate from pre-departmental days went on to become superintendent of the Baltimore City school system. The major program in EDMS had, for many years, a total of about 40 full- and part-time students but recently has been expanded to about 60 students. The number of full-time faculty in EDMS has fluctuated from six to eight with a budgeted complement of seven at present.

In its second role, EDMS has provided service courses in applied statistics, measurement and evaluation for graduate students majoring in other departments in the College. In addition, faculty members have always been in high demand as members of doctoral research committees and as consultants to various externally funded projects within the College. This latter activity dates to the very earliest days of EDMS when one current faculty member was partially funded by a grant in the area of pupil personnel services and counselor education. The College has always required some course work provided by EDMS (e.g., EDMS 645 or its equivalent) with additional requirements in certain departments. Throughout its history, the weighted credit hour production of EDMS has been the highest or second highest in the College due to demand for training in quantitative research methods.

The professional training and service roles of EDMS serve complementary purposes. Virtually all full-time graduate students in EDMS are on some form of financial support and many of these students play key roles in service courses. In particular, several EDMS students each semester are employed as teaching assistants (tutors) for students from other units who are enrolled in courses such as EDMS 451, EDMS 645, EDMS 646 and EDMS 651. Also, advanced graduate
students serve as primary instructors for the undergraduate courses, EDMS 410 and EDMS 451. In effect, a strong cadre of EDMS graduate students is central to the service teaching role of the department.

Until recently, EDMS has not vigorously sought external funding for its own research efforts. While, as noted, faculty members have participated in projects in other units, the procurement of major funding was rarely pursued. However, within the past few years EDMS has, with great success, focused major effort in the procurement of external funding.