

Master's Handbook

The Department of Education Policy and Leadership

2003-2004



**College of Education
University of Maryland, College Park**

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1. Welcome to an EDPL Master's Program

A Message from the Faculty:

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

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

A Message from the Students:

Congratulations and welcome to the Department of Education 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, assistantships, and opportunities for field experiences. You are strongly encouraged to develop networks, join our Department's listserv (EDPLCOMM), attend social functions such as our annual open house, begin discussion groups, and participate in conferences and student committees. Get involved early and participate!

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

A major advantage of the College Park Campus is its geographic location. There are numerous public and private institutions and associations within a sixty mile radius of the campus that offer research, internship, and work opportunities. As the nation's capital,

Washington, D.C., is an exciting place to study education policy. Washington is home to excellent libraries, national institutes, professional educational associations, government agencies, and educational consulting firms.

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

2. General Information for New Students

Is There a New Student Orientation?

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

What Other Publications Are Available?

Publications that would be useful for newly admitted students include the (1) *Graduate School Catalog*, designed to provide general information on all graduate courses and programs and university regulations governing them; (2) *Guide to Graduate Life*, an introduction to the campus and the College Park Area; (3) *The Theses Manual*, on the preparation of master's theses and doctoral dissertations; and (4) *Graduate Assistant Handbook*, on the policies, procedures, and services for graduate assistants. All of these publications are available from the office of the Dean for Graduate Studies and Research, Lee Building, Room 2117.

Important Dates for Advisors and Students is an important handout printed by the College of Education with dates and deadlines for applications, submitting program forms, and so on. Each semester the handout should be picked up in the office of Student Services in Room 1204 of the Benjamin Building. The College also publishes *Graduate Studies in the College of Education: A Guide for Students and Advisors* (also available in Room 1204 Benjamin).

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

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

Graduate assistantships are also available in the Department. Contact the Department Chair for more information.

In addition, there is a directory of external fellowships and grants published by the

Fellowship Office. For more detailed information on these or other awards, students may drop by the Fellowship Information Office in Room 2126, Lee Building, or call 301-405-4207.

What Accommodations Are There for Students with Special Needs?

For those students with documented disabilities or special needs, the University has made provisions in compliance with the Americans with Disabilities Act (ADA). If you have a documented disability, be sure to inform your program advisor and notify each course instructor.

Academic as well as physical accommodations can be made, but you need to initiate contact and communication with faculty as early as possible in the semester.

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

ADMISSIONS AND PROGRAM REQUIREMENTS

3. Student Status

What Are the Requirements for Full Admission to the Program?

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

What Happens to Provisional Students?

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

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

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

What about Advanced Special Students?

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, students who later become admitted to a master's program may transfer into their master's program a maximum of twelve credit hours taken while in Advanced Special Student status if the courses are appropriate for their master's program.

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

4. Academic Advising

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

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

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

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

Can I Change Program Advisors?

Yes. While it is desirable to maintain continuity in advising by working with one individual, sometimes students find it preferable to change program advisors because of differing interests, or necessary if the faculty member leaves the university. You have the right to change program advisors, subject only to the willingness of another faculty member to accept you as an advisee. In order to change program advisors, you must:

- ask another faculty member to serve as your program advisor, obtain that faculty member's agreement, and inform your current program advisor of your intentions.
- send 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.

How Often Should I See My Program Advisor?

The faculty strongly recommend that you see your program advisor **at least** once a semester. Some institutions require a program advisor's approval to register for courses, thereby assuring regular meetings. We do not have such a requirement, so it is up to you to maintain this important relationship. A face-to-face meeting is preferable, but if this is not possible you should at least write a letter, send an email message, or make a telephone call. The faculty really 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?

You and your program advisor will plan 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, the student.*** It is critical that you familiarize yourself with the material in this handbook and other official publications of the University on an ongoing basis. Ultimately, ***you*** are responsible for managing the schedules and deadlines necessary to complete your program.

5. Developing a Program of Study

What Is a *Master's Program Plan*?

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

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

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

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

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

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

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

6. Deciding Courses to Include in Your Program

What Courses Should I Take?

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

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

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

When Are Courses Offered?

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

What Is a Typical Student Workload?

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

Students should expect a fairly heavy workload in graduate courses, with reading assignments and requirements taking many hours outside of class. For instance, it is not uncommon for professors to expect 50-100 pages or more of readings to study per week. This may vary with the nature of the course; for example, a quantitative research course might require more computation than reading. You should take these workload expectations into account when selecting the number and type of classes taken in a given semester.

7. Transfer Credits

Can Work I Have Taken Elsewhere Be Transferred?

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

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

Can I Have a Required Course Waived?

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

8. Research Courses: Requirements and Options

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

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

In addition, the M.A. in Education Leadership and Policy Studies requires EDPL 690, Research in Education Policy and Leadership, or its equivalent. The thesis option in the M.A. in Social Foundations of Education and the M.A. in Curriculum Theory and Development (which includes a thesis) also require a third research methods course. This course normally should cover research methods appropriate to the student's master's thesis research.

The non-thesis option in the M.A. in Social Foundations of Education and the M.Ed. in

Curriculum Theory and Development do not require a third research methods course.

9. Field Experiences

Is a Field Experience Required?

A field experience is required in the non-thesis option in the M.A. in Education Leadership and Policy Studies, and in all master's programs in Curriculum Theory and Development. It is not required, but is an elective, in the thesis option in the M.A. in Education Leadership and Policy Studies and in the M.A. in Social Foundations of Education.

What Is a Field Experience?

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

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

When Can I Do a Field Experience?

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

How Do I Plan and Establish My Field Experience?

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

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

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

Generally, the above guidelines still pertain, but see the Department publication *Field-Based Experiences in Educational Leadership Leading to Initial Administrator/Supervisor or Superintendent Certification* for further guidance.

STEPS TOWARD GRADUATION

10. Comprehensive Examination

What Is the Comprehensive Examination (Comps)?

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

How Do I Prepare?

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

- decide with your advisor on the faculty (*a minimum of two*) who will write your questions
- discuss with each of the designated faculty members the question(s) to be set and how you might study for the question(s)
- complete the necessary preparation, which might take the form of additional reading, synthesis, analysis, application, or critique

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

How Is the Comprehensive Examination Structured?

All comps are written and questions are normally two 1-1/2 hour questions for a three hour comp, and two 3-hour or three 2 hour questions for a six hour comp. All questions are answered the same day.

When Are Comps Offered?

Comps are offered once in the Fall (November) and once in the Spring (March). Exams (three or six hours) are taken on a given day scheduled by the Department with the Educational Technology Services office. Only in compelling instances or serious illness will arrangements be made to take comps on a day other than the scheduled day. Approval to take the examination on an alternative date must be approved by your advisor and arranged through the Department's administrative staff.

Applications to take the examination are available in Room 2115 Benjamin. Your application must be approved by your advisor and filed by a published deadline, which occurs early in each semester. You are responsible for being aware of this deadline. The department will announce the date by email through the student list serve and will post announcements on the walls throughout the College of Education. Staff in the Departmental offices can furnish information on deadlines as well (by calling 301-405-3574, -3589, or -3590).

How Are Comps Graded?

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

Comp questions are read and graded by the faculty members who wrote the questions as high pass, pass, low pass, or fail. In the event faculty members grade a question as fail, then a student may retake that question. If more than one question is failed, the student may be required to take the comprehensive examination again. In the event of a second examination failure, a student cannot continue in the program. 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.

11. Seminar Paper

Who Must Write a Seminar Paper?

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

What Is a Seminar Paper?

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

complete the proposed work under the guidance and review of a mentoring professor. Both your mentoring professor and your advisor must sign off on the finished seminar paper as approved.

When Should I Write The Seminar Paper?

You should write your seminar paper near the end of your program, so that you have most of your studies to build and draw upon. In both the M.A. in Education Leadership and Policy Studies and the Master's programs in Curriculum Theory and Development you must register for EDPL 679B Master's Seminar. In the M.A. in Social Foundations of Education you do not need to register for EDPL 679, though you do need to write a seminar paper.

12. Thesis

How Is a Thesis Different from a Seminar Paper?

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

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

The Graduate School has set up specific procedures and rules that must be followed. See *The Graduate School Catalog* for details and be sure to follow them carefully. In addition, the Graduate School pays *very* careful attention to thesis format. Contact Media Express (301-314-2679) for a copy of the Graduate School's most recent *Thesis and Dissertation Manual*.

13. Time Limit

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

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

Degree Requirements for EDPL's Master's Program

Two Master's degrees are offered through the Department of Education Policy and Leadership:

- **The Master of Arts (M.A.) Degree**

With specializations in:

**Curriculum Theory & Development
Education Policy and Social Foundations
Higher Education
International Education Policy
Organizational Leadership and Policy Studies**

- **The Master of Education (M.Ed.) Degree**

With a specialization in:

Curriculum Theory & Development

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

Students may pursue either an M.A. or M.Ed. with a specialization in Curriculum Theory and Development. The major distinction between an M.A. and an M.Ed. is that the M.A. is a research focused degree that requires a thesis and an additional research course; whereas, the M.Ed. requires a seminar paper and allows two more elective courses in lieu of the research credits required in the M.A. Students may also choose to pursue joint programs in [Afro-American Studies](#) and [Jewish Studies](#)

CURRICULUM THEORY AND DEVELOPMENT
MINIMUM CREDIT HOUR REQUIREMENTS FOR THE
M.A. or M.Ed

<i>Minimum Credit Hour Requirements</i>	<i>M.A.</i>	<i>M.Ed.</i>
Specialization Core	9	9
Students are required to take <i>three</i> courses from the following list:		
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		
Supporting Courses	6	6
Students are required to take 6 credits focusing upon foundational, epistemological, or philosophical perspectives		
Elective Courses	3	9
Research Methods		
EDMS 645 Quantitative Research Methods I (or equivalent)	3	3
EDPL 700 Qualitative Research Methods in Education (or equivalent)	3	3
Elective		3
Field Experience		
EDPL 489 Field Experience in Education	3	3
Thesis or Seminar Paper		
EDPL 799 Master's Thesis Research		6
EDPL 679 Master's Seminar <i>(The seminar paper is completed under the guidance of the faculty advisor)</i>		3
Total Credits	36 credits minimum	

EDUCATION POLICY AND SOCIAL FOUNDATIONS
MINIMUM CREDIT HOUR REQUIREMENTS FOR THE
M.A

	<i>Non-Thesis</i>	<i>Thesis</i>
Required Courses (<u>one</u> of the following):		
EDPL 600 Education and Society	or	
EDPL 620 Introduction to Education Policy		
	3 credits	3 credits
 Specializations:		
Programs are individually tailored. Courses are selected to accommodate the background, experience and professional goals of the students.		
	21 credits	12 credits
 Research Methods		
EDMS 645 Quantitative Research Methods I (or equivalent)	3 credits	3 credits
EDPL 700 Qualitative Research Methods in Education (or equivalent)	3 credits	3 credits
Elective		3 credits
 Thesis		
EDPL 799 Master's Thesis Research (required in thesis option)		6
credits		
 Total Credits		30 credits minimum

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

HIGHER EDUCATION

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A.

Disciplinary and Multi-disciplinary Perspectives	12 credits
EDPL 653 Organization and Administration of Higher Education (<i>required</i>)	
EDPL 657 History of Higher Education in the United States (<i>required</i>)	
<i>Examples of other courses:</i>	
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	
Research Methods (<i>required</i>)	9 credits
EDPL 690 Research in Education Policy, Planning, and Administration (or equivalent)	
EDMS 645 Quantitative Research Methods (or equivalent)	
EDPL 700 Qualitative Research Methods in Education (or equivalent)	
Issue-focused Seminars	6 to 9 credits
EDPL 651 Higher Education Law (<i>required</i>)	
EDPL 652 Higher Education in American Society (<i>required</i>)	
<i>Examples of other courses:</i>	
EDPL 660 Retention Theories and the Impact of College	
EDPL 732 History of Curriculum Theory and Development	
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 788F Administrative Processes in Higher Education	
Collateral Studies	0 to 3 credits
Course work in other departments of the College or University	
Field Experience	3 credits required in non-thesis option
EDPL 489 Field Experiences in Education	
Seminar Paper	3 credits required in non-thesis option
EDPL 679 Master's Seminar	
Thesis	6 credits required in thesis option
EDPL 799 Master's Thesis Research	
Total Credits	36 credits minimum

INTERNATIONAL EDUCATION POLICY

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A.

	<i>Non-thesis</i>	<i>Thesis</i>
Required Courses (two of the following):		
EDPL 605 Comparative Education		
EDPL 788__ Culture and Education in a Global Context		
EDPL 788__ Political Economy of Education in a Global Context		
	6 credits	6 credits
Specializations:		
Courses will be selected from Department, College and University offerings to meet the individual needs of the student.		
	18 credits	9 credits
Research Methods		
EDMS 645 Quantitative Research Methods I (or equivalent)	3 credits	3 credits
EDPL 700 Qualitative Research Methods in Education (or equivalent)	3 credits	3 credits
Elective		3 credits
Thesis		
EDPL 799 Master's Thesis Research		6 credits
Total Credits	30 credits minimum	

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

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

MINIMUM CREDIT HOUR REQUIREMENTS FOR THE M.A.

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

Disciplinary and Multi-disciplinary Perspectives	12 credits
<i>Examples:</i>	
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 635 Principles of Curriculum Development	
EDPL 640 Introduction to Educational Leadership	
EDPL 671 Education Law and Policy	
Research Methods (Required)	9 credits
EDPL 690 Research in Education Policy, Planning, and Administration (or equivalent)	
EDPL 700 Qualitative Research Methods in Education (or equivalent)	
EDMS 645 Quantitative Research Methods (or equivalent)	
Issue-focused Seminars	3 to 9 credits
<i>Examples:</i>	
EDPL 601 Contemporary Social Issues in Education	
EDPL 621 Education Policy / Program Evaluation and Organizational Decisionmaking	
EDPL 740 Managing Educational Organizations in a Diverse Society	
EDPL 751 Law, Equity, and Diversity in Education	
EDPL 732 History of Curriculum Theory and Development	
Collateral Studies (Course work in other departments of the College or University)	0 to 6 credits
Field Experience	3 credits required in non-thesis option
EDPL 489 Field Experiences in Education	
Seminar Paper	3 credits required in non-thesis option
EDPL 679 Master's Seminar	
Thesis	6 credits required in thesis option
EDPL 799 Master's Thesis Research	
Total Credits	36 credits minimum

ORGANIZATIONAL LEADERSHIP AND POLICY STUDIES

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

Disciplinary and Multi-disciplinary Perspectives	15 credits
EDPL 614: Politics of Education	
EDPL 634: The School Curriculum or EDPL 635: Principles of Curriculum Development	
EDPL 640: Introduction to Education Leadership	
EDPL 670: Developing Learning Communities in Educational Organizations	
EDPL 671: Education Law and Policy	
Research Methods	9 credits
EDPL 690: Research in Education Policy, Planning, and Administration (or equivalent)	
EDPL 700: Qualitative Research Methods in Education (or equivalent)	
EDMS 645: Quantitative Research Methods I (or equivalent)	
Issue-focused Seminars	9 credits
EDPL 642: Management of Change in Educational Organizations	
EDPL 645: Managing Instructional Improvement	
EDPL 676: School Finance and Business Administration	
Field Experience	3 credits
EDPL 489: Field Experiences in Education	
Seminar Paper	3 credits
	EDPL 679: Master's Seminar
Total Credits	39 credits

Notes: (1) Certification students will also be required to demonstrate their competence in technology through a portfolio (See Department publication entitled A Competency-based Technology Portfolio).

(2) MSDE certification also requires (a) three years of successful teaching experience at the appropriate level and (b) may also require completion of an introduction to education of the handicapped, which can be satisfied by taking a course at the University or by completion of an in-service program offered by the public school systems.

MSDE Administrator I Certification for Students with a Master's Degree

Normally teachers seeking Maryland State Department of Education (MSDE) Administrator I certification (principal / supervisor) complete the Master's program in the Department of Education Policy and Leadership approved by MSDE for such certification. For teachers who do not complete that Master's program but have a Master's degree from an accredited institution and at least 27 months (3 years) of satisfactory teaching performance, it is possible to obtain MSDE Administrator I certification by taking courses in EDPL and completing a technology portfolio.

Students need to take the following six courses in the MSDE prescribed areas:

School Administration

EDPL 640 Introduction to Educational Leadership

Clinical / Instructional Supervision

EDPL 645 Managing Instructional Improvement

Curriculum Design

EDPL 634 The School Curriculum

OR

EDPL 635 Principles of Curriculum Development

Group Dynamics

EDPL 670 Developing Learning Communities in Educational Organizations

School Law

EDPL 671 Education Law and Policy

Practicum / Internship

EDPL 489 Field Experiences in Education

Students also need to complete a technology portfolio following the EDPL guide, *A Competency-Based Technology Portfolio*.

On the completion of all six courses and the technology portfolio, the student needs to provide the Department certification officer with the approved technology portfolio and the transcripts showing the completion of the Master's program and the above six courses. The certification officer will then notify MSDE that the student has met the requirements for Administrator I certification.

Appendix A: EDPL Faculty and Staff

J. EDWARD ANDREWS: *Visiting Professor*; Ed.D., University of Maryland; Superintendent of Schools, Montgomery County (MD), 1979-83; joined faculty in 1983; *teaching and research interests include educational planning and administration, personnel policies and supervision, leadership development, and collective bargaining.* 301-405-3585

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; rc164@umail.umd.edu

BARBARA FINKELSTEIN: *Professor and Director*, International Center for the Study of Education Policy and Human Values; 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; bf6@umail.umd.edu

SHARON FRIES-BRITT: *Assistant 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; sf24@umail.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; dh20@umail.umd.edu

MEREDITH HONIG: *Assistant Professor*; PH.D., Stanford University; joined faculty in 2002; *research interests and specialization areas include: Policy implementation and analysis, organizational theory, decision making and administration, urban education, school-community collaboration, comprehensive school reform, and social policy.* 301-405-5579; mihonig@wam.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; fh14@umail.umd.edu

ADRIANNA KEZAR: *Assistant Professor*; Ph.D., University of Michigan; joined faculty in 2001; *former Director of ERIC Clearinghouse on Education; teaching and research interests include organizational theory, diversity, leadership, community service learning, philosophy.* 301-405-4562; kezar@wam.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; lm125@umail.umd.edu

HANNE MAWHINNEY: *Associate Professor*, 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@wam.umd.edu

JEFFREY MILEM: *Associate Professor*, Ph.D., University of California, Los Angeles; joined the faculty in 2000; *research coordinator for Maryland's participation in the Diverse Democracy Project; teaching and research interests include campus climate issues, racial dynamics in higher education, and the college experience.* 301-405-2875; jm385@umail.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@wam.umd.edu

LAURA PERNA: *Assistant Professor*, Ph.D, University of Michigan; joined faculty in 2000; *teaching and research interests include analyses of education, economic and social data for educational policy and research.* 301-405-3567; lperna@wam.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; ss22@umail.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@wam.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; tw26@umail.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@wam.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

LOUISE M. BERMAN: *Professor Emerita*; Ed.D., Teachers College, Columbia University; joined faculty in 1967; *teaching and research interests include general curriculum theory, design, and development; and ethnographic and interpretive studies.* 301-405-3574

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

MONIQUE W. CLAGUE: *Professor Emerita*; Ph.D., Harvard University; joined faculty in 1975; *teaching and research interests include law and education policy in elementary/secondary and higher education, with special focus on issues of gender and race.* 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

EUGENE P. McLOONE: *Professor Emeritus*; Ph.D., University of Illinois; joined faculty in 1967; *teaching and research interests include spending for schools and individuals; projections, revenues, and expenditures; property tax, state and local taxes; school finance; economics of education; computers in*

education. 301-405-3574

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

CLARENCE A. (JINCE) NEWELL: Professor Emeritus; Ph.D., Teachers College, Columbia University; joined faculty in 1946; *teaching and research interests include the use of internships and field experiences in administrative preparation programs, and human relations in education.* 301-405-3574

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.* 301-405-3580; js94@umail.umd.edu

E. ROBERT STEPHENS: Professor Emeritus; Ph.D., University of Iowa; joined faculty in 1972; *teaching and research interests include organization theory and development, intergovernmental relations, and policy studies.* 301-405-3574

Staff

Key to the successful operation of any program are 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.

Chris Garner (Department receptionist and faculty secretary)
301-405-3574, Room 2110, cg90@umail.umd.edu

Stephanie Goodwin (Director of Administrative Services)
301-405-3586, Room 2115, email: sg163@umail.umd.edu

Clarissa Coughlin (Administrative assistant to the Department Chair)
301-405-3589, caa@wam.umd.edu

Jeanie Yerby (Graduate program specialist for graduate admissions and student services)
301-405-3590, Room 2115, email: jy38@umail.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: Steps to Earning Your Master's Degree

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

1. **COURSE WORK.** Start taking courses in your master's program according to the plan approved by your advisor on this form:
 - **Master's Program Plan**
2. **COMPS.** When you have completed the majority of your courses, work with your advisor to select dates for your Comps. Apply early in the Fall and Spring semester directly to the Department. Arrangements will be made one day each semester for use of the computer lab. Study for and pass your exams. File these forms on time:
 - **Application for Master's Comprehensive Examinations**
 - **Graduate Examination Application for Computer Request**
3. **FIELD EXPERIENCE.** Arrange and complete your field experience, if one is included in your program of study. (Students in *Education Leadership* and *Curriculum Theory and Development* fill out the following form.)
 - **Request for Field Experience/Internship**
4. **THESIS OR SEMINAR PAPER PROPOSAL.** Finalize your proposal with your program advisor. For a thesis, it is recommended that your proposal be approved by all members of your oral examination committee.
5. **RESEARCH AND WRITING.** Complete your thesis or seminar paper with the help of your program or thesis / seminar paper advisor. Carefully check the format against style in the policy manual.

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

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

- **Application for Graduation**
6. **ORAL EXAMINATION.** If writing a thesis, schedule a date and conference room for your Oral Examination. Deliver a polished copy of your dissertation to committee members at least 10 days in advance of the examination. Submit the following forms:
 - **Nomination of Thesis or Dissertation Committee** (must be submitted 6 weeks before oral examination)
 - **Oral Announcement**

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

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

7. **GRADUATION.** Submit to the Graduate School by the required date, the following:

- Two copies of the **thesis** (one on 100% acid free bond and the other on good quality bond) unbound in manila envelopes.
- Original **Report of Examining Committee**, properly signed and dated by the committee (submitted by your thesis chair).
- One copy of the **University Microfilms Agreement**.^{*} With this form you must attach:

one extra copy of the thesis title page and abstract
certified check or money order for payment to University Microfilms
a signed/dated **Acknowledgement of UMI/UMCP Agreement**^{*}

^{*}These forms are sent to you by the Graduate School upon receipt of your *Application for Graduation*

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

**FREQUENTLY USED ADDRESSES
AND TELEPHONE NUMBERS**

Department of Education Policy and Leadership

Room 2110, Benjamin Building

University of Maryland

College Park, Maryland 20742

301-405-3574 (Main Department Number)

301-405-3573 (Fax)

email address: EDPLgrad@deans.umd.edu

web page address: www.education.umd.edu/EDPL

College of Education

Graduate Studies Office

Room 1210, Benjamin Building

University of Maryland

College Park, Maryland 20742

301-405-2344

301-314-5887 (Fax)

The Graduate School

Lee Building

University of Maryland

College Park, Maryland 20742

301-405-4176 (General Information)

301-405-4198 (Admissions and Graduate Student Records)

301-405-4207 (Fellowship Information Office)

301-314-9305 (Fax)

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