

Department of Education Policy and Leadership

**Doctoral Handbook
2006 – 2007**

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

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1. Welcome to an EDPL Doctoral Program

A Message from the Faculty:

The Ph.D. and Ed.D. doctoral programs in the Department of Education Policy and Leadership (EDPL) are centered around the study of education policy and leadership within the context of social complexity, conflict, and change. In the various areas of specialization students may focus on higher education, curriculum theory and development, education policy and social foundations of education, international education policy, or organizational leadership and policy studies. In all program specializations, however, students will be expected to critically analyze the social contexts and philosophical 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 as education specialists, researchers, or analysts, all will be expected to connect theory to practice as discipline-based, reflective practitioners and scholars.

We have selected you as a student on the basis of your previous academic and professional achievements to join the diversity of students from different backgrounds and perspectives that is one of the strengths of our program. As we welcome you into the program we encourage you to be a partner in this endeavor to develop conceptual understandings and professional skills, not as teacher and pupil, but rather as mentor and apprentice learners at different stages of our careers. We take seriously our obligation to you as a partner with the ultimate objective of helping you to earn the doctorate so that you may continue your relationship with our community as a colleague.

A Message from the Students:

Congratulations and welcome to the Department of Education Policy and Leadership. 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 to take, assistantships, and opportunities for internships. You are strongly encouraged to develop networks, attend social functions, 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 policy, planning, and administration. 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 EDPL department conducts an open house/orientation each fall for new and returning students to talk about department activities and to meet departmental faculty and fellow students. EDPL faculty participate in this event, which includes separate area of specialization meetings. The graduate assistants for the department assist new students by answering questions and offering advice about the program, 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.

[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.

[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.

[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.

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

Graduate Studies in the College of Education: A Guide for Students and Advisors is available online at the Office of Student Services web site, or as a PDF file:

What Financial Assistance Is Available Throughout The Doctoral Program?

Financial assistance available to students includes fellowships (including retention and recruitment awards for minority students), merit tuition scholarships, work-study program assistance, loans, part-time employment, and graduate assistantships. Contact the Office of Student Financial Aid <http://www.financialaid.umd.edu/> or visit the Graduate School fellowship site for more information: <http://www.gradschool.umd.edu/Fellowship>.

Graduate assistantships are also posted on the department listserv when they become available. Make sure to join the listserv to keep abreast of all department news and information.

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 accommodations can be made but you need to

initiate contact and communication with faculty as early as possible in the semester.

For additional information, visit the Disability Support Services Office online at <http://www.counseling.umd.edu/DSS/> or by phone at 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.

How do I register?

You can register in the following ways:

Online: www.testudo.umd.edu

In Person: Go to the First Floor of the Mitchell Building (301-314-8240).

How do I get my grades?

Grade reports are no longer mailed out automatically to students. You must call MARS or check on the WEB (www.testudo.umd.edu) to learn your grades and/or request that a print-out of your grades be mailed to you. The Registrar hopes that the new system will allow you to get the services you need with the least delay.

How do I get official transcripts?

You are now able to request that official transcripts be mailed to you or to others simply accessing the WEB (www.testudo.umd.edu). Transcripts will be mailed the day after your request has been received. There is no charge for transcripts.

Is there a web site for answers to Frequently Asked Questions?

Yes! Log onto www.gradschool.umd.edu/FAQ.html for information on a variety of topics, such as: use of the library, tuition info, obtaining parking permits and student photo ID, banking and dining services on campus, and much more!

ADMISSIONS AND PROGRAM REQUIREMENTS

3. Student Status

What Are the Requirements for Full Admission to the Program?

Full admission to doctoral programs in EDPL requires: (1) a completed bachelor's degree from an accredited institution with an undergraduate GPA of 3.0 or better; (2) a graduate GPA of 3.5 or better for work already taken; and (3) a Miller's

Analogy Test or Graduate Record Examination score at the 70th percentile or higher in the national norms, if test scores are required. (Note: Test scores are not required for the Ed.D., see special admission requirements for the Ed.D. in the Applicant Guide.)

What Happens to Provisional Students?

Students not meeting these requirements may be offered provisional admission if they show exceptional promise based on their previous academic performance, professional experience, unusually strong letters of recommendation, and the quality of their written statement and writing sample.

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 doctoral 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?

Students who do not have an immediate degree objective in mind are given the opportunity to take graduate level courses under the designation **Advanced Special Student.** This status may be continued for up to five years. If during this period the student is not registered in three consecutive academic semesters, the admitted status will lapse and the student must reapply.

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, a student who later becomes admitted to a program may transfer into the doctoral program credit hours taken while in this status if they are appropriate for the doctoral 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 EDPL, 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, possible related research interests of faculty members, and 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 dissertation or doctoral research study topics and how your degree program and proposed research fit in with your professional aspirations. 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, at least until you have selected a dissertation or doctoral research study topic.

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 sometimes because the chemistry between the two of you just is not good. 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 a formal statement to the department chair requesting that your program advisor be changed from professor X to professor Y, with a copy to both the current and new program advisors.

Notifying the department chair of your advisor change is essential so that your records can be transferred in an orderly manner. 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.

What Is the Difference Between a Program Advisor and a Dissertation or Doctoral Research Study Chair?

Program advisors help you with your academic program as well as offer suggestions regarding the rules and regulations governing your academic program. Most faculty members can provide this advice.

Dissertation or doctoral research study chairs, on the other hand, are faculty members who can provide expertise in certain specific research areas. Often your program advisor will serve as your dissertation or doctoral research study chair, but sometimes students will select another faculty member to serve in that role. The procedure for selecting a dissertation or doctoral research study chair is described in section 13 of this *Handbook*.

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. This is especially important as a means to keep on track when your course work has been completed. A personal 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 want 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 notify the EDPL department as well.

What Role Do Program Advisors Play in Comps?

Your program advisor will plan with you the faculty members and areas covered for your Comprehensive Examination (Comps). You will then talk with the faculty members who will 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 as 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 *Doctoral Program Plan*?

The *Doctoral Program Plan* is essentially an agreement of what you must do to fulfill the course requirement component of the doctoral program. It protects you from the possibility that new requirements may later be added. 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*.

The Graduate School has no set requirement for the number of credit hours of course work that must be completed for the doctoral degree. Generally, most programs are 90 credit hours beyond the BA degree. This includes the master's degree, 12 credit hours of dissertation research, 3 credits of internship work and up to 6 credit hours of independent study or directed reading.

Individual programs are built from a combination of disciplinary, professional specialty, and research method courses. Discipline-based courses refer to those in the social sciences and humanities, like cultural studies, economics, anthropology, philosophy or history. Professional specialty courses refer to those that develop expertise in areas relevant to work in education, and when combined with discipline-based courses make up the program concentration. The division between disciplinary and professional specialty courses is not interpreted rigidly. Some of the areas in which students wish to develop concentrations may not be easily classified as one or another. What is important is that program concentrations reflect purpose and coherence.

There are three core courses required of all doctoral students in EDPL: Education and Society (EDPL 600); Introduction to Education Policy (620); and Internship in Education (EDPL 889). 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 area of specialization in the Ph.D. or Ed.D. programs should conform to some general 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 *Doctoral Program Plan* form is completed, it is signed by you and your program advisor. This program is then submitted to a faculty program committee for review and approval. It 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 *Doctoral Program Plan*?

The *Doctoral Program Plan* should be filed after the completion of 12 credits but not later than the completion of 21 credits in the program. You may not be allowed to register for course work beyond the semester in which you earn your 21st post-master=s credit hour unless your approved program of study is filed with the College.

Can I Change the *Doctoral 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 *Doctoral Program Plan* can be changed at your initiative with the approval of your program advisor--and the faculty program committee if extensive changes are made. 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 *Doctoral Program Plan* and the specific courses to be added. This letter requires the Department Chair's approval and transmittal to the College of Education Graduate Studies Office to be filed with your *Doctoral Program Plan*.

CURRICULUM THEORY AND DEVELOPMENT

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE Ph.D.

Integrative Core **9 credits**
EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 889 Internship in Education (3 credits)

Disciplinary / Interdisciplinary Perspectives on Education **12-15 credits**

Examples:

EDPL 605 Comparative Education
EDPL 611 History of Education
EDPL 612 Philosophy of Education
EDPL 613 Educational Sociology
EDPL 614 Politics of Education
EDPL 615 Economics of Education
EDPL 624 Culture in Education Policy and Practice
Organizational / Leadership Theory

Examples of other areas of study:

Critical Theory
History and Philosophy of Science
Public Policy
Teacher Education
Subject Area Specializations (English, Math, Science, etc.)

Domain Knowledge **18-21 credits**

Examples: **(A total of 33 credits in Disciplinary Perspectives and Domain Knowledge)**

EDPL 634 The School Curriculum
EDPL 635 Principles of Curriculum Development
EDPL 636 Communication and the School Curriculum
EDPL 732 History of Curriculum Theory and Development
EDPL 738 Scholarly Thought and Contemporary Curriculum
EDPL 756 Curriculum in Higher Education
EDPL 757 College Teaching
EDPL 837 Curriculum Theory and Research: Race, Class, and Social Justice
Curriculum Policy
EDPL 895 Research Critique Seminar

Research and Analytical Methods **12 credits**

(15 credits including prerequisite)

An introductory course on modes of inquiry (EDPL 690 or equivalent) **(prerequisite)**

Six credits in quantitative research methods providing competency at the level of

EDMS 646

Interpretive research methods course

Additional interpretive or quantitative research methods course appropriate for student's dissertation

Dissertation: EDPL 899 Doctoral Dissertation Research **12 credits minimum**

Cognate Courses: Courses in supporting field (Master's degree or electives)**up to 24 credits**

Total Credits beyond Bachelor's Degree **90 credits minimum**

EDUCATION POLICY AND SOCIAL FOUNDATIONS
MINIMUM CREDIT HOUR REQUIREMENTS FOR THE
Ph.D.

Required Courses **9 credits**
EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 889 Internship in Education (3 credits)

Elective Courses from the Disciplines **12-15 credits**

Between 12 to 15 credits are recommended. Examples include economics, history, philosophy, sociology, anthropology, political science.

Professional Specialization **18-21 credits**

Programs of study are individually tailored. It is recommended that students develop theoretical knowledge and methodological skills in one or more educationally relevant fields of study. Between 18 – 21 credits are recommended.

Research **12 –15 credits**

Between 12 to 15 credits are recommended. The particular mix of research courses should reinforce the program concentration designed by the student and advisor. Research courses outside the College of Education should be considered, particularly in relation to the disciplinary courses.

An introductory course on modes of inquiry (EDPL 690 or equivalent) is required.

Six credits in quantitative research methods providing competency at the level of EDMS 646 are required.

An interpretive research methods course is required.

Additional interpretive or quantitative research methods courses appropriate for student's dissertation are recommended.

Dissertation: EDPL 899 Doctoral Dissertation Research **12 credits minimum**

Master's Courses: Up to 24 appropriate Master's degree credits can be applied.**up to 24 credits**

Total Credits beyond Bachelor's Degree **90 credits minimum**

HIGHER EDUCATION

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE Ph.D.

Integrative Core **9 credits**

- EDPL 620 Education Policy Analysis I
- EDPL 652 Higher Education in American Society (special section of Education and Society)
- EDPL 889 Internship in Education (3 credits)

Disciplinary / Interdisciplinary Perspectives on Education **12-15 credits**

Examples:

- EDPL 605 Comparative Education
- EDPL 612 Philosophy of Education
- EDPL 613 Educational Sociology
- EDPL 614 Politics of Education
- EDPL 615 Economics of Education
- EDPL 624 Culture in Education Policy and Practice
- EDPL 657 History of Higher Education in the United States (required)**
- EDPL 751 Law, Equity, and Diversity in Education
- Organizational / Leadership Theory
- Education Policy Analysis II

Domain Knowledge **18-21 credits**

Examples: **(A total of 33 credits in Disciplinary Perspectives and Domain Knowledge)**

- EDPL 650 Professional Seminar in Higher Education **(required)**
- EDPL 651 Higher Education Law
- EDPL 653 Organization and Administration of Higher Education (required)**
- EDPL 660 Retention Theories and the Impact of College
- EDPL 661 The Retention of College Students: Academic, Social, and Cultural Implications
- EDPL 662 Research on Ethnic Minorities and Demographic Trends in Higher Education
- EDPL 752 State Systems of Higher Education
- EDPL 753 Higher Education Planning
- EDPL 754 Higher Education Finance
- EDPL 755 Federal Policies in Post-Secondary Education
- EDPL 756 Curriculum in Higher Education
- EDPL 852 History of Ideas in Higher Education
- EDPL 853 Leadership in Higher Education
- EDPL 895 Research Critique Seminar (required)**

Research and Analytical Methods **12 credits**

(15 credits including prerequisite)

An introductory course on modes of inquiry (EDPL 690 or equivalent) **(prerequisite)**

Six credits in quantitative research methods providing competency at the level of

EDMS 646

Interpretive research methods course

Additional interpretive or quantitative research methods course appropriate for student's dissertation

Dissertation: EDPL 899 Doctoral Dissertation Research **12 credits minimum**

Cognate Courses: Courses in supporting field (Master's degree or electives)**up to 24 credits**

Total Credits beyond Bachelor's Degree **90 credits minimum**

INTERNATIONAL EDUCATION POLICY
MINIMUM CREDIT HOUR REQUIREMENTS FOR THE
Ph.D.

EDPL Integrative Core **9 credits**
 EDPL 600
 Education and Society
 EDPL 620
 Education Policy Analysis I
 EDPL 889
 Internship in Education

IEP Core **9**
credits
 EDPL 605
 Comparative Education
 EDPL 788__
 Culture and Education in a Global Context
 EDPL 788__
 Political Economy of Education in a Global Context

Disciplinary / Interdisciplinary Perspectives on Education **12 credits**
Professional Specializations **12 credits**

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

Research and Analytical Methods **12 credits**
(15 credits including prerequisite)
 An introductory course on modes of inquiry (EDPL 690 or equivalent) **(prerequisite)**
 Six credits in quantitative research methods providing competency at the level of
 EDMS 646
 Interpretive research methods course
 Additional interpretive or quantitative research methods course appropriate for
 student's dissertation
 (Possibly EDPL 811, 812, or 813 Seminar s in History, Philosophy, or Sociology
 of Education)

Dissertation: EDPL 899 Doctoral Dissertation Research **12 credits minimum**

Cognate Courses: Courses in supporting field (Master's degree or electives)**up to 24 credits**

Total Credits beyond Bachelor's Degree

90 credits minimum

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE Ph.D.

Integrative Core **9 credits**
EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 889 Internship in Education (3 credits)

Disciplinary / Interdisciplinary Perspectives on Education **12-15 credits**

Examples:

EDPL 605 Comparative Education
EDPL 611 History of Education
EDPL 612 Philosophy of Education
EDPL 613 Educational Sociology
EDPL 614 Politics of Education
EDPL 615 Economics of Education
EDPL 624 Culture in Education Policy and Practice
EDPL 751 Law, Equity, and Diversity in Education
Education Policy Analysis II
Organizational / Leadership Theory **(required)**

Domain Knowledge **18-21 credits**

Examples: **(a total of 33 credits in Disciplinary Perspectives and Domain Knowledge)**

EDPL 621 Education Policy / Program Evaluation and Organizational Decisionmaking
EDPL 675 Public School Personnel Administration
EDPL 676 Education Finance and Business Administration
EDPL 740 Managing Educational Organizations in a Diverse Society
EDPL 742 Philosophical and Ethical Dimensions of Education Policy and Leadership
EDPL 746 Restructuring Schools
EDPL 747 Advanced Seminar on Instructional Improvement
EDPL 766 Educational Indicators and Productivity
EDPL 845 Advanced Planning in Education
EDPL 861 Seminar: Research in School Effectiveness
Interagency Collaboration: Education, Health, and Social Services
EDPL 895 Research Critique Seminar **OR** Education Policy Analysis III **(required)**

Research and Analytical Methods **12 credits**

(15 credits including prerequisite)

An introductory course on modes of inquiry (EDPL 690 or equivalent) **(prerequisite)**

Six credits in quantitative research methods providing competency at the level of

EDMS 646

Interpretive research methods course

Additional interpretive or quantitative research methods course appropriate for student's dissertation

Dissertation: EDPL 899 Doctoral Dissertation Research **12 credits minimum**

Cognate Courses: Courses in supporting field (Master's degree or electives)**up to 24 credits**

Total Credits beyond Bachelor's Degree **90 credits minimum**

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE Ed.D.

Please note: the general Ed.D. is currently being revised and will not be admitting new students until further notice.

Core Courses **12 credits**

EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 743 Leadership Theory
EDPL 889 Internship (3 credit capstone experience or one-credit modules connected with course work)

Disciplinary / Interdisciplinary Perspectives on Education **9-12 credits**

Examples:

EDPL 605 Comparative Education
EDPL 611 History of Education in the United States
EDPL 612 Philosophy of Education
EDPL 613 Educational Sociology
EDPL 614 Politics of Education
EDPL 615 Economics of Education
EDPL 624 Culture in Education Policy and Practice
EDPL 657 History of Higher Education in the United States
EDPL 751 Law, Equity, and Diversity in Education

Domain Knowledge **24-27 credits**

(A total of 36 credits in Disciplinary Perspectives and Domain Knowledge)

Education Leadership

Intended to prepare education leaders in and for a variety of roles. (For MSDE superintendent certification, see the specific courses required under the following program description: *Ed.D. in Education Leadership and Policy: Program requirements for MSDE superintendent certification.*)

Examples:

15-18

credits

EDPL 621 Education Policy / Program Evaluation and Organizational
Decisionmaking
EDPL 675 Public School Personnel Administration (including collective
bargaining)
EDPL 676 Education Finance and Business Administration
EDPL 740 Managing Educational Organizations in a Diverse Society
EDPL 742 Philosophical and Ethical Dimensions of Education Policy and
Leadership

EDPL 747 Advanced Seminar on Instructional Improvement
EDPL 766 Educational Indicators and Productivity
EDPL 845 Advanced Planning in Education
EDPL 861 Seminar: Research in School Effectiveness
Interagency Collaboration: Education, Health, and Social Services

Field-based Practica with Seminars

6-9 credits

Examples:

Culture, Community, and Political Relationships
State Leadership for Educational Change
Leadership of Complex Organizations
The Role of Technology in Educational Change

Research and Analytical Methods

9 credits minimum

EDMS 646: Quantitative Research Methods II (or equivalent) *Note: EDMS 645 prerequisite to 646*

Qualitative Research Methods Course

Applied Research Methods or Program Evaluation

(Note: All three research methods courses should be taken within the first 36 credits of course work.)

Doctoral Research Study or Dissertation: EDPL 899 Doctoral Dissertation Research

9 credits minimum

Every Ed.D. student will have the option of conducting either a **doctoral research study** or a **dissertation**. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A variety of research methods may be used, resulting in a number of alternative forms of scholarly study, such as a program design study, a curriculum evaluation study, a policy analysis study, or a knowledge synthesis study. A dissertation generates or confirms knowledge and may be more linked to theory than practice, but may also use a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document. (See the Department *Doctoral Handbook* for more details and guidance.)

Total Credits *(post-Master's degree, otherwise additional work required)* **66 credits minimum**

Note: Up to 12 credits of appropriate graduate course work taken at another institution may be included in the Ed.D. program, though not in place of any of the core courses.

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE Ed.D. with program requirements for MSDE superintendent certification

Please note: the Ed.D. with superintendent certification is only admitting new students in cohorts. The next cohort admission date: to be announced.

Minimum Credit Hour Requirements

Core Courses

12 credits

EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 743 Leadership Theory
EDPL 889 Internship (3 credit capstone experience **or** one-credit modules connected with course work)

Disciplinary / Interdisciplinary Perspectives on Education

9-12 credits

EDPL 614 Politics of Education
EDPL 615 Economics of Education **OR** EDPL 766 Educational Productivity
one or two additional courses

Domain Knowledge 24-27 credits (A total of 36 credits in Disciplinary Perspectives and Domain Knowledge. ***Each student will take six (6) of the following eight (8) courses and two (2) field-based practica as selected with an advisor and approved by the area of specialization program committee:***

EDPL 675 Public School Personnel Administration (including collective bargaining)
EDPL 676 Education Finance and Business Administration
EDPL 738 Scholarly Thought and Contemporary Curriculum
EDPL 740 Managing Educational Organizations in a Diverse Society
EDPL 742 Philosophical and Ethical Dimensions of Education Policy and

Leadership

EDPL 747 Advanced Seminar on Instructional Improvement
EDPL 751 Law, Diversity, and Equity in Education
EDPL 788S Culture and Leadership

Two field-based practica with seminars, for example:

Culture, Community, and Political Relationships
Leadership of Complex Organizations
Possibly one additional course (instead of a disciplinary course)

Research and Analytical Methods

9 credits minimum

Quantitative Research Methods II (requires introductory knowledge of statistics as a prerequisite)

Qualitative Research Methods

Program Evaluation or Advanced Research Methods

Doctoral Research Study or Dissertation: EDPL 899 Doctoral Dissertation
Research **9 credits minimum**

Total Credits (*post-Master's degree, otherwise additional work required*) **66 credits minimum**

Notes: (1) *Students seeking MSDE certification are also required to demonstrate competence in technology through a portfolio. See Department publication: A Competency-Based Technology Portfolio.*

(2) *Principal / Supervisor certification is a prerequisite to this program. If students do not have this certification, they must earn it in addition to this program by taking the required additional eighteen (18) credits and completing an **additional** technology portfolio appropriate to this level of certification. See MSDE Administrator I Certification for Students with a Master's Degree in this Guide, and the Department publication: A Competency-Based Technology Portfolio.*

MSDE Superintendent Certification for Students with an Earned Doctorate

(and a minimum of 3 years teaching experience and 2 years administrative experience in the public school system)

Minimum Credit Hour Requirements

Core Courses **12 credits**

EDPL 600 Education and Society
EDPL 620 Education Policy Analysis I
EDPL 743 Leadership Theory
EDPL 889 Internship (3 credit capstone experience **or** one-credit modules connected with course work)

Disciplinary / Interdisciplinary Perspectives on Education **6 credits**

EDPL 614 Politics of Education
EDPL 615 Economics of Education **OR** EDPL 766 Educational Productivity

Domain Knowledge **24 credits**

Each student will take six (6) of the following eight (8) courses and two (2) field-based practica as selected with an adviser and approved by the area of specialization program committee:

EDPL 675 Public School Personnel Administration (including collective bargaining)
EDPL 676 Education Finance and Business Administration

EDPL 738 Scholarly Thought and Contemporary Curriculum
EDPL 740 Managing Educational Organizations in a Diverse Society
EDPL 742 Philosophical and Ethical Dimensions of Education Policy and
Leadership
EDPL 747 Advanced Seminar on Instructional Improvement
EDPL 751 Law, Diversity, and Equity in Education
EDPL 788S Culture and Leadership

Two field-based practica with seminars, for example:

Culture, Community, and Political Relationships
Leadership of Complex Organizations

Total Credits

42 credits

- Notes:*
- (1) *Students seeking MSDE superintendent certification are also required to demonstrate competence in technology through a portfolio. See Department publication: A Competency-Based Technology Portfolio.*
 - (2) *Principal / Supervisor certification is a prerequisite to this program. If students do not have this certification, they must earn it in addition to this program by taking the required additional eighteen (18) credits and completing an **additional** technology portfolio appropriate to this level of certification. See MSDE Administrator I Certification for Students with a Master's Degree in this Guide, and the Department publication: A Competency-Based Technology Portfolio.*

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 useful as reference:

- recent syllabi of courses
- resumes of current faculty
- recent student evaluations of program courses

These materials are available in a binder kept in Room 2110, Benjamin Building, for inspection by EDPL students. The ring binder 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 for it.

When Are Courses Offered?

Most active EDPL courses are offered once every two years. A few are offered every year, or even less often 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 anticipated being 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 doctoral courses, with reading assignments and requirements taking many hours outside of class. For instance, it is not uncommon for professors to expect 50 or more pages of reading 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. Including Course Work Taken at another Institution

Can Work I Have Taken Elsewhere Be Included in Doctoral Programs in EDPL?

Academic work taken at other institutions may fulfill some of the requirements for

a doctoral degree in EDPL. Judgments about its applicability will be made by the EDPL faculty with the following program guidelines in mind:

- course work should be relevant to your doctoral studies with this department
- in cases where neither the baccalaureate nor the master's degree included significant study in the social sciences or in professional education, the program advisor or program committee may consider it necessary to require additional work.
- 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).
- most credits taken elsewhere and applied to the Ph.D. program will typically apply to the 24 credit cognate requirement, but with adequate documentation (catalog description, course syllabus, etc.) it is possible that some also could be judged as appropriate to other requirements. For example, a statistics course taken at another institution may qualify in the research methods requirements.
- Up to 12 credits of appropriate graduate course work taken at another institution may be included in the Ed.D. program, a post-Master's program, though not for the core courses.
- remember that while it is possible to include credits from other institutions, students must take sufficient course work in preparation for the comps and the dissertation.

Can I Have a Required Course Waived?

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

8. Research Courses: Requirements and Options

What Are the Basic Research Requirements?

All doctoral students are required to take research methods courses that include: (1) introductory courses which all students must take to become familiar with research design and the variety of methodologies available, and (2) more advanced courses which provide specific methodological skills needed to conduct the research involved in the individual student's dissertation or doctoral research study. You are encouraged to take at least the introductory research design and methods courses early in your

program, and in the **Ed.D.** program all research courses should be taken within the first 36 credits of course work. These courses help you identify research opportunities and select dissertation or research study topics. If you can identify potential research areas early in your program, you can focus many readings and course assignments on your research and reduce the amount of additional reading and time expended on starting your dissertation or doctoral research study from scratch after completing your course work. Early completion of research design and methods courses will also help you to understand better research-based articles encountered in class readings and assignments.

What Research Courses Are Required and What Options Are There?

All doctoral students are required to take two research methods courses: EDMS 646 or the equivalent and EDPL 690. In addition, the individual program areas require the completion of a sequence of research courses designed to build the critical intellectual tools needed to address your individual research interests. A minimum of 15 research credits of research courses is required. Check with your advisor for specific courses.

In general, beyond the core requirements, individual programs are tailored to accommodate the background, experience and professional goals of the student. The different program areas within the department, however, vary in the amount of flexibility in program design. Some of the program areas have course requirements in order to meet state certification requirements or to cover subject matter essential to the particular field. Check with your advisor.

All course requirements must be completed within five years from the time of admission to the program and advancement to candidacy.

9. Internships

What Is an Internship?

The internship (**EDPL 889: *Internship in Education***, 3 semester hours) provides students the opportunity to relate knowledge and understanding gained in class to professional practice, research, or teaching. The internship experience is designed collaboratively by the student, a faculty member (usually your program advisor or an area of specialization internship supervisor/director), and, if focused on professional practice in a field location, a field supervisor at the internship site. The emphasis is on providing you with new experiences in research, teaching, or professional practice that enhance your previous academic and professional background.

When Can I Do an Internship?

Internships are typically taken by advanced students who are close to the end of their program. Internships may be arranged during the academic year or the summer. For a 3-credit hour internship, students should expect to spend approximately 15 full-time days or the equivalent at the site. Internships may be of fewer credits, for example, connected to a particular course, but doctoral students are required to complete a total of at least 3 credits.

How Do I Plan and Complete My Internship?

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

1. **Develop a Plan, Including Your Choice of a Site** (which may be at the University of Maryland, especially if a teaching or research internship). The plan for the internship should be developed by you, your program advisor/internship supervisor/internship director, and the field supervisor. The field supervisor is the professional located at the site of your internship who will be supervising your work. 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. If the internship is in college teaching or research, your program advisor and field supervisor may be the same person. You should devise an internship that primarily enhances your learning, though it generally provides service to the organization where you are located as well.
2. **Register for Internship Credits.** Normally this is done in the semester in which the internship is performed, or the semester before or after if in the summer.
3. **Perform the Internship.** To maximize your internship experience you should first prepare a list of objectives to be accomplished in the internship. Then, you should meet with your field supervisor and internship professor to agree upon the purpose and nature of the field experience. Throughout the internship, you are encouraged to maintain appropriate records/logs of your experiences. These records may then be shared in meetings with your field supervisor and the internship professor throughout the internship. These meetings and your written records will then provide a basis for the monitoring and grading of your internship.
4. **Submit a Report of the Internship for Evaluation.** At the end of the internship, you are to submit a report of the internship experience that (a) summarizes what you accomplished and what you learned and (b) analyzes your internship experience from some academic perspective (see your faculty internship advisor/supervisor/director for more guidance). The internship advisor/supervisor/director considers this analysis as well as a recommendation

from the field supervisor in determining your final grade.

STEPS TOWARD GRADUATION

10. Comps

What Is the Comprehensive Examination (Comps)?

The Comprehensive Examination is required of all doctoral students in the Department and is a series of examination questions usually taken in the final semester of course work, exclusive of the research critique seminar and internship. Comps are intended to integrate course work and encourage students to think critically and comprehensively about their area of study. You are expected not only to demonstrate an in-depth knowledge of your area of specialization, but also an ability to analyze, synthesize, and apply that knowledge. ***Comps cannot be taken until your approved program of study is on file with the College, and comps must be passed before you can be advanced to candidacy.***

How Do I Prepare?

Plan to discuss areas in which you will be tested 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 needed to:

- meet with your advisor to identify areas to be covered and faculty who will write your questions
- meet with each of the designated faculty members to determine the general area the question(s) will cover and to discuss how you might study for the question(s)
- complete the necessary reading and study

How Is the Comprehensive Examination Structured?

While the college policy states that “the doctoral comprehensive exam shall be 12 hours in length and that at least 6 hours of this examination will be written,” departments have “the option to vary this policy.” Your comprehensive exam may take a variety of forms, such as take-home conceptual essays, literature reviews, research papers and pilot studies as well as the “in-house, closed-book responses that used to be required elements of the doctoral comps. Where appropriate, the comp may include oral presentations and defenses as well as written products. Your comprehensive exam committee may select among and/or combine these options and will work out with you the appropriate pattern for you.

Usually, at the beginning of an examination, taking a short time to outline your responses before starting to write is beneficial. In grading examinations faculty typically look for evidence of coherent and sophisticated analysis as well as a comprehensive and integrated understanding of content knowledge. Just reciting what different writers have said is not sufficient.

When Are the Department's In-House Comps Offered?

Comps that are taken in the computer lab are offered once every fall semester and once every spring semester. Each semester the department will reserve a day for the exams to be taken in the computer lab for either the first three or the first six hours of comps. Fliers will be posted throughout the College to notify students of the date and an email will be sent to students on the department list serve. The remaining six hours of comps can be taken by making arrangements with your advisor.

Only in compelling instances will arrangements be made to take the first six hours on a day other than that scheduled. Approval to take the examination on an alternative date must be sought from the Department Chair through the Department's office staff.

Applications to take the examination are available in the department (Room 2115 Benjamin Building). Your application must be approved by your advisor and filed by the published deadline, which occurs early in each semester. You are responsible for being aware of this deadline. Your program advisor or staff in the departmental offices can furnish information on deadlines.

How Are Comps Graded?

Comp questions are read and graded by the faculty members who wrote the questions. Each portion of the exam will be evaluated by at least two readers and the evaluations communicated through a high pass, pass, low pass or fail designation. In the event faculty members grade a question as a fail, the student may retake that question. A student who fails more than one question may be required by the area of specialization faculty to take the comp examination again. In the event of a second examination failure, a student may appeal in writing to his/her advisor to take the exam a third time. This appeal must then be forwarded to the Associate Dean in Graduate Studies 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 Office of Student Services.

11. Advancement to Candidacy

When Can I Be Advanced to Candidacy?

According to Graduate School regulations, all University of Maryland doctoral students must be advanced to candidacy within five years following admission to their doctoral program and at least six months before the date on which the doctoral degree is conferred. Students have four years after advancement to candidacy to complete their doctoral program, including the dissertation. Advancement to candidacy requires prior approval of your doctoral program and successful completion of the comps. Typically a student also has no more than six credit hours of course work remaining or in process. Students must maintain a 3.0 grade point average in course work taken at UMCP. Advancement to candidacy signifies that you have demonstrated in your course work and examinations that you are capable of developing your doctoral research proposal and beginning your dissertation or doctoral research study. Only after attaining candidacy can you gain approval to form your dissertation or doctoral research study committee.

How Do I File for Advancement?

You are responsible for submitting an application for admission to candidacy when all the requirements for candidacy have been fulfilled and must be signed by the program advisor and Department Chair. Forms are available from the department office staff in Room 2115, Benjamin Building, or online from the Graduate School web site (<http://www.gradschool.umd.edu/gss/forms>). Submit the completed form to the Department.

An application for advancement to candidacy will not be forwarded to the Graduate School until the comprehensive examination has been passed.

What If There Are Some Differences Between My Actual Program of Study and My Approved Program?

During the progress of your program of study, you may find that a course you hoped to take is not offered. Or you may decide, in agreement with your program advisor, to substitute one or a few courses for those you originally planned to take. When you are ready to submit your advancement to candidacy application to the College, if there are any differences between your actual program and your approved program the changes must be approved by your program advisor and a revised program form must be sent to the Office of Student Services.

May I Petition for an Extension of the Time Limit for Official Advancement to Candidacy?

Yes. You may petition for an extension of the time limit but only in unusual circumstances, such as a severe illness or unexpected employment demands, will such a request be granted. A form to be used for this purpose is available in Room 2115, Benjamin Building or online (<http://www.gradschool.umd.edu/gss/forms>) . The petition must be approved by your program advisor, the department Chair, the College, and the Graduate School. A request for extension beyond one year will not be endorsed by the Graduate School.

May I Request an Extension of the Four Years Following Advancement to Candidacy?

Yes, under certain circumstances. Students must complete the entire program for the degree, including the dissertation or doctoral research study and the final oral examination, during a four-year period after advancement to candidacy, or nine years after admission to the doctoral program, whichever is greater. If a student fails to complete all degree requirements, the department may recommend, and the Graduate School may grant, a one-year extension to complete the remainder of the doctoral requirements. After this one-year period, admission to the program terminates.

The faculty will consider a request for extension only if the following two conditions have been met:

- Your dissertation or doctoral research study proposal has been approved by your research committee
- A faculty member has agreed to direct your dissertation or doctoral research study

The request for a one year extension must be approved by the Department Chair, the College, and the Graduate School. As at every other stage of your degree progress, be sure to stay in contact with your program advisor.

May I Apply for Readmission If I Am Terminated?

Yes, you may apply for readmission to the program, but with certain stipulations. When reapplying you must be approved for readmission by the program faculty and the Graduate School, and if you are approved for readmission, typically certain conditions will be specified. For example, you will generally be required to take additional courses, retake the comprehensive examination, be readvanced to candidacy within the first year, and then complete your degree in the next four years.

THE DISSERTATION OR DOCTORAL RESEARCH STUDY

12. What Is the Difference Between a Dissertation and a Doctoral Research

Study?

Will I Be Required to Write a Dissertation or a Doctoral Research Study?

All Ph.D. students must complete a dissertation. Ed.D. students have the option of completing either a doctoral research study or a dissertation.

What Do a Dissertation and a Doctoral Research Study Have in Common?

While doctoral research can take a variety of forms, it also has a number of common characteristics. The doctoral dissertation or doctoral research study in EDPL must deal with an issue that is relevant to educational policy or practice. It must situate the issue addressed in its larger context. The study must reflect a thorough, analytic examination and understanding of the related scholarly and theoretical perspectives, as well as professional and policy literatures; examine assumptions underlying the issue being addressed; draw upon relevant theories; and utilize an appropriate methodology. The findings and interpretations must be well documented and supported. Findings must be reported in a substantial and coherent document which is written clearly and presented in a form that makes it accessible to practitioners, policy makers, and researchers. Any recommendations must be derived from the findings of the study and from the literature reviewed.

What, Then, Is a Dissertation?

The purpose of a dissertation is to generate or confirm knowledge, often but not necessarily to test or build theory. For example, the aim of historical research is to reveal features of the past that are as yet unknown, to integrate previously unused primary sources, to present well-documented explorations of an historical phenomenon, and to contribute to a continuing re-evaluation of historical interpretation and the meaning of history and tradition. Other forms of inquiry (for example, phenomenology, hermeneutics, ethnography, or legal studies) also do not necessarily contribute to theory formation,. In generating or confirming knowledge, dissertation research may include empirical, interpretive, or critical inquiry. Regardless of whether the student=s focus is on organizational processes, program or policy determinants, consequences of programs or policies, the social context of programs or policies, or some other aspect of education policy, practice, or leadership, any one of these modes of inquiry might be appropriate.

And What Is a Doctoral Research Study?

A doctoral research study focuses on the integration of knowledge or its application to a problem of practice, though the boundaries between the generation, confirmation, integration, and application of knowledge are inevitably blurry. Again, a variety of research methods may be used in a doctoral research study. Some students may wish to focus upon a type of “action research.” Others may design, begin to

implement, and evaluate a policy. A number of alternatives are illustrated below, although these are not meant to exhaust the options, nor to define all the required components or variations.

In a ***Program Design Study*** the student might identify the problem or issues area to be addressed, discuss the theoretical background assumptions on which the study is based, conduct a data-based needs assessment, develop an alternative design for program content/method of delivery/and recruitment or retention, and either assess the implementation procedures and/or the problems given the organizational setting in which the program would be placed, or evaluate the program following implementation. In addition, the student would field test the design, seeking criticism from the variety of colleagues who might evaluate, implement, or otherwise have important responsibility for institutionalizing the design. The presentation of the design would take the form of a substantial written document which, in addition to the design itself, would integrate an extensive annotated bibliography of scholarly resources, an inventory of alternative courses of action, and a defense of program goals and objectives based on a critical analysis of state-of-the-art evaluation designs.

In a ***Curriculum Evaluation Study*** the student might analyze the historical development of the subject, present an analysis of curriculum policies as written and as enacted, undertake systematic approaches to the recovery of curriculum content, and develop an array of evaluation design options that reveal knowledge, organizational, and classroom outcomes. The evaluation study could employ an array of analytic methods including historical analysis, content analysis, both quantitative and qualitative methods, and case-based analyses that identify trends, patterns, relationships, and policy implications in a particular context. The product would be a substantial written document which projects alternative curriculum designs and plans for continuing evaluation, provides annotated resource references for practitioners to consult, and projects a multi-year staff development initiative that is informed by the data and analysis of the evaluation study.

In a ***Policy Analysis Study*** the student would develop a statement of the problem, the nature of the context, and the background theoretical assumptions on which an understanding of the alternative courses of action developed would be based. The policy study would employ one or more alternative analytic methods such as a cost-benefit study, a determinants study, an evaluation study, or a case-based study identifying trends, patterns, relationships, and policy implications in a particular context.

In a ***Knowledge Synthesis Study*** the student would develop a comprehensive analytic review of a particular education issue, practice, policy, or problem. A knowledge synthesis study would link scholarship and practice in ways that both enhance practice and inform theory. The study would integrate two or more relevant bodies of knowledge, reveal how they bear on what is currently known and not known, and suggest what is still uncertain or disputed. Because a knowledge synthesis study focuses on the intersections of theory and practice, it is important that it is cast in ways

that will be useful and informative for the cultivation of practice and the refinement of theory. The product would be a substantial written document of sufficient quality to merit publication as a monograph or book.

Are Dissertations and Doctoral Research Studies Always Done Individually?

Typically they are done individually under the guidance and approval of a faculty advisor and faculty committees. However, other patterns are possible. Ed.D. students are encouraged to work together in three capstone research courses, sometimes on common action research problems. By the end of the first course, each student should have developed a draft of a doctoral research study or dissertation proposal. Ordinarily, an Ed.D. student should complete the doctoral research study or dissertation during the following two semesters of capstone research courses, though additional research credits will be required if this is not the case. In some areas of specialization, Ph.D. students are required to take the Research Critique Seminar to help them develop their dissertation research proposals, in other areas of specialization this is an option. Both Ph.D. and Ed.D. students may conduct some aspects of their research collaboratively with other students, providing these arrangements are approved by the doctoral committees involved. However, each student must present a distinct research proposal to a doctoral committee and must present research findings as an individual work product.

13. Selecting a Dissertation or Doctoral Research Study Chair, a Research Proposal Committee, and an Oral Examination Committee

Why Is a Dissertation or Doctoral Research Study Chair Important?

Selecting a dissertation or doctoral research study chair is key because you will be working closely and intensely for an extended period of time. Your dissertation or doctoral research study chair will play a critical role in helping you refine your topic, design your research, and structure your thesis. Even after you have graduated, your dissertation or doctoral research study chair may remain an important professional colleague and your principal link to the program and the department. For these reasons, it is important to make your choice carefully and thoughtfully.

What Are the Qualifications to Be a Dissertation or Doctoral Research Study Chair? Technically the only requirement is that your dissertation chair be a regular member of the University of Maryland Graduate Faculty. In practice, however, most students select a dissertation or doctoral research study chair who is a member of the EDPL faculty, because it is essential that your dissertation or doctoral research study chair be knowledgeable about the area you will be studying. Your program advisor need not be your dissertation or doctoral research study chair. However, once you select a dissertation or doctoral research study chair, that person usually becomes your program advisor as well. Do not assume that just because a faculty member has indicated a

willingness to be your dissertation or doctoral research study chair that she or he has the expertise to work with you on any topic that interests you. If you want to switch topics or research methodologies along the way, your dissertation or doctoral research study chair may not be able to follow your change of focus. If you change topics or methodologies, you must be prepared to ask another faculty member, with appropriate expertise, to serve as dissertation or doctoral research study chair.

Among the most important things to look for in choosing a dissertation or doctoral research study chair are to select someone who:

- has expertise in the general topic you will be studying
- has an understanding of the appropriate research methodologies
- shares your enthusiasm for the study
- is available to assist you
- provides feedback in a form that is helpful to you

While there is no single best way to select a dissertation or doctoral research study chair, you might consider talking to members of the faculty about possible dissertation topics, their possible interest in your topic, and their current dissertation advising loads. In the end, the choice of dissertation or doctoral research study chair is a mutual decision made by you and the faculty member. Some professors, particularly those who have not come to know you in class, may ask for copies of papers you wrote as part of your course work before agreeing to serve. If potential dissertation or doctoral research study chairs do not think that they are sufficiently knowledgeable to provide assistance, they will tell you. You should not take this personally; it is simply a judgment on the professors' part about their capacity to serve you well. In such instances, a professor may suggest a different approach to your topic or other possible topics where she or he feels more qualified to serve as dissertation or doctoral research study chair.

You also should not worry that a professor with whom you spoke will feel slighted if you choose someone else. Faculty recognize that you are talking with them to gather information you need to select a chair.

How Do I Assemble a Committee to Supervise My Dissertation or Doctoral Research Study?

The University requires that two committees be established to supervise and review your doctoral research--a Research Proposal Committee and an Oral Examination Committee. Your first step is to select a Research Proposal Committee to assist you in developing your proposal, and to review and approve your proposal when you have completed it. After your dissertation or doctoral research study proposal has been approved, your second step is to select an Oral Examination Committee which will review the completed dissertation or doctoral research study and conduct your oral

examination. Typically, both committees include the same members.

Research Proposal Committee. Your Research Proposal Committee guides and encourages you in the design and development of your dissertation or doctoral research study proposal. The Research Proposal Committee must be composed of at least three persons, including your dissertation or doctoral research study chair. However, in most cases you will profit from selecting five persons, with the expectation that these five will also be the members of the Oral Examination Committee that will be appointed later. Involving potential Oral Examination Committee members in the early stages of designing and approving the proposal is to your advantage. It will provide you with a broader spectrum of advice and, of equal importance, it will lessen the possibility that Oral Examination Committee members will raise fundamental questions about your research design and methodology after your research has been completed.

The composition of the Research Proposal Committee should reflect the need for different kinds of expertise. You and your dissertation or doctoral research study chair will determine together its membership and guidelines for interaction with other committee members. With regards to determining committee membership, it is desirable for members to have relevant knowledge or experience to offer you helpful guidance and constructive criticism about both the content and methodology of your research. With regards to guidelines for interacting with committee members, your dissertation or doctoral research study chair may ask to see drafts of your proposal or chapters prior to distributing to other members of the committee, but this may vary during the research process. In any case, you should discuss with your dissertation or doctoral research study chair when and how much interaction with other committee members is appropriate at different stages of your research project.

Normally your dissertation or doctoral research study chair also serves as chair of the Research Proposal Committee. However, upon approval of the department Chair and the Dean of Graduate Studies, a Research Proposal Committee may be co-chaired. One of the co-chairs must be a regular member of the graduate faculty. The use of co-chairs is more likely when a dissertation or doctoral research study chair believes that a student may need the active involvement of an additional faculty member who has particular expertise in the content or methodology of the dissertation. If you work with co-chairs, be sure the three of you have a clear understanding of each other's roles and time constraints, and develop with your co-chairs a process that keeps everyone informed of advice received and progress made.

Oral Examination Committee. This committee reviews your completed dissertation or doctoral research study and conducts your oral examination. The members must be appointed at least six weeks prior to the date on which the oral examination is scheduled, and before established university deadlines. However, students normally submit the "**Nomination of Thesis or Dissertation Committee**" appointment form long before that time, because ***the oral examination cannot be held until the Graduate School approves the composition of the Oral Examination Committee.***

The University regulations stipulate that:

1. The committee consist of a minimum of five members, at least three of whom are regular members of the University of Maryland, College Park, Graduate Faculty. There is no official requirement that you have a certain number of EDPL faculty on your committee. However, because you should have a committee well-versed in your subject area, normally at least two and up to four EDPL faculty members are on this committee.
2. At least one member must be a regular member of the University of Maryland, College Park, Graduate Faculty from outside EDPL. This person serves as the representative of the Dean of the Graduate School with a special responsibility to ensure that you are treated fairly and in accordance with University procedures. Think about the need for this non-EDPL person as you take courses outside the department. You may want to choose someone with whom you have taken a course. The Dean's Representative may or may not have expertise in the content or methodology of your research, though this is of course preferable.
3. Individuals from outside the University of Maryland system may serve on oral examination committees provided their credentials warrant. To gain approval of outside committee members, you must obtain a copy of their vita and draft a memorandum to the Graduate Dean for your dissertation or doctoral research study chair's signature, describing their special qualifications and justifying their committee membership. This memorandum is attached to the form *Nomination for Membership on the Graduate Faculty*. Although all committee members will normally have a doctoral degree, under unusual circumstances highly qualified scholars or professionals without the doctorate may be approved.

How Do I Work with My Research Proposal and Oral Examination Committees?

You and your committees will work together as a complete group on at least two formal occasions and usually one or more informal occasions as well.

The first formal occasion will be a meeting with your Research Proposal Committee, called the Proposal Hearing, to review and act on your dissertation or doctoral research study proposal. Although this is the first **formal** meeting of the Research Committee, more than one meeting is often held with some or all of the committee members before the proposal is satisfactorily completed. Whether your Research Proposal Committee includes three or more persons, its members should be viewed as resource persons who help you focus and refine your work.

You must obtain a form, *Certification of Doctoral Research Committee and Dissertation Proposal*, either from office staff in Room 2115, Benjamin Building, complete it, and bring it to the proposal hearing. Signatures on the form from all the committee members present (at least three members must be present and sign the

form) at the conclusion of the hearing certify that the proposal has been accepted. Attached to this form is another form, *Department Application for Review of Research Using Human Subjects*. At the University, **all research that involves human subjects** requires review and approval by the Institutional Review Board (IRB) prior to the initiation of any research. Researchers should review the IRB website to be sure they adhere to regulations and follow the correct process.

The second formal occasion will be a meeting with the Oral Examination Committee, called the Oral Defense. During this meeting, the committee conducts an oral examination at which you will be asked to explain and support your dissertation or doctoral research study.

Your dissertation or doctoral research study chair, after consulting with you, will decide whether members of the Oral Examination Committee are to be involved in reading and commenting upon drafts of your dissertation or doctoral research study. Whether or not members of your committee have an opportunity to review and suggest revisions in your dissertation or doctoral research study before it is presented for defense, it is important that all of them agree that you are ready to undertake your oral defense. One way of assuring that all committee members agree that you are ready for an oral defense is to have an informal *pre-oral* meeting with your Oral Examination Committee to review progress to date. You should discuss with your dissertation or doctoral research study chair the desirability of having such a meeting in your case.

Sometimes students seem more concerned about choosing a committee with the right *chemistry* than selecting faculty with the expertise in subject or methodology. Members of a doctoral committee generally have issues of quality scholarship and student welfare uppermost in mind. Differences of opinion are expressed in that context and are not an attempt to *do battle* with a fellow faculty member on the committee. Nevertheless, if you perceive that you may be adversely affected by conflict among faculty, discuss your concern with your dissertation or doctoral research study chair so that these matters can be addressed. Problems may simply reflect inadequate communication among all parties. Keep in mind that differences in point of view and academic debate are the essence of the intellectual life of research and the university.

What Happens If I Interrupt My Dissertation or Doctoral Research Study Work?

If you put your dissertation or doctoral research study on hold, you may find that your dissertation or doctoral research study chair has acquired a number of other advisees who have been working steadily on their dissertation or doctoral research study. Your chair will try to be as helpful as possible when you are able to resume your research, but a faculty member may not always be able to re-arrange existing commitments to give you intensive attention and assistance. Try to give your dissertation or doctoral research study chair advance notice of your intention to return, or plan in your scheduling for some delay as your dissertation or doctoral research

study chair reintegrates you back into her or his workload.

What Do I Do If My Chair or Committee Members Leave the University of Maryland?

Faculty members do retire or move on to other employment. The Graduate School permits (but cannot require) graduate faculty who terminate employment at the University of Maryland to continue service as dissertation or doctoral research study chairs for a 12 month period following termination of employment. After 12 months following termination of employment, faculty may no longer serve as chairs of dissertation committees, although they may serve as co-chairs or as committee members if appointed as a special member of the graduate faculty. (Emeritus faculty members can chair dissertation committees and be members of them indefinitely.) If your dissertation or doctoral research study is nearing completion, your chair will probably be willing to continue working with you for a year following termination of employment at the University of Maryland. You should not, however, expect this kind of commitment if you are not nearing completion of your dissertation. Unless committee members agree to continue, you should seek a replacement for them on the committee.

14. Writing a Dissertation or Doctoral Research Study

The dissertation or doctoral research study is the culminating research endeavor in your doctoral program. As you proceed through your program, you should build toward dissertation or doctoral study research and writing.

How Important Is it That I Write Well?

Very! Many students have not had practice with academic writing for a long time. Work on developing cogent lines of argument as well as the style, structure, and grammar of your writing in the papers you write for courses. Clear and organized writing will speed up the turn-around time for faculty, as well as for the student. Writing problems are often connected to problems in conceptualizing your research questions, your literature review, and your research design.

Among the resource books that students have found helpful are:

Becker, H. S. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. Chicago: University of Chicago Press, 1986.

Berry, T. *The Most Common Mistakes in English Usage*. New York: McGraw Hill.

Castetter, W. B., and Heisler, R. S. *Developing and Defending a Dissertation Proposal*. Philadelphia: University of Pennsylvania, 1984.

Hodges, J. and Whitten, M. *Harbrace College Handbook*. Harcourt, Brace Jovanovich (get the most recent edition).

Moore, R. W. *Winning the Ph.D. Game*. New York: Dodd, Mead, and Company, 1985.

Steinberg, D. *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's Press, 1981.

Williams, J. *Style: Toward Clarity and Grace*. Chicago: University of Chicago Press, 1990.

How Do I Identify a Research Topic?

The question of a dissertation or doctoral research study topic should be on your mind from the day you begin the program. Consider possible research topics in each course you take. Be alert to a variety of theoretical perspectives and research methods. Learn about the relationship between research strategies and the kind of questions they help answer. Using advice from your program chair, other faculty members, and fellow students, seek out research courses that will give you the methodological tools you need. You might also talk with professionals in your field to see what research opportunities exist or what key questions need attention.

There are many helpful books that may assist you in understanding research issues and methodology. A few are listed here to help you get started:

Borg, W. R., and Gall, M. D. *Educational Research: An Introduction*. New York: Longman, 1989.

Jaeger, R. M. *Complementary Methods for Research in Education*. Washington, D.C.: American Educational Research Association, 1988.

Locke, L. F., Spirduso, W. W., and Silverman, S. J. *Proposals That Work (3rd edition)*. Newbury Park, California: Sage, 1993.

Marshall, C., and Rossman, G. B. *Designing Qualitative Research*. Newbury Park, California: Sage, 1989.

Rudestam, K. E., and Newton, R. R. *Surviving Your Dissertation*. Newbury Park, California: Sage, 1992.

Yin, R. K. *Case Study Research: Design and Methods*. Beverly Hills: Sage, 1984.

What Happens in the Research Critique Seminar (EDPL 895)?

The Research Critique Seminar (EDPL 895) is designed to assist students in developing their doctoral research proposals. It is required in the higher education specialization of the Ph.D. in Education Policy and is an option in the other areas of

specialization in the Ph.D. in Education Policy and in the Ed.D. in Education Leadership and Policy Studies. Talk with your program advisor or dissertation/doctoral research study chair about whether this course would be appropriate for you.

You should not enroll in this seminar until you have completed your methodology courses, taken (or plan to take that semester) your comprehensive examinations, and finished most of your course work. Because the goal of the seminar is for you to complete at least a preliminary proposal by the end of term, you should also wait to take this course until you and your program advisor are clear on the research topic or questions you will address. The seminar will be of little benefit to you if you have not already given serious thought to what you are interested in studying, why you want to conduct the study, and how you would carry out the study. The seminar will help you refine a research topic; it will **not** help you select one.

The seminar provides you with opportunities to further develop and refine your research proposal. It typically includes a brief review of research design and methodologies, a description of the dissertation or doctoral research study preparation and review process, and discussion about research proposals, dissertation or doctoral research study components, and elements of organization and style.

What Does a Dissertation or Doctoral Research Study Proposal Look Like?

There are different forms of doctoral research proposal because there are many research methodologies, however, a dissertation or doctoral research study proposal often becomes the first three chapters of your dissertation or doctoral research study. Chapter I would include a *Statement of the Problem* or subject of the study, as well as an explanation of the significance of it. Chapter II would contain a review of the related literature. Chapter III would explain the research design and methodology.

Identifying a research topic and carefully developing a dissertation or doctoral research study proposal is an extremely important part of the research process. Time invested at the proposal stage pays dividends: both student and committee members need to have a clear idea of the research questions, the relationship between the questions addressed and the work of others, the feasibility of the study, and the link between the research questions and the research methods that will be used to collect and analyze data.

When Am I Ready for a Proposal Meeting?

The timing of proposal meetings is decided between you and your dissertation or doctoral research study chair, with advice from other committee members. Students and chairs may choose to have more than one meeting with other Research Proposal Committee members on the proposal prior to its consideration for approval.

When Must I Have a Complete First Draft of My Dissertation or Doctoral Research

Study in the Hands of My Chair and the Oral Examination Committee Members?

The Department requires that a complete draft of your dissertation or doctoral research study be provided to your dissertation or doctoral research study chair by the first week of the semester in which you hope to graduate. Earlier submissions of a draft are strongly encouraged. Remember that faculty have many deadlines and other dissertation advisees, so give your chair and other committee members time to review your work and to work with you on revisions in preparation for the oral examination. Be sure to work closely with your dissertation or doctoral research study chair on such revisions, and where necessary with other committee members, in order to have a realistic understanding of your readiness to go to orals.

How do I Schedule My Oral Examination?

Schedule a date, time, and conference room for your oral examination with your chair in consultation with the Oral Examination Committee members. (Note that the **Nomination of Thesis or Dissertation Committee** form must be submitted six weeks before your oral examination or prior to the published deadline for the semester in which you schedule the orals, whichever is **earlier**. You must also file the **Application for Graduation** form within the first few days of the semester in which you intend to graduate by the date established by the College of Education Graduate Studies Office. See the "Important Dates" printout available in Student Services or online.

The College of Education requires that all doctoral oral exams be publicly announced (usually via the department listserv and placing announcements on the assigned bulletin boards in the College) prior to the exam, since they are open for faculty members and students to attend. Students should provide a copy of the flyer announcing their oral defense to the department at least two weeks in advance. Include the title, the student's name, the name of the dissertation chair, and the date, time and place that it will be held.

Although only members of the appointed doctoral oral examination committee may question the student and vote, any faculty member, administrator, or graduate student is permitted to attend the oral examination as an observer. For help in reserving an appropriate room, contact department staff well in advance to make a reservation.

Where Can I Get Guidance for the Format of My Dissertation or Doctoral Research Study?

[Thesis and Dissertation Style Guide](#)

The Graduate School at the University of Maryland, College Park maintains specific requirements as to the format and appearance of its Theses and Dissertations; such requirements assure a standard of uniformity and aesthetic consistency

commensurate with the rigorous academic principles of the University. The Thesis and Dissertation Style Guide is the official style guide for all University of Maryland Theses and Dissertations. Since the Fall of 2003, the Graduate School has not accepted hard-copy Thesis and Dissertation documents. Instead, through an arrangement with Proquest Learning Services, the Graduate School accepts these documents online via the World Wide Web (PDF, .rtf, and MS Word format only). This Style Guide lists the revised electronic and formatting required by the new submission process, as well as outlines the details of the submission process.

Users of statistical packages such as SAS, SPSS, STATA, and those who feel they need additional help with creating an acceptable electronic file should click here for the [ETD Help Page](#), a clearinghouse of sites and instructions that may prove helpful.

Guidance is also provided in the Research Critique Seminar (EDPL 895).

What Happens if My Dissertation is Not Ready for the Oral Examination on the Planned Date?

Sometimes students and dissertation or doctoral research study chairs set a target date for completion that cannot be met. As the target date for the oral examination draws near, you and your chair should be in close consultation. If a successful defense seems unlikely, your dissertation or doctoral research study chair will notify the Graduate School that your name should be deleted from the list of those graduating.

What Happens at an Oral Examination?

The oral examination is scheduled for approximately two hours. You will be asked to begin by making a brief statement (10-15 minutes) to the committee members. You may use this opportunity to call their attention to a specific aspect of your work, to discuss the professional or intellectual interests that led you to it, or to comment on some of the unanswered questions that your work has raised.

After this presentation, committee members will begin asking questions about the dissertation. The purpose of their questions will not be to nit-pick, nor to determine whether you have read every arcane paper and footnote in your field, nor to try to trick you. Rather, they will engage you in a scholarly dialogue as they would any of their peers who had presented a research paper. At the conclusion of their questioning, you will be asked to leave the room while they meet to evaluate the dissertation and its defense. You will then be called back to the room, and the committee will inform you of its assessment.

The oral defense is understandably an anxiety-provoking process. Nevertheless,

it is the same process of give and take that we all go through when we deliver a paper to a scholarly audience or when we make a professional presentation. While it is true that these people have some degree of control over your future, it is also true that the presentation provides you an opportunity to demonstrate your expertise, because you know more about your topic than anyone else in the room.

What Are the Possible Outcomes of the Oral Examination?

An oral examination can have one of five possible outcomes.

1. The dissertation or doctoral research study is accepted without any changes, and the committee signs the *Report of Examining Committee*.
2. The dissertation or doctoral research study is accepted with recommendations for changes, and, except for the chair, the Committee signs the *Report of the Examining Committee*. The chair will check the dissertation or doctoral research study and, upon his/her approval, sign the *Report of the Examining Committee*.
3. Revisions to the dissertation or doctoral research study are recommended. The Committee does not sign the *Report of the Examining Committee* until the student has made the changes and submitted the revised Dissertation or doctoral research study for the Examining Committee=s approval. The Examining Committee members sign the *Report of the Examining Committee* if they approve the revised dissertation or doctoral research study.
4. Revisions to the dissertation or doctoral research study are recommended and a second meeting of the Examining Committee is convened to review the dissertation or doctoral research study and complete the student=s defense.
5. The dissertation or doctoral research study, including its defense, is ruled unsatisfactory and the student fails (two or more negative votes constitute a failure). A second defense may be permitted if the student will be in good standing at the time of the proposed second defense. If the student fails this second defense, or if a second defense is not permitted, the student=s admission to the graduate program is terminated.

THE ADVANCED GRADUATE SPECIALIST CERTIFICATE

The *Advanced Graduate Specialist Certificate* (AGS) will be awarded by the EDPL faculty under the following conditions:

1. Only a student who has been fully admitted into a doctoral program can apply for the AGS Certificate.
2. A student meets the requirements for the AGS Certificate on completion of all course work for the doctorate and the doctoral comprehensive examination.

3. A student must formally request the AGS Certificate in a letter to the Department Chair through the student=s advisor.
4. Work accepted for an AGS Certificate could not be later applied to meeting the requirements for a doctoral degree in the same specialization.

The intent of making it possible for students to be awarded an AGS Certificate is to provide an alternative to the doctorate, rather than to serve as an award that a student would earn in the process of earning a doctorate. Therefore, the award of the AGS Certificate would terminate a student=s involvement in a doctoral program.

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.

JACQUELINE M. COSSENTINO: *Assistant Professor*; Ed.D., Harvard University; joined faculty in 1999; *teaching and research interests include leadership for instructional improvement in schools and museums through professional and curriculum development.* 301-405-3574; jc381@umail.umd.edu

ROBERT G. CRONINGER: *Assistant 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.

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.

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.

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@wam.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@wam.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.

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.

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.

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; jr162@umail.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.

CAROL ANNE SPREEN: Assistant Professor; Ph.D., Teachers College, Columbia University; joined faculty in 2002; *teaching and academic research interests include curriculum, teaching and assessment, qualitative research methods, and evaluation and policy analysis as well as designing and implementing systemic school reform initiatives, school improvement, curriculum planning, and program monitoring and evaluation.* 301-405-3572; spreen@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.

JOHN WILLIAMS: *Professor of Practice*; Ed.D.; Harvard University; joined faculty in 2002; *teaching and research interests include race discrimination in higher education and the implementation of federal finance, regulatory and desegregation policies in higher education.* 301-405-1514; jbwms@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; rb21@umail.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; rb68@umail.umd.edu

ROBERT F. CARBONE: *Professor Emeritus*; Ph.D., University of Chicago; joined faculty in 1970; *teaching and research interests include fund raising and administration of adult and continuing education programs.* 301-405-3574

JAMES DUDLEY: *Professor Emeritus*; Ed.D., University of Illinois; joined faculty in 1964; *teaching and research interests include organization theory and development, leadership in formal organizations, and human resource development and management.* 301-405-3574

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; wh61@umail.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; fs5@umail.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.

Clarissa Coughlin (Program Admin. Specialist and Assistant to the Department Chair)
301-405-3589, caa@umd.edu.

Stephanie Goodwin (Director of Administration)
301-405-3586, Room 2115, email: sgoodwin@umd.edu.

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

Jeanie Yerby (Graduate Program Coordinator)
301-405-3590, Room 2115, 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 and Leadership 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: *Important Benchmarks in the Doctoral Program*

The following is provided for your guidance as you complete your degree requirements. There is some variation among the different program areas within the department and where these are indicated you should check with your faculty advisor.

1. Faculty advisor assignment

When you enter the program you are assigned a faculty advisor. You will be given your program advisor's name and telephone number, and you should contact that person as early as possible to arrange a meeting. Your advisor will help you plan a program and will answer questions that you have about academic requirements.

The initial assignment of an advisor is based on your background and professional interests as well as the workload and availability of faculty. You may wish to retain the same advisor throughout the program, or you may select another advisor as your program evolves.

2. Build a program

The Graduate School has no set requirement for the number of credit hours of course work that must be completed for the doctoral degree. Generally, most programs are 90 credit hours beyond the BA degree. This includes the master's degree, 12 credit hours of dissertation research, 3 credits of internship work and up to 6 credit hours of independent study or directed reading.

Up to 24 credits can be accepted from a master's degree or from graduate-level electives previously taken in a supporting field outside of education. Previous work taken at another institution may be used to satisfy certain degree requirements if it is determined acceptable and applicable to your program.

Individual programs are built from a combination of disciplinary, professional specialty, and research method courses. Discipline-based courses refer to those in the social sciences and humanities, like cultural studies, economics, anthropology, philosophy or history. Professional specialty courses refer to those that develop expertise in areas relevant to work in education, and when combined with discipline-based courses make up the program concentration. The division between disciplinary and professional specialty courses is not interpreted rigidly. Some of the areas in which students wish to develop concentrations may not be easily classified as one or another. What is important is that program concentrations reflect purpose and coherence.

There are three core courses required of all doctoral students in EDPL: Education and Society (EDPL 600); Introduction to Education Policy (620); and Internship in Education (EDPL 889).

All doctoral students are required to take two research methods courses: EDMS 646

or the equivalent and EDPL 690. In addition, the individual program areas require the completion of a sequence of research courses designed to build the critical intellectual tools needed to address your individual research interests. A minimum of 15 research credits of research courses is required. Check with your advisor for specific courses.

In general, beyond the core requirements, individual programs are tailored to accommodate the background, experience and professional goals of the student. The different program areas within the department, however, vary in the amount of flexibility in program design. Some of the program areas have course requirements in order to meet state certification requirements or to cover subject matter essential to the particular field. Check with your advisor.

All course requirements must be completed within five years from the time of admission to the program and advancement to candidacy.

3. Plan for the comprehensive examination.

Each student is required to take a comprehensive examination. Well in advance of the examination meet with your program advisor to determine which faculty members will be asked to develop and evaluate components of the comprehensive examination. Program advisors and members of the examination committee are responsible for defining the content and format of the examination, the preparation required, and the standards for evaluation and the time line for completion.

It is expected that you will start planning for the comprehensive examination with your advisor and examination committee at least two semesters before the examination is to be completed. This time line will give you the opportunity to participate in the design of the examination, to complete readings and individual study critical to the development of expertise in your specialized area of interest, and to develop your plan for the preparation and completion of the examination.

4. File approved program of study

You cannot take the comprehensive examination until an approved program of studies is on file. Get the program approval form from the EDPL office (Doctoral Program: Approval Sheet). Consult with your advisor and develop a tentative program of studies and submit it for approval from the designated program area committee. Once your program is approved at the department level it is sent to the College Office of Student Services and kept in your permanent student file. This plan constitutes the plan of studies that you will follow to complete the required course work.

5. Take the comprehensive examination

The comprehensive examination may take a variety of forms such as take-home

conceptual essays, literature reviews, research papers and pilot studies as well as the more conventional “in-house” closed book response. Where appropriate, the examination may include oral presentations and defenses as well as written products.

The doctoral comprehensive examination will be evaluated by the program advisor and members of the comprehensive examination committee. Each section of the examination will be evaluated by at least two readers. The evaluations will be communicated through a high pass, pass, low pass or fail designation. Students who fail the examination (or portions of it) have the option of taking the examination a second time. If a student fails the examination a second time, the student may appeal in writing to the advisor and examination committee to take the examination a third time.

An application for the examination must be completed and is available through the department in Room 2115. Check with the department early in the semester for examination dates and application deadlines if you will be taking any portion of your exam in the computer lab reserved by the department. If taking your exam entirely as a take-home, there is a special form to complete available in Room 2115.

6. File for advancement to candidacy

After completing the comprehensive examination, file for admission to candidacy for the doctoral degree. Get the form from the EDPL office (Application for Admission to Candidacy) or online at: <http://www.gradschool.umd.edu/gss/forms/>. The maximum time allowed between advancement to candidacy and conferring of the degree is four (4) years.

All doctoral students who have been admitted to candidacy will be automatically registered each semester for 6 credits of 899, dissertation research. Mandatory registration is not required for summer sessions unless you are using university facilities and resources or if you will be graduating in August.

7. Form a proposal committee

Formally form your proposal committee. The committee tends to be made up of members from your comprehensive examination committee. Work closely with your advisor and committee members to develop your dissertation proposal, schedule and hold the proposal hearing. Following a successful hearing, secure the necessary signatures and file the following forms:

Certification of Doctoral Research Committee and Dissertation Proposal Department Application for Review of Research Using Human Subjects. This form is now available for download in the PDF format on line at [http://www.umresearch.umd.edu/ORAA/forms?HSRCDEPT_09JAN\)2.pdf](http://www.umresearch.umd.edu/ORAA/forms?HSRCDEPT_09JAN)2.pdf)

8. Complete your dissertation

As you work on your dissertation it is useful and highly advisable to maintain close contact with your advisor and committee members.

The Graduate School conducts workshops to help students meet the strict format and style guidelines required by the university.

9. Complete the oral examination

- Schedule a date and time for your oral examination and reserve the department conference room.
- Deliver a polished copy of your dissertation to committee members at least 10 days in advance of the examination.
- Submit the following form:
Nomination of Thesis or Dissertation Committee This form must be submitted to the department office at least 6 weeks before your scheduled examination or prior to the published deadline for the semester in which you schedule your oral examination, whichever is earlier.
- Oral Announcement: Check with the department on the policy for announcing your oral exam.
- Meet with your Oral Examination Committee.
The chair of the committee should pick up the Report of the Examining Committee form from the College of Education Student Services office and obtain the signatures of the committee members when your study is approved.

10. File for graduation.

Applications for Graduation are available in Room 1203 in the Benjamin Building or online. See "Important Dates" available in Room 1204 for last day to submit your application for graduation.

11. Submit to the Graduate School by the required date the following:

- Two copies of the dissertation (one on 100% acid free bond and the other on good quality bond) unbound in manila envelopes.
- Original Report of the Examining Committee properly signed and dated by the committee members (Submitted by your dissertation chair).
- One copy of the university Microfilms Agreement.
With the form you must attach:
 - a) One extra copy of the dissertation title page and abstract
 - b) Certified check or money order for payment to University Microfilms
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