COUNSELING, HIGHER EDUCATION, AND SPECIAL EDUCATION

Paula J. Beckman, Ph.D.
Professor
(University of North Carolina)
Early intervention with infants, young children and their families.

Julia A. Bryan, Ph.D.
Assistant Professor
(University of Maryland)
Counseling and counselor education of reading skill and impairment; how children learn the meaning of words

Philip J. Burke, Ph.D.
Professor
(Syracuse University)
Special education issues, policy studies.

Alberto Cabrera, Ph.D.
Professor
(University of Wisconsin)
Research Methodologies, college choice, college students, classroom experiences, minorities in higher education, and economics of education.

Susan De la Paz, Ph.D.
Associate Professor
(University of Maryland)
Learning disabilities and writing strategy instruction.

Noah D. Dreznner, Ph.D.
Assistant Professor
(University of Pennsylvania)
Higher education, philanthropy and fundraising.

Andrew L. Egel, Ph.D.
Professor
(University of California – Santa Barbara)
Variables influencing programs for individuals with autism.

Ellen S. Fabian, Ph.D.
Associate Professor
(University of Maryland)
Support systems for adults with disabilities, school-to-work transition for special needs young adults.

Sharon Fries-Britt, Ph.D.
Associate Professor
(University of Maryland)
Retention, access, and social integration of students in higher education, higher education administration.

Paul B. Gold, Ph.D.
Assistant Professor
(University of Missouri)
Rehabilitation counseling and counselor education.

Gary D. Gottfredson, Ph.D.
Professor
(The Johns Hopkins University)
Organization and program development and evaluation, vocational interest and career psychology, diversity, rehabilitation education.

Mary Ann Hoffman, Ph.D.
Professor
(University of Minnesota)
Psychological issues related to HIV infection and other health concerns, social psychology principles in counseling.

Dennis M. Kivlghan Jr, Ph.D.
Chair and Professor
(Virginia Commonwealth University)
Process and outcome of group and individual counseling and psychotherapy, counseling interventions in influencing achievement goals and academic achievement.

Steven J. Klee, Ph.D.
Professor
(Stanford University)
International economics of education, education policy and planning in developing countries.

Frances L. Kohl, Ph.D.
Associate Professor
(University of Illinois)
Instructional delivery and inclusive interactions with students who have disabilities.

Susan R. Komives, Ed. D.
Professor
(University of Tennessee-Knoxville)
Transformational leadership, professionalism in student affairs work.

Courtland C. Lee, Ph.D.
Professor
(Michigan State University)
Psychosocial development of African-American males, evaluation of culturally specific counseling interventions in schools, alienation and resilience among children and adolescents.

Robert W. Lent, Ph.D.
Professor
(The Ohio State University)
Social cognitive career theory, academic choice and achievement, school-to-work transition.

Peter E. Leone, Ph.D.
Professor
(University of Washington)
Emotional and behavioral disorders of children and adolescents, juvenile corrections.

Joan Ann Lieber, Ph.D.
Professor of Practice
(University of California – Santa Barbara)
Inclusion of pre-schoolers with disabilities.

Jing Lin, Ed. D.
Professor
(University of Michigan)
Education in East Asia, comparative education, education philosophy, gender in education.

Margaretha Lucas, Ph.D.
Associate Professor
(Iowa State University)
Career identity development, evaluation of clinical services.

Kim MacDonald-Wilson, Sc.D.
Assistant Professor
(Boston University)
Rehabilitation counseling, psychiatric rehabilitation, employment of persons with chronic mental illness.

Paula Maccini, Ph.D.
Associate Professor
(The Pennsylvania State University)
Mathematics intervention for secondary students with mild disabilities.

Margaret J. McLaughlin, Ph.D.
Professor
(University of Virginia)
Special education policy.

Matthew J. Miller, Ph.D.
Assistant Professor
(Indiana University Chicago)
Counseling Psychology.

M. Sherril Moon, Ed.D.
Professor
(University of Virginia)
School-to-work transition and community integration of students with severe disabilities.

Debra Ann Neubert, Ph.D.
Professor
(University of Maryland)
Assessment and transition issues in special education.

KerryAnn O’Meara, Ph.D.
Associate Professor
(University of Maryland)
Systems that recruit, support, and retain faculty in higher education.

Carol S. Parham, Ed.D.
Professor of Practice
(University of Maryland)
Personnel administration, educational leadership, labor negotiations.

Julie J. Park, Ph.D.
Assistant Professor
(University of California – Los Angeles)
Race, diversity and equity, affirmative action, religion in higher education, Asian American students.

Pepper Phillips, Ph.D.
Assistant Professor
(Indiana State University)
Homophobia in schools, gay, lesbian, bisexual headed family coping strategies.

Stephen J. Quaye, Ph.D.
Assistant Professor
(The Pennsylvania State University)
Gains and outcomes associated with inclusive racial climates, cross-racial interactions, and color-conscious pedagogical approaches.

Patricia K. Richardson, Ph.D.
Professor of Practice
(University of Maryland)
Public school administration, school improvement.

2011-2012 Faculty List
Knowledge development.

Cognition, strategic processing, domain

(University of Maryland)
Jean Mullen Professor of Literacy

QUANTITATIVE MEASUREMENT
Disorders.

Decreasing dropout rates for students

(University of Texas)
Jade Wexler, Ph.D.

Labor market outcomes.

Economics of higher education and

(University of Maryland)
Marvin Titus, Ph.D.

Development.

Affective processes in personality

(Hofstra University)
Nelly Penaloza Stromquist, Ph.D.

Professor
Classification of children at risk for

(University of North Carolina)
Deborah L. Speece, Ph.D.

Professor
Reading and learning disabilities, and the

classroom environments these children

encounter.

William O. Strein, D.Ed.
Associate Professor
(The Pennsylvania State University)
Children's self-perceptions of

competence, affective correlates of

learning/schooling.

(Nebraska University)
Nelly Penaloza Stromquist, Ph.D.

Professor
International education policy, issues

related to comparative education and

gender.

Hedwig Teglasi-Golucbow, Ph.D.
Professor
(Hofstra University)
Temperament and personality

assessment, integration of cognitive and

affective processes in personality

development.

Marvin Titus, Ph.D.
Assistant Professor
(University of Maryland)
Economics of higher education and

higher education financing strategies re.

college student access, persistence, and

lab market outcomes.

(Judge University)
Jade Wexler, Ph.D.

Assistant Professor
(University of Texas)
Decreasing dropout rates for students

with learning disabilities or behavior

disorders.

Human Development and

Quantitative Measurement

Patricia A. Alexander, Ph.D.
Jean Mullen Professor of Literacy

(University of Maryland)
Cognition, strategic processing, domain

knowledge development.

Donald J. Bolger, Ph.D.
Assistant Professor
(University of Pittsburgh)
Cognitive and neural mechanisms

involved in acquiring reading skill and

the underlying developmental disorders

leading to reading failure.

Natasha J. Cabrera, Ph.D.
Associate Professor
(University of Denver)
Paternal involvement, low-income

families.

Kevin Dunbar, Ph.D.
Professor
(University of Toronto)
Discovering and fostering the

psychologically and educationally

important mental processes underlying

Thinking, Reasoning, Problem Solving,

and Creativity.

Nathan A. Fox, Ph.D.
Distinguished University Professor
(Harvard University)
Attachment, emotion regulation,

developmental psychophysiology.

Gregory R. Hancock, Ph.D.
Professor
(University of Washington)
Structural equation modeling, multiple

comparison procedures.

Brenda P. Jones Harden, Ph.D.
Associate Professor
(Yale University)
Development and mental health of

foster and at-risk children.

Jeffrey R. Harring, Ph.D.
Assistant Professor
(University of Minnesota)
Modeling of longitudinal data including

mixed-effects models, linear and non-

linear latent curve models.

Hong Jiao, Ph.D.
Assistant Professor
(Florida State University)
Item response theory, multilevel

measurement modeling, finite mixture

modeling, psychometric issues in large-

scale educational assessments.

Melanie A. Killen, Ph.D.
Professor
(University of California Berkeley)
Social cognition, moral reasoning,

exclusion and prejudice.

Elisa L. Klein, Ph.D.
Associate Professor
(Pennsylvania State University)
Early childhood education, social policy

and children.

Robert W. Lissitz, Ph.D.
Professor
(Syracuse University)
Evaluation models, school effectivenes.

George B. Macready, Ph.D.
Professor
(University of Minnesota)
Latent class modeling.

Robert F. Marcus, Ph.D.
Associate Professor
(Pennsylvania State University)
Family relationships, social skills,

delinquency and violence.

David Miele, Ph.D.
Assistant Professor
(Northern University)
Motivated cognition, metacognition, and

self-regulated learning.

Geetha B. Ramani, Ph.D.
Assistant Professor
(University of Pittsburgh)
Cognitive and social development of

young children.

Elizabeth A Robertson-Tchabo,
Ph.D.
Associate Professor
(University of Southern California)
Cognitive development and aging,

cognitive skill training.

Meredith L. Rowe, Ed.D.
Assistant Professor
(University of Washington)
Understanding factors that contribute to

children's language and literacy

development.

Kenneth H. Rubin, Ph.D.
Professor
(Pennsylvania State University)
Socio-emotional and personality

development, parent-child relationships.

Andre A. Rupp, Ph.D.
Associate Professor
(University of British Columbia)
Measurement, evaluation, and research

methodology.

Laura Stapleton, Ph.D.
Associate Professor
(University of Maryland)
Statistical modeling of survey data.

Judith Torney-Purta, Ph.D.
Professor
(University of Chicago)
Social/political cognition, worldwide

civic education.

Min Wang, Ph.D.
Associate Professor
(University of Texas)
Language and reading acquisition,

second language/bilingual literacy

development.

Kathryn R. Wentzel, Ph.D.
Interim Chair and Professor
(Stanford University)
Motivation, social relationships, school

adjustment, academic achievement.

Allan L. Wigfield, Ph.D.
Professor
(University of Illinois)
Motivation and self-concept in children

and adolescents.

Teaching, Learning, Policy

and Leadership

Peter P. Afflerbach, Ph.D.
Professor
(State University of New York – Albany)
Reading assessment, development of

reading strategies, think-aloud protocol.

June Ahn, Ph.D.
Assistant Professor
(University of Southern California)
Technology impact on education

instructions, student media practices,

social network analysis.

Andrew Brantlinger, Ph.D.
Assistant Professor
(University of Wisconsin-Madison)
Teacher education/professional

development.

Patricia F. Campbell, Ph.D.
Associate Professor
(Florida State University)
Enhancing instructional practice,

increasing student achievement in

mathematics within urban schools.

Daniel Chazan, Ed.D.
Associate Professor
(Harvard University)
Role of technology in secondary school

mathematics, student-centered

mathematics teaching, preparation of

mathematics teachers.

Joseph M. Cirincione, Ph.D.
Associate Professor
(The Ohio State University)
Social studies and geography education.

Lawrence Clark, Ph.D.
Assistant Professor
(Emory University)
Educational studies, mathematics

instructional practices.
Robert G. Croninger, Ph.D.
Associate Professor
(University of Michigan)
Education policy analysis, equity, sociology of education.

Thomas Davis, Ph.D.
Assistant Professor
(Michigan State University)
Organizational leadership, school finance and school facilities.

Miriam Jean Dreher, Ph.D.
Professor
(University of California – Riverside)
Effective reading instruction, reading motivation in elementary school.

Ann Ryu Edwards, Ph.D.
Assistant Professor
(University of California – Berkeley)
Mathematics teacher learning and development; social/interactive processes of mathematical cognition and learning; equity in mathematics education.

Andrew Elby, Ph.D.
Associate Professor
(Berkeley)
The effects of personal epistemologies on the teaching and learning policies of people in science.

Barbara J. Finkelson, Ed.D.
Professor
(Columbia University Teachers College)
Cross-cultural education policy, history of education, history of childhood, youth, family values.

Christine M. Greenhow, Ed.D.
Assistant Professor
(Harvard University)
Learning, teaching and collaboration using emerging social technologies, educational benefits of social networking sites.

Dennis R. Herschbach, Ph.D.
Associate Professor
(University of Illinois)
Vocational and technical education, education in developing countries.

Sherick Hughes, Ph.D.
Assistant Professor
(University of North Carolina, Chapel Hill)
Culture, curriculum, and change program School of Education.

Francine H. Hultgren, Ph.D.
Chair and Professor
(Pennsylvania State University)
Curriculum theory, hermeneutic phenomenological inquiry, school reform.

Maria Hyler, Ph.D.
Assistant Professor
(Stanford University)
Teacher education/professional development, minority and urban education.

Diane Jass Ketelhut, Ed.D.
Associate Professor
(Harvard University)
The effects of using emerging technologies for curriculum and assessment on student learning, self-efficacy and engagement in science and a science career.

Stephen M. Koziol, Ph.D.
Professor
(Stanford University)
Teacher education program design, teacher assessment, English teaching methodology, secondary literacy.

Daniel Levin, Ph.D.
Visiting Professor
(University of Maryland)
Culture in education, scientific thought processes in students.

Victoria Maria MacDonald, Ed.D.
Assistant Professor
(Harvard University)
History of American Education

Jeff MacSwan, Ph.D.
Associate Professor
(University of California – Los Angeles)
Linguistic studies of bilingualism and code-switching.

Megan Madigan Peercy, Ph.D.
Assistant Professor
(University of Utah)
Second language learning, bilingualism and classroom interaction, cultural and linguistic diversity.

Betty Malen, Ph.D.
Professor
(University of Minnesota)
Education politics, policy and leadership, political systems, power/influence theories of political behavior.

Melinda Martin-Beltran, Ph.D.
Assistant Professor
(Stanford University)
Second language learning, bilingualism and classroom interaction, sociocultural and qualitative research in second language acquisition, cultural and linguistic diversity.

Hanne B. Mawhinney, Ph.D.
Associate Professor
(University of Ottawa)
Education leadership, accountability issues, critical feminist theory, school-community collaboration.

Joseph L. McCaleb, Ph.D.
Associate Professor
(University of Texas – Austin)
Inclusive education and literacy education, use of storytelling with multicultural learners.

James R. McGinnis, Ph.D.
Professor
(University of Georgia)
Science teacher education, equity in science teaching and learning.

Chauncey Monte-Sano, Ph.D.
Assistant Professor
(Stanford University)
Learning to write and reason with evidence in history classrooms, learning to think historically, learning to teach history/social studies, effective history/social studies teaching.

John F. O’Flahavan, Ph.D.
Associate Professor
(University of Illinois)
Early literacy, school change, teacher professional development.

Jennifer King Rice, Ph.D.
Professor
(Cornell University)
Economics of education and production function phenomena, reform initiatives for at-risk students.

Kellie Rolstad, Ph.D.
Associate Professor
(University of California – Los Angeles)
Language of schooling, language diversity, digital and unschooled learning and literacy, and radical unschooling.

Olivia N. Saracho, Ph.D.
Professor
(University of Illinois)
Emergent literacy, teacher preparation, cognitive style.

Steven Selden, Ed.D.
Professor
(Columbia University Teachers College)
Curriculum theory and evaluation, comparative studies of Chinese and American school curricula.

John Splaine, Ed.D.
Associate Professor
(Boston University)
Media in education, effects of media on young people, humanistic aspects of media, policy in educational technology.

Wayne H. Staler, Ph.D.
Associate Professor
(University of Minnesota)
Written communications, reading comprehension, teacher education.

Denis F. Sullivan, Ph.D.
Professor
(University of North Carolina)
Computers in education, history of technical education.

Jennifer Danridge Turner, Ph.D.
Associate Professor
(Michigan State University)
Cultural diversity issues in early literacy teaching and learning, urban education.

Linda R. Valli, Ph.D.
Jeffrey and David Mullan Professor of Teacher Education-Professional Development
(University of Wisconsin)
Teacher learning, cultural diversity, school improvement.

Bruce A. VanSledright, Ph.D.
Professor
(Michigan State University)
Social studies education related to teaching American history.

Donna L. Wiseman, Ph.D.
Dean and Professor
(University of Missouri-Columbia)
Teacher education program development and restructuring, school-university partnerships, children’s literacy.