

**Department of Education
Leadership, Higher Education and
International Education**

**Master's Handbook
2008 – 2009**

**College of Education
University of Maryland at College Park**

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1. Welcome to an EDHI Master's Program

A Message from the Faculty:

The M.A. in Education Leadership, Higher Education and International Education offers three areas of specialization: Higher Education, International Education Policy, and Organizational Leadership. In all program specializations, students will be expected to critically analyze the social contexts and value conflicts in which an understanding of education policy, practice, and leadership are embedded. Though some students will be headed for leadership as educational administrators and others in a variety of positions as teachers, education specialists, researchers, or analysts, all will be expected to connect theory and practice as discipline-based, reflective practitioners and scholars.

One of the strengths of our program is the diversity of students, who come from many backgrounds and represent different perspectives. We have selected you to join our student population on the basis of your previous academic and professional achievements. We welcome you into the program.

A Message from the Students:

Congratulations and welcome to the Department of Education Leadership, Higher Education and International Education. This letter represents the voices of many students in our department who are interested in making your transition to the department a successful one. We surveyed students in the program to find out what they thought was important for you to know. As you can imagine, the list was long and most of the topics will be covered in more detail in the handbook. However, there are a few highlights that we believe are important.

Every student wants advice about good courses to take. While formal advising varies depending on the student's relationship with her or his program advisor, a good share of advising is informal and often occurs among students. Your fellow students are an invaluable resource about courses, assistantships, and opportunities for field experiences. You are strongly encouraged to develop networks, join our Department's listserv attend social functions such as our annual open house, begin discussion groups, and participate in conferences and student committees. Get involved early and participate!

On an academic note, allow yourself ample time to research your papers and work on class projects. Be an active learner in the classroom by participating in discussions and asking questions. Support is there from faculty and students, but the key is to be assertive and ask for help or advice.

A major advantage of the College Park Campus is its geographic location. There are numerous public and private institutions and associations within a sixty mile radius

of the campus that offer research, internship, and work opportunities. As the nation's capital, Washington, D.C., is an exciting place to study education policy. Washington is home to excellent libraries, national institutes, professional educational associations, government agencies, and educational consulting firms.

We look forward to meeting you in the months ahead. We are certain you will be an asset to our academic community. Welcome aboard and good luck.

2. General Information for New Students

Is There a New Student Orientation?

Yes. The EDHI Department conducts an open house/orientation early each Fall semester for new and returning students to talk about Department activities and to meet Departmental faculty and fellow students. EDHI faculty participates in this event, which includes opportunities to talk with people in your area of specialization. The graduate assistants for the Department also participate in this event by answering questions and offering advice about the programs, the Department, and the campus.

What Publications Are Available?

The Graduate Catalog

This is the comprehensive guidebook to The Graduate School. Graduate School and Program information and requirements, policies, and procedures are listed herein. <http://www.gradschool.umd.edu/catalog/>

Handbook for Graduate Students and Graduate Advisors

This document is the official guide to University of Maryland Graduate School's policies, procedures, and services. Degree requirements, admissions criteria and status, and registration policies are all included in this Handbook. <http://www.union.umd.edu/GH/community/ga.html>

Handbook of Campus Information for Graduate Students

This handbook contains information that is useful for all Graduate Students at the University of Maryland. Campus programs and offices, along with relevant contact information, are listed in this handbook. <http://www.union.umd.edu/GH/>

Handbook for Graduate Assistants

This is a general handbook for those Graduate Students holding a Graduate Assistantship, be it a Teaching Assistantship, Research Assistantship, or Administrative Assistantship. Duties, rights, benefits, and resources useful to all GAs are listed in this handbook. <http://www.union.umd.edu/GH/community/ga.html>

Important Dates is a handout updated each semester with dates and deadlines for registration, graduation, submitting program forms, etc. The handout is available online or in the Office of Student Services, Rm. 1204 Benjamin Bldg. http://www.education.umd.edu/studentinfo/graduate_info/importantdates.html

Graduate Studies in the College of Education: Guide for Students and Advisors is an essential guide for all graduate students to refer to as you complete your program requirements. Download this PDF file at: http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/GradGuideWeb.pdf .

What Financial Assistance Is Available in the Master's Program?

Financial assistance available for qualified full-time students includes merit tuition scholarships, work-study program assistance, loans, part-time employment, and graduate assistantships around the campus. Refer to the *Graduate School Catalog* for details, or contact the Office of Student Financial Aid in the Graduate School.

In addition, there is a directory of external fellowships and grants published by the Fellowship Office. For more information, students may drop by the Fellowship Information Office or go to the website www.gradschool.umd.edu/fellowship .

What Accommodations Are There for Students with Special Needs?

For those students with documented disabilities or special needs, the University has made provisions in compliance with the Americans with Disabilities Act (ADA). If you have a documented disability, be sure to inform your program advisor and notify each course instructor. Academic as well as physical accommodations can be made, but you need to initiate contact and communication with faculty as early as possible in the semester.

For additional information, contact the Disability Support Services Office (phone 301-314-7682) and / or the Associate Dean for Student Affairs in the Graduate School, who will assist in making the necessary arrangements with the department regarding course registration, credit allocation, and special arrangements as needed (See also the *Graduate School Catalog*).

ADMISSIONS AND PROGRAM REQUIREMENTS

3. Student Status

What Are the Requirements for Full Admission to the Program?

Full admission to a master's program in EDHI minimally requires: (1) a completed bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 or better on a 4.0 point scale and (2) a Miller's Analogy Test or Graduate Record Examination score at the 40th percentile or higher in the national norms. In addition, the statement of academic and professional career objectives, their relation to the program of study to be pursued, and the letters of recommendation are considered in an overall competitive evaluation.

What Happens to Provisional Students?

Students not meeting the grade or examination minimum requirements may be offered provisional admission if they show exceptional promise based on their previous academic performance, professional experience, letters of recommendation, and the written statement of academic and professional career objectives.

If you have been provisionally admitted, you typically will be required to earn a 3.5 GPA in the first twelve credit hours of your master's program. Your program advisor will talk to you about the specific courses you should take.

At the completion of these credits, the faculty will review your academic status and decide upon full admission, modification of provisional requirements, or rejection from the program. If you are fully admitted, courses taken on provisional graduate status will be counted toward degree requirements.

What about Advanced Special Students?

This status is designed for students who are not immediately interested in a degree program, but who wish to take graduate level courses. This status provides an opportunity for post-baccalaureate, post-master, and post-doctoral students to take graduate level course work in line with their interests and abilities. The Advanced Special Student status is not intended as a qualifying program for doctoral or master's programs, but up to 12 credits earned as an Advanced Special Student may be applicable to a degree program with the approval of departmental faculty. Criteria for admission are established by the Graduate School (see *Graduate School Web Site* for details: www.gradschool.umd.edu).

Educators who already have a master's degree and are seeking MSDE Administrator I

Certification may take appropriate courses as an Advanced Special Student.

The Advanced Special Student status is not available to students in F-1 or J-1 status. These students should consult with the Office of International Education Services at (301) 314-7740 if they have questions about exceptions in this category. TOEFL test scores must be submitted if your native language is not English (required minimum score: 575).

An Advanced Special Student must maintain a 2.75 GPA and pay all graduate fees. The student is not eligible for graduate teaching, research assistantships, or financial aid. All other services such as library privileges, parking, etc., are the same as accorded for other graduate students.

This Advanced Special Student designation is not intended to be preparatory to graduate degree programs; however, students who later become admitted to a master's program may transfer into their master's program a maximum of twelve credit hours taken while in Advanced Special Student status if the courses are appropriate for their master's program.

For further information, see the *Graduate School Catalog*.

4. Academic Advising

How Do I Get Academic Advising about What I Need to Do?

When you are admitted into a degree program in EDHI, the area of specialization coordinator will assign you to an academic program advisor who is a faculty member. This assignment is made based on your stated interests, the research interests of faculty members, and the workload of full-time faculty. You will be given your program advisor's name and telephone number and should contact that person as early as possible to arrange a meeting. Your program advisor will help you plan a program and will answer questions you have about academic requirements. If your program advisor should be out of town before a semester begins, ask the department staff how to reach her or him or another faculty member who might be able to help you.

As you and your program advisor get to know each other, you should begin discussing possible thesis research topics, if you are in the master's thesis option, and how your evolving degree program fits in with your professional aspirations. If you are in the non-thesis option, it is also advisable to talk early with your adviser about possible seminar paper topics.

Over time, you will get to know other faculty and should feel free to call upon any of them as appropriate for advice. But your program advisor will usually remain your primary formal link with the Department.

Can I Change Program Advisors?

Yes. While it is desirable to maintain continuity in advising by working with one individual, sometimes students find it preferable to change program advisors because of differing interests, or necessary if the faculty member leaves the university. You have the right to change program advisors, subject only to the willingness of another faculty member to accept you as an advisee. In order to change program advisors, you must complete the advisor change request form at <http://www.education.umd.edu/EDHI/forms/forms.html>.

Notifying the department chair of your advisor change is essential so that your records can be transferred in an orderly manner. Changing program advisors requires the signature of your current program advisor. There is no stigma attached to changing program advisors, and every member of the faculty supports your right to do so.

The advisor change request form requires signatures within the department. Once all signatures are complete the original is sent to Student Services and a hard copy is kept for the department files.

How Often Should I See My Program Advisor?

The faculty strongly recommends that you see your program advisor **at least** once a semester. Some institutions require a program advisor's approval to register for courses, thereby assuring regular meetings. We do not have such a requirement, so it is up to you to maintain this important relationship. A face-to-face meeting is preferable, but if this is not possible you should at least write a letter, send an email message, or make a telephone call. The faculty really wants to know how things are going, what is happening in your career, and how you are responding to various aspects of the program. Regular meetings are also in your best interest, since we find that as students lose contact with their program advisors the chances of completing the program diminish significantly.

To assist your program advisor in relaying information to you, please be sure that she or he is kept up-to-date on any changes in either your home or work address or telephone numbers. You must make these changes to your permanent records by changing them on Testudo (www.testudo.umd.edu) and notify the EDHI department staff as well to change it in the Department data base.

What Role Do Program Advisors Play in Comps?

You and your program advisor will plan your Comprehensive Examination (Comps).

Will My Program Advisor Tell Me Everything I Need to Know?

Your program advisor will **try** to remind you of the requirements of the University, the Graduate School, the College of Education, and the Department as you move through your program. **However, the responsibility to meet these requirements belongs solely to you, the student.** It is critical that you familiarize yourself with the material in this handbook and other official publications of the University on an ongoing basis. Ultimately, **you** are responsible for managing the schedules and deadlines necessary to complete your program.

5. Developing a Program of Study

What Is a *Master's Program Plan*?

The *Master's Program Plan* is essentially an agreement of what you must do to fulfill the course requirement component of the master's program. It protects you from the possibility that new requirements may be added later. It also identifies any previous graduate course work that will be accepted for credit in the program. You will find further information on transfer credits in section 7 of this *Handbook*.

While there is discretion for you and your program advisor to build a suitable program of study focused on areas of your interest, the faculty has determined that the programs of **all** students in a particular M.A. or M.Ed. program should conform to some general semester-hour requirements. These are **minimum** requirements. The following pages outline these requirements.

Your program advisor will help you develop a specific program of studies on which you both agree. When the *Master's Program Plan* form is completed, it is signed by you and your program advisor. This program is then forwarded to the Department, where it is reviewed for compliance with Department and College requirements. Once approved, signed copies will be returned to you and your program advisor for your files.

When Do I File the *Master's Program Plan*?

The *Master's Program Plan* should be filed when you have developed it with your adviser and obtained your advisor's approval of the program. The *Master's Program Plan*, signed by you and your advisor should be given to Clarissa Coughlin the EDHI administrative staff for the Department Chair's approval and transmittal to the College of Education Graduate Studies Office.

Can I Change the *Master's Program Plan*?

Yes. Program interests, courses, and faculty members all change, so that what

may seem appropriate during an early stage in your program might seem less so later on. A *Master's Program Plan* can be changed at your initiative with the approval of your program advisor. Once you and your program advisor have agreed on the changes, you should prepare a letter, to be signed by you and your program advisor, indicating the specific courses to be removed from the existing *Master's Program Plan* and the specific courses to be added. This letter should be given to the EDHI administrative staff for the Department Chair's approval and transmittal to the College of Education Graduate Studies Office to be filed with your *Master's Program Plan*.

6. Deciding Courses to Include in Your Program

What Courses Should I Take?

To decide which courses to take, keep in mind your academic and professional interests, degree requirements, research interests, and course offerings. For more information about course offerings, you may find the following materials/sources useful:

- recent syllabi of courses
- resumes of current faculty
- the Department web site: www.education.umd.edu/EDHI

When Are Courses Offered?

Most active EDHI courses are scheduled once every two years. A few are scheduled every year; some are offered less than once every two years. New courses are continually being developed as special topics courses as well. It is often a good idea to take a course that interests you when you see it offered, especially if it is not likely to be offered in the near future.

What Is a Typical Student Workload?

To be certified as full-time, you must be officially registered for a combination of courses equivalent to 48 units per semester, approximately three 3-credit hour courses within the 600-800 series (for details, see the *Graduate School Catalog*). Part-time students normally take one or two 3-credit hour courses per semester.

Students should expect a fairly heavy workload in graduate courses, with reading assignments and requirements taking many hours outside of class. For instance, it is not uncommon for professors to expect 50-100 pages or more of readings to study per week. This may vary with the nature of the course; for example, a quantitative research

course might require more computation than reading. You should take these workload expectations into account when selecting the number and type of classes taken in a given semester.

7. Transfer Credits

Can Work I Have Taken Elsewhere Be Transferred?

Academic work *up to six credit hours* taken at other institutions may fulfill some of the requirements for your master's degree program. Judgments about its applicability will be made by your advisor with the following guidelines in mind:

- The course work must be relevant to your master's studies with this Department.
- The courses must be graduate level and have been taken for graduate credit at the original institution.
- The credit must not have been used to satisfy the requirements for any other degree.
- You must have earned grades of B or better (but no such grades will be used in the calculations of grade point average at this institution).
- The work must have been taken within seven years of the award of the University of Maryland master's degree.

Can I Have a Required Course Waived?

If you believe there may be grounds to waive a required course, careful documentation of the relevant work already taken elsewhere should be submitted to your advisor for consideration and possible approval.

8. Research Courses: Requirements and Options

What Are the Research Requirements for the Master's Degree Programs?

All master's students are required to take at least one quantitative and one qualitative research methods course. EDMS 645, Quantitative Research Methods, or its equivalent is required of all master's students in the College. EDHI offers a basic qualitative research methods course, EDHI 700, though its equivalent may be taken elsewhere.

In addition, the M.A. in Education Leadership requires EDHI 672 Modes of Inquiry.

9. Field Experiences

Is a Field Experience Required?

A field experience is required in the non-thesis option in the M.A. in Education Leadership. It is not required, but is an elective, in the thesis option in the M.A. in Education Leadership.

What Is a Field Experience?

A field experience (*EDHI 489: Field Experiences in Education*, 3 semester hours) provides students the opportunity to relate knowledge and understanding gained in class to professional practice. A field experience is designed collaboratively by the student, a faculty member (usually your program advisor or an area of specialization field experience supervisor / director), and a field supervisor at the field experience site. The emphasis is on providing you with new experiences that enhance your previous academic and professional background.

The field experience is intended to hone students' conceptual understandings and analytic skills by applying and testing them in various organizational contexts. While students will have multiple opportunities throughout their course work to apply what they are learning to real problems in educational settings, the field experience provides opportunities for students to become more closely and extensively involved with educational leaders and policy makers. Students may draw upon their course work to develop individual / team research projects that can help educational organizations examine compelling problems and appraise alternative approaches to those problems. In consultation with faculty and representatives of educational organizations, students may carry out collaboratively developed field studies, communicate the results of those inquiries to relevant audiences, and otherwise work with organizations to address key issues. Students may also apply and extend their studies through other systematic experiences or inquiries in schools and school districts, colleges and universities, state and federal agencies, professional associations, educational consulting agencies, think tanks, and other education-related contexts.

When Can I Do a Field Experience?

Field experiences are typically taken later in the program of study so that the student has a theoretical background to connect to the experience in the field. Internships may be arranged during the academic year or the summer. For a 3-credit hour field experience, students should expect to spend 15 full-time days or the equivalent (for Education Leadership, Higher Education and International Education students this is 150 clock hours) at the site.

How Do I Plan and Establish My Field Experience?

Students generally arrange and carry out their field experience in the following four steps:

- ***Develop a Plan, Including Your Choice of a Site.*** The plan for the field experience should be developed by you, your program advisor / field experience supervisor or director, and the field supervisor. The field supervisor is the professional located at the site of your field experience who will be working with you. Initially, this person will need to grant permission for you to be involved at that site. Faculty members may help you make contacts with potential sites. You should devise a field experience plan to facilitate your learning experiences in a field site as well as to provide service to that organization.
- ***Register for Field Experience Credits.*** Normally this is done in the semester or summer session in which the internship is performed, though the experience may cover a different time period than a semester or summer session.
- ***Complete the Field Experience.*** You should first meet with your supervising professor and field supervisor to develop the purpose and nature of the field experience--and to clarify the methods of recording, analyzing, and reporting your work. Throughout the field experience, you may be encouraged to maintain appropriate records / logs of your experiences. These records may then be shared in meetings with your field supervisor and the supervising professor throughout the internship. These meetings and your written records will then provide a basis for the monitoring and grading of your internship.
- ***Submit a Report of the Field Experience for Evaluation.*** At the end of the field experience, you will likely be required to submit a report of the field experience summarizing what you accomplished and what you learned as well as analyzing your field experience from some academic perspective (see your faculty field experience advisor / supervisor / director for more guidance). The field experience advisor / supervisor / director consider this summary as well as a recommendation from the field supervisor in determining your final grade.

What If the Field Experience Is Part of My Requirements for MSDE Certification?

Students desiring MSDE Certification take EDHI689 to fulfill their internship requirement. See your advisor for more details.

STEPS TOWARD GRADUATION

10. Comprehensive Examination

What Is the Comprehensive Examination (Comps)?

A written comprehensive examination is required of all master's students in the Department, however, it is three (3) hours long if you are writing a thesis and six (6) hours long if you are not writing a thesis. It is a series of examination questions usually taken in the final semester of course work. You are expected to demonstrate an in-depth understanding of your area of study and an ability to analyze, synthesize, and apply that understanding to education policy and practice.

How Do I Prepare?

Through a collaborative process, students and faculty construct a comprehensive examination that enables students to consolidate critique, synthesize, and integrate their knowledge. Plan to discuss the development of your comprehensive examination with your advisor no later than the semester prior to the one in which you plan to take the examination

11. Seminar Paper

Who Must Write a Seminar Paper?

All master's students in EDHI who do not write a master's thesis must write a seminar paper.

What Is a Seminar Paper?

A seminar paper may build on research or policy analysis papers written in courses taken in your master's program in EDHI, but it must pursue topics that go beyond those addressed in these courses or examine issues addressed in previous work more fully. You should, in consultation with your advisor and other faculty as appropriate, assesses what you have learned in the program, identify areas for further study, develop an appropriate seminar paper proposal, and complete the proposed work under the guidance and review of a mentoring professor

When Should I Write The Seminar Paper?

You should write your seminar paper near the end of your program, so that you have most of your studies to build and draw upon. In the M.A. in Education Leadership you must register for EDHI 679 Master's Seminar.

12. Thesis

How Is a Thesis Different from a Seminar Paper?

A thesis is a much more involved research project. It may be original field research or extensive literature research. What is appropriate differs somewhat by area of specialization, therefore, working closely with your advisor in planning and preparing your thesis proposal is important. Your thesis must also be defended orally before and approved by a thesis examining committee of at least three members. It is, therefore, a good idea to have this examining committee approve of your thesis proposal before you undertake your research.

What Are the Procedural Rules Governing the Examination and Approval of a Thesis?

The Graduate School has set up specific procedures and rules that must be followed. See *The Graduate School Catalog* for details and be sure to follow them carefully. In addition, the Graduate School pays **very** careful attention to thesis format. For information of the Graduate School's most recent *Thesis and Dissertation Manual* go to <http://www.gradschool.umd.edu/etd/>.

13. Time Limit

How Long Do I Have to Complete the Requirements for My Master's Degree?

The Graduate School stipulates that, with the exception of the six semester hours of graduate level course credits applicable for possible transfer to the master's degree program, all requirements for the master's degree must be completed within a five-year period. With proper justification, the Graduate School may extend that limit one year, but it is almost impossible to receive a second extension beyond that year.

Degree Requirements for EDHI's Master's Program

One Master degree is offered through the Department of Education Leadership, Higher Education and International Education:

Master of Arts (M.A.) Degree

With specializations in:

**Higher Education
International Education Policy
Organizational Leadership and Policy Studies**

All degree programs have expectations that the student demonstrate high standards of scholarship and the ability to engage in independent research. Students must either write and defend a thesis, or complete at least one seminar paper (non-thesis option). The College of Education requires that all masters' candidates take the research course EDMS 645.

HIGHER EDUCATION

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A.

Disciplinary and Multi-disciplinary Perspectives	12 credits
EDHI 653 Organization and Administration of Higher Education (<i>required</i>)	
EDHI 657 History of Higher Education in the United States (<i>required</i>)	
Courses not required will be selected from Department, College and University offerings to meet the individual needs of the student.	
Research Methods (<i>required</i>)	9 credits
EDHI 673 Modes of Inquiry	
EDMS 645 Quantitative Research Methods (or equivalent)	
EDHI 700 Qualitative Research Methods in Education (or equivalent)	
Issue-focused Seminars	6 to 9 credits
EDHI 651 Higher Education Law (<i>required</i>)	
EDHI 652 Higher Education in American Society (<i>required</i>)	
<i>Examples of other courses:</i>	
EDHI 660 Retention Theories and the Impact of College	
EDHI 752 State Systems of Higher Education	
EDHI 753 Higher Education Planning	
EDHI 754 Higher Education Finance	
EDHI 755 Federal Policies in Post-Secondary Education	
EDHI 788F Administrative Processes in Higher Education	
Collateral Studies	0 to 3 credits
Course work in other departments of the College or University	
Field Experience	3 credits required in non-thesis option
EDHI 489 Field Experiences in Education	
Seminar Paper	3 credits required in non-thesis option
EDHI 679 Master's Seminar	
Thesis	6 credits required in thesis option
EDHI 799 Master's Thesis Research	
Total Credits	36 credits minimum

INTERNATIONAL EDUCATION POLICY
MINIMUM CREDIT HOUR REQUIREMENTS FOR THE
M.A.

	<i>Non-thesis</i>	<i>Thesis</i>
Required Courses (two of the following):		
EDHI 605 Comparative Education		
EDHI 607 Culture and Education in a Global Context		
EDHI 606 Political Economy of Education in a Global Context		
	6 credits	6 credits
Specializations:		
Courses will be selected from Department, College and University offerings to meet the individual needs of the student.		
	18 credits	9 credits
Research Methods		
EDMS 645 Quantitative Research Methods I (or equivalent)	3 credits	3 credits
EDHI 700 Qualitative Research Methods in Education (or equivalent)	3 credits	3 credits
Elective		3 credits
Thesis		
EDHI 799 Master's Thesis Research		6 credits
Total Credits	30 credits minimum	

*Note: A **seminar paper** under the guidance and approval of a faculty member and your advisor is required in the **non-thesis option** of the M.A. in International Education Policy, though course credits are not stipulated for completing this requirement.*

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A.

This program provides students from diverse backgrounds with the opportunity to examine the purposes of education and the roles that education plays in a democratic, pluralistic society. The dual emphasis on leadership and policy studies enables students to explore critical educational issues and to analyze how these issues are generated, how educational problems are framed, and how solutions are promulgated. ***Individual student programs are developed with a faculty advisor and approved by a program committee.***

Disciplinary and Multi-disciplinary Perspectives **12 credits**

Examples:

- EDHI 640 Introduction to Educational Leadership
- EDHI 671 Education Law and Policy

Courses will be selected from Department, College and University offerings to meet the individual needs of the student.

Research Methods (Required) **9 credits**

- EDHI 672 Modes of Inquiry
- EDHI 700 Qualitative Research Methods in Education (or equivalent)
- EDMS 645 Quantitative Research Methods (or equivalent)

Issue-focused Seminars **3 to 9 credits**

Examples:

- EDHI 621 Education Policy / Program Evaluation and Organizational Decision making
- EDHI 740 Managing Educational Organizations in a Diverse Society

Collateral Studies (Course work in other departments of the College or University) **0 to 6 credits**

Field Experience **3 credits required in non-thesis option**

- EDHI 489 Field Experiences in Education

Seminar Paper **3 credits required in non-thesis option**

- EDHI 679 Master's Seminar

Thesis **6 credits required in thesis option**

- EDHI 799 Master's Thesis Research

Total Credits **36 credits minimum**

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A. with program requirements for *MSDE Administrator I certification*

Disciplinary and Multi-disciplinary Perspectives	12 credits
<i>Examples:</i>	
EDHI 640: Introduction to Education Leadership	
EDHI 645: Leading Instructional Improvement	
EDHI 670: Developing Learning Communities in Educational Organizations	
EDHI 671: Education Law and Policy	
Research Methods (Required)	9 credits
EDHI 672: Modes of Inquiry	
EDHI 700: Qualitative Research Methods in Education (or equivalent)	
EDMS 645: Quantitative Research Methods I (or equivalent)	
Issue-focused Seminars	12 credits
<i>Examples:</i>	
EDHI 642: Management of Change in Educational Organizations	
EDHI 646: Leading Instructional Excellence	
Field Experience	3 credits
EDHI 689: Practicum in Educational Administration and Supervision	
Seminar Paper	3 credits
EDHI 679: Master's Seminar	
Total Credits	39 credits

Notes:

This program is designed to prepare students to be eligible for Administrator I Certification in the State of Maryland. The program is consistent with the standards of the Educational Leadership Constituent Council (ELCC) and the Maryland State Department of Education (MSDE). Students are advised to determine their certification status before pursuing this degree.

Post Master's Administrator I Certification

For teachers who have a master's degree from an accredited institution and a minimum of three (3) years of satisfactory teaching, it is possible to obtain Maryland State Department of Education (MSDE) Administrator I Certification by taking the courses listed below. All students should consult with their local school district certification office or MSDE, Division of Certification, before pursuing this option for Administrator I Certification.

Students may take the following courses in the MSDE prescribed areas:

School leadership, management and administration

EDHI 640 Introduction to Educational Leadership

Development, observation, and evaluation of staff

EDHI 645 Managing Instructional Improvement

Curriculum, instruction and assessment

EDHI 646 Leading Instructional Excellence

EDHI 670 Developing Learning Communities in Educational Organizations

Legal issues and ethical decision making

EDHI 671 Education Law and Policy

Practicum / Internship

EDHI 689 Practicum in Educational Administration and Supervision

Appendix A: *Faculty Profiles*

ALBERTO F. CABRERA: Professor; Ph.D., University of Wisconsin-Madison; joined faculty in 2006; teaching and research interests include: research methodologies, college choice, college students, classroom experiences, minorities in Higher Education, the role of finances on college persistence, determinants of default behavior and economics of education. 301-405-2875; cabrera@umd.edu.

THOMAS DAVIS: Assistant Professor; Ph.D. (expected 2008) Michigan State University; joined faculty in 2008; background includes Economics, Finance, Mathematics, and Facilities In Education. 301-405-1514; davisth4@umd.edu

NOAH DREZNER: Assistant Professor; Ph.D., University of Pennsylvania; joined faculty in 2008; background includes Higher Education Management, Professional Writing, Nonprofit Leadership, and Philanthropy and Fundraising. 301-405- 2980; ndrezner@umd.edu

SHARON FRIES-BRITT: Associate Professor; Ph.D., University of Maryland, College Park; joined faculty in 1995; teaching and research interests include academic and social integration of students in higher education, and administrative issues in higher education. 301-405-0186; sfries@umd.edu.

STEVEN J. KLEES: Professor, Ph.D., Stanford University; joined faculty in 1999; teaching and research interests include international economics of education and education development policy and planning internationally, especially in developing countries. 301-405-2212; sklees@umd.edu

JING LIN: Associate Professor, Ed.D, University of Michigan, Ann Arbor, 1990; teaching and research interests include Education in East Asia, comparative education, education philosophy and sociology, gender in education. 301-405-3568; jinglin@umd.edu

HANNE MAWHINNEY: Associate Professor, Ph.D., University of Ottawa; joined faculty in 1999; teaching and research interests include education administration and leadership, especially leadership for the development of professional and learning communities, education policy, especially youth policy and accountability issues, school-community collaboration, critical feminist theory, and qualitative research methods. 301-405-4546; hmawhinn@umd.edu.

KERRYANN O'MEARA: Associate Professor, Ph.D. University of Maryland College Park; joined faculty in 2007; teaching and research interests focus on the systems that recruit, support, and retain faculty in higher education. 301-405-5579; komeara@umd.edu

CAROL PARHAM: Professor of Practice, Ed.D., University of Maryland; joined faculty in 2002; interests include personnel administration, educational leadership, and labor negotiations 301-405-3580; cparham@umd.edu.

PAT RICHARDSON: Professor of Practice, Ph. D., University of Maryland; joined faculty in 2005; interests included Reading, K-12, Elementary Education, Administration and Leadership. 301-405-6828; mcgrath@umd.edu

NELLY STROMQUIST: Professor; Ph. D., Stanford University; joined faculty in 2008; interests include international development education and sociology of education, gender in national education, education policy, and adult literacy. 301-405-7925; stromqui@umd.edu

MARVIN TITUS: Assistant Professor; Ph.D: University of Maryland College Park; joined faculty in 2007; teaching and research interests include economics of higher education and higher education financing. 301-405-2220; mtitus@umd.edu

THOMAS D. WEIBLE: Professor and Interim Department Chair; Ph.D.; University of Iowa; joined faculty in

1989; teaching and research interests include teacher certification standards in social studies and research related to the teaching of history. 301-405-3589; tweible@umd.edu.

In addition, the Department has several affiliated and adjunct members and often engages instructors with complementary expertise from federal and state government, local school districts, post-secondary institutions, and the private sector.

Professors Emeriti

These are retired faculty members who still can chair dissertations or doctoral research studies and be on doctoral committees, but who typically no longer teach classes or engage in other Department activities on a regular basis.

ROBERT O. BERDAHL: Professor Emeritus; Ph.D., University of California, Berkeley; joined faculty in 1980; teaching and research interests include state and federal policies in higher education in the U.S., and British higher education. 301-405-3577; berdahl@umd.edu

ROBERT BIRNBAUM: Professor Emeritus; Ed.D., Teachers' College, Columbia University; joined faculty in 1989; teaching and research interests include college and university administration, leadership, and governance, and organization theory. 301-405-3584; rbirnbau@umd.edu

WILLIS D. HAWLEY: Professor Emeritus, Ph.D., University of California, Berkeley; joined faculty in 1993; teaching and research interests include the politics of education and issues of education policy, especially concerning desegregation/integration and improving teaching quality through teacher education reform, professional development, and policy initiatives. 301-405-3592; wdh@umd.edu

FRANK A. SCHMIDTLEIN: Associate Professor; Ph.D., University of California, Berkeley; joined faculty in 1980; teaching and research interests include higher education governance, administration, finance, and planning. 301-405-3564; franks@umd.edu

Staff

Key to the successful operation of any program is the support staff. They provide general information to prospective students and to those seeking fellowships and assistantships. During the course of your graduate program, you should work closely with the staff to make sure your paperwork is filed and processed according to university regulations.

Clarissa Coughlin (Coordinator)
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Appendix B: The UMCP Code of Academic Integrity

The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, the Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

Any of the following acts, when committed by a student, shall constitute academic dishonesty:

- # **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- # **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- # **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- # **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The faculty in the Department of Education Leadership, Higher Education and International Education consider such violations of academic honesty to be serious challenges to the integrity of both the academy and the education profession. Students and faculty share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

For further details on the UMCP Code of Academic Integrity, see the *Graduate School Catalog*.

Appendix C

UNIVERSITY OF MARYLAND

College of Education, Graduate Studies

Progress to Degree for the Master's Degree: Expectations for Completion

Students are responsible for knowing and securing policies, regulations, and requirements contained in University of Maryland publications and web site documents to include the Schedule of Classes, the Graduate Catalog, Department Publications, and College Publications (including the "Graduate Guide in Education" found on the web at http://www.education.umd.edu/studentinfo/graduate_info/gradhandbook.html) as well as the departmental web site guides (found at each department web site).

1. *Master's Progress.* The expectations and time frames indicated below are the requirements of the Graduate School, the College, and are the minimum requirements of the Departments within the College of Education. *

Students are expected to make satisfactory progress to degree completion. Students who do not achieve the progress expectations will be permitted to continue in the master's program only upon the approval of the Associate Dean for Graduate Studies in the College of Education.

Students must maintain a 3.0 grade point average. The Graduate School will place students whose grade point average falls below a 3.0 on academic probation.

NOTE: *Department requirements and deadlines may exceed those established by the Graduate School and/or College.

2. *Advising.* All students are expected to interact (in person, by phone, by email or combination thereof) with their advisor at least once each semester.
3. *Registration.* All graduate students must register for courses and pay associated tuition and fees each fall and spring semester, until the degree is awarded. Summer registration is required for students who are newly admitted in summer, or for students who are using facilities of the University or making demands of their advisor. Students graduating in August must register for one of the summer sessions.

Continuous Registration Requirements. A student who fails to register and who has not requested and received a waiver of registration or "Leave of Absence for Childbearing, Adoption, Illness or Dependent Care" will be notified by the Graduate School after the first day of classes that the student must register for the current semester. The Graduate School will also inform the Graduate Director of the graduate program that the student is in jeopardy of termination. If the student does not register, he or she will be dismissed from the Graduate School at the end of the semester for failure to comply with the continuous registration requirement.

A student who is dismissed for non-registration may appeal dismissal during a 30-day period following the end of the semester of non-registration. If the student does not appeal, or if the appeal is denied, and the student wishes to continue in the Graduate School, the student must apply for readmission. In this case, readmission does not alter the initial requirements for time to complete the degree.

Registration Waivers:

Waiver of Registration for Master's Students

Master's students who will be away from the University for a semester or a year may request a waiver of continuous registration and its associated tuition for the semester or year. Waivers of registration will be granted only if the student is making satisfactory progress toward the degree and can complete the degree requirements within the required time limits. Interruption of registration cannot be used to justify a time extension. *Students are responsible for following the proper procedures for making such a request.*

Permission for non-registration is obtained from the Graduate Director of the student's program and college, and the waiver must be filed with the Graduate School. Students who are not registered may not use any University facilities, including the library, and should expect to consult with members of the Graduate Faculty seldom or not at all.

A request for a waiver of registration should be filed 30 days before the beginning of the semester or year *for which the waiver is sought by the student*. Tuition waiver requests will be granted only when the student affirms in writing that he or she will not be using any University resources, including the time of faculty members, during the waiver period.

Leave of Absence for Childbearing, Adoption, Illness or Dependent Care

In recognition of the effects that childbirth, adoption, illness, and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence of up to two semesters during which time they do not intend to make academic progress toward the completion of their degree. Application for a leave of absence may be made on a one or two-semester basis. A leave of absence ordinarily will not be granted for more than one academic year. Leaves requested for a longer period are approved only in exceptional circumstances. An approved leave for one semester will be extended to two semesters as needed, if so requested by the applicant prior to the expiration of the approved one-semester leave of absence. The time taken on an approved leave of absence is not included in the time limitations for degree completion. Students are responsible for following the proper procedures for making such a request.

International students. Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time every semester at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence might be a serious illness or medical condition. Students are advised to consult with the staff of the Office of International Educational Services for more information when considering a leave of absence.

NOTE: *Students should consult the Graduate Catalog regarding registration requirements, and possible consequences of a waiver of registration or leave of absence, on the web at:*
http://www.gradschool.umd.edu/catalog/registration_policies.htm .

4. *Credit Completion Expectation.* Full-time master's students are expected to successfully complete (B average or higher) the required program-relevant credits each semester, and meet the full-time criteria as defined by the Graduate School; part-time master's students are expected to successfully complete (B average or higher) a sufficient number of program-relevant credits per year, in order to complete within the time frames specified in number 7 of this document. (Some programs require full-time attendance.)

NOTE: Designation of full-time and part-time status is defined in the online Graduate Catalog at http://www.gradschool.umd.edu/catalog/registration_policies.htm#2.

Any incomplete grades (except in thesis credit, 799) are to be converted to regular grades. Incompletes must be accompanied by a contract, and completed within the time frame stated in the contract. Normally, incomplete grades are completed within one year. These expectations are to be monitored by the advisor each semester.

The grades of D, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D or F.

5. *Minimum Credit Requirements.* All master's students must complete a minimum of 30 credits hours for the degree. A department or program may require coursework beyond the minimum 30-hour requirement of the College and the Graduate School.

Master of Arts (thesis option). Of the minimum 30 credit hours required in graduate courses, six credit hours must be 799 (thesis credit). Of the remaining 24 credit hours; 12 must be at the 600-level or above; and 12 credit hours must be at least in the 400-level or above, and must be listed in the Graduate Catalog.

Master of Arts (non-thesis option). Of the minimum 30 credit hours required in graduate courses, a minimum of 18 credit hours must be selected from courses numbered 600 or above. The remaining 12 credit hours must be at least in the 400 level or above, and must be listed in the Graduate Catalog.

Master of Education. Of the minimum 30 credit hours required in graduate courses, a minimum of 15 credit hours must be selected from courses numbered 600 or above. The remaining 15 credit hours must be at least in the 400 level or above, and must be listed in the Graduate Catalog.

6. *Research Requirement.* The College of Education requires that all candidates for the Master of Education or the Master of Arts degrees take EDMS 645. All masters' students should take the quantitative course as close to the beginning of the program as possible. Departments may require additional research requirements. If a student has taken a *previous* course that is equivalent to EDMS 645, from another institution, the student may request a course equivalency review through the EDMS Department. However, requests may only be initiated with advisor and departmental approval. A course equivalency approval does not exempt the student from meeting the minimum credit requirements for graduation.

Some programs in the College of Education have approved exemptions, and/or approved substitutions for EDMS 645, and are listed in the “**Graduate Guide in Education**” found on the web at http://www.education.umd.edu/studentinfo/graduate_info/gradhandbook.html.

7. *Time Limit.* A master's student is expected to complete the requirements for the degree within five years after acceptance into the master's program. Should a student be granted an extension, or transfer in coursework older than five years, then a maximum of seven years is applied. Revalidation of coursework older than five years is required.
8. *Transfer Credit Limitations.* With advisor and department approval, a master's student may apply to transfer up to six credit hours of graduate coursework taken at other regionally accredited U.S. institutions, or a foreign university toward the master's degree. In the case of transfer credit from a foreign university, the credit will need to be evaluated by the International Education Services Office and the Graduate School. Credits to be applied to a student's program for a master's degree cannot have been used to satisfy any other previously earned degrees or

certificates. Transfer work must have been taken within five years of the award of the University of Maryland at College Park master's degree for which the student is currently enrolled (or a maximum of seven years with revalidation), and must meet the criteria of the Graduate School found online at http://www.gradschool.umd.edu/catalog/academic_record.htm#10.

9. *Inclusion of Credit.* After admission to a degree program, a master's student may seek departmental permission to include courses that may have been taken under the Advanced Special Student status at the University of Maryland, College Park campus. Coursework requested for inclusion must fall within five years of the student's graduation date (or a maximum of seven years with revalidation). Departments in the College of Education may elect to include 12 credits or less as deemed appropriate.
10. *Program of Study.* Master's students must file with the College Graduate Studies Office a departmentally approved Master's Approved Program form (listing all completed and proposed courses and anticipated dates of completion) no later than the set deadline in the semester of graduation.
11. *Comprehensive Examination.* All master's thesis students must satisfactorily complete a comprehensive examination, or its departmentally approved equivalent. Master's non-thesis option students must satisfactorily complete a comprehensive examination, or its departmentally approved equivalent, unless a department has voted that a comprehensive examination is not required for a particular program area, and has noted that with the College Graduate Studies Office.
12. *Thesis Completion.* Completion of the thesis and thesis defense is required no later than the set deadline in the semester of graduation, for thesis option students. As applicable, Institutional Review Board approval for any research involving human subjects is a prerequisite for initiating the research.
13. *Seminar Paper/Research Paper.* Completion of a seminar paper for M.Ed. students, or a research paper for M.A. non-thesis students is required no later than the set deadline in the semester of graduation.
14. *Initial Certification Program* students must satisfactorily pass the required Praxis examinations in order to be cleared for graduation. Students who appeal to be placed in student teaching prior to Praxis completion, may not have a grade for student teaching recorded, and will not be cleared for graduation until the Praxis requirements have been met.
15. Master's students who are admitted on a provisional status may not be cleared for graduation until the provisional conditions have been met.

01/28/2008:pad

FREQUENTLY USED ADDRESSES AND TELEPHONE NUMBERS

Department of Education Leadership, Higher Education and International Education
Room 2115, Benjamin Building
University of Maryland
College Park, Maryland 20742
301-405-3590 (Main Department Number)
301-405-3573 (Fax)
email address: EDHIgrad@deans.umd.edu
web page address: <http://www.education.umd.edu/EDHI>

Office of Student Services for the College of Education
Room 1204 Benjamin Building
University of Maryland
College Park, Maryland 20742
301-405-2364
301-314-5887 (Fax)
http://www.education.umd.edu/studentinfo/graduate_info/

The Graduate School
2123 Lee Building
University of Maryland, College Park
College Park, MD 20742
gradschool@umd.edu
301-405-0376 (General Information)
301-314-9305 (Fax)

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