



**University Senate  
TRANSMITTAL FORM**

<b>Senate Document #:</b>	13-14-09
<b>PCC ID #:</b>	13003
<b>Title:</b>	Establish a Doctoral Program in Teaching and Learning, Policy and Leadership by Merging Current Doctoral Programs in Curriculum and Instruction and Education Policy & Leadership
<b>Presenter:</b>	Marilee Lindemann, Chair, Senate Programs, Curricula and Courses Committee
<b>Date of SEC Review:</b>	October 30, 2013
<b>Date of Senate Review:</b>	November 13, 2013
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<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 &amp; Instruction and Education Policy &amp; 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 &amp; Instruction and formally retire the doctoral program in Education Policy &amp; 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>
<b>Relevant Policy # &amp; URL:</b>	Not Applicable.
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program merger.
<b>Committee Work:</b>	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.
<b>Alternatives:</b>	The Senate could decline to approve the merger of these two programs.
<b>Risks:</b>	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.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal.
<b>Further Approvals Required:</b>	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](mailto: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](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) program | <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.<sup>1</sup> 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.<sup>2</sup>

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

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<sup>1</sup> 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.

<sup>2</sup> 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.<sup>3</sup> 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**

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<sup>3</sup> 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

	<b>CURRENT: MHEC Programs</b>			<b>PROPOSED: MHEC Programs</b>
082900	<b>CURRICULUM &amp; INSTRUCTION</b>	130301		<b>TEACHING AND LEARNING, POLICY AND LEADERSHIP<sup>4</sup></b>
	<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 &amp; THEATRE EDUCATION</i>			
082700	<b>EDUCATION POLICY &amp; LEADERSHIP</b>	130401		
	<i>*ADMINISTRATION &amp; SUPERVISION</i>			
	<i>*CURRICULUM THEORY &amp; DEVELOPMENT</i>			
	<i>*EDUCATION POLICY</i>			
	<i>*EDUCATIONAL TECHNOLOGY</i>			
	<i>*HIGHER &amp; ADULT EDUCATION</i>			
	<i>*SOCIAL FOUNDATIONS OF EDUCATION</i>			

<sup>4</sup> 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 XXX<sup>5</sup>

#### 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.

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<sup>5</sup> 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

<b>Minimum of 60 Credit Hours Beyond the Master's Degree<sup>6</sup></b>		<b>Credit Hours</b>
<b>Integrative Departmental Core</b>	<p><i>All students complete a core two-semester six-credit course the first year in the program:</i></p> <p>TLPL<sup>7</sup> XXX: Foundations of Inquiry &amp; Practice I (in development)            TLPL XXX: Foundations of Inquiry &amp; Practice II (in development)</p>	6
<b>Intermediate &amp; Advanced Methods</b>	<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 <sup>8</sup>
<b>Specialization</b>	<p><i>Students complete coursework in one of six department specializations:</i></p> <ul style="list-style-type: none"> <li>• Education Policy &amp; Leadership</li> <li>• Language, Literacy &amp; Social Inquiry</li> <li>• Mathematics &amp; Science Education</li> <li>• Minority &amp; Urban Education</li> <li>• Teacher Education &amp; Professional Development</li> <li>• Technology, Learning &amp; Leadership</li> </ul> <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
<b>Dissertation Research</b>	<p><i>All students complete a minimum of 12 credits of dissertation research per University policy.</i></p>	12

<sup>6</sup> 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.

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

<sup>8</sup> 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 COURSEWORK<sup>9</sup>**

**Specialization in Education Policy and Leadership**

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	<p><i>All students complete two three-credit core courses:</i></p> <p>EDPS 788A:        Education, Society &amp; Critical Perspectives on Democratic Institutions</p> <p>EDPS 752:        Law, Equity &amp; Diversity</p>	6
<b>Electives</b>	<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 &amp; the Politics of Reform</p> <p>SURV 699K:       Multilevel Analyses of Survey Data</p> <p>EDHD 751:        Child Development &amp; Poverty</p>	24
<b>Minimum Specialization Credits</b>		<b>30</b>

<sup>9</sup> 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

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	<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
<b>Electives</b>	<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
<b>Minimum Specialization Credits</b>		<b>30</b>

### Specialization in Mathematics & Science Education

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	<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 &amp; Research on STEM Thinking &amp; Learning</p> <p>EDCI 754:            Policy, Professional Development &amp; Teacher Preparation in STEM Fields</p> <p>TLPL XXX:           Research Seminar in Mathematics &amp; Science Education (1 credit) repeated 3 times</p>	9
<b>Electives</b>	<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 &amp; 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-
<b>Minimum Specialization Credits</b>		<b>30</b>

## Specialization in Technology, Learning & Leadership

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	<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
<b>Electives</b>	<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
<b>Minimum Specialization Credits</b>		<b>30</b>

### Specialization in Minority and Urban Education

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	<p><i>All students complete two three-credit core courses:</i></p> <p>EDPS 788A:        Education, Society &amp; Critical Perspectives on Democratic Institutions</p> <p>EDPS 752:        Law, Equity &amp; Diversity</p>	<b>6</b>
<b>Electives</b>	<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 &amp; Prevention</p> <p>EDCI 898:        Pre-Dissertation Research</p>	<b>24</b>
<b>Minimum Specialization Credits</b>		<b>30</b>

### Specialization in Teacher Education and Professional Development

<b>Minimum of 30 Credit Hours of Doctoral Study</b>		<b>Credit Hours</b>
<b>Specialization Core</b>	EDCI 784: Teaching, Professional Development, and School Improvement EDCI 882: The Pedagogy of Teacher Education	6
<b>Electives</b>	<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 &amp; Theory            EDCI 751: Theory &amp; Research of STEM Thinking &amp; Learning            EDCI 754: Policy, Professional Development &amp; Teacher Preparation in STEM Education</p>	24
<b>Minimum Specialization Credits</b>		<b>30</b>

## 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.



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

**Comments:**

**TLPL Dissertation Defense**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Comments:**



**APPENDIX E**  
**LETTERS OF SUPPORT**

**College of Computer, Mathematical and Natural Sciences**

**From:** "Robert L. Infantino" <[rinfanti@umd.edu](mailto: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](mailto: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  
College of Computer, Mathematical, and Natural Sciences  
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email: [rinfanti@umd.edu](mailto:rinfanti@umd.edu)  
<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](mailto:idsardi@umd.edu)>  
**Date:** Tue, 7 May 2013 16:09:13 -0400  
**To:** Jeff MacSwan <[macswan@umd.edu](mailto:macswan@umd.edu)>  
**Cc:** Francine Hultgren <[fh@umd.edu](mailto: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.

Ann Carlson Weeks, Ph.D.  
Associate Dean for Academic Programs  
College of Information Studies  
University of Maryland  
4105 Hornbake Building, South Wing  
College Park, MD 20742  
301-405-2060  
[acweeks@umd.edu](mailto:acweeks@umd.edu)

**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:	<b>\$ 13,364.00</b>	

## **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.