

EDUCATION POLICY STUDIES

in the College of Education

Master's Handbook 2008 - 2009



UNIVERSITY OF
MARYLAND

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I. Welcome to an EDPS Master's Program

A Message from the Chair and Faculty:

We are pleased to welcome you to the Master's program in the Department of Education to critical and discipline-based studies of education policy. As a faculty, we value interdisciplinary collaboration and multiple ways of knowing as we engage students in examining the social, cultural, economic, historic, philosophical and political contexts in which education occurs. Our faculty are nationally and internationally known for these discipline areas as well as for their rich and diverse research methodological traditions.

Our three areas of specialization (Curriculum Theory and Development, Socio-cultural Foundations of Education, and Education Policy) offer graduate students an intellectually engaging array of courses to develop programs tailored to their interests and faculty expertise.

Please explore our EDPS Web site to find more information about our programs, faculty, students, research and outreach. As we continue to grow, so will our Web site. I hope our enthusiasm is captured in the possibilities we envision for our work together and the endless opportunities that new beginnings allow in an intellectual community of like minded scholars.

One of the strengths of our program is the diversity of students, who come from many backgrounds and represent different perspectives. We welcome you into the program.

Sincerely,

Francine H. Hultgren, Professor and Interim Chair
and the EDPS Faculty

II. General Information for New Students

Is There a New Student Orientation?

Yes. The EDPS Department conducts an open house/orientation early each fall and spring semesters for new and returning students to talk about department activities and to meet departmental faculty and fellow students. EDPS faculty participate 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 University web site provides many resources for new graduate students. The site is organized around these major headings: New Grads, Basic Needs, Academics, Finances, Graduate Student Resources, and Social Life.

<http://www.union.umd.edu/GH/>

Resource Site for Graduate Assistants

This web page contains links to many resources for graduate assistants such as the minimum stipend levels, finding an assistantship, and more.

<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: A 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.

Graduate assistantships are also available in the department on an ongoing basis as they become available.

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 (Rm. 2126, Lee Building) or call 301-405-4207.

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 301-314-7651, web site: <http://www.counseling.umd.edu/DSS/>).

You may also contact 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.

How Do I Join the EDPS Listserv?

The EDPS listserv is used to announce upcoming events, post assistantship job announcements, scholarship info, important deadlines, promote new courses, etc. All EDPS graduate students should sign up as soon as possible. To join EDPSCOMM all you need is an email account.

To subscribe: Send an email message to: Listserv@listserv.umd.edu with the following 4 components in the body of the email:

Subscribe, EDPSCOMM, firstname, lastname (a space between each, no quotes, no commas). For example: Subscribe EDPSCOMM John Doe

You will receive a confirmation message when you successfully subscribe to the list and the confirmation message will require your reply.

ADMISSIONS AND PROGRAM REQUIREMENTS

III. Degree Requirements for EDPS Master's Program

The Department of Education Policy Studies offers the **Master of Arts (M.A.)** degree with specializations in three areas:

- **Curriculum Theory & Development**
- **Education Policy**
- **Socio-cultural Foundations of Education**

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 master's candidates take the research course EDMS 645 or its equivalent. Substitutions for EDMS 645 must be pre-approved.

Master of Arts (M.A.)

(effective as of Fall '08 – students admitted prior to this date will adhere to requirements at time of admission)

As shown in Table 1, the Master of Arts program (Thesis and Non-thesis Option) requires 30 credits of coursework, encompassing 3 credits in the EDPS Core, 6-9 credits in Theories and Disciplines, 9-12 credits in one of the three specializations in the department, 6 credits in introductory research methods, and 3 credits for the Master's seminar paper in the non-thesis option. The thesis option also requires 30 credits, but with the credits distributed somewhat differently due to more credits required in research methods and for the thesis itself. There is no one set of courses that all students must take, and students' program plans will vary by their particular interests and career goals. There is however one required core course for all master's students, the Professional Seminar in Policy Studies. Students completing the M.A. thesis option will be required to complete a master's thesis proposal and defense with a formal committee as well as the successful completion of the thesis and defense. All master's students will be required to pass a comprehensive examination after the completion of their coursework.

TABLE 1: MASTER'S PROGRAM IN EDUCATION POLICY STUDIES

Minimum of 30 Credit Hours Beyond the Bachelor's Degree		CREDIT HOURS
EDPS Core	<i>One required course. EDPS788B to be taken the first year, preferably the first semester.</i> EDPS 788B: Professional Seminar in Policy Studies	3
Theories & Disciplines	<i>Students select two to three courses that provide a broad understanding of theoretical and discipline-based perspectives on education policies and practices (e.g., coursework in philosophy, sociology, economics, gender studies, etc.)</i>	6-9
Specialization	<i>Students select three to four courses in one of the department's three areas of specialization: Curriculum Theory & Development; Socio-cultural Foundations of Education, and Education Policy</i>	9-12
Introductory Methods	<i>Students select two courses that provide an introduction to quantitative and qualitative methods (EDMS: 645: Quantitative Research Methods I (or equivalent) and EDPS 690: Introduction to Qualitative Methods).</i>	6
Master's Research ¹	<i>Supervised Master's research.</i> EDPS 679: Master's Seminar	3
Total credits for Master's program in EDPS		30

¹ Students who select the M.A. with thesis option take one course in Theories & Disciplines, three courses in their area of Specialization, one additional methods course at the intermediate level, and 6 credits of EDPS 799: Master's Thesis Research for their Master's Research requirement.

IV. Satisfactory Progress Requirement

Graduate students admitted to the Graduate School must make satisfactory progress in meeting programmatic requirements, must demonstrate the ability to succeed in his or her course of studies or research, and must attain performance minima. The “Progress to Degree” documents provide the minimum satisfactory progress requirements of the College of Education. Please note that Department requirements and deadlines may exceed those established by the Graduate School and/or College.

The satisfactory progress requirements for master’s students are available on the Student Services web site at http://www.education.umd.edu/studentinfo/graduate_info/index.html.

Link to document:

Progress to Degree for the Master’s Degree: Expectations for Completion document. (PDF)
http://www.education.umd.edu/studentinfo/graduate_info/forms/COE%20MasterProgDeg%20Sp08.pdf

V. Student Status

What Are the Requirements for Full Admission to the Program?

Full admission to a master’s program in EDPS 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 50th 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's, 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 is established by the Graduate School (see *Graduate School Web Site* for details: www.gradschool.umd.edu).

VI. Academic Advising

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

When you are admitted into a degree program in EDPS, you will be assigned 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:

- ask another faculty member to serve as your program advisor, obtain that faculty member's agreement, and inform your current program advisor of your intentions.
- send an email to EDPS administrative staff requesting that your program advisor be

changed from professor X to professor Y, with a copy to both the current and new program advisors.

Student Services will be notified of the change and database records in the department will be changed as well. Changing program advisors does not require the approval of your current program advisor, although it is basic courtesy and often useful to discuss with your program advisor the reasons for considering such a change before you do so. There is no stigma attached to changing program advisors, and every member of the faculty supports your right to do so.

How Often Should I See My Program Advisor?

The faculty strongly recommend 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 EDPS 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). You will then talk with the faculty members who have agreed to write questions for you about how to study for their questions.

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.

VII. 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.

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 have 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. Refer to table 1 and discuss course choices and the order courses should be taken with your advisor. 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 reviewed for compliance with department and college requirements. Once approved, a signed copy will be returned to your program advisor.

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

The *Master's Program Plan* should be filed when you have developed it with your advisor and obtained your advisor's approval of the program. The *Master's Program Plan*, signed by you and your advisor, and should be given to the EDPS 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 EDPS 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*.

VIII. 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/EDPS

The syllabi and resumes are available online as well as in binders kept in Room 2110, Benjamin Building, for review by EDPS students. The ring binders can be borrowed for reference, but may not be taken out of the Benjamin Building. Because only one set is available, you will be asked to sign it out with the office staff.

When Are Courses Offered?

Most active EDPS 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.

IX. 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.

X. 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.

STEPS TOWARD GRADUATION

XI. Comprehensive Examination

What Is the Comprehensive Examination (Comps)?

A written comprehensive examination is required of all master's students in the department. The products of the take-home examinations may be conceptual essays, literature reviews; research papers, pilot studies and/or written analyses of significant education policies. It is intended to provide students with an opportunity to integrate coursework, think critically about their particular area of study, and demonstrate their ability to analyze, synthesize, and apply knowledge to key issues in education as well as link course work and independent readings to their master's seminar paper or thesis.

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 learnings. 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. At least a semester is typically needed to:

- decide with your advisor who will be on your examination committee. Your comprehensive exam committee must be comprised of a minimum of two faculty members, including your advisor.
- discuss with the designated faculty members the question(s) to be set and how you might study for the question(s)
- complete the necessary preparation, which might take the form of additional reading, synthesis, analysis, application, or critique

Successfully completing a **comprehensive** examination normally requires familiarity with more literature on a topic than is covered in your classes or more analysis and thought in combining and applying knowledge already gained.

How Is the Comprehensive Examination Structured?

The examination committee works with the student to determine the specific content, format, and time line for the comprehensive examination as well as the relationship of the examination to the seminar paper or thesis.

Program advisors, in consultation with students, designate a comprehensive

examination committee comprised of a minimum of two faculty members, including the program advisor. This committee is responsible for defining the content and format of the examination, the standards for evaluation and the time line for completion. The program advisor is responsible for coordinating the work of the examination committee and for framing a coherent comprehensive examination.

When Are Comps Taken?

Students are eligible to begin working on their comprehensive examination when they have an approved program plan on file and when they have completed nearly all of their course work. For Master's students this usually takes place in their last semester.

Applications are available in Room 2110 Benjamin and can be picked up any time prior to beginning your comp.

How Are Comps Graded?

In grading comps faculty typically look for your capacity to analyze, synthesize, integrate, and apply the knowledge and understandings that you have gained in your Master's studies. Just reciting what different writers have said is not sufficient.

Comp questions are evaluated by the program advisor and members of the comprehensive examination committee. At least two readers evaluate the exam and rate it as a high pass, pass, low pass, or fail. Students who fail the examination (or a portion of it) have the option of taking the examination (or portion of it) a second time. If a student fails the examination on the second try, the student may appeal in writing to his/her advisor and department examination committee to take the examination a third time. This appeal must be reviewed by the College Graduate Director in the College Graduate Studies Office for final approval. You will receive a formal, written notification of your performance on the comprehensive examination from the department Chair, who will also send a copy of the letter to your program advisor and the College Graduate Studies Office.

XII. Seminar Paper

Who Must Write a Seminar Paper?

All master's students in EDPS 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 EDPS, 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, assess 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. Both your mentoring professor and your advisor must sign off on the finished seminar paper as approved.

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. You must register for EDPS 679:Master's Seminar in the semester you work on your paper.

XIII. 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. Visit the Graduate School website, www.gradschool.umd.edu, for more information on format, templates, and examples.

XIV. 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. Any transfer coursework must have been taken within seven years of the award of the University of Maryland, College Park Master's degree for which the student is currently enrolled.

Appendix A: EDPS Faculty and Staff

ROBERT G. CRONINGER: Associate Professor; Ph.D., University of Michigan; joined faculty in 1997; *teaching and research interests include education policy analysis, sociology of education, educational equity, and quantitative research methods.* 301-405-2927; croninge@umd.edu.

BARBARA FINKELSTEIN: Professor and Director, International Center for Transcultural Education; Ed.D., Teachers College, Columbia University; joined faculty in 1965; *teaching and research interests include history of family policy and values, history of childhood and youth, history of education, and intercultural education policy and practice.* 301-405-3588; bf@umd.edu.

DENNIS R. HERSCHBACH: Associate Professor and Associate Chair; Director, Comparative Education Center; Ph.D., University of Illinois, Urbana; joined faculty in 1992; *teaching and research interests include history of vocational and technical education, policy and planning issues related to workforce preparation, and education in developing countries.* 301-405-4542; drhersch@umd.edu.

FRANCINE H. HULTGREN: Professor; Ph.D., The Pennsylvania State University; joined faculty in 1992; *teaching and research interests include curriculum theory, story and narrative in understanding curriculum text, hermeneutic phenomenological inquiry, paradigm shifts of teachers in curriculum reconceptualization, and being-with students in teaching.* 301-405-4562; fh@umd.edu.

BETTY MALEN: Professor; Ph.D., University of Minnesota; joined faculty in 1994; *teaching and research interests include education policy and politics, political systems and power influence theories of political behavior.* 301-405-3587; malen@umd.edu.

JENNIFER K. RICE: Associate Professor; Ph.D., Cornell University; joined faculty in 1995; *teaching and research interests include education policy analysis, economics of education and education production function phenomena, and reform initiatives for students at risk of educational failure.* 301-405-5580; jkr@umd.edu

STEVEN SELDEN: Professor; Ed.D., Teacher's College, Columbia University; joined faculty in 1977; *teaching and research interests include theory, history, and evaluation of curriculum, influence of various ideologies on early twentieth century American education, and the teacher's role in curriculum development.* 301-405-3566; selden@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.

LOUISE BERMAN: Professor Emerita; Ed.D., Teachers College, Columbia University; joined faculty in 1967; retired in 1992; *scholarly interests include persons as lifelong learners and continuous meaning-makers, democracy and education, imagination and creativity in educational programs, person as decision maker and cross-national curriculum.* 301-405-3584; lberman@umd.edu.

JOHN E. SPLAINE: Associate Professor; Ed.D., Boston University; joined faculty in 1973; *teaching and research interests include the effects of television on young people, the use of media in teaching, politics and policy development relative to educational technology, and humanistic aspects of educational media.* 301-405-3584; jsplaine@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.

Lattisha Hawkins (Coordinator)
301-405-3570, Room 2110, lhawk@umd.edu.

Jeanie Yerby (Graduate Program Coordinator)
301-405-3603, Room 2110E email: jyerby@umd.edu.

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 Policy Studies 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: Steps to Earning Your Master's Degree

Remember, *each student is responsible for filing required forms and meeting deadlines to fulfill degree requirements*. Check off your progress on these ten steps.

1. **COURSE WORK.** Start taking courses in your master's program according to the plan approved by your advisor on this form. An approved program plan must be on file in the College office of Student Services by the "Important Dates" deadline in the semester of graduation.
 - **Master's Approved Program Plan**
2. **COMPS.** When you have completed the majority of your courses, work with your advisor to select an examination committee and the focus of your exam. Applications are available in the EDPS administrative office, Room 2110. Study for and pass your exams. Results must be received in the College office of Student Services by the "Important Dates" deadline in the semester of graduation.
 - **Application for Master's Comprehensive Examinations**
3. **THESIS OR SEMINAR PAPER PROPOSAL.** Finalize your proposal with your program advisor. For a thesis, it is recommended that your proposal be approved by all members of your oral examination committee.
4. **RESEARCH AND WRITING.** Complete your thesis or seminar paper with the help of your program or thesis / seminar paper advisor. Carefully check the format against style in the policy manual.

If writing a **thesis**, a draft of your complete thesis should be given to your advisor in the first week of the semester in which you plan to graduate, since it must be approved by your thesis committee after your advisor reworks it with you to his / her satisfaction.

If you are writing a **seminar paper**, be sure to submit it to your advisor at least a week or more prior to the deadline listed in the Important Dates publication for graduating Master's students. Advisors must be given time to review your work and sometimes changes to the seminar paper are needed, so it is to your advantage not to wait until the last minute. A seminar cover page is required. For a copy of this form, go to the EDPS web site. Select "Resources for Students." Next, select "Forms & Handbooks," and then click on the link to the College of Education forms. You must submit a final, corrected copy of your paper with the signed cover sheet before the deadline given for graduating students.

5. Within the **first ten days** of the semester in which you intend to graduate, file this form:

- **Application for Graduation**

6. **ORAL EXAMINATION.** If writing a thesis, schedule a date and conference room for your Oral Examination. Deliver a polished copy of your thesis to committee members at least 10 days in advance of the examination. Submit the following forms:

- **Nomination of Thesis or Dissertation Committee** (must be submitted 6 weeks before oral examination)
- **Oral Announcement**

Meet with your Oral Examination Committee for your oral defense. Your chair should pick up the **Report of the Examining Committee** form from the College of Education Graduate Studies office for signatures when your thesis is approved.

Make the required changes to your thesis as directed by your committee.

7. **GRADUATION.** If you have written a thesis, follow the thesis submission guidelines listed on the Office of Student Services web site:

http://www.education.umd.edu/studentinfo/graduate_info/gradthesis.html

8. **CELEBRATE.** Relax and enjoy yourself. You have earned it!

Frequently Used Addresses and Telephone Numbers

Department of Education Policy Studies

Room 2110, Benjamin Building

University of Maryland

College Park, Maryland 20742

301-405 3570 (Main Department Number)

301-405-3573 (Fax)

301-405-3603 (Program Information)

email address:

web page address: <http://www.education.umd.edu/EDPS>

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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