

November 6, 2013

MEMORANDUM

TO: University Senate Members

FROM: Vincent Novara
Chair of the University Senate

SUBJECT: University Senate Meeting on Wednesday, November 13, 2013

The next meeting of the University Senate will be held on Wednesday, November 13, 2013. The meeting will run from **3:15 p.m. – 5:00 p.m.**, in the **Colony Ballroom (2nd Floor) of the Stamp Student Union**. If you are unable to attend, please contact the Senate Office¹ by calling 301-405-5805 or sending an email to senate-admin@umd.edu for an excused absence. Your response will assure an accurate quorum count for the meeting.

The meeting materials can be accessed on the Senate Web site. Please go to <http://www.senate.umd.edu/meetings/materials/> and click on the date of the meeting.

Meeting Agenda

1. Call to Order
 2. Approval of the October 10, 2013, Senate Minutes (Action)
 3. Report of the Chair
 4. Special Order of the Day
Wallace D. Loh
President of the University of Maryland, College Park
2013 State of the Campus Address
 5. PCC Proposal to Establish a New Area of Concentration in Physical Activity for the Master of Public Health (Senate Doc. No. 13-14-08) (Action)
 6. PCC Proposal to Establish a Doctoral Program in Teaching and Learning, Policy and Leadership (TLPL) (Senate Doc. No. 13-14-09) (Action)
 7. New Business
 8. Adjournment
-

University Senate

October 10, 2013

Members Present

Members present at the meeting: 90

Call to Order

Senate Chair Novara called the meeting to order at 3:20 p.m.

Approval of the Minutes

Chair Novara asked for additions or corrections to the minutes of the September 18, 2013 meeting. Hearing none, he declared the minutes approved as distributed.

Report of the Chair

Nominations Committee

Novara stated that outgoing Senators should have received a message from the Senate Office requesting volunteers to serve on the Nominations Committee. This important committee is charged with soliciting nominations from the membership of the Senate for the Executive Committee, Chair-Elect, the Committee on Committees, and other University-wide committees and councils whose members will be elected at the annual transition of the Senate in May. The Committee serves a very important purpose yet meets only a few times during the period of late-January through March. The Senate relies on the good judgment of the members of the Nominations Committee to present candidates that reflect the quality and diversity of our campus community. Novara encouraged any outgoing senators to consider serving on this important committee. Those interested can send an email to senate-admin@umd.edu. The Senate will vote on the Nominations Committee slate at its December meeting.

Next Meeting

Novara announced that the next Senate meeting would be held on Wednesday, November 13, 2013. President Loh will be presenting his State of the Campus Address. This meeting will be held in the Colony Ballroom of the Union to accommodate the larger audience that is anticipated.

Council of University System Faculty (CUSF) Replacement Election [Faculty Senators Only] (Senate Doc. No. 13-14-06) (Action)

Novara noted that Kenneth Holum had stepped down from his seat on the Council of University System Faculty (CUSF) when he was selected to be Senate Parliamentarian. We are holding a special election to fill that vacancy. He asked all faculty senators to complete his/her ballot and stated that the results of the election would be announced via email following the meeting.

**2013 Plan of Organization Review Committee Slate (Senate Doc. No. 13-14-07)
(Action)**

Novara stated that the University would conduct a review of its Plan of Organization review process during this academic year. He noted that senators would vote on the membership of the Plan of Organization Review Committee. All senators are eligible to vote and the ballot includes an opportunity for write-in votes in each of the categories. Novara opened the floor to additional nominations in each of the categories.

Senator Ratner, Undergraduate, College of Behavioral & Social Sciences, nominated Michael Lichtenberg, College of Behavioral & Social Sciences and Robert Cobb, A. James Clark School of Engineering, for the undergraduate category.

Senator Kincaid, Undergraduate, College of Arts & Humanities, nominated himself for the undergraduate category.

Novara asked senators to choose the nominees whom they wish to vote for by either checking the box next to his/her name or writing-in his/her name or checking the box. He then instructed senators to pass their ballots to the senate staff.

Novara noted that the election results would be announced following the meeting.

**Special Order of the Day
Peter Weiler
Vice President, University Relations
*University Relations Post Campaign Plan***

Novara introduced Peter Weiler, Vice President for University Relations.

Weiler thanked the Senate for the opportunity and gave an overview of University Relations' Post Campaign Plan, providing a brief video highlighting the "Fearless" theme of the campus.

Strategic Objectives

Weiler stated that University Relations has five strategic objectives and one goal. The objectives include: excellence in fundraising, enhance and grow our reputation, grow and improve strategic engagement efforts, build engaging opportunities for our external partners, and recruit and retain talented staff. The goal is to raise \$200 million per year.

Weiler noted that the average funds raised in years 5-8 of a campaign decrease, however, that decrease escalated in FY13.

Fundraising Facts

Weiler noted that \$36 trillion in wealth would move from one generation to another in the next 15 years. The average UM bequest was \$37 million less than the Big 10 average. The average staff in planned giving at UM is six less than in Big 10

schools. In addition, Weiler noted that 50% of gifts given in 2011 had no relation to the organization. Donors gave the highest average amount to organizations both where they believed their gift would have the largest impact and where they volunteered, and that 52% of gifts came from non-alumni. Weiler also noted that 95% of donations came from individuals not corporations. He stated that there are 7,000 new individuals with the capacity to give \$100k to the University and there are 24 prospects with a capacity to give \$50 million or more. The University Relations staff has also surveyed 23% of targeted donors to learn more about their experience before and after making a gift.

What's Next?

University Relations will launch a two-year "Fearless" initiative. The objectives include aligning fundraising agenda with University strategy, engaging senior leadership, developing big ideas, building capacity and pipeline, reinvesting in development/alumni programs, and preparing for the next comprehensive campaign. The messaging hierarchy of "Fearless" ideas includes: inspiration, curiosity, boldness, and passion.

University Relations will create an annual gifts team, focus the regional team, and redeploy frontline fundraisers to schools and colleges. They will develop a planned giving office, a central major gifts team, and initiate a search for 41 new positions to increase the front line major gifts fundraising staff. Key hires include Ralph Amos, Executive Director of Alumni Relations; Mary Burke, AVP of Development; Debbie Meyers, Senior Director of Stewardship; Don Miller, Director of Recruiting, Tim McMurray, Senior Associate Athletics Director, Lyn Culver, Executive Director of Development, and Brian Darmody, Associate VP of Corporate Relations.

Action Plan

Weiler stated that his plan to implement this strategy is through culture, structure, and execution. We will promote a centralized, distributed model of prospect management, accountability, alumni relations, and engagement; engage senior leadership; and build a central stewardship office. In addition, they will rebuild planned giving, retool annual giving, commit to alumni engagement and relations, and increase major gift fundraising staff in colleges and schools. Finally, they will execute this vision by focusing on major gift activity by creating a pipeline of donors and hire and retain talented people.

Q & A

Senator Cooperman, Faculty, College of Arts & Humanities, stated that the University made the front page of the Chronicle of Higher Education about branding and hiring companies to create a brand. The thrust of the Chronicle article was that brands are meaningless. He believes that we should be promoting the content of the University not a brand.

Weiler responded that the video was created by his staff and was not contracted out. The intention was to reach alumni outside of the immediate area. University Relations is currently interviewing 1200 donors focusing on the following: did the money help, did it hire faculty, and did it help research? The one-on one discussion

allows for a conversation about why they should give to the University. This type of piece just elevates the conversation.

Senator Ellis, Research Faculty, College of Behavioral & Social Sciences, inquired about the 30,000 donors and whether they were the same people throughout the years or whether there was an indication of donor fatigue.

Weiler responded that statistics show that if we are able to keep a donor for seven years, the likelihood of them continuing to give goes up dramatically. Unfortunately, we are losing donors so we have to pick up more to replace them. We have to get better at attracting people on the bottom end.

Senator Burke, Part-Time Graduate Student, College of Education, inquired whether there were plans to associate with successful alumni companies like Under Armour and Google.

Weiler responded that his goal is to connect with the alumni, not their companies.

Senator Ayyagari, Undergraduate, College of Computer, Mathematical & Natural Sciences, inquired about how much say donors have in where their donations go and what the single biggest challenge in fund-raising is.

Weiler stated that the biggest challenge is reinvesting the talent. Donors have 100% say in where their donations go. 99% of donations are restricted. The difficult part is dealing with donations that are not something that the University is interested in.

Senator Ayyagari, Undergraduate, College of Computer, Mathematical & Natural Sciences, asked how granular the donations are.

Weiler responded that donation contracts are very specific based on what the donor wants.

Senator Meharg, Head Coaches, stated that she has a different perspective as a head coach. This type of branding helps with recruiting athletes. The reality is that we do not have a lot of people donating.

Novara thanked Weiler for his presentation.

Review of the University of Maryland Policies and Procedures on Sexual Harassment (Senate Doc. No. 11-12-43) (Action)

Cynthia Hale, Chair of the Joint President/Senate Sexual Harassment Task Force, presented the task force's recommendations and provided background information.

Chair-Elect Webster, made a procedure motion on behalf of the Senate Executive Committee as follows:

The Senate Executive Committee (SEC) makes a motion to limit discussion to two minutes per speaker for the discussion of Agenda Item #6: Review of the University of Maryland Policies and Procedures on Sexual Harassment (Senate Doc. No. 11-12-43). This will allow for greater participation by all senators who wish to provide input on the task force's report

Novara opened the floor to discussion of the motion; hearing none, he called for a vote on the motion. The result was 62 in favor, 13 opposed, and 3 abstentions. **The procedure motion passed.**

Novara stated that Webster would control the timer and that it would be displayed on the screen during discussion of this issue.

Novara opened the floor to discussion.

Senator LaCherra, Undergraduate, College of Behavioral & Social Sciences, introduced Lauren Redding, who wrote the Proposal to Mandate Sexual Assault Prevention Education for Students 12-13-40, which the task force considered during its review of the sexual harassment policies and procedures. Redding shared a personal story about her own sexual assault. She strongly encouraged senators to vote in favor of the task force's recommendations.

Senator Farshchi, Undergraduate, Robert H. Smith School of Business, inquired why it was necessary to create a second division for the Title IX office instead of incorporating it into existing structures.

Hale responded that the office should be able to respond to the entire campus community. A separate office brings the greatest amount of visibility of issue and influence to that role.

Senator Nuñez, Graduate Student, College of Behavioral & Social Sciences, introduced Matthew Popkin, graduate student in the School of Public Policy. Popkin stated that everyone could give numerous examples of sexual offenses. He commended everyone involved in drafting the recommendations and encouraged senators to vote in favor.

Senator Ratner, Undergraduate, College of Behavioral & Social Sciences, drew a parallel to the training offered through alcohol.edu with the recommendations from the task force. He stated that an NIH study showed that the alcohol.edu program was only effective for one semester. He expressed concern about effectiveness of online training being the only way to receive training and made a motion to amend a recommendation.

Hale responded that with a community of 35,000 people that must be trained, online training must be an option. However, the taskforce did recommend that there be a wide array of training options that are implemented to address those concerns. She also mentioned that CARE is currently piloting training with incoming freshman this fall. This program is being conducted in conjunction with social scientists in the

College of Behavioral and Social Sciences (BSOS) to measure whether this type of training will have an affect on attitude. Online training will not achieve the cultural climate change that we want to achieve so we are hoping to create a robust array of tools.

Amendment

A face-to-face training pilot (VIP: Violence Intervention and Prevention) for incoming undergraduate students was developed during the summer of 2013 for the Fall 2013 semester, under the direction of SARPP/CARE, working in close coordination with the Vice President for Student Affairs and the Provost. This pilot training will take place during the Fall 2013 semester. An evaluation of the training's impact will be conducted. As part of the interim recommendations that were submitted in June 2013, the SHTF recommended that the Interim Title IX Coordinator work with SARPP/CARE to facilitate the training pilot, communicate with relevant campus units and programs, and assess the pilot ~~for possible expanded use~~. **If the Title IX Coordinator and SARPP/CARE determine that the face to face training pilot made a positive impact, a program must be implemented requiring students to attend a face to face program after completing the online training. Students must complete the face to face training by the end of their second semester at the university.**

The motion to amend was seconded by Senator Farshchi, Undergraduate, Robert H. Smith School of Business.

Novara opened the floor to discussion of the amendment.

Senator Ratner, Undergraduate, College of Behavioral & Social Sciences, stated that he was supportive of the pilot program. The amendment states that if the pilot is effective, we will mandate face-to-face training for all students. The intention is not to mandate it for the entire campus community but rather just the students.

Hale responded that we would all like to move to student face-to-face training but there are logistical issues involved with implementing that type of training.

Samantha Zwerling, SGA President, stated that if the pilot program were successful, we should support in-person training. It is important that we stand behind that result and move forward with in-person training. This amendment shows our support for successful training of our students.

Senator LaCherra, Undergraduate, College of Behavioral & Social Sciences, stated that the amount of material that incoming students get is enormous. Face-to-face training shows our commitment to this issue. He expressed his support of the amendment.

Senator Parsons, Exempt-Staff, introduced Fatima Burns, Coordinator of CARE (Campus Advocates Respond and Educate), who emphasized the advantages of in-person training. Students already get a lot of online training. The purpose of in-person training is to educate students about the policy and how to be a positive

bystander. The goal is to shift the culture so that students feel comfortable speaking up. We want to meet with students at the beginning of their experience at the University before they are faced with that situation.

Hale responded that the staff in CARE does an amazing job and worked with the task force as partners throughout this process.

Senator Davis, Graduate Student, College of Computer, Mathematical, & Natural Sciences, inquired whether there was a cost estimate for face-to-face training. Hale responded that it would be difficult to estimate the cost but that priority should be given to how best to train our students not the cost associated with it. It will not be a trivial investment but probably a very prudent one.

Senator McGrath, Undergraduate, College of Arts & Humanities, stated that freshman take UNIV100 and are exempt if they are part of a living and learning program. The training could target those programs and Greek-life to do face-to-face training.

Senator Ratner, Undergraduate, College of Behavioral & Social Sciences, stated that there is no specific requirement of how the training should be conducted. This is an important issue so we should not worry about cost. Maybe it will take longer but at least it will happen.

Senator Kauffman, Faculty, College of Computer, Mathematical, & Natural Sciences, expressed concerns about graduate students being excluded from the training process.

Hale responded that graduate students are included in the recommendations.

Senator Ratner, Undergraduate, College of Behavioral & Social Sciences, stated that the amendment does not differentiate between undergraduate and graduate students. The intention of the amendment is to include all students.

Senator Parsons, Exempt-Staff, stated that she was confused about whether cases sent to the Title IX Office and CARE would be kept confidential.

Hale responded that the Title IX Office would endeavor to keep cases private but cannot guarantee that they will remain that way.

Parsons suggested that it be communicated that Title IX is not necessarily confidential but CARE cases are kept confidential.

Senator Ellis, Research Faculty, College of Behavioral & Social Sciences, stated that he appreciates the good words but made a motion to call the question and end debate on the amendment. The motion was seconded.

Novara called for a vote to call the question and end discussion on the amendment. He explained that the motion requires a 2/3 majority in favor. The result was 59 in favor, 7 opposed, and 7 abstentions. **The motion passed.**

Novara restated the amendment.

Novara called for a vote on the amendment. The result was 54 in favor, 15 opposed, and 7 abstentions. **The amendment passed.**

Novara opened the floor to discussion of the report as amended; Hearing none, he called for a vote on the task force's report as amended. The result was 70 in favor, 1 opposed, and 3 abstentions. **The report was approved as amended.**

Novara thanked Hale and the members of the task force for their tireless efforts with this issue.

New Business

There was no new business.

Adjournment

Senate Chair Novara adjourned the meeting at 4:46 p.m.



University Senate TRANSMITTAL FORM

Senate Document #:	13-14-08
PCC ID #:	13009
Title:	Establish a New Area of Concentration in Physical Activity for the Master of Public Health
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	October 30, 2013
Date of Senate Review:	November 13, 2013
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The School of Public Health and the Department of Kinesiology propose to offer a new area of concentration in Physical Activity for the Master of Public Health (MPH) degree. All students in the Master of Public Health program take core courses in epidemiology, biostatistics, health systems, health behavior, and environmental health. This new area of concentration will allow MPH students to develop a specialty in understanding the impact of physical activity on public health. Students will emerge from this concentration with the ability to articulate how exercise impacts physical and mental health in a variety of populations. Students will also learn how to design, implement, and evaluate physical activity interventions for a variety of populations and community settings. This area of concentration will be attractive and relevant to health, education, business and governmental professionals who seek to integrate physical activity in their public health efforts.</p> <p>After taking the core courses for the MPH, students in the Physical Activity concentration will take a total of 28 credits that focus on physical activity. These credits include specific requirements in research, public health, epidemiology, and program planning, all in the context of physical activity. As with other MPH concentrations, students will be required to complete</p>

	<p>an internship and capstone project. Students will also take nine credits of electives, which they will choose in consultation with an advisor.</p> <p>This proposal received the unanimous support of the Graduate School Programs, Curricula, and Courses committee at its meeting on September 27, 2013. The proposal received the unanimous support of the Senate Programs, Curricula, and Courses committee at its meeting on October 4, 2013.</p>
Relevant Policy # & URL:	Not Applicable.
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new area of concentration.
Committee Work:	The committee considered this proposal at its meeting on October 4, 2013. Bradley Hatfield, chair of Kinesiology, and Coke Farmer, Assistant Dean of the School of Public Health, presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
Alternatives:	The Senate could decline to approve this new concentration.
Risks:	If the Senate declines to approve this new area of concentration, the University will lose an opportunity to become a leader in the increasingly important area of training public health professionals in the assessment and integration of physical activity programs within broader public health initiatives.
Financial Implications:	There are no significant financial implications with this proposal. The Department of Kinesiology and School of Public Health has the faculty, courses, and infrastructure needed to create this option.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

13009

• Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:

Please also add College/School Unit Code-First 8 digits: 01203300

Unit Codes can be found at: https://hvpprod.umd.edu/Html_Reports/units.htm

Department/Program:

Please also add Department/Program Unit Code-Last 7 digits: 1330501

Type of Action (choose one):

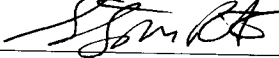
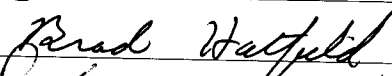
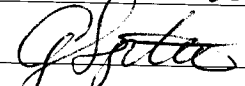
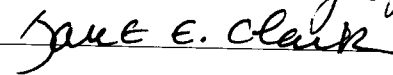
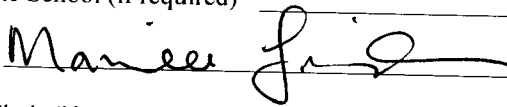
- | | |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations) | <input type="checkbox"/> <i>New academic degree/award program</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Professional Studies award iteration |
| XX Addition/deletion of formal Area of Concentration | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The Department of Kinesiology proposes the addition of a new degree concentration in the area of Physical Activity for the School of Public Health's accredited Masters of Public Health (MPH) degree. This will be the sixth such concentration in the school. As such, the core curriculum of the MPH degree is not different for this proposed concentration, but the specific required cognate courses and elective requirements are unique to physical activity. A total of four new courses are simultaneously submitted through VPAC as part of this proposal: two cognate courses (KNES601, KNES602); an internship course (KNES785); and a capstone project course (KNES786). The Dean of the school supports this new concentration and the SPH Graduate Programs Committee has discussed the proposal and confirmed that the approximately 20 students maximum per year can be accommodated in the existing core course offerings. One new faculty member will be hired in Kinesiology to assist with the administration of the program (see the Dean's letter of support); other course loads will be covered by existing faculty. No impact on library or other resources is anticipated.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Stephen M. Roth  27 Mar 2013
2. Department Chair Bradley D. Hatfield  27 Mar 2013
3. College/School PCC Chair Amy P. Sapkota  4/25/13
4. Dean JANE E. CLARK  4/30/13
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Manicee Jones  10/4/13
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____



UNIVERSITY OF MARYLAND

School of Public Health

Jane E. Clark, Ph.D. Dean
School of Public Health
College Park, Maryland 20742-2611
jeclark@umd.edu: email
301.405.2438: Phone
301.405.8397: Fax

March 26, 2013

To the Academic Curriculum Review Community:

As Dean of the School of Public Health, I support the creation of a new Masters of Public Health (MPH) concentration in Physical Activity sponsored by the Department of Kinesiology. The area of physical activity, including evaluation, intervention, and promotion, is of critical importance to the overall promotion of public health in Maryland, the nation, and around the world. Rates of physical inactivity and sedentary behavior are remarkably high in the developed world, and such inactivity contributes to a host of disease states and associated healthcare costs. This is an important concentration for our school to offer and leverages a unique strength our school contributes to the academic preparation of the public health practice community.

The MPH with a concentration in Physical Activity will be the sixth such MPH concentration in the school. I have approved a faculty hire for Kinesiology to assist with the administration and teaching requirements of the new program. This is not a new faculty line, but rather the redirection of an existing line vacated by a faculty departure, and will include a refocusing of the responsibilities and a new area of scholarship consistent with the needs of the Physical Activity concentration. Our school's Graduate Programs Committee has discussed the implications of the new concentration and confirmed that new students in this concentration can be accommodated in our existing course offerings. Moreover, our graduate admissions procedures for the MPH degree can accommodate the new applicants for this concentration. Thus, no impact on resources is anticipated. The Department of Kinesiology has confirmed that the new students will also not negatively impact their existing MA or PhD degree programs.

In summary, I fully support this new concentration and will work with the chair in the Department of Kinesiology to ensure smooth and successful implementation beginning in Fall 2014.

Sincerely,

Jane E. Clark, Ph.D.
Professor and Dean

PCC Proposal
Department of Kinesiology
School of Public Health
University of Maryland

Requesting a new degree concentration: Master of Public Health (MPH) with Concentration in Physical Activity

Proposal Overview: The following MPH degree concentration in Physical Activity was approved by unanimous vote of the KNES graduate faculty on 22 January 2013. The concentration was developed in collaboration with administrators in the School of Public Health to ensure that it meets all of the requirements of the existing MPH degree, including five required Core courses, two required Capstone courses, and required Cognate courses (with 9 elective credits), totaling 43 credit hours. The specific degree competencies for this concentration are listed at the end of this document, and include how each competency is mapped to a particular course(s). Assuming passage of the proposal, the concentration would be offered beginning Fall 2014.

A total of four new courses are submitted through VPAC as part of this proposal: two required cognate courses (KNES601, KNES602); an internship course (KNES785); and a capstone project course (KNES786). The Dean of the school supports this new concentration and the SPH Graduate Programs Committee has confirmed that the approximately 20 students maximum per year can be accommodated in the existing core course offerings. With regard to faculty resources, one faculty member will be hired in Kinesiology to assist with the administration of the program and the Dean has approved this hire (see letter of support). Of the four new courses, this new faculty hire along with the Kinesiology Graduate Director will share the administrative oversight of KNES785 and KNES786 (both are off-site courses with mostly administrative requirements for the instructor), and this faculty member will take on instructional leadership of KNES602; KNES601 will be taught by existing faculty members. No impact on library or other resources is anticipated, nor will the new students negatively impact on the existing MA and PhD programs in Kinesiology. A small number of students are expected to take elective courses outside of the school, but the anticipated number will be 1-2 per course per year, so no significant impact is anticipated for these programs.

Program Overview: There is growing national demand for professionals who understand the physical and mental health benefits of physical activity, and can leverage this knowledge to combat major public health issues facing today's society. Sedentary behaviors underlie numerous chronic diseases and are considered a leading cause of morbidity and mortality. The expertise gained through the MPH in Physical Activity prepares students for careers that involve integrating physical activity into public health practice at various levels. To accommodate a variety of career pursuits, students have flexibility in designing their course structure. Once a foundational knowledge is acquired through the MPH program's core requirements,

students are encouraged to take electives across a range of disciplines. This 43-credit degree is adaptable to both a full and part-time student status.

Program Requirements:

	COURSE TITLE	CREDITS
CORE	EPIB 610 Foundations of Epidemiology	3
	EPIB 650 Biostatistics I	3
	HLSA 601 Introduction to Health Systems	3
	HLTH 665 Health Behavior I	3
	MIEH 600 Foundations of Environmental Health	3
COGNATE AREA (Required)	KNES 600 Kinesiology in Public Health	3
	KNES 601 Epidemiology of Physical Activity	3
	KNES 602 Physical Activity Program Planning and Evaluation	3
	EPIB 641/KNES 689Y Public Health and Research Ethics	1
	HLSA 775 Public Health Research Methods (or equivalent course approved by Graduate Director)	3
	Electives with Advisement (taken from the list below)	9
CAPSTONE	KNES 785 Internship in Physical Activity and Public Health	3
	KNES 786 Capstone Project in Physical Activity and Public Health	3
	TOTAL MPH PHYSICAL ACTIVITY PROGRAM	43

Recommended Elective Courses:

While there are many elective courses from which to choose, we advise students to work with Kinesiology faculty for recommendations about how certain elective courses will best support particular career destinations.

Possible Elective Courses (some courses may require pre-requisites or special permission, especially those offered outside the School of Public Health):

- KNES 603 Advanced Motor Development (3 credits)
- KNES 604 Development of Posture and Locomotion (3 credits)
- KNES 610 Methods and Techniques of Research (3 credits)
- KNES 612 Qualitative Research (3 credits)
- KNES 613 Theories Physical Culture (3 credits)
- KNES 614 Cultural Studies and Physical Culture (3 credits)
- KNES 615 The Body, Culture, and Physical Activity (3 credits)
- KNES 650 Mental and Emotional Aspects of Sports and Recreation (3 credits)
- KNES 670 Biomechanics Theory (3 credits)
- KNES 676 Multisensory Perception and Human Motor Control (3 credits)
- KNES 689X Exercise and Brain Health (3 credits)

KNES 691 Muscular Aspects of Exercise Physiology (3 credits)
KNES 692 Cardiovascular Aspects of Exercise Physiology (3 credits)
KNES 694 Metabolic Aspects of Exercise Physiology (3 credits)
KNES 695 Laboratory Techniques in Exercise Physiology (3 credits)
KNES 696 Genetic Aspects of Health and Fitness (3 credits)

EDPS614 Politics of Education (3 credits)
EDPS620 Education Policy Analysis (3 credits)

EPIB 611 Intermediate Epidemiology (3 credits)
EPIB 620 Chronic Disease Epidemiology (3 credits)
EPIB 622 Social Determinants of Health (3 credits)
EPIB 651 Biostatistics II (3 credits)
EPIB 652 Categorical Data Analysis (3 credits)
EPIB 653 Survival Data Analysis (3 credits)
EPIB 655 Longitudinal Data Analysis (3 credits)

FMSC 720 Study Design in Maternal Child Health Epidemiology (3 credits)

HLSA 702 Politics and Policy of Health (3 credits)
HLSA 710 Foundations of Healthcare Management (3 credits)
HLSA 711 Health Care Economics and Analysis (3 credits)
HLSA 720 Health Law and Ethics (3 credits)
HLSA 740 Strategic Planning and Marketing (2 credits)

HLTH 606 Foundations of Public Health Education and Policy (3 credits)
HLTH 665 Health Behavior I
HLTH 666 Health Behavior II
HLTH 670 Public Health Informatics & Communication (3 credits)
HLTH 710 Methods & Techniques of Research (3 credits)
HLTH 775 Health Education Program Planning and Evaluation (3 credits)
HLTH 780 Community Health (3 credits)

MIEH 740 Risk Assessment (3 credits)
MIEH 770 Law and Policy in Environmental Health (3 credits)

NFSC611 Molecular Nutrition: Genomic, Metabolic, and Health Aspects (2 credits)
NFSC630 Nutritional Aspects of Energy Balance (3 credits)
NFSC690 Nutrition and Aging (3 credits)

PSYC604 Fundamentals of Social Psychology (3 credits)
PSYC611 Advanced Developmental Psychology (3 credits)

PUAF610 Quantitative Aspects of Public Policy (3 credits)
PUAF650 Moral Dimensions of Public Policy (3 credits)
PUAF732 Policy and Politics of Education Reform (3 credits)

SOCY626 Demography of Aging (3 credits)
SOCY661 Social Stratification (3 credits)

SPHL600 Fundamentals of Global Health (3 credits)
SPHL610 Global Health Program Planning and Evaluation (3 credits)

MPH Concentration-Specific Degree Competencies:

- **Explain how physical activity integrates within the core areas of public health.** Students will be able to describe how the promotion of an active lifestyle can be accomplished within the various disciplines of public health. [KNES600, KNES601]
- **Apply evidence-based knowledge and understanding of the relation of physical activity to health and function across the life-span.** Students will be able to explain how exercise impacts physical and mental health in both healthy and diseased populations. This understanding will include the physiological, psychosomatic, and psychosocial dimensions that underlie these relationships. [KNES600, KNES601]
- **Design, implement, and evaluate physical activity interventions in a variety of populations and community settings.** Students should be able to identify benefits and risks of physical activity interventions and formulate appropriate and measurable program objectives. Students will apply their knowledge of the built environment, as well as their skills in biostatistics and epidemiology, to evaluate the success of interventions. [KNES 600; KNES 602; KNES785]
- **Utilize a conceptual understanding of social, behavioral, and cultural theories to promote and implement physical activity programs and policies.** Students will be able to describe how these theories impact participation in physical activity and apply them to optimize physical activity adoption and maintenance. [KNES600; KNES 602]
- **Evaluate the impact of physical activity and sedentary behavior at the community level.** Students will be able to use ecological methods to evaluate the association between patterns of physical activity and sedentary living within a community and various pediatric and adult indicators of health in that same community. Students will be able to describe ways of altering the built environment of a given community in order to promote more active living. [KNES601; KNES602]
- **Develop and utilize the ability to collaborate with public health professionals at local and/or federal levels to promote physical activity research, practice, and policy.** [KNES785]

How to Apply:

Completed applications for admissions to the MPH program with a concentration in Physical Activity must be received by January 15 for consideration for Fall admission. We only accept applications for fall admissions. Read carefully and follow instructions by the Graduate School for Graduate Applications:

<http://www.gradschool.umd.edu/gss/admission.htm>

When applying, select the 4-letter KNES program code from the drop down menu of Program Codes.

Admission Criteria:

MPH applications are reviewed with consideration to the following criteria:

- Minimum 3.0 undergraduate GPA
- GRE scores taken within the past 5 years (Submit electronically to the University of Maryland, code 5814). Prospective graduate students should perform minimally at the 50th percentile or higher on all parts of the GRE.
- 3 letters of recommendation that address your academic capabilities
- Statement of goals and interests
- Relevant academic/work experience, including previous coursework in kinesiology or related fields.

**Master of Public Health program with Concentration in Physical Activity
MPH Concentration-Specific Degree Competencies:**

- **Explain how physical activity integrates within the core areas of public health.** ☐Students will be able to describe how the promotion of an active lifestyle can be accomplished within the various disciplines of public health. [KNES600, KNES601]

Assessment: Evaluation of the “integrated kinesiology essay” as part of KNES600. We have an established rubric in place to evaluate student performance on this essay, which requires students to speak to this outcome. Evaluation of a “physical activity and health outcomes” paper in KNES601 that will review literature regarding physical activity and a health outcome of their choosing. A rubric will be established for this component.

- **Apply evidence-based knowledge and understanding of the relation of physical activity to health and function across the life-span.** Students will be able to explain how exercise impacts physical and mental health in both healthy and diseased populations. This understanding will include the physiological, psychosomatic, and psychosocial dimensions that underlie these relationships. [KNES600, KNES601]

Assessment: Evaluation of the “integrated kinesiology essay” as part of KNES600. Evaluation of a “physical activity and health outcomes” paper in KNES601 that will review literature regarding physical activity and a health outcome of their choosing. Rubrics have been or will be established for these components of this outcome.

- **Design, implement, and evaluate physical activity interventions in a variety of populations and community settings.** ☐Students should be able to identify benefits and risks of physical activity interventions and formulate appropriate and measurable program objectives. Students will apply their knowledge of the built environment, as well as their skills in biostatistics and epidemiology, to evaluate the success of interventions. [KNES 600; KNES 602; KNES785]

Assessment: Evaluation of the “integrated kinesiology essay” as part of KNES600. In KNES602, students will design physical activity interventions, including outlining plans for needs assessment, formative research, intervention plans, sample materials, and an evaluation plan. Specific rubrics will be established for these intervention plans. Finally, evaluation of the required Internship Portfolio and Presentation required as part of KNES785.

- **Utilize a conceptual understanding of social, behavioral, and cultural theories to promote and implement physical activity programs and policies.**

Students will be able to describe how these theories impact participation in physical activity and apply them to optimize physical activity adoption and maintenance. [KNES600; KNES 602; KNES786]

Assessment: Evaluation of the “integrated kinesiology essay” as part of KNES600. In KNES602, students will design physical activity interventions, including outlining plans for needs assessment, formative research, intervention plans, sample materials, and an evaluation plan. Specific rubrics will be established for these intervention plans. Finally, evaluation of the final research practicum project, which is the culminating experience of KNES786 and the degree concentration itself. Rubrics are either in place or will be developed for each of these components.

- **Evaluate the impact of physical activity and sedentary behavior at the community level.** ☑Students will be able to use ecological methods to evaluate the association between patterns of physical activity and sedentary living within a community and various pediatric and adult indicators of health in that same community. Students will be able to describe ways of altering the built environment of a given community in order to promote more active living. [KNES601; KNES602]

Assessment: Evaluation of student projects required in both KNES601 and KNES602. In KNES601, students will complete a “physical activity and health outcomes” paper that will review literature regarding physical activity and a health outcome of their choosing. In KNES602, students will design physical activity interventions, including outlining plans for needs assessment, formative research, intervention plans, sample materials, and an evaluation plan. Specific rubrics will be established for all of these projects and assessment of this outcome will be based on performance across the suite of projects.

- **Develop and utilize the ability to collaborate with public health professionals at local and/or federal levels to promote physical activity research, practice, and policy.** [KNES785]

Assessment: Evaluation of the required Internship Portfolio and Presentation required as part of KNES785. An assessment rubric will be developed for this component.



UNIVERSITY OF MARYLAND

School of Public Health

Jane E. Clark, Ph.D. Dean
School of Public Health
College Park, Maryland 20742-2611
jeclark@umd.edu: email
301.405.2438: Phone
301.405.8397: Fax

October 1, 2013

To the Academic Curriculum Review Community:

In March of 2013, it was my pleasure to give full support to the new Master of Public Health (MPH) concentration in Physical Activity sponsored by the Department of Kinesiology. As the Dean of the School of Public Health, I continue to express our enthusiastic support and also wish to briefly address items related to our relationship with Baltimore and the formal and informal collaborative efforts between the two schools.

As we move forward in our collaborative relationship with the University of Maryland, Baltimore (UMB), the new concentration in Physical Activity offers an excellent educational opportunity for students in both schools. The new concentration in Physical Activity will fit well with existing programs as well as with the emphasis at UMB on interprofessional education (IPE) where graduate students frequently complete dual degrees. Those completing a degree in medicine, nursing or social work, for example, may well find the course offerings in the Physical Activity concentration that address medical, scientific, economic, social, and policy implications of increasing physical activity in the population an important complement to their studies.

Overlap will not be an issue as this program fills a long-time gap within the realm of public health education and will assist all our graduates in making an even larger impact on local, state and national health. At both campuses, students enrolled in other MPH concentrations may well appreciate the complementary educational perspective offered by this concentration in physical activity, and where they have the opportunity for electives, may find the course offerings of interest.

Finally, given our home at the state's land-grant institution, the School of Public Health is focused on addressing the public health needs of the state. The relationship between physical activity and many of the most significant and costly health issues in our state and our county is well documented in the scientific literature. Thus, the concentration in Physical Activity not only complements the existing public health and other health professions training options available between the University of Maryland College Park and the University of Maryland, Baltimore, but it is directly aligned with our goal of preparing public health practitioners equipped to meet the public health needs of our state.

Please be assured that the Physical Activity MPH concentration has the full support of the School of Public Health faculty. We expect that this new venture will serve to further strengthen the bonds among students and faculty from both institutions, providing excellent opportunities to collaborate within the classroom, the community and the research laboratories.

Sincerely,

Jane E. Clark, Ph.D.
Professor and Dean



**University Senate
TRANSMITTAL FORM**

Senate Document #:	13-14-09
PCC ID #:	13003
Title:	Establish a Doctoral Program in Teaching and Learning, Policy and Leadership by Merging Current Doctoral Programs in Curriculum and Instruction and Education Policy & Leadership
Presenter:	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
Date of SEC Review:	October 30, 2013
Date of Senate Review:	November 13, 2013
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Education and the Department of Teaching, Learning, Policy and Leadership propose to establish a new doctoral program in Teaching and Learning, Policy and Leadership, by merging the currently existing doctoral programs in Curriculum & Instruction and Education Policy & Leadership. As part of the July 2011 College of Education reorganization, the Department of Curriculum and Instruction, the Department of Education Policy Studies, and the specialty area in Organizational Leadership and Policy Studies, merged to form the new Department of Teaching, Learning, Policy and Leadership. This merger has enabled new faculty collaborations and has strengthened faculty areas of interests. The new program will reflect these strengthened partnerships and also benefit from streamlined efficiencies.</p> <p>This proposal will reduce the number of areas of study from the current number of sixteen to six. This reduced number of specializations will allow for more collaborative curriculum planning and scheduling, and make better use of instructional resources as overlapping and duplicative doctoral courses will be eliminated. The new areas of specialization will be as follows: Education Policy and Leadership; Language, Literacy, and Social</p>

	<p>Inquiry; Mathematics and Science Education; Minority and Urban Education; Teacher Education and Professional Development; and Technology, Learning and Leadership. The enrollment size will remain the same. Currently, the department has approximately 133 enrolled doctoral students, the department will continue to recruit and admit 20-30 new doctoral students annually for the new program.</p> <p>If approved by the Senate, this proposal will be submitted to the Maryland Higher Education Commission and the University System of Maryland for approval. As a matter of process, the proposal will be submitted as a request to substantially modify and rename the doctoral program in Curriculum & Instruction and formally retire the doctoral program in Education Policy & Leadership.</p> <p>This proposal was approved by the Graduate School Programs, Curricula, and Courses committee at its meeting on September 27, 2013. The proposal was approved by the Senate Programs, Curricula, and Courses committee at its meeting on October 4, 2013.</p>
Relevant Policy # & URL:	Not Applicable.
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program merger.
Committee Work:	The committee considered this proposal at its meeting on October 4, 2013. Francine Hultgren, Chair of Teaching, Learning, Policy and Leadership, and Robert Croninger, Director of Graduate Studies for Teaching, Learning, Policy and Leadership, presented the proposal and answered questions from the committee. After discussion, the committee voted to recommend the proposal.
Alternatives:	The Senate could decline to approve the merger of these two programs.
Risks:	If the Senate declines to approve this program merger, the University will lose an opportunity to streamline two of its overlapping doctoral program offerings into one coherent doctoral program.
Financial Implications:	There are no significant financial implications with this proposal.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

13003

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: College of Education

Please also add College/School Unit Code-First 8 digits: **01203100**

Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program: Teaching and Learning, Policy and Leadership/Curriculum and Instruction

Please also add Department/Program Unit Code-Last 7 digits: **1310301**

Type of Action (choose one):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Curriculum change (including informal specializations) <i>program</i> | <input type="checkbox"/> <i>New academic degree/award</i> |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> iteration | <input type="checkbox"/> New Professional Studies award |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i> | <input type="checkbox"/> New Minor |
| <input type="checkbox"/> <i>Suspend/delete program</i> | <input type="checkbox"/> Other |

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

This Ph.D. proposal makes a major curriculum change in the programs in Curriculum and Instruction (EDCI) and Education Policy and Leadership (EDPO). The proposal does not seek to create a new program; rather it proposes a major revision and renaming of one of the two **existing programs** – namely, Curriculum and Instruction – and eliminating the second (EDPO). It revises 16 existing areas of study (active and inactive) into six new but related specializations in a single doctoral program to be named Teaching and Learning, Policy and Leadership (TLPL) (see MHEC Table 3 on p. 11). This streamlined program with the reduced number of specializations will allow for more collaborative curriculum planning and scheduling, while making better use of instructional resources and reducing the number of doctoral courses offered by eliminating overlap and duplication.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Linda Velli 5-16-13
2. Department Chair Lucina Hultin 5-16-13
3. College/School, PCC Chair Denis Sullivan 5/16/13
4. Dean Margaret J. McLaughlin 5-16-13
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC Mailee J. S. 10/4/13
7. University Senate Chair (if required) _____
8. Senior Vice President and Provost _____

Overview

As a consequence of the reorganization of the College of Education in July 2011, the departments of Curriculum and Instruction (EDCI), Education Policy Studies (EDPS), and one specialization (Organizational Leadership and Policy Studies, OLPS) from a third department, merged to form a new department, Teaching and Learning, Policy and Leadership (TLPL). Since the formation of this department two years ago, work has been underway by the faculty to bring these different programs together into one Ph.D. program with related specializations.¹ This proposal is the first step toward reorganizing the graduate programs in this new department, beginning with the doctoral degree. In the fall of 2013, work will proceed to reorganize our respective masters' programs.²

As a first step in reorganizing our curricular programs, the newly merged faculty identified themselves as a member of one of three divisions reflective of intellectual interests, expertise, and course offerings: Division I (Science, Mathematics and Technology Education), Division II (Language, Literacy, and Social Inquiry), and Division III (Education Policy and Leadership). The members of these divisions discussed how the current doctoral programs might be streamlined, strengthened, and modified given projected doctoral enrollments. At the time of reorganization, the department operated two doctoral programs – Curriculum and Instruction and Education Policy and Leadership. Curriculum and Instruction has eight active areas of study (mathematics education, science education, social studies education, English/language arts education, reading education, second language education, teacher education & professional development, and minority and urban education) and one inactive area (speech and theatre education). Education Policy and Leadership has four active areas of study (administration and supervision, curriculum theory, foundations of education, and policy studies), one inactive area (educational technology), and one area that was merged into a program in a different department as a result of the reorganization of the college (Higher and Adult Education). Faculty members propose to revise the existing areas of study to create six related specializations, deleting inactive areas of study:

- Education Policy and Leadership
- Language, Literacy and Social Inquiry
- Mathematics and Science Education
- Minority and Urban Education
- Teacher Education and Professional Development
- Technology, Learning and Leadership

Faculty members within and across the divisions have been working together to develop robust and integrated programs of study for each specialization (see examples of specialization

¹ Throughout this document we refer to specializations as a tailored program of study that highlights faculty expertise in a specific area. In the proposed revision, a specialization includes 30 credits of study with core requirements not to exceed 12 credits. The remaining credits are related electives that students may take within the department or across campus.

² The proposed doctoral and master's degrees will be distinct programs in the department's reorganized graduate programs. As a result, faculty decided to work on programs sequentially, beginning with the doctoral program.

coursework in Appendix B). These specializations prepare doctoral students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, teachers, education leaders and advocates. The revision and consolidation of the previous areas of study provides students with new opportunities for interdisciplinary study that emphasize scholarship in critical areas of education research, including teacher preparation, STEM fields of education, literacy and language acquisition, education policy and leadership. Through research, teaching, and service, this newly revised program will create and sustain a diverse, deliberative and responsive academic community, dedicated to informing education policy and practice at the local, state, national and international levels.

This proposal does not seek to create a new program. Rather it proposes a major revision and renaming of one of the two **existing programs** – namely, Curriculum and Instruction – and eliminating the second (EDPO). It revises 16 existing areas of study (active and inactive) into six new but related specializations in a single doctoral program to be named Teaching and Learning, Policy and Leadership (TLPL) (see MHEC Table 3 on p. 11). This streamlined program with the reduced number of specializations will allow for more collaborative curriculum planning and scheduling, while making better use of instructional resources and reducing the number of doctoral courses offered by eliminating overlap and duplication.

Characteristics of the Proposed Modified Ph.D. Program

The name of the proposed Ph.D. program will be Teaching and Learning, Policy and Leadership. Presently the department has approximately 133 enrolled doctoral students, and we will continue to recruit and admit 20-30 new doctoral students annually. By bringing together a larger department (EDCI) of approximately 25 tenure track faculty teaching in the graduate program, and a smaller department (EDPS) of seven faculty, plus two faculty in the OLPS specialization, better use of resources will be possible, along with greater interdisciplinary course offerings. Program rankings also have the potential of being increased due to this merging of programmatic and faculty resources.

The revised program will consist of an Integrative Department Core of six credits. All doctoral students will take the core in the fall and spring of their first year in the program. (See Appendix A for a general description of the course and learning objectives.) Students will also be required to complete a minimum of twelve credits of Intermediate and Advanced Methods Courses and thirty credits of Specialization Courses, including Elective Courses that foster interdisciplinary work. No specific intermediate and advanced methods course will be required, though students will be required to take at least one qualitative methods course and at least one quantitative methods course in preparation for dissertation research. Specializations courses include between six and twelve required courses, but with sufficient electives to permit students to tailor their program to individual interests. Required courses draw mostly from existing courses with some potential modifications in content. No more than 10 new courses will be developed for the revised program, less than ten percent of existing courses in EDCI, EDPS and OLPS. Elective courses can come from a wide range of disciplines, including courses offered by other departments within the College of Education and courses with related content from other colleges. (See Appendix B for an overview of requirements.)

The revised program will also offer an opportunity to streamline course offerings in TLPL. When EDCI, EDPS, and OLPS merged, the combined curriculum encompassed approximately 240 courses at the 600 level or higher, which includes thesis and dissertation credits. Although we anticipate developing a small number of additional courses, our major focus is on eliminating duplicate and obsolete courses. At the end of this process, we anticipate reducing our graduate-level course offerings by one third or roughly to 160 courses for MA and PhD students. The remainder of this document provides greater detail about the program, the individual specializations, and learning outcomes.

Program Description

An overview of the Ph.D. program is included in Appendix B. Examples of Specialization courses of study are included in Appendix C. Appendix D contains the Student Learning Outcomes and Assessments, and Appendix E contains letters of support from relevant departments/programs outside the college.

Educational Objectives: Upon completion of the program, students will be able to:

- Produce high-quality research, grounded in empirical, interpretive, and critical traditions of inquiry, and cultivate the scholarly habits that are essential in the formulation, design, implementation, and evaluation of effective education policies and practices;
- Engage in systematic analysis of alternative ways to achieve equitable educational opportunities and fair, open, democratic decision-making processes;
- Demonstrate a deep understanding and appreciation of diversity in schooling and society, and engage in practices that work for a more just and equitable society;
- Demonstrate knowledge of teaching and learning processes and environments, and an understanding of the context in which education occurs, in order to integrate theory, research and practice.
- Understand education policy and leadership as a catalyst for organizational and social change.

The **Education Policy and Leadership** specialization is designed to prepare students in careers as education policy makers, policy analysts, curriculum specialists, advocates for children and youth, and leadership positions in a variety of education-related organizations. The specialization situates the study of education in the broader social context and brings an array of discipline-based perspectives and research methodologies to the examination of education issues, policies and practices. The curriculum capitalizes on diverse theoretical and methodological perspectives, drawn from the social sciences and humanities, integrates formal coursework with a variety of more individualized internship and enrichment experiences, and provides opportunities for students to carry out research that contributes to the development of more equitable and effective educational institutions. Students are encouraged to include in their program of study relevant courses in other specializations and in other programs outside the department. Graduates have the theoretical breadth and depth required to investigate compelling educational problems, to create and critique policy and practice alternatives, and to generate knowledge that informs action.

The **Language, Literacy and Social Inquiry** specialization brings together faculty and doctoral students with interests in educational linguistics, literacy education, and social studies education. Faculty affiliated with this specialization have expertise in Educational Linguistics, English/Language Arts Education, Reading Education, and Social Studies Education, and employ a range of theoretical frameworks and methodological approaches in their research. The specialization is designed to prepare students as researchers, curriculum specialists, teacher educators, and educational leaders who work effectively with children, families, and communities engaged in diverse language, literacy and social practices. Students first take an integrated set of seminars designed to provide an overview of the field and engage in research apprenticeship experiences with faculty, then develop a tailored program of study fitting their specific research interests through a selection of elective courses offered within our department, or from other departments and programs within the University.

The **Mathematics and Science Education** specialization prepares researchers and transformative practitioners in K-16 mathematics and science education. Students in this program gain a deep understanding of classic and current research in mathematics and science education, theories of individual and social cognition, and research methods commonly used by mathematics and science education researchers, all with an emphasis on the connections among theory, research, and practice. They also develop their own abilities as mathematical and scientific thinkers. All students take a set of common courses addressing teaching, learning, policy, and teacher preparation in mathematics and science, as well as more specialized courses addressing mathematics or science education separately. Students have opportunities to take science, technology, engineering, and mathematics (STEM) policy and leadership courses. The specialization takes advantage of the University of Maryland's location in a high-needs urban school district near Washington, DC. Faculty in this program have connections to local schools that enable students to get involved with research and teacher professional development focused on the needs of urban schools.

The **Minority and Urban Education** specialization is designed specifically to provide doctoral students with a broad base of knowledge about the education of disadvantaged populations, particularly students and their communities, in urban areas. This includes issues such as the social and political context of urban schools, the practices and policies that govern urban teaching, and the education of ethnic, racial, cultural and language minorities in all settings. To that end, the specialization is designed to provide an explicit focus on the scope of issues confronting minority students in urban and other contexts. The field of Minority and Urban Education necessarily incorporates perspectives from a variety of fields such as sociology, urban planning, history, political science, education policy and leadership, as well as science, math and literacy. As such, students are encouraged to develop a program of study that includes courses in related areas. Students are prepared to work as university professors, researchers, education leaders, curriculum specialists, researchers and teacher educators in schools and in urban school districts with large disadvantaged minority populations.

The **Teacher Education and Professional Development** specialization is designed to prepare students to become scholars in teacher learning and development. Courses examine research on varying approaches to teacher preparation; explore connections among teacher development,

student learning, curriculum, and school improvement; and analyze the broader socio-political context in which teacher education and professional development programs are embedded. Scholarship on teacher learning for under-served populations in urban schools is a strong focus of courses and faculty research. Graduates go on to be researchers, teacher educators, and change agents who forge innovative directions in the education of teachers in universities, state departments of education, and school districts. To complement program requirements, students work with their advisors to select a cluster of courses to their specific interests. These courses might be from other specializations within the department: minority and urban education; technology, learning and leadership; language, literacy and social inquiry; education policy and leadership; or mathematics and science education. Or they might be from other areas of study such as international education, sociology, urban studies, or women's studies.

The **Technology, Learning and Leadership** specialization is designed to prepare students to become scholars and leaders in the study and design of learning technologies. This specialization is truly cross-disciplinary, drawing together students with diverse interests in teaching and learning, policy and leadership, but who share a focus on exploring the impact of technology on education. Graduates will be prepared to develop innovations in research, teaching, assessment, and leadership through the use, design, and understanding of learning technologies. They will be qualified to conduct research, teach and be leaders in diverse settings, including universities, formal and informal learning environments, and policy organizations. Students design a program with their advisor that incorporates a core cluster of technology-focused courses, in addition to discipline-based courses drawn from other specializations within the department. Students can choose to concentrate on learning to design technology environments, learning to critically evaluate their impact on education, or some combination. Faculty members who are affiliated with this specialization have research interests and expertise in virtual worlds for learning, design methodologies, learning sciences, and online learning. Faculty members situate their work in a variety of fields including science education, young people's identity development, and education policy and evaluation.

General Requirements for the Degree

Doctor of Philosophy (Ph.D.)

Doctoral students are required to take a minimum of 60 credits beyond the master's degree.³ In addition to courses in the Department Integrative Core (6 credits), Specialization courses, and Elective Courses (30 credits), 12 credits are required in Intermediate and Advanced Methods and 12 credits of dissertation research. Students will also be required to develop a professional portfolio throughout their program of study and complete a comprehensive review of the portfolio before advancing to candidacy. Students typically submit their portfolio for a comprehensive review after they have completed their coursework.

Faculty and Organization

³ Sixty credits represents 48 credits of coursework, which may include research apprenticeships and pre-dissertation research, and 12 credits of doctoral research. Sixty credits beyond the master's degree is a typical program requirement for doctoral degrees in education. Comparable degrees at the University of Michigan, Ohio State, and the University of California-Berkeley all require 60 credits beyond the master's level of study.

The Department of Teaching and Learning, Policy and Leadership (TLPL) has 33 tenured/tenure track faculty members who have defined areas of research and disciplinary expertise in the areas of curriculum and instruction, education policy and leadership, teacher education and professional development in the various subject areas for teacher certification, as well as minority and urban education. Faculty members are scholars who hold and have held leadership positions in major professional organizations and are committed to cross cutting areas of disciplinary boundaries, such as *culture, social justice, learning, technology, pedagogy, and policy*.

Library and Physical Resources

Because this is a merger and modification of existing programs and specializations, no new library or physical resources are required for this proposed change. All other resource needs are covered by current faculty and staff assigned to the relevant proposed specializations of the program.

Financial Resources and Expenditures

Again, because this is a merger and modification of existing programs and specializations, no new resources are required to deliver the curricula in this proposed Ph.D. The tables of resources and expenditures indicate those already directed toward the six areas of specialization that will constitute the new degree.

MHEC Table 3

	CURRENT: MHEC Programs			PROPOSED: MHEC Programs
082900	CURRICULUM & INSTRUCTION	130301		TEACHING AND LEARNING, POLICY AND LEADERSHIP⁴
	<i>*ENGLISH EDUCATION</i>			
	<i>*FOREIGN LANGUAGE EDUCATION</i>			
	<i>*HISTORY / SOCIAL STUDIES EDUCATION</i>			
	<i>*MATHEMATICS EDUCATION</i>			
	<i>*MUSIC EDUCATION</i>			
	<i>*PROFESSIONAL DEVELOPMENT</i>			
	<i>*READING EDUCATION</i>			
	<i>*SCIENCE EDUCATION</i>			
	<i>*SPEECH & THEATRE EDUCATION</i>			
082700	EDUCATION POLICY & LEADERSHIP	130401		
	<i>*ADMINISTRATION & SUPERVISION</i>			
	<i>*CURRICULUM THEORY & DEVELOPMENT</i>			
	<i>*EDUCATION POLICY</i>			
	<i>*EDUCATIONAL TECHNOLOGY</i>			
	<i>*HIGHER & ADULT EDUCATION</i>			
	<i>*SOCIAL FOUNDATIONS OF EDUCATION</i>			

⁴ The proposed program revision will eliminate all 15 concentrations currently listed by MHEC. We replace these concentrations with a single program that permits students to develop a course of study around six related areas of specialization that reflect faculty expertise. The elimination of the concentrations provides students with greater flexibility in developing their program of study and greater access to the expertise of faculty across the department.

APPENDIX A

TLPL XXX⁵

Foundations of Education Research & Practice I, II

Fall 2014/Spring 2015

Instructors: This will be a team-taught course involving two instructors, each with an active research agenda. One will have expertise in qualitative methods; the other will have expertise in quantitative methods. The course will also have an advanced doctoral student serve as a TA and mentor for entering students.

Office Hours:

Course Description

Doctoral education is a journey for which students seldom have maps. This two-semester course is meant to help you understand better where you want to go on this journey and what it means to undertake doctoral studies in education. It is a core requirement for doctoral students in the Department of Teaching and Learning, Policy and Leadership. Students take the course in fall and spring of their first year of study. The course has three broad purposes: (a) to integrate new students into a professional community focused on conducting research to inform education policies and practices, (b) to promote the foundational skills and critical perspectives required to be successful in such a community, and (c) to provide opportunities for students to gain better knowledge of the expertise of faculty and the educational opportunities offered by the program.

To accomplish these purposes, we grapple intellectually with some of the “big ideas” in education and education research. Specifically, students examine the nature and traditions of education research and practice. They investigate the epistemological, methodological, and ethical issues involved in conducting different types of research, as well as the uses and misuses of education research. Students also focus on professional standards for academic writing, and communicating for different research purposes and audiences. Students identify and critique “the research literature,” in the context of prominent issues in areas of faculty specialization. Throughout the course, students examine conflicts within and across paradigms of inquiry, regarding what constitutes evidence and the manner in which epistemological and ideological differences influence what is studied, as well as what is promoted as “best practices.” We also provide space in the course to discuss the specific professional competencies promoted by the program, ways in which the program assesses those competencies, and the opportunities made available to students to acquire them.

⁵ This is part of a general concept paper that introduced the idea of a 6-credit core requirement for students as part of the new program to faculty. A writing team of six faculty is developing an outline for the syllabi for each semester, which will be presented to faculty and current graduate students for discussion at the end of the fall 2013 semester.

General Goals (Need to be translated into learning objectives in outline.)

By the end of the two-semester course students will be able to:

1. Build community. Students will meet and get to know each other as a cohort, department faculty and other graduate students in the program. This goal was specifically asked for by our graduate students.
2. Introduce students to expectations of program. Students will have a clear understanding of program requirements, deadlines, and learning objectives.
3. Professional socialization. Students will become familiar with the major professional organizations, professional standards, and professional outlets for research and debate.
4. Foundational skill building. Students have an understanding of the following foundational skills and will demonstrate a level of proficiency appropriate at the end of their first year of study
 - a. Academic writing standards
 - b. Critical reading
 - c. Literature search and review
 - d. Research design and assumptions
 - e. Principles of argumentation
5. Introduce students to the challenges of linking research to policy and practice. Students will understand the challenges associated with using research to inform policy and practice, including its misuse.
6. Introduce students to key issues in each of the six areas of specialization. Students will be able to identify key issues that inform debates within each of the six specializations, including the epistemological, ontological and political bases for the debates.

Pedagogical Approach

We'll use a variety of pedagogical techniques in this class, including short lectures, individual presentations, small group discussion, and debate. Although the course will be team-taught by two faculty members, we expect other faculty will also participate in some sessions. We also anticipate a number of guest speakers, as well as possible "field trips" to other nearby sites that may provide relevant opportunities of experiential learning. Because this course is meant to help students develop foundational skills, students will be required to do extensive reading, drafting of responses to reading, and critiquing of each other's work. By the end of the class, each student will have developed an extensive portfolio that can be used to judge his or her progress through the program and areas that may require additional work.

APPENDIX B

OVERVIEW OF TLPL PH.D. PROGRAM

Minimum of 60 Credit Hours Beyond the Master's Degree⁶		Credit Hours
Integrative Departmental Core	<p><i>All students complete a core two-semester six-credit course the first year in the program:</i></p> <p>TLPL⁷ XXX: Foundations of Inquiry & Practice I (in development) TLPL XXX: Foundations of Inquiry & Practice II (in development)</p>	6
Intermediate & Advanced Methods	<p><i>Students work with their advisors to develop a program that includes a min. of 12 credits of intermediate and advanced methods courses. No specific methods course is required, though students must take at least one qualitative methods course and one quantitative methods course as part of their preparation for dissertation research.</i></p>	12 ⁸
Specialization	<p><i>Students complete coursework in one of six department specializations:</i></p> <ul style="list-style-type: none"> • Education Policy & Leadership • Language, Literacy & Social Inquiry • Mathematics & Science Education • Minority & Urban Education • Teacher Education & Professional Development • Technology, Learning & Leadership <p><i>Individual specializations include specific required courses and a range of elective courses relevant to the specializations. See individual specializations for additional detail. See Appendix C for examples of specialization courses.</i></p>	30
Dissertation Research	<p><i>All students complete a minimum of 12 credits of dissertation research per University policy.</i></p>	12

⁶ Most students admitted to the doctoral program already have a master's degree. If a student does not have a master's degree, an advisor develops an individualized plan that aligns master's level and doctoral level coursework for the student.

⁷ We designate all new courses with the prefix TLPL. Eventually all courses will be given this prefix.

⁸ Twelve credits is a minimum requirement. Many students will take more than 12 credits in intermediate and advanced methods, which may include up to 6 credits of pre-dissertation research. These additional credits are identified as specialization electives in a student's program of study.

Examples of Intermediate & Advanced Methods Courses

Qualitative

EDCI 775 Seminar in Mixed Methods Research
EDCI 790 Epistemological Bases of Education Research
EDCI 791 Qualitative Methods I
EDCI 792 Qualitative Methods II
EDHI 700 Qualitative Research Methods in Education
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenology I
EDPS 736 Phenomenology II

Quantitative

EDMS 646 Quantitative Analysis II
EDMS 651 Applied Regression Analysis
EDMS 657 Factor Analysis
EDMS 722 Structural Modeling

EDPS 703 Quantitative Applications to Education Policy Analysis
EDPS 788 Cost Analysis

SURV 699K Multilevel Analysis of Survey Data

Department Core

TLPL XXX: Foundations of Inquiry & Practice I (in development)
TLPL XXX: Foundations of Inquiry & Practice II (in development)

Examples of Current & Proposed Courses by Specialization

The former department of Curriculum and Instruction, the Department of Policy and Leadership and the specialization of Organizational Leadership and Policy Studies offered a total of 190 courses at or above the 600 level, excluding independent studies and other generic courses. Faculty members are in the process of reviewing these courses to identify those most directly relevant to the proposed specializations. Below are examples of these courses from the EDCI and EDPS offerings. We anticipate the final list of courses will total approximately 80, including prior OLPS courses, which will be offered at least once over a four-year period.

Education Policy & Leadership

EDPS 611: History of Education
EDPS 612: Philosophy of Education
EDPS 613: Sociology of Education
EDPS 614: Politics of Education
EDPS 615: Economics of Education
EDPS 620: Education Policy Analysis

EDPS 635: Principles of Curriculum Development
EDPS 742: Indicators, Productivity, and Accountability
EDPS 751: Law, Equity and Diversity
EDPS 788F: Politics of Urban School Reform
EDPS 788J: Social Analysis of Urban Education Policy
EDPS 837: Race, Class & Social Justice: A Seminar in Curriculum Theory & Development

Language, Literacy & Social Inquiry

EDCI 640: Trends in Secondary School Curriculum: English
EDCI 646: Coaching and Mentoring Teachers: Literacy Across Content Areas
EDCI 673: Assessing, Diagnosing, and Teaching Writing
EDCI 720: Theory and Research in Social Studies/History
EDCI 730: Language and Education
EDCI 734: Teaching English Language Learners: Current and Future Research Directions (To be renamed: Theory and Research in [Second] Language Teacher Education)
EDCI 735: Examining Linguistically Diverse Student Learning
EDCI 740: Theory and Research in English Education
EDCI 745: Theory and Research in Written Communication
EDCI 764: Writing Across the Curriculum
EDCI 769: Theory and Research in Reading
EDCI 820: Seminar in Social Studies Education
EDCI 860: Seminar in Reading Education
EDCI 861: Research Methods in Reading

TLPL XXX: Individual Differences in Reading (to be proposed)
TLPL XXX: Assessing, Diagnosing, and Teaching Reading (to be proposed)
TLPL XXX: Reading and Constructing Meaning (to be proposed)
TLPL XXX: Transformative Reading in Schools and Communities (to be proposed)
TLPL XXX: Analyzing and Constructing Digital Texts (to be proposed)
TLPL XXX: Theory and Method in Discourse Analysis (to be proposed)

Mathematics & Science Education

EDCI 670: Trends in Curriculum: Science
EDCI 687: Applications of Computers in Educational Settings
EDCI 751: Foundations of Mathematics I (to be renamed: Theory & Research on STEM Thinking & Learning)
EDCI 752: Foundations of Mathematics II
EDCI 753: Foundations of Mathematics III
EDCI 754: Foundations of Mathematics Education IV (to be renamed: Policy, Professional Development & Preparation for Teaching in STEM Fields)
EDCI 758: Research Seminar in Mathematics Education
EDCI 770: Foundations of Science Education Research

TLPL XXX: Research Seminar in Mathematics and Science Education

Minority & Urban Education

EDCI 776: Urban Education

EDCI 786: Black and Latino Education: History and Policy

EDCI 788X: School Exclusion

EDCI 881: Ontological Research in Minority Populations

Teacher Education & Professional Development

EDCI 780: Theory & Research in Teaching

EDCI 782: Power, Privilege, Diversity & Teaching

EDCI 784: Teaching, Professional Development, and School Improvement

EDCI 785: Teacher Preparation, Diversity, & Social Change

EDCI 882: Pedagogy of Teacher Education

Technology, Learning & Leadership

EDCI 687: Applications of Computers in Instructional Settings.

TLPL XXX: Foundations of Inquiry & Practice I (in development)

TLPL XXX: Foundations of Inquiry & Practice II (in development)

APPENDIX C

EXAMPLES OF SPECIALIZATION COURSEWORK⁹

Specialization in Education Policy and Leadership

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	<p><i>All students complete two three-credit core courses:</i></p> <p>EDPS 788A: Education, Society & Critical Perspectives on Democratic Institutions</p> <p>EDPS 752: Law, Equity & Diversity</p>	6
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 9 credits of discipline-based coursework and 15 credits of additional related coursework. An example of a program for a student interested in education policy might include the credit count for the following electives:</i></p> <p><i>Discipline-based electives (9).</i></p> <p>EDPS 613: Sociology of Education</p> <p>EDPS 614: Politics of Education</p> <p>EDPS 615: Economics of Education</p> <p><i>Additional electives (15).</i></p> <p>EDCI 786: Black and Latino Education: History and Policy</p> <p>EDPS 620: Education Policy Analysis</p> <p>EDPS 788F: Education Policy & the Politics of Reform</p> <p>SURV 699K: Multilevel Analyses of Survey Data</p> <p>EDHD 751: Child Development & Poverty</p>	24
Minimum Specialization Credits		30

⁹ These templates are provided as examples of possible program plans for each specialization. Many other programs of study are possible, depending on the student's interest, developmental needs, and proposed dissertation. Electives are determined by students and their advisors and may include courses within the department, outside of the department, and in other colleges. Electives may also include additional methods courses or up to 6 credits of pre-dissertation research.

Specialization in Language, Literacy and Social Inquiry

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	<p>All students take 2 three-credit language and literacy seminars:</p> <p>TLPL XXX: Seminar I in Language, Literacy, and Social Inquiry TLPL XXX: Seminar II in Language, Literacy, and Social Inquiry</p> <p><i>Students also take 6 credits of Research Apprenticeships designed by LLSI faculty</i></p> <p>TLPL XXX: Research Apprenticeship in Language, Literacy, and Social Inquiry (offered as 1-6 credits)</p>	12
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 18 credits of additional. An example of program for a student interested in educational linguistics might include the following electives:</i></p> <p>LING 641: Issues in Psycholinguistics EDCI 730: Language and Education EDCI 734: Teaching English Language Learners: Current and Future Research Directions EDCI 735: Examining Linguistically Diverse Student Learning EDCI 860: Seminar in Reading Education EDCI 898: Pre-dissertation Research</p>	18
Minimum Specialization Credits		30

Specialization in Mathematics & Science Education

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	<p><i>All students complete two three-credit courses and a one-credit core seminar taken for three semesters:</i></p> <p>EDCI 751: Theory & Research on STEM Thinking & Learning</p> <p>EDCI 754: Policy, Professional Development & Teacher Preparation in STEM Fields</p> <p>TLPL XXX: Research Seminar in Mathematics & Science Education (1 credit) repeated 3 times</p>	9
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 6 credits of mathematics and/or science coursework, 6 credits of subject-specific coursework and 9 credits of additional related coursework. An example of program for a student interested in science education might include the following electives:</i></p> <p><i>Mathematics and/or science electives (6).</i></p> <p>EDCI 670: Trends in Curriculum: Science</p> <p>EDCI 770: Foundations of Science Education: Research & Theory</p> <p><i>Subject-specific electives (6).</i></p> <p>CLFS609A: Food Safety and Genetically Modified Foods</p> <p>CLFS609J: Special Topics: Evolutionary Biology</p> <p><i>Additional electives (9).</i></p> <p>EDCI 780: Theory and Research on Teaching</p> <p>EDCI 898: Pre-Dissertation Research</p> <p>EDCI 898: Pre-Dissertation Research</p>	Pre-
Minimum Specialization Credits		30

Specialization in Technology, Learning & Leadership

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	<p><i>All students complete three three-credit core courses:</i></p> <p>TLPL XXX: Proseminar I - Theories of Learning and Leadership with Technology (in development)</p> <p>TLPL XXX: Proseminar II - Research and Technology (in development)</p> <p>EDCI 687: Applications of Computers in Instructional Settings.</p>	9
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 12 credits of a technology-related specialization (e.g. design, policy issues, social media etc.) and 9 credits of a disciplinary specialization comprised of coursework in one of the department's other, existing specializations (e.g. math education, literacy, policy etc.). An example of a program for a student interested in Social Media and Online Networks in urban context might include the following electives:</i></p> <p><u><i>Technology Specialization electives (12).</i></u></p> <p>LBSC 642: Integrating Technology into Teaching and Learning</p> <p>INFM 741: Social Computing Technologies and Applications</p> <p>LBSC 708: Social Networking: Technology and Society</p> <p>INST 631: Fundamentals of Human-Computer Interaction</p> <p><u><i>Disciplinary electives (9).</i></u></p> <p>TLPL/EDCI 776: Urban Education</p> <p>TLPL/EDCI 786: Black and Latino Education: History and Policy</p> <p>TLPL/EDPS 788J: Social Analysis of Urban Education Policy</p>	21
Minimum Specialization Credits		30

Specialization in Minority and Urban Education

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	<p><i>All students complete two three-credit core courses:</i></p> <p>EDPS 788A: Education, Society & Critical Perspectives on Democratic Institutions</p> <p>EDPS 752: Law, Equity & Diversity</p>	6
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 24 credits of coursework in the specialization and related coursework. An example of program for a student interested in minority and urban education might include the following electives:</i></p> <p>SOCY 424: Sociology of Race Relations</p> <p>SOCY 441: Social Stratification and Inequality</p> <p>TLPL/EDCI 776: Urban Education</p> <p>TLPL/EDCI 786: Black and Latino Education: History and Policy</p> <p>TLPL/EDCI 788E: Proseminar</p> <p>TLPL/EDPS 788J: Social Analysis of Urban Education Policy</p> <p>TLPL/EDCI 788X: School Exclusion: Policy, Practice & Prevention</p> <p>EDCI 898: Pre-Dissertation Research</p>	24
Minimum Specialization Credits		30

Specialization in Teacher Education and Professional Development

Minimum of 30 Credit Hours of Doctoral Study		Credit Hours
Specialization Core	EDCI 784: Teaching, Professional Development, and School Improvement EDCI 882: The Pedagogy of Teacher Education	6
Electives	<p><i>Students work with their advisor to develop a program of study that includes a min. of 9 credits of coursework in the specialization and 15 credits of additional related coursework. An example of a program for a student in this specialization interested in math, science and technology education might include the following electives:</i></p> <p><i>Specialization electives (9).</i> TLPL/EDPS 635: Principles of Curriculum Development EDCI 682: Reframing Teacher Professionalism EDCI 780: Theory and Research on Teaching</p> <p><i>Additional electives (15).</i> EDCI 687: Applications of Computers in Instructional Settings. LBSC 642: Integrating Technology into Teaching and Learning EDCI 614: Foundations of Science Education: Research & Theory EDCI 751: Theory & Research of STEM Thinking & Learning EDCI 754: Policy, Professional Development & Teacher Preparation in STEM Education</p>	24
Minimum Specialization Credits		30

APPENDIX D

TLPL DOCTORAL OUTCOMES ASSESSMENT

Purpose

All doctoral students in the Department of Teaching and Learning, Policy and Leadership (TLPL) participate in an annual review of the student's progress to degree and professional development. Students are expected to make continuous progress in the completion of their degree program and demonstrate the knowledge, skills and competencies consistent with the professional expectations in their field. The doctoral graduate outcome assessment (DGOA) provides students an opportunity to reflect on progress, clarify expectations, and collaborate with faculty in meeting programmatic and professional goals. Members of the department's Graduate Research and Education Committee (GREC) also use the DGOA to evaluate annually strengths and weaknesses in curricular offerings and departmental programs. The DGOA is meant to be useful to students and faculty, provide annual documentation of students' progress and development, and not be burdensome for either students or faculty to complete.

Program Learning Goals

The department's DGOA has three learning goals:

1. Students will acquire a deep understanding of the knowledge and theories associated with the doctoral program's field of expertise.
2. Students will acquire a full understanding of research skills and practices associated with the doctoral program's field of expertise.
3. Students will demonstrate the professional competencies required to apply knowledge, conduct research, and provide leadership associated with the doctoral program's field of expertise.

Benchmarks

Benchmarks are critical milestones that students are expected to complete as part of their programs in TLPL. These benchmarks are both programmatic and professional. *Programmatic benchmarks* are associated with students' progress to degree. These benchmarks help students and faculty gauge whether students are on an appropriate trajectory to complete the doctoral program within the agreed upon time period given a student's enrollment status (e.g., full time or part time). Unless a student has requested formally a leave of absence in accordance with the University's graduate education guidelines, the student is expected to make progress each year toward completing the doctoral degree requirements. There are four major programmatic benchmarks: (1) completion of first-year portfolio review, (2) completion of the comprehensive portfolio review, (3) completion of the dissertation proposal defense, and (4) completion of the dissertation defense.

Professional benchmarks are associated with the acquisition of knowledge, skills, and competencies consistent with the professional expectations in a student's field of expertise. Students demonstrate their professional development through the quality of their coursework and professional activities while students in the program. A major

vehicle for documenting students' professional development is the requirement that students compile a professional portfolio. The portfolio provides evidence that students have developed the knowledge, skills, and competencies required of students. Examples of portfolio documents include: (1) three manuscripts completed in the first year as part of the program's core; (2) one manuscript completed each year thereafter in any course; (3) an authored or co-authored manuscript suitable for publication in a journal, (4) an authored or co-authored manuscript suitable for publication as a chapter in a book, (5) an authored or co-authored manuscript presented at the meeting of a professional association, (6) the syllabus and lessons plans associated with the development or implementation of an undergraduate course in the students' area of expertise; (7) independent evaluations of teaching with a reflective response by a student; (8) an authored or co-authored report presented to an education agency or professional association; (9) evidence of leadership in a major state or national professional association, including graduate student associations; (10) evidence of meaningful participation in the development of a research project or funding proposal, (11) a comprehensive examination or literature review completed in preparation for developing the students' dissertation proposal; and (12) professional awards achieved while a graduate student.

Use of Assessment Data

Programmatic benchmarks. Students meet each year with their advisor to determine whether sufficient progress toward completing each milestone has been made. Students who fail to make sufficient progress during an academic year develop a written plan or contract with their advisor that specifies what must be completed by the end of the next academic year; students who fail to make sufficient progress to degree for two years in a row may be recommended for dismissal from the program. Students and faculty use these data individually to monitor progress, while the faculty use aggregate data to assess program strengths and weaknesses. A report on progress to degree for all doctoral students is distributed each year to faculty to evaluate admission standards, curriculum, and related procedures.

Professional benchmarks. Students meet annually with their advisor to determine whether sufficient progress has been made in developing the competencies consistent with the professional expectations in a program's field of expertise. The professional portfolio provides the basic data by which to assess these competencies. Advisors provide students with feedback about the development of competencies and what students may do to strengthen the portfolio (and thereby the documented competencies). GREC or a committee of faculty reviews a proportion of portfolios each year for students at different stages in the doctoral program; faculty use this review to assess program strengths and weaknesses, including whether the portfolios provide meaningful and sufficient demonstrations of desired competencies.

Overview of TLPS DGOA

First-year Portfolio Review	Advisor and at least one other faculty member review students' core course portfolio. At this stage the portfolio will typically include three manuscripts completed in the core course. The review is to be completed before the end of the fall semester of the second year.
Annual Portfolio Review	Students add to the portfolio each year. The student and advisor meet each year to discuss the content of the portfolio and students' progress to degree.
Comprehensive Portfolio Review	Advisor and at least one other faculty member review students' completed portfolio to date. If found satisfactory, students achieve candidacy.
Proposal Defense	Students develop and successfully defend their dissertation proposal.
Dissertation Defense	Students conduct and successfully defend their dissertation.

Annual Doctoral Advising Report

Semester Admitted _____
Time Out _____

Student Name _____ Student ID _____
Provisional Admission: Y N If yes, please list conditions _____

	Date Submitted/Passed	Notes/Comments
CITI Training/Completion (Completed in the first year)		
First-year Review (To be completed before end of fall of second year)		
Annual Course Progress (Check on course progress/incompletes resolved within year)		
Program Plan /Approval (Submitted in the second year)		
Professional Portfolio (Check on portfolio progress)		
Admission to Candidacy (Requires successful evaluation of portfolio by advisor and at least one other faculty)		
Dissertation Proposal (Proposal report)		
Nomination of Dissertation Committee (Submit approved IRB if required)		
Dissertation Defense (Defense report)		

Progress to Degree Status (to be completed by advisor):

STATUS: ___ Progress Satisfactory
 ___ Plan Required

 ___ Consultation Required
 ___ Dismissal Review Required

Signature of Advisor

Date

First-year Review

Students submit three manuscripts completed in the first year as part of the program's core requirements. The advisor and at least one other faculty members review these manuscripts using the following rubric.

	Exemplary	Satisfactory	Unsatisfactory
Student demonstrates an understanding of core concepts and theories in the field of study.			
Student demonstrates an understanding of core methodologies and research principles.			
Student thinks critically about text and considers alternative and plausibly valid arguments.			
Student writes clearly and at an appropriate level for initial stages of doctoral study.			
Student demonstrates the potential to complete all requirements for the doctoral degree within the timelines and guidelines of the program.			

Comprehensive Portfolio Review

Student Name: _____

Faculty Evaluators: _____

Date: _____

Describe documents included in the portfolio. Items must include the first-year review evaluation and either a literature review or comprehensive examination. In addition to these items there should be at least 4 additional items by which faculty can evaluate a student's readiness to achieve candidacy. The portfolio is assessed using the following rubric.

	Exemplary	Satisfactory	Unsatisfactory
Student demonstrates an understanding of core concepts and theories in the field of study.			
Student demonstrates an understanding of core methodologies and research principles.			
Student thinks critically about text and considers alternative and plausibly valid arguments.			
Student writes clearly and at an appropriate level for an advanced stage of doctoral study.			
Student demonstrates a readiness to conduct independent research suitable for a dissertation.			
Student demonstrates an ability to contribute to his or her field of study, including contribute through scholarship and professional leadership			

TLPL Proposal Defense

Student: _____

Date: _____

Learning Outcomes	Exemplary	Satisfactory	Unsatisfactory
<p>1. Demonstrates advanced knowledge about theories and constructs in the field.</p> <ul style="list-style-type: none"> • Examines a significant issue from appropriate theoretical perspectives • Uses theory and research to provide a convincing rationale for the proposed study 			
<p>2. Demonstrates advanced knowledge about how to analyze and conduct research in the field.</p> <ul style="list-style-type: none"> • Presents a plausible research design and consideration of limitations • Methodology is appropriate for the proposed study • Demonstrates originality and potential contribution to field 			
<p>3. Demonstrates written and oral competencies consistent with professional expectations in the field.</p> <ul style="list-style-type: none"> • Well written proposal • Persuasively and professionally defended 			

Comments:

TLPL Dissertation Defense

Student: _____

Date: _____

Learning Outcomes	Exemplary	Satisfactory	Unsatisfactory
1. Demonstrates mastery of knowledge about theories and constructs in the field. <ul style="list-style-type: none">• Provides an convincing critique of past treatment of constructs and theories in the field• Demonstrates how the study fits within the broader context of literature in field• Makes an original theoretical or substantive contribution to the field			
2. Demonstrates mastery of knowledge about how to do conduct research in the field. <ul style="list-style-type: none">• Presents a clear and appropriate plan of analysis• Organizes, interprets, and presents data consistent with professional standards in field• Examines alternative explanations and critiques alternative interpretations of study• Makes an original methodological contribution to the field			
3. Demonstrates mastery of written and oral competencies consistent with professional expectations in the field. <ul style="list-style-type: none">• Well written dissertation with clear possibilities for publications• Links dissertation to a future research agenda• Presented and defended at a high level of professionalism			

Comments:

APPENDIX E
LETTERS OF SUPPORT

College of Computer, Mathematical and Natural Sciences

From: "Robert L. Infantino" <rinfanti@umd.edu>
Subject: **RE: a request from the department of teaching and learning, policy and leadership.**
Date: May 7, 2013 2:24:39 PM EDT
To: "Daniel I. Chazan" <dchazan@umd.edu>

Dear Dan and Colleagues – We support the continuation of the use of CMNS courses currently used by students in the College of Education graduate programs as the newly formed Department of Teaching and Learning, Policy and Leadership (TLPL) reorganizes its Ph.D. program under the Specialization of Mathematics and Science Education.

Robert L. Infantino

=|=|=|=|=|=|=|=|=|=|=|=|=|=|=|=|

Robert L. Infantino, Ph.D.
Associate Dean
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Phone: (301) 405-6892 FAX: (301) 314-9949
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<http://biology.umd.edu/faculty/robertinfantino>

Second Language Acquisition and Application

From: Jeff MacSwan
Sent: Wednesday, May 08, 2013 3:57 PM
To: Steven J Ross; Carol A. Mossman
Cc: Francine H. Hultgren; Donna L. Wiseman
Subject: RE: Request to list courses

Thank you, Steve. Yes, the latest list reflects suggestions from Robert Dekeyser, Mike Long, Kira Gore and Jing Nan, and is as follows (for concreteness):

SLAA 741 Cognitive processes in second language learning
SLAA 744A Individual differences in second language learning
SLAA 744P Practice and skill acquisition in a second language
SLAA 749 Phonology and Morphology in L2 Lexical Access
SLAA 749 Bilingual Language Processing
SLAA 742 Second Language Processing
SLAA 740 Research issues in second language learning
SLAA 744 Age Effects in Second Language Learning
SLAA 749C Theories and theory change in SLA
SLAA 750 Instructed Second Language Acquisition
SLAA 754 Task-Based Language Teaching
SLAA 773 The Heritage Language Speaker

Enjoy Japan!

Best wishes,
Jeff

From: Steven J Ross
Sent: Wednesday, May 08, 2013 3:53 PM
To: Jeff MacSwan; Carol A. Mossman
Cc: Francine H. Hultgren; Donna L. Wiseman
Subject: RE: Request to list courses

Hi Jeff,

The list of courses from SLA looks fine to me - these are more or less the core courses offered in the SLA Ph.D. Robert Dekeyser I believe has added a few suggestions and modifications to the list you proposed.

I will continue to forward to you applicants to the SLA Ph.D. who are primarily interested in English as a second language.

Best of luck with your recruiting efforts.

S. Ross

Department of Linguistics

From: William Idsardi <idsardi@umd.edu>
Date: Tue, 7 May 2013 16:09:13 -0400
To: Jeff MacSwan <macswan@umd.edu>
Cc: Francine Hultgren <fh@umd.edu>
Subject: Re: Request for a letter of support

Dear Jeff:

I'm happy to confirm that the Linguistics Department supports the proposal and we believe that we will be able to accommodate the extra students without an issue; you have our permission to list those courses in the proposal.

Bill

--

William Idsardi
Chair, Linguistics

College of Information Studies

-----Original Message-----

From: Ann Carlson Weeks
Sent: Friday, May 10, 2013 7:42 AM
To: Francine H. Hultgren; Jennifer J. Preece
Cc: Lattisha Hall; Robert G. Croninger
Subject: RE: Request for a Letter of Support

Dear Dr. Hultgren:

The College of Information Studies, Maryland's iSchool, would be pleased to welcome Ph.D. students from the College of Education's Ph.D. program to take elective courses in our College on a space available basis. Courses that might be particularly appropriate for students in the Specialization of Technology, Teaching and Learning include:

LBSC642:	Integrating Technology into Teaching and Learning
INST612	Information Policy
INST630	Introduction to Programing for the Information Professional
INST631	Fundamentals of Human-Computer Interaction
INST632	Human-Computer Interaction Design Methods
INST741	Social Computing Technologies and Applications
INST633	Analyzing Social Networks and Social Media

Additional courses could be identified in the future. The iSchool is delighted with the collaborative initiatives that are continuing to develop with the College of Education and looks forward to future interdisciplinary work.

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TO: Dr. Francine Hultgren
Chair, Department of Teaching and Learning, Policy and Leadership

FROM: Karen Patterson
Librarian for the College of Education

DATE: October 11, 2013

RE: Library Resources to Support Doctoral Program, Teaching and Learning, Policy and Leadership

The University of Maryland (UM) Libraries currently support the doctoral students of the College of Education.

This proposal is a merger and modification of existing programs and specializations into one doctoral program, Teaching and Learning, Policy and Leadership. The newly proposed doctoral program has added only six courses to the curriculum, while incorporating existing courses. Taking this into consideration, the University of Maryland Libraries collections can adequately support the instruction and research needs of the newly proposed doctoral program.

Monographs

The Libraries' current collection of education books and related books in science and mathematics is sufficient to meet the needs of the program. The ongoing acquisition of scholarly books is expected to be adequately covered through existing acquisition practices and budgeting.

Within the proposal doctoral students have course selections with other academic departments on campus. In regards to those course selections, the Engineering and Physical Sciences Library (EPSL) and McKeldin Library houses the major collection of monographs and serials relevant to information studies, mathematics and science and human-computer interaction.

Membership in the Committee on Institutional Cooperation (CIC) libraries will provide the students access to the monographic holdings of University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, University of Nebraska-Lincoln, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University, Rutgers University, and University of Wisconsin-Madison. A significant point of the Committee on Institutional Cooperation (CIC) libraries membership is that the UM Libraries provides our students access to 4 million volumes in our collection -- but with the membership in CIC libraries, the students and faculty now have access to a total of 90 million volumes within the 14 CIC university libraries.

Membership in The Chesapeake Information and Research Library Alliance (CIRLA) will provide students access to the monographic holdings of these local academic/research libraries: Howard University, Georgetown University, George Washington University, Johns Hopkins University, National Agricultural Library, Smithsonian Institution and the University of Delaware.

The Collection: Journals

A search was performed in *Journal Citation Reports 2011*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. Of the **219** titles listed in the Education and Educational Research category, UM Libraries has **85%** of the titles. The Libraries' current serial holdings includes both core and relevant titles in the field.

In reviewing the Journal Citation Reports 2011 list, here are a few titles that are not UM holdings and relevant to the field (price is based on 2013 quote):

- *Review of Research in Education* \$ 308 per year
- *Studies in Science Education* \$255 per year
- *Recall (The Journal of the European Association for Computer Assisted Language Learning)* \$267 per year
- *International Journal of Inclusive Education* \$1,353 per year
- *European Journal of Teacher Education* \$2,290 per year
- *International Journal of Bilingual Education and Bilingualism* \$846 per year
- *Technology Pedagogy and Education* \$602 per year
- *Higher Education Research & Development* \$1,396 per year
- *Race Ethnicity and Education* \$1043 per year
- *Research in Science & Technological Education* \$2,037 per year

The **total** for the above journal titles subscriptions is \$10,397.00.

The JCR titles are just a small percentage of the serials titles held, for example, Education Research Complete database has 1,400 journal titles available full-text. A significant part of the UM Libraries serials collection is electronically accessible for students and faculty.

The Collection: Electronic Resources

UM Libraries subscribes to the following significant databases that will support the degree. The UM Libraries currently subscribe to the core education databases *Education Research Complete, ERIC, and Higher Education Abstracts*. Other relevant databases are *Web of Science, Dissertations & Thesis: Full text, Science Direct, and JSTOR*.

One database is noticeably absent from our collection is Education Source. Education Source released in 2012 is a combination of Education Abstracts, Education Index Retrospective, Education Full Text and Education Research Complete. The Libraries were recently quoted a price of \$2,967 to upgrade to Education Source. After the upgrade the annual cost for Education Source is \$9,672.

Interlibrary Loan

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions [USMAI] libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the students.

Staff Resources

All library personnel provide support to the curricular and research needs of academic departments at the University of Maryland. Library specialists will provide in-depth research consultations with the doctoral students and faculty.

Funding

Based on our assessment, the Libraries' determination is that existing resources would likely be sufficient. However, current resources fall short. In order to support the programs at a level of quality that would be commensurate with the University's goals, additional funding is required.

Ongoing funding needs (based on titles listed)

	\$ 10,397.00	Journal subscriptions
	<u>\$ 2,967.00</u>	<u>Education Source</u>
Total:	\$ 13,364.00	

Conclusions

At the present time, library holdings are at least adequate to support the proposed set of courses. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent upon ongoing funding and other circumstances affecting journal subscriptions.