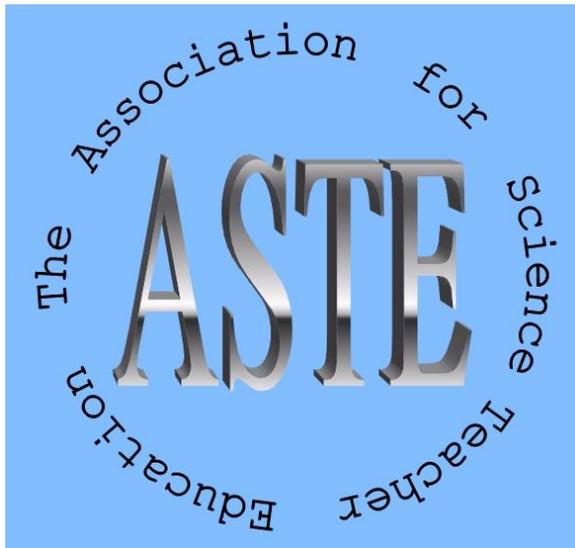
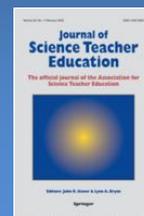


ASTE NEWSLETTER



Summer 2012

Inside:



President's Message	1-3
ASTE News	3-5
ASTE Elections	6
Conference News	7-9
Announcements	10-14
Newsletter Info	15

President's Newsletter Message

John Tillotson, ASTE President

In the past issue of the newsletter, I discussed ASTE's necessary role in building the field of teacher education research to establish a credible base upon which policymakers and teacher educators could make evidence-based decisions about how best to prepare and support high-quality science teachers. In this edition I would like to share some information about the steps the ASTE Board of Directors, working in concert with the Publications Committee and Springer Publishing, have taken to ensure that the *Journal of Science Teacher Education* (JSTE) continues to thrive and play a significant role in the dissemination of critical research in the field of science teacher education.

One of the major goals of the Publications Committee has been to further enhance the reputation and the "impact factor" that JSTE has within the science education research community as well as the larger teacher education community as a whole. A key step in this process is for ASTE to submit a successful proposal to have JSTE listed on the Social Sciences Citation Index (SSCI) which is the metric used to rate the overall perceived prestige and influence a particular research journal has on the field. A high ranking on the SSCI is an indicator of the degree to which the scholarly articles published in the journal are being cited by education scholars and serves as a measure of the influence this scholarship is having on shaping current and future research publications.

President's Message Continued

There have been a number of challenges that the ASTE Board and Publications Committee have had to address to prepare for a forthcoming SSCI submission. First, the past practice of having separate special issues of Elementary Science Education (ESE) within JSTE has necessitated separate editors and editorial boards for each respective journal section. This situation has often hampered the ability of the editors to solicit manuscript reviewers from the ASTE membership given the duplication of effort required for each journal and the sometimes competing demands from each journal operation. A second challenge has been that our current arrangement with Springer allows for only six issues of JSTE and 2 ESE issues to be published annually which severely limits our ability to make a successful SSCI submission given the limited number of articles that can currently be published in each journal separately. The small number of issues limits the impact of both JSTE and ESE unnecessarily based on the metric used to calculate a journal's "impact factor." A third challenge has been working with the Springer editorial system that is not designed to easily facilitate editorial review tasks with ESE as a separate special issue of JSTE.

In response to these challenges, the ASTE Publications Committee and Springer Publishing have worked closely to bring forth a number of important recommendations that the Board of Directors has acted on to further our goal of enhancing JSTE's role in supporting the mission of our organization. In the future, ASTE will no longer publish separate issues of JSTE and ESE and will instead create a section within our flagship journal JSTE that is devoted to issues and topics associated with elementary science teacher education. Dr. Debi Hanuscin will continue the excellent work she has carried out as the editor of the special issues of ESE and will now assume the role and responsibilities of the Elementary Science Teacher Education section editor within JSTE. By eliminating the ESE as stand-alone journal issues, ASTE will be able to establish a single, unified editorial board while eliminating any undue burden on our membership caused by the redundancy of asking individuals to review for two different ASTE journals. ASTE recently conducted a national search for the next editors for the *Journal of Science Teacher Education* to build on the outstanding efforts of our current editorial team of Lynn Bryan and John Staver. I am pleased to announce that Drs. Norm and Judy Lederman from the Illinois Institute of Technology have been selected to assume the JSTE editorship duties beginning in July 2013. Norm and Judy have assembled an internationally respected editorial board that will play a major role in helping shape the journal's future and support our efforts for a forthcoming successful SSCI submission very soon.

President's Message Continued

Ensuring teacher quality is a paramount goal for policymakers and teachers educators alike. Cochran-Smith and Power (2010) noted recently in their examination of the major trends in teacher education that this effort will require multi-faceted research that addresses: 1) links between teacher education programs, teacher quality, and the economy; 2) how teacher education programs are being held accountable for student learning outcomes; 3) the longitudinal impact of value-added teacher assessment systems in states across the U.S.; and 4) the increasing emphasis on the role of field experience and practice in teacher preparation. Our goal is for the *Journal of Science Teacher Education* to play a central role in these efforts as the premier, primary publication outlet for scholars whose research is focused on science teacher education, teacher development, and policy matters pertaining to science teacher education.

Reference:

Cochran-Smith, M., & Power, C. (2010). New directions in teacher preparation. *Educational Leadership*, 67(8), 7-13

Empowering Science Teachers Part II: ASTE Members' Actions

In an invited editorial published in the May 2012 edition of *Science*, based on their book *Science Teaching as a Profession: Why it isn't. How it could be*, co-authors Sheila Tobias and Anne Baffert describe a small set of innovative programs and supports that are capable of 'Empowering Science Teachers'. As in their book, based on on-line conversations with science teachers all over the country, Tobias and Baffert argue that teachers are "looking for challenges, problems to solve, and most importantly, a profession in which they can make an impact early on in their careers" (*Science*, p. 519). These programs and supports come in two modes: a) working at the bench with scientists and b) professional internships where teachers partner in educational research, including but not limited to participating as co-equals in professional conferences. In an effort to highlight the role ASTE members are playing in 'Empowering Science Teachers' we asked for and received several examples of ASTE led projects that also 'Empower Science Teachers'. The following are highlights of a few innovative programs and supports that were shared:

- Sherri Brown at the University of Louisville and Claudia Melear at the University of Tennessee Knoxville developed an apprenticeship program for preservice science teachers, partnering them with practicing scientists to engage in science research (See Brown & Melear, 2007).
- Allan Feldman at the University of South Florida developed a program to engage teachers and students in authentic science research in out of school time science clubs at elementary schools. In the program four to five teachers work alongside practicing scientists as part of the scientists' research groups. Each teacher facilitated a club with 10-15 students who, by extension, were members of the scientists' research groups (See Feldman, 2011).

Empowering Science Teachers Part II: ASTE Members' Actions Continued

- Daniel Meyer at the Illinois Institute of Technology supervises a program that affords full time science teachers who are at the same time part-time doctoral students the opportunity to participate in *science education research* projects. Daniel concludes that this program allows “good opportunities for the teacher/doctoral students to do research while we the faculty look over their shoulder. Equally important for doctoral students is the chance for them to look over our shoulder while we do our research”.
- Kaye Storm at Stanford University reports that the Industry Initiatives for Science and Math Education (IISME) (described in some detail in Tobias-Baffert, Chapter 6) has placed thousands of San Francisco Bay Area teachers in summer fellowships since 1985. Of the 175 placed this year, 50 are spending the summer doing research in universities and national laboratories.

In their conclusion both to their book-length study and to their *Science* editorial, Tobias and Baffert suggest that engaging, empowering, supporting, and treating teachers as real professionals is the key both to recruitment and retention. Through this newsletter contribution, we hope that all ASTE members will read Tobias and Baffert’s book, along with their *Science* editorial and consider the ways in which ASTE member-led projects are exemplars.

References

- Brown, S. & Melear, C. (2007). Preservice teachers’ research experiences in scientists’ laboratories. *Journal of Science Teacher Education*, 18, 573–597.
- Feldman, A. and Pirog, K. (2011). Authentic science research in elementary school after-school science clubs. *Journal of Science Education and Technology*, 20, 20, 494–507.
- Tobias, S. & Baffert, A., (2012). Empowering science teachers. *Science*, 336, 519.
- Tobias, S. & Baffert, A. (2010) *Science Teaching as a Profession: Why it isn't. How it could be* (National Science Teachers Association Press).

Contributed by,

Todd Campbell, Outgoing ASTE Newsletter Editor and Associate Professor – Science Education, University of Massachusetts Dartmouth, todd.campbell@umassd.edu

Janice Koch, Past-President ASTE and Professor Emeritus – Science Education, Hofstra University, janice.Koch@Hofstra.edu

ASTE Forum on Policy and Government Relations

The summer months during this election year have been relatively and predictably slow from a policy perspective. Perhaps the biggest national news for ASTE members was President Obama's STEM Master Teacher Corps initiative which you can read about on the White House website. NSTA issued a short statement in strong support of this. Based on my reading, most of the emphasis in this specific initiative is on in-service science teacher recognition, retention, and professional development. If enacted, perhaps this will help encourage bright students in the STEM disciplines to pursue teaching careers. The confluence of this initiative and the Curiosity rover reminds me of the Sputnik-inspired *National Defense Education Act* from 1958. It will be interesting to see if we experience similar benefits for science and science education. We can certainly hope.

As noted in a July 29 article in the *New York Times*, "To Earn Classroom Certification, More Teaching and Less Testing," the Teacher Performance Assessments (TPA) continue to gain momentum at the state level. Approximately half of the states are revising licensure requirements to include the TPA's. They are currently under discussion in Pennsylvania, so please let me know if your state is further along and what the response has been from teacher educators.

Finally, we had some promising discussions with colleagues from NARST earlier in the summer. They are definitely interested in collaborating with ASTE on advocacy, but like us they are unsure about how to incorporate this work into our respective organizations. Legitimate concerns to be sure and it can be difficult to find the time for advocacy within the traditional higher education framework of teaching, scholarship, and service. So, we are moving ahead and we will continue to remind members of ASTE and NARST that both organizations reference policy within their respective mission statements.

As always, contact me with any information or concerns (Joe Shane, jwshan@ship.edu).

ASTE Elections

A list of all candidates for the upcoming ASTE elections is included below. Additionally, a link is provided to access each candidate's position statement and ASTE related CV. To cast your vote, go to <http://TheASTE.org>. The voting interval is between October 1, 2012 and November 15, 2012. You will need your ASTE PIN and last name to log in (PINs are easily obtained through the link on the ASTE website). If you have any questions or wish to have hard copy of the ballot, email Bob Hollon at executivedirector@theaste.org. Elections Committee members would like to thank you, in advance, for your participation in the voting process.

The Elections Committee

Sherri Brown, Co-Chair (Senior)

Karen Irving, Co-Chair

Erica Brownstein

Aimee Govett

Rose Pringle

Yael Wyner (Equity Member)

To access each candidate's position statement and ASTE related CV, please go to <http://theaste.org/memberresources/elections/2013/>

Candidates for ASTE President (Vote for 1)

Joanne Olson

Dana Zeidler

Candidates for Board of Directors at Large (Vote for 2)

Daniel (Danny) Bergman

Malcolm Butler

Patricia (Tisha) Morell

Gillian Roehrig

Candidates for Elections Committee (Vote for 2)

Leonard (Len) Annetta

Deborah (Deb) Hanuscin

Melissa Shirley

Julie Westerlund

An Invitation to the January 9-12, 2013 ASTE International Conference in Charleston, South Carolina

The ASTE Conference Planning Committee and President John Tillotson cordially invite you to attend this year's conference. We launched the first standalone conference in Charleston, South Carolina in January of 1993 and are returning for our twentieth anniversary. The conference will begin with pre-conference activities on January 9 and continue through Saturday, January 12th. Charleston is filled with wonderful sights, sounds and culture. Thus, our theme: Science Education through a Historical and Cultural Lens, will help us enjoy our own history and culture as well as the history and cultural capital that you will bring! We truly appreciate the diversity among our members and find the possibilities for dialog intriguing. We are looking forward to another exciting year as we talk with old friends and make new ones.

Meta Van Sickle and William Veal, 2013 ASTE Conference Planning Committee Co-Chairs

ASTE 2013 International Conference

*Science Education
through a Historical and
Cultural Lens*

January 9-12, 2013

[Francis Marion Hotel](#)

387 King Street
Charleston, SC 20403
843-722-0600



ASTE Environmental Education Forum-Sponsored Field Trip in Charleston

The ASTE Environmental Education Forum is sponsoring a History-Nature Boat Tour of Charleston Harbor field trip at our 2013 annual meeting in Charleston, SC. The field trip is scheduled for Saturday afternoon on January 12 from 2:30 - 6pm. This is a 3 hour boat trip program which combines Charleston's history and beach ecology of Morris Island. We will be joined by a licensed history guide and naturalists. We'll learn about Charleston's rich history and colorful maritime history. The history program route encompasses the Charleston Battery, Fort Sumter, Fort Moultrie and the Yorktown. The Morris Island beach ecology program allows us to see Charleston's Waterfront, the Battery and Ft. Sumter. A crab pot will be pulled with contents viewed on an onboard touch tank. We will all partake in a beach walk with the naturalists. Like our Florida field trip at last year's meeting which included a fantastic boat tour of Myakka River, you'll want to bring your field glasses and cameras. Also, your family members are welcome to attend.

Contact Al Bodzin at amb4@lehigh.edu for additional information.

Northeast ASTE Meeting News

We are pleased to announce the upcoming northeast regional meeting of the Association for Science Teacher Education. It will be held at the Black Rock Forest Consortium in Cornwall New York, located 50 miles north of New York City in the Hudson Highlands, from Wednesday, October 24th-Friday October 26^h, 2012. We hope that you will be able to attend this year's conference. Last year, we had a very successful conference at the same location with over 75 people attending.

Please visit our conference website to download the conference registration form and to submit a proposal to present in a paper, poster or roundtable session: <http://environmentaleducationonline.com/neaste/>. Advanced registration and proposal submission deadline is Monday, October 1st.

We hope to see you at Black Rock Forest in October.

Pamela Abder (NYU), Beth Klein (SUNY-Cortland), Mary Leou (NYU), Yael Wyner (CUNY-CCNY)
2012 NE Region conference co-chairs

Mid-Atlantic ASTE Meeting News

The 2012 MA-ASTE regional conference will be held September 28-29 at the historic Mountain Lake Conservancy and Hotel in Pembroke, VA, home of the classic film *Dirty Dancing* (bring your hiking *and* dancing shoes). The conference will begin on Friday afternoon, September 28, at 1 pm and will end on Saturday afternoon (approximately 2 pm followed by optional hike).

Historic Mountain Lake Conservancy & Hotel, Southwestern Virginia's most comfortable adventure family getaway location, is a pristine 2,600 acre Virginia mountaintop property where you can change your pace and simply relax as clean mountain air fills your lungs and cleanses your spirit.

The lodging rates (\$111 single, \$60 each additional person per room plus tax), includes three meals for each person (dinner, breakfast lunch). The rates with meals are good for Thursday, Sept. 27 if you want to arrive early and Saturday, Sept 29 if you want to stay for Oktoberfest (German food and music). The Saturday night lodging includes tickets to Oktoberfest (Oktoberfest dinner or dining room dinner reservations are required):

http://www.mountainlakehotel.com/Section_Cat_Content_Detail.asp?SID=28&SCAT=41&ID=37

Please call the Front Desk at Mountain Lake (800-346-3334) to make a reservation. For the conference rate, please state you are with the Mid-Atlantic ASTE meeting. We have a block of rooms reserved and will lose those rooms by August 10, 2012, if not booked. Rooms may be cancelled with full refund by September 6, 2012.

Important Dates:

Advance Registration Deadline: **September 1, 2012**

Proposal Submission: **August 1, 2012**

Late Registration: **After September 1, 2012**

The MA-ASTE conference information is available at <http://theaste.org/meetings/MA.htm>

Please see this website for registration and submission information.

We hope to see you in Pembroke, VA in September!

MA-ASTE 2012 Conference Co-Chairs

George Glasson (glassong@vt.edu)

Brenda Brand (bbrand@vt.edu)

Jessica Stephenson (jesteph3@vt.edu)

Sherri Brown

MA-ASTE Regional Director

Applications Now Being Sought for

EDITOR

Science Education Section *Contemporary Issues in Technology and Teacher Education* **Association for Science Teacher Education**

The Publications Committee of the Association for Science Teacher Education (ASTE) is seeking applications for Editor or Co-Editors for the Science Education Section of the online journal, *Contemporary Issues in Technology and Teacher Education (CITE)*. The duration of appointment is for three years, beginning in January, 2014, plus a half-year overlap with the current editor from July 1, 2013 to December 31, 2013. Thus the new editor will assume full editing responsibilities of the Science Education Section from January 1, 2014 to December 31, 2016.

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (ASTE, AMTE, NCSS, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline. The journal's online medium allows authors to demonstrate the technologies about which they are writing, including video and audio segments, animation, virtual reality, Web links, and simulations. The current issue of the journal may be accessed at <http://www.citejournal.org>.

The CITE Science Education Section Editor must be a member in good standing of ASTE. This individual should have expertise in research in science teacher education and applications of technology as well as experience publishing and reviewing manuscripts for professional refereed educational journals. In addition, the editor will be expected to attend annual meetings of ASTE and serve on the ASTE Publications Committee.

CITE holds an annual editors meeting in conjunction with the annual meeting of the Society for Information Technology and Teachers Education (<http://site.aace.org/>). Attendance is encouraged, but not required. The primary editor of the Science Education Section of CITE receives a complementary registration for the conference.

Responsibilities

The CITE Science Education Section Editor will:

- Maintain academic standards that are comparable to those of the *Journal for Science Teacher Education*.
- Target one to two articles for the Science Education Section of each quarterly issue; i.e., four to eight articles per year.
- Assign manuscript submission to two review board members
- Consider reviews, decide disposition of manuscripts, and communicate decision with authors.
- Solicit manuscripts for the CITE Science Education Section.

Applications Now Being Sought for EDITOR Continued

- Originate the call for and the selection of manuscript reviewers.
- Maintain communication between CITE and ASTE.
- Maintain correspondence with CITE reviewers (including annual thank-you letters).
- Compile statistics and maintain files as appropriate for the Science Education Section - Ensure that reviewers are thanked publicly on an annual basis.
- Coordinate, conduct and/or participate in a "Publishing in Science Education" session at the annual ASTE meeting.
- Submit semi-annual board reports to ASTE through the Publications Committee.

Interested persons should submit a letter of inquiry to the Chair of the CITE Editor Search Committee. Full applications for the position are due by **November 15, 2012** and should include:

- a cover letter of application
- vita(s)
- a statement detailing institutional support

Questions may be directed to Alec Bodzin, Chair CITE Editorial Search Committee at amb4@lehigh.edu.

Please send these materials to the Chair of the CITE Editor Search Committee **via email** to:

Alec Bodzin
Chair CITE Editorial Search Committee
College of Education
Lehigh University
A113 Iacocca Hall
Bethlehem, PA. 18015

Ph. (610) 758-5095
Email: amb4@lehigh.edu

Call for Papers



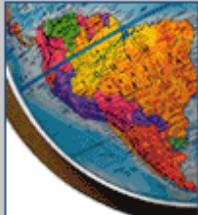
CITE
← JOURNAL →

**CONTEMPORARY ISSUES IN
TECHNOLOGY AND TEACHER EDUCATION**

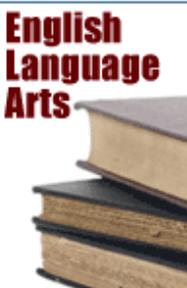
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Social Studies



English Language Arts





Math



Science

The *CITE Journal* is an online, peer-reviewed journal, established and jointly sponsored by five professional associations (AMTE, ASTE, NCSS-CUFA, CEE, and SITE). This is the only joint venture of this kind in the field of teacher education. Each professional association has sole responsibility for editorial review of articles in its discipline:

- Educational Technology: General (SITE)
- Technology and Science Education (ASTE)
- Technology and Mathematics Education (AMTE)
- Technology and Social Studies Education (NCSS-CUFA)
- Technology and English Education (CEE)

The *CITE Journal* has a unique Commentary feature, which permits readers to author short responses to articles published in a commentary strand linked to the article. This feature takes advantage of an interactive medium to develop an ongoing, peer-reviewed dialog.

About CITE – Science

Cite–Science is a peer-reviewed online journal for science teacher educators. The journal is co-sponsored by ASTE to publish research reports and theoretical articles on the use of innovative technologies in science teacher education. Authors can include interactive technologies for the readers' direct access to the example technologies such as video, audio, animation or external links.

Manuscript Information

Manuscripts should directly address technology within science teacher education. Papers may focus on science teachers at any career stage including preservice, new, continuing, or teacher leaders and any grade level including college science science teachers. Manuscripts that examine how technologies can improve programs, courses, or professional development as well as collaboration and partnerships are welcome. Papers that describe innovative approaches to technology enhanced science teacher education are specifically encouraged.

Submission Guidelines

1. Go to <http://aace.org/publish>
2. Login with your AACE login information or create a new login.
3. Select 'submit article'. Be sure to select CITE (science), as the journal.

Editor: Rebecca Schneider, University of Toledo

Reviewers for CITE-Science

As the editor of *Contemporary Issues in Technology and Science Teacher Education*, I would like to thank the following people for reviewing manuscripts from August 2011 through July 2012. Thank you for your service to CITE-Science. Your contribution is valuable and greatly appreciated.

Craig Berg, University of Wisconsin Milwaukee

Alec Bodzin, Lehigh University

Jinxin Dai, University of Toledo

Karel Jacobs, Chicago State University

Carly Pietrzyk, Robert Morris University

David Slykhuis, James Madison University

Karthigeyan Subramaniam, University of North Texas

Julie Thomas, Oklahoma State University

Meta Van Sickle, College of Charleston

To submit an application to be a Science Education section reviewer for CITE Journal:

1. Go to <http://aace.org/Publish>.
2. Log in with your AACE login information or create a new log in.
3. Select "sign up as a reviewer." Be sure to select CITE (science), as the journal.

Rebecca Schneider, Ph. D.

CITE Editor, Science Education Section

www.citejournal.org

Manuscript Solicitation

Manuscript proposals are currently being solicited for *Effective Practices in Preservice Physics Teacher Education: Recruitment, Retention, and Preparation*. This peer-reviewed book, which is being sponsored by PhysTEC, APS, and AAPT, will be co-edited by Dr. Eric Brewe and Dr. Cody Sandifer.

The book seeks to provide a practical guide to innovative, state-of-the-art programs, and will include papers in the following areas: Recruitment and Retention; Early Teaching Experiences; Preparation in Physics Knowledge, Scientific Practices, and Physics Teaching; The Collaborative Nature of Teacher Preparation; Mentoring and Community-Building; and Case Studies of Successful Preservice Teacher Education Programs.

Manuscript proposals are due February 1, 2013. Full manuscripts will be due in September 2013, and book publication is scheduled for 2015.

For more information, the book editors can be contacted at EffectivePracticesBook@aps.org. The full call for manuscript proposals can be downloaded here:

<http://www.ptec.org/effectivepracticesbook>

Themed Issue: *The Application of Technology to Enhance Chemistry Education*

Guest Editors: Michael K Seery and Claire McDonnell School of Chemical and Pharmaceutical Sciences, Dublin Institute of Technology, Kevin St., Dublin 8, Ireland.

Call for Papers

Contributions are invited for a themed, peer-reviewed issue of CERP on The Application of Technology to Enhance Chemistry Education

Topics for contribution may include but are not limited to:

- Blended learning to support 'traditional' instruction (e.g. online resources, wikis, blogs, e-portfolios)
- In-class technology (e.g. clickers, iPads or equivalent)
- Online learning (e.g. distance learning initiatives, online collaborative learning, active and interactive eLearning, computer simulations of practical work, modeling software for online learning)
- Cognitive considerations for online learning (e.g. designing online resources)
- E-assessment (e.g. formative assessment strategies, automated feedback)
- Reviews and Perspectives ('State of play' of current trends, historical perspective)

Contributions should align with the principles and criteria specified in the recent CERP editorial (Chem. Educ. Res. Pract., 2012, 13, 4-7). To summarize, there is a requirement that papers provide an argument for some new knowledge supported by careful analysis of evidence; either by reviewing the existing literature, analyzing carefully collected research data or rigorously evaluating innovative practice.

Submission of Manuscripts

Manuscripts should be submitted in the format required by the journal using the ScholarOne online manuscript submission platform available through the journal homepage <http://www.rsc.org/CERP/>. (Please state that you wish your submission to be considered for the theme issue when submitting.) Enquiries concerning the suitability of possible contributions should be sent directly by email to: Michael Seery michael.seery@dit.ie and/or Claire McDonnell: claire.mcdonnell@dit.ie.

Important Dates

Manuscripts should be submitted by 4th January 2013 to be eligible for consideration in the theme issue, subject to authors being able to address revisions without too much delay. Manuscripts received after the deadline can still be considered for the theme issue, but the usual peer review process will not be compromised to reach decisions on publication, and if such articles are accepted for publication too late to be included in the theme issue then they would be included instead in a subsequent issue.

As with other CERP contributions, articles intended for the theme issue will be published as advanced articles on line as soon as they have been set and proofs have been checked, ahead of publication in the theme issue itself.

Dr. Keith S. Taber

Editor: Chemistry Education Research and Practice (Published by the Royal Society of Chemistry)
<http://www.rsc.org/publishing/journals/rp/about.asp>

ASTE Newsletter

Published four times a year by the Association for Science Teacher Education.

Issue Items due by

Summer Aug. 15

Fall Oct. 15

Winter Feb. 15

Spring May 15

All members are invited to submit items.

Editors: Ron Hermann, Rommel Miranda and Todd Campbell

Phone: 410-704-3011 or 435-797-7038