

Teaching and Learning, Policy and Leadership (TLPL)

College of Education

University of Maryland, College Park

M.A. in Education Policy and Leadership Studies

Handbook -Fall 2022

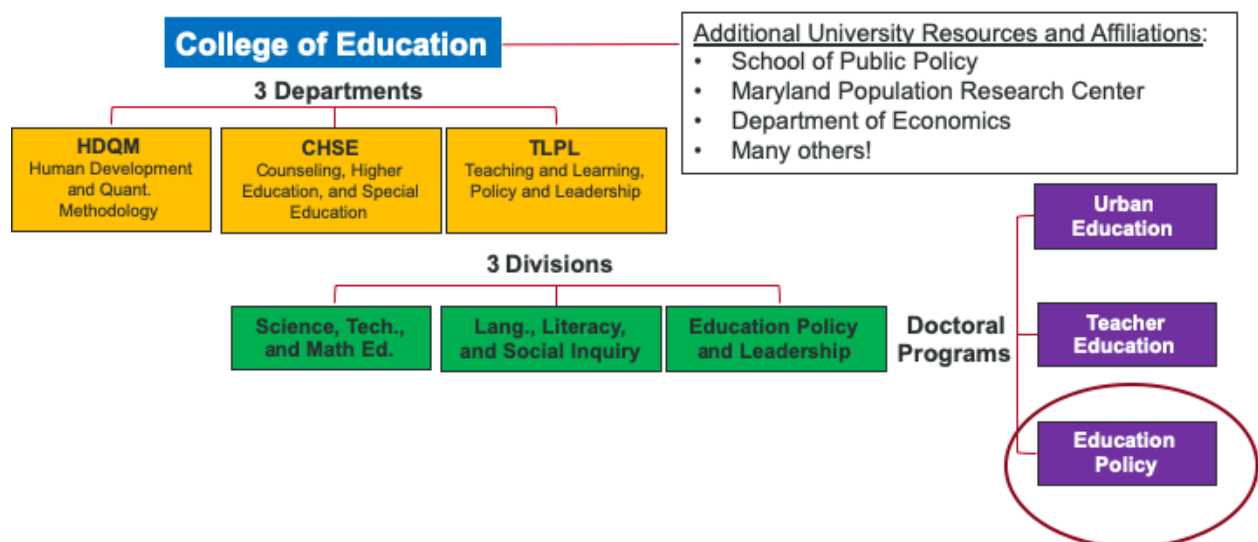
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Overview of the Program

The **Education Policy and Leadership Studies (EDPL)** program is designed to prepare students as education researchers, policy analysts, curriculum specialists, advocates for children and youth, and for leadership and policy-maker positions in a variety of education-related organizations. The specialization situates the study of education in a broad social and political 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. Students are encouraged to include relevant courses from other specializations and even programs outside the department in their program of study. Graduates will have the theoretical breadth and depth required to investigate compelling educational problems, and to create and critique policy and practice alternatives.

Where Are We in the University?



Faculty Roster

EDPL MAIN PROGRAM FACULTY (listed alphabetically)

- Dr. [David Blazar](#), Associate Professor
- Dr. [Claudia Galindo](#), Professor
- Dr. [Jing Liu](#), Assistant Professor
- Dr. [Betty Malen](#), Professor
- Dr. [Campbell Scribner](#), Assistant Professor

The EDPL program works closely with the **Urban Education (UE)** program, which is designed to provide graduate students with a broad base of knowledge about the education of disadvantaged populations, including students, families, and communities, particularly in urban areas.

UE PROGRAM FACULTY (listed alphabetically)

- Dr. [Tara Brown](#), Associate Professor
- Dr. [Rossina Zamora Liu](#), Assistant Professor
- Dr. [Sophia Rodriguez](#), Assistant Professor
- Dr. [Stephanie Timmons-Brown](#), Assistant Clinical Professor

Master's of Arts Degree at a Glance

Minimum of 30 Credit Hours of Master's Study		Credit Hours
Department Core	TLPL 788W: Investigating Policy, Pedagogy & Schooling (yearly; fall) Required for all M.A. students in TLPL.	3
Specialization Core	TLPL 671: Interdisciplinary Perspectives on Education Policy Analysis (yearly; fall) Required for M.A. students in Educational Policy and Leadership.	3
Disciplinary Courses	TLPL 670: Economics of Education (yearly; spring) TLPL 681: History of Education (alternate years; spring) TLPL 682: Philosophy of Education (alternate years; spring) TLPL 683: Sociology of Education (yearly; spring) TLPL 687: Politics of Education (yearly; fall) Students must complete three of the five offerings.	9
Research Methods	Students select at least one research methods course appropriate for the proposed capstone project (3 credits). Students may be required to take additional credits to gain sufficient knowledge to complete their proposed capstone. These credits will be considered as part of the electives for the MA program.	Min. 3
Capstone	Either the seminar paper (3 credits) or thesis option (6 credits) with details on each described below.	3-6
Electives	Students who choose to do a seminar paper have 9 credits of electives; students who choose a thesis have 6 credits of electives.	6-9
Minimum Credits		30

Choosing the Seminar Paper or the Master's Thesis

For their capstone assignment, students may choose to complete a ***seminar paper*** or a ***master's thesis***. Both of these options are rigorous writing assignments (30 to 50 pages) that introduce students to research in educational policy.

The seminar paper allows a student to read deeply on a topic of his/her choosing, usually resulting in a systematic literature review, written in consultation with his/her advisor. The seminar paper takes one semester to complete and is evaluated by the student's advisor.

The master's thesis allows a student to design and execute an original research project in consultation with his/her advisor. The master's thesis takes two semesters to complete and is evaluated by the student's advisor and a second reader.

Typical MA student completing seminar paper	Typical MA student completing thesis
<ul style="list-style-type: none">• Department Core (3 cr.)• Specialization Core (3 cr.)• Disciplinary Courses (9 cr.)• Research methods (3 cr.)• Electives (9 cr.)• Capstone (3 cr.; seminar paper coordinated with a faculty member)	<ul style="list-style-type: none">• Department Core (3 cr.)• Specialization Core (3 cr.)• Disciplinary Courses (9 cr.)• Research methods (3 cr.)• Electives (6 cr.)• Capstone (6 cr.; completing thesis based on original research, coordinated with a faculty member)

Course Requirements

MA; 30 credits (~10 courses)
<u>Department and Program Core Courses</u> (6 credits; both courses required)
<ul style="list-style-type: none"> ● TLPL 788W: Research Methodologies and Edu Practice (Levin; fall of year 1) ● TLPL 671: Interdisciplinary Perspectives on Education Policy Analysis (J. Liu or Scribner; fall of year 1)
<u>Discipline-Based Courses</u> (9 credits; choose 3 out of 5 courses)
<ul style="list-style-type: none"> ● TLPL 670 Economics of Education (Blazar; offered yearly) ● TLPL 681 History of Education in the United States (Scribner; alternates every other year) ● TLPL 682 Philosophy of Education (Scribner; alternates every other year) ● TLPL 683 Educational Sociology (Galindo; offered yearly) ● TLPL 687 Politics of Education (Malen; offered yearly)
<u>Research Course(s)</u> (3 credits)
<p><u>Quantitative Courses</u> (courses follow a specific order/sequence)</p> <ul style="list-style-type: none"> ● TLPL 692 Literacy for Quantitative Methods (Galindo; offered yearly) ● TLPL 765 Quantitative Applications for Education Policy Analysis (J. Liu; offered yearly) ● TLPL 788D Data Management for Social Science Research (Blazar/J. Liu; offered yearly; 1-credit module) ● TLPL 766 Impact Evaluation for Education and Public Policy (Blazar; offered yearly) <p><u>Qualitative Courses</u></p> <ul style="list-style-type: none"> ● TLPL 791 Qualitative Research 1 (Turner; offered yearly) ● TLPL 791 Qualitative Research 2 (Brown; offered yearly) ● TLPL 860 Case Studies (Malen; offered yearly) ● TLPL 788L Participatory Action Research (Brown; offered yearly) ● TLPL 788X Critical Perspectives in Ethnographic Research (R. Liu; offered yearly)
<u>Electives</u> (6 or 9 credits, depending on Capstone)

Example classes within TLPL include:

- TLPL 673 Federal Education Policy (Scribner; alternates every other year)
- TLPL 774 Urban Education (Brown; offered yearly)
- TLPL 788F Policy and Politics of Education Reform (Malen; offered yearly)
- TLPL 788G Critical Race Theory (R. Liu; offered yearly)
- TLPL 788N Conservative Educational Thought (Scribner; alternates every other year)
- TLPL 788N School Exclusion: Policy, Practice, & Prevention (Brown; offered yearly)
- TLPL 788O Immigration and Education (Rodriguez; offered yearly)
- TLPL 788X Contested Control (Scribner; alternates every other year)
- TLPL 788X Policy Analysis of the Educator Workforce (J. Liu; offered yearly)

Many other elective courses can be found across the College of Education and across the University.

Degree-Completion Course/Capstone (3 or 6 credits)

- TLPL 799 Master's Thesis Research (each faculty member has her/his own sub-code)

Notes about Courses:

- 788 courses are listed as "Special Topics" before being approved at the University level.
- With advisor approval, students may **transfer** up to 6 credits from an outside institution and 9 credits from the UM non-degree OR from another UM program. Credits only can be transferred if they were not already used/counted towards another degree.

Student Planning Worksheet:

MA Course Progression (EDPL)

General Information

Student name:

Email:

Enrollment type: _____ Full time _____ Part time

Type of degree: _____ MA

Course number and name	Semester/Year	Comments
Core Courses (6 credits)		
TLPL 788W Research Methodologies and Edu Practice	Fall (First Year)	
TLPL 671: Interdisciplinary Perspectives on Education Policy Analysis	Fall (First Year)	
Discipline-Based Courses (9 credits)		
Research Course (3 credits)		
Elective Courses (6 to 9 credits)		
Degree-Completion Requirement (3 or 6 credits; choose one of the following two options)		
TLPL 798 Special Problems in Education (MA paper)	Spring (Second Year)	
TLPL 799 Master's Thesis Research (Thesis; two courses)	Fall and Spring (Second Year)	

Forms

Click on any of the links below to access relevant [forms](#) from the Graduate School's website.

Fellowship and Financial Forms

Graduate Student Overload Assignment Request
Health Insurance Reimbursement Request Form
Request for Tuition Award for External Fellowships
Request for Training Grant Fellowship Matching Tuition Award
Conversion of Dean's Fellowships to Special University Fellowship
Graduate School Fellowship & Award Forms

Assistantship Forms

GA Appointment Letter Template (see additional guidance for programs [here](#))
Graduate Assistant Statement of Mutual Expectations (see Google Doc version [here](#))

Petitions, Requests, and Waivers

Petition for Program/Degree Objective Change
Petition for Residency Reclassification
Petition for Waiver of Continuous Registration
Petition for Waiver of Regulation
Request for Leave of Absence
Return from Leave of Absence
Supplemental Information Form (Leave/Return for Health Condition)
Request for Time Extension
Request for Transfer or Inclusion of Credit for Master's Degrees
Request for Graduate Credit by Exam
Request for Waiver of Mandatory Fees

Thesis and Dissertation Forms

Nomination of Thesis or Dissertation Committee Form
Electronic Report of Examining Committee (REC)*
Thesis/Dissertation Embargo Request (effective December 2, 2021)**
ETD Style Guide and templates can be [found here](#)
Graduation Surveys (Required for all UMD doctoral graduates)

Graduation Forms

Application for Admission to Candidacy
Application for Graduation
Application for Graduation (graduate certificate students only)
Approved Program Form
Certification of Doctor of Audiology Degree
Doctoral Degree Completion Checklist
Master's Degree Completion Checklist

General Forms

Combined Bachelor's / Master's Degree Form

Dual Master's and Doctoral Degree Form

Individual Dual Master's Degree Form

Graduate Credit Permission Form

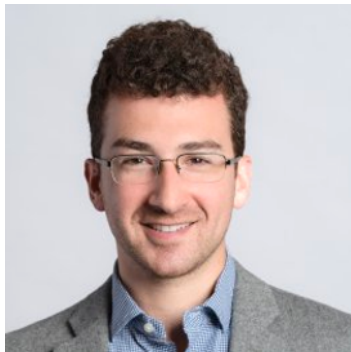
Graduate School Incomplete Contract

Immunization Record Form (Required for all graduate students upon admission)

Parental Accommodation Application

Nomination to Graduate Faculty Form

Faculty Profiles



David Blazar, Associate Professor, Economics of Education, Quantitative Methods

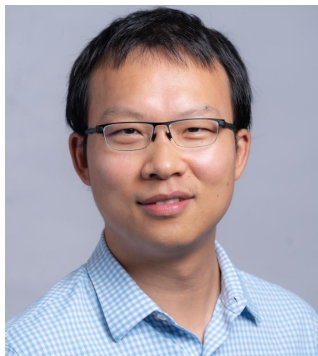
David Blazar is an Associate Professor at the University of Maryland College Park in the Education Policy program. He also is the Faculty Director of the **Maryland Equity Project**, an Affiliate at the School of Public Policy, and an Affiliate at the Maryland Population Research Center. Substantively, his research examines resources that best support student outcomes and alleviate inequality, with a particular focus on teacher and teaching quality. His current research projects focus largely on questions related to educator diversity, including: Why is it that educator diversity matters for students and for schools? What are the policies and programs that are effective at diversifying the educator workforce? How can school systems ensure that educators of color have successful experiences once they enter schools and classrooms? Methodologically, he primarily examines and employs research designs that aim to support causal conclusions. His research has been published in *American Education Research Journal*, *Economics of Education Review*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Review of Educational Research*, among other publications; as well as covered in national press outlets including *The Atlantic*, *ChalkBeat*, *Education Week*, *The Hechinger Report*, and *U.S. News and World Report*. Dr. Blazar received the Excellence in Scholarship (Pre-Tenure) award from the University of Maryland College of Education, and the Jean Flanigan Outstanding Dissertation Award from the Association for Education Finance and Policy. He received his doctorate from the Harvard Graduate School of Education in quantitative policy analysis in education with a disciplinary focus in economics. He also holds an Ed.M. in policy and management from the Harvard Graduate School of Education and a B.A. in history and literature from Harvard College. Prior to graduate school, he taught high-school English Language Arts in New York City.



Claudia Galindo, Professor, Sociology of Education, Mixed Methods

Claudia Galindo is a professor of education policy at the University of Maryland, College Park. Her research, teaching, and service demonstrate a strong commitment to improving educational opportunities for racial and ethnic minority students in K-12 grades, with an emphasis on the Latinx community. Her projects highlight the cultural assets and strengths of historically underserved families and children and are grounded in eco-cultural perspectives, which emphasize the importance of structural, historical, and cultural contexts as well as the interactions among those contexts. Her research also examines key mechanisms in families and schools that may perpetuate or ameliorate inequalities.

She also conducts interdisciplinary and mixed-methods research to study the implementation of programs and strategies aimed at improving the educational experiences and outcomes of underserved students. She studies full-service community schools, a re-emerging reform that focuses on the holistic needs of students and their families, in Baltimore City. As a member of Baltimore's Strategic Committee on Evaluation and Implementation on Full Service Schools, she collaborates with school officials and researchers on how to evaluate schools' effectiveness. She also conducts formative evaluations of school-family partnerships and after-school and tutoring programs in elementary and high schools.



Jing Liu, Assistant Professor, Economics of Education, Quantitative Methods

Jing Liu is an Assistant Professor in Education Policy at the University of Maryland College Park. Named as a National Academy of Education Sciences/Spencer Dissertation Fellow, he earned his Ph.D. in Economics of Education from Stanford University in 2018. Before he joined UMD, he

was a Postdoctoral Research Associate at Brown University's Annenberg Institute. Dr. Liu's research uses rigorous quantitative evidence to evaluate and inform education policies at the national, state, and local levels, with the goal of improving learning opportunities for historically marginalized students in urban areas. His work broadly engages with critical policy issues including student absenteeism, exclusionary discipline, educator's labor market, school reform, and higher education. Grounded in economic theory and policy analysis, he uses both quasi-experimental designs and data science methods such as computational linguistic analysis to analyze large administrative data and unstructured information. Most of his current projects focus on understanding the development of student engagement, behavior, and social emotional skills, how these skills and dispositions contribute to student success in the short and long run, and what the implications are for improving equal educational opportunities. His work has appeared in peer-reviewed journals such as the Journal of Public Economics, Journal of Human Resources, Journal of Policy Analysis and Management, and Educational Evaluation and Policy Analysis.



Betty Malen, Professor, Politics of Education, Case Study

Betty Malen joined the Department of Education Policy and Leadership in 1994. A former public school administrator, Dr. Malen received her Ph.D. from the University of Minnesota and held professorial positions at the University of Utah and the University of Washington before coming to Maryland. She specializes in education politics and policy. Her research brings the discipline of political science to the examination of education problems and relies heavily on the effective application of case study designs and qualitative research methods. Broadly recognized for her work on the political determinants and the substantive effects of prominent education reforms. Dr. Malen is currently focusing on "reconstitution" reforms, pay for performance initiatives, weighted student funding and on shifts in the balance of power between state and local units of the education system. She teaches courses in research methods (e.g., case study designs, policy evaluation) as well as in education politics and policy. She received the university's Distinguished Scholar Teacher Award in 2016.



Campbell F. Scribner, Assistant Professor, History of Education

Campbell Scribner is a scholar of educational policy, history, and philosophy. Although his work covers a broad chronological range, all of it centers on conflicting notions of democracy in American schools. His books include *The Fight for Local Control: Schools, Suburbs, and American Democracy* (Cornell University Press, 2016), which examines the legal and political controversies around school district boundaries and *Spare the Rod: Punishment and the Moral Community of Schools* (University of Chicago Press, 2021), in which Bryan Warnick and he examine the history and philosophy of school discipline. Other projects include the history of school vandalism and a biography of the philosopher Philip H. Phenix.



Tara Brown, Associate Professor, Exclusionary Policies, Participatory Action Research

Tara Brown is a former classroom teacher in secondary alternative education. Her research focuses on the experiences of low-income adolescents and young adults of color served by urban schools, particularly as related to disciplinary exclusion and dropout. She specializes in qualitative, community-based, participatory, and action research methodologies. Her most recent study is entitled, *Uncredentialed: Young Adults Living without a Secondary Degree*. This mixed-methods community-based, participatory action research project focuses on the social, educational, and economic causes and implications of high school dropout among, primarily, Latinx young adults in an economically disenfranchised, urban community.



Rossina Zamora Liu, Assistant Professor, Anti-Racist Education

Rossina Zamora Liu is a faculty in the Urban Education specialization at the University of Maryland. She has an MFA from the re-known Iowa Nonfiction Writing Program and a PhD from the Language, Literacy, and Culture Program also from the University of Iowa. As a Critical Race and publicly engaged literacy educator, writer, and ethnographic researcher, she has worked with local artists, musicians, film makers, and b-boys of Color on community-based creative projects; first-generation college student athletes; high-school/middle-school students in urban and rural communities; and community college students. She has facilitated art-based writing workshops at homeless shelters, the Veterans Affairs, and various public literacy spaces. Her work focuses on antiracist and social justice education, counter-storytelling and counternarratives, and cross-racial solidarity and coalition building among BIPOC communities. She received the J. Michael Parker Award from the Literacy Research Association for her ethnographic essay on humanizing the witnessing of trauma narratives. She is co-author of a forthcoming book *Systems of White Supremacy and White Privilege: A Racial-Spatial Framework for Psychology* (forthcoming, Oxford University Press), a guest co-editor for a special issue, "Anti-Blackness in English Curriculum, Practice, and Culture," in *English Teaching: Practice & Critique* (fall 2021), and a guest co-editor for a forthcoming special issue, "Race(ing) towards Futurity: Black and Latinx Youths' Multimodal Compositions of Future Selves and Literacies," in the *International Journal of Qualitative Studies in Education*. She is recipient of the 2021 College of Education Excellence in Teaching Award (University of Maryland) and the 2017 Distinguished Educator Award (University of Iowa).



Sophia Rodriguez, Assistant Professor, Immigration and Education

Sophia Rodriguez is an Assistant Professor in the Minority and Urban Education specialization in the Teaching, Learning, Policy, and Leadership department. Dr. Rodriguez's interdisciplinary scholarship, drawing on tools from education, anthropology, and sociology, asks questions about the social and cultural contexts of education policy and practice. Her integrated research agenda addresses issues related to racial equity, urban education and policy, and centralizes minoritized youth voices. Her two current longitudinal projects, funded by the Spencer and W.T. Grant Foundations (2018-2022) and the Institute for Museum and Library Services (IMLS), utilize mixed-methods and ethnographic designs to investigate how community-school partnerships, teachers, and school-based mental health professionals promote equity and advocate for undocumented (im)migrant and refugee youth. The IMLS project that focuses on newcomer migrant youth belonging was recently awarded the prestigious Library of Congress Literacy Award. Her scholarly work has appeared in *Anthropology & Education Quarterly*, *Educational Policy*, *Journal of Contemporary Ethnography*, *Teachers College Record* and *Urban Education*. In 2022, she was named a William T. Grant Scholar to conduct a longitudinal study about how schools manage the welcome of newcomer immigrant youth. For her work to date, Rodriguez received the Early Career Award for Division G (Social Contexts of Education) in the American Educational Research Association.



Stephanie Timmons-Brown, Assistant Clinical Professor,

Stephanie Timmons Brown is the executive director of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) and senior faculty research associate in the

College of Education at the University of Maryland College Park. She has served as the PI or co-PI on several grants, including two NSF grants, one NIH research grant, one NSA grant, and several state grants. She has developed, implemented, and studied educational programs designed to transition underrepresented minority students into college, with a particular emphasis on STEM-related college majors and careers. Over the past twelve years and through genuine partnerships, she has worked with multiple Prince George's County and Baltimore City schools to develop programs to help underserved students realize their academic potential and embrace their academic identities. She also mentors and advises several undergraduate and graduate students, advising students on academic courses, their research, and academic integration. Her research interests include understanding effective strategies to increase the college awareness of underrepresented minority (URM) middle school and high school students, to help underserved minority students persist and graduate from higher education institutions, and to understand how URM parents' use their social capital to help their students navigate the college application process. Dr. Timmons Brown holds a B.S. from the University of California Berkeley and a Ph.D. in educational policy from the University of Virginia.

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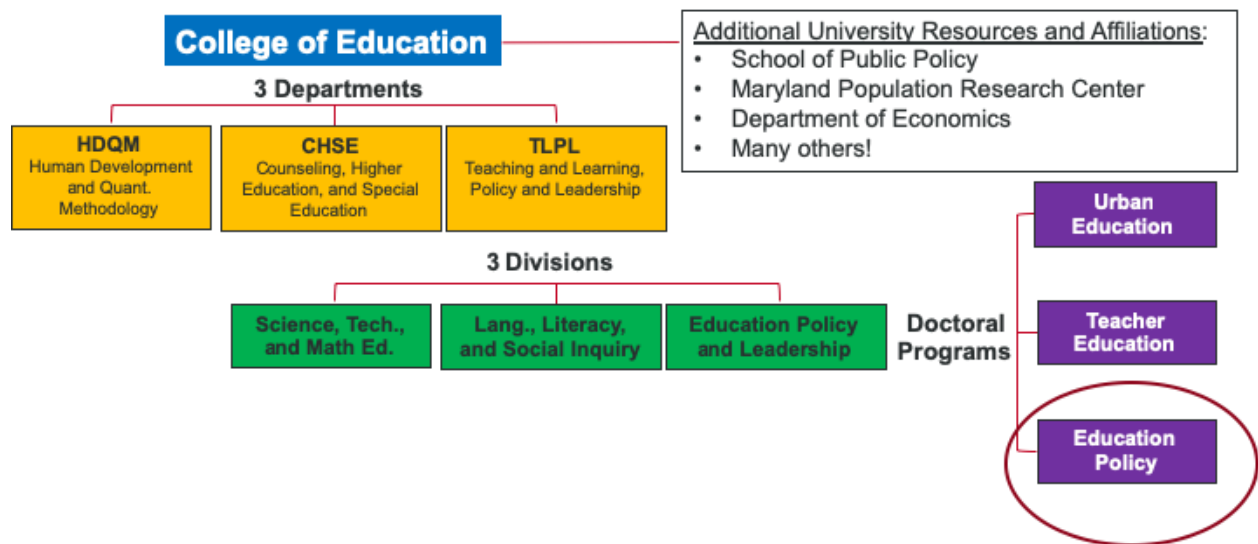
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Master's of Arts Degree at a Glance

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Typical MA student completing seminar paper	Typical MA student completing thesis
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MA Course Progression (EDPL)

General Information

Student name:

Email:

Enrollment type: _____ Full time _____ Part time

Type of degree: _____ MA

Course number and name	Semester/Year	Comments
Core Courses (6 credits)		
TLPL 788W Research Methodologies and Edu Practice	Fall (First Year)	
TLPL 671: Interdisciplinary Perspectives on Education Policy Analysis	Fall (First Year)	
Discipline-Based Courses (9 credits)		
Research Course (3 credits)		
Elective Courses (6 to 9 credits)		
Degree-Completion Requirement (3 or 6 credits; choose one of the following two options)		
TLPL 798 Special Problems in Education (MA paper)	Spring (Second Year)	
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Supplemental Information Form (Leave/Return for Health Condition)
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Request for Transfer or Inclusion of Credit for Master's Degrees
Request for Graduate Credit by Exam
Request for Waiver of Mandatory Fees

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Nomination of Thesis or Dissertation Committee Form
Electronic Report of Examining Committee (REC)*
Thesis/Dissertation Embargo Request (effective December 2, 2021)**
ETD Style Guide and templates can be [found here](#)
Graduation Surveys (Required for all UMD doctoral graduates)

Graduation Forms

Application for Admission to Candidacy
Application for Graduation
Application for Graduation (graduate certificate students only)
Approved Program Form
Certification of Doctor of Audiology Degree
Doctoral Degree Completion Checklist
Master's Degree Completion Checklist

General Forms

Combined Bachelor's / Master's Degree Form

Dual Master's and Doctoral Degree Form

Individual Dual Master's Degree Form

Graduate Credit Permission Form

Graduate School Incomplete Contract

Immunization Record Form (Required for all graduate students upon admission)

Parental Accommodation Application

Nomination to Graduate Faculty Form

Faculty Profiles



David Blazar, Associate Professor, Economics of Education, Quantitative Methods

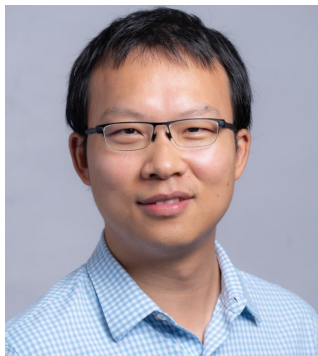
David Blazar is an Associate Professor at the University of Maryland College Park in the Education Policy program. He also is the Faculty Director of the **Maryland Equity Project**, an Affiliate at the School of Public Policy, and an Affiliate at the Maryland Population Research Center. Substantively, his research examines resources that best support student outcomes and alleviate inequality, with a particular focus on teacher and teaching quality. His current research projects focus largely on questions related to educator diversity, including: Why is it that educator diversity matters for students and for schools? What are the policies and programs that are effective at diversifying the educator workforce? How can school systems ensure that educators of color have successful experiences once they enter schools and classrooms? Methodologically, he primarily examines and employs research designs that aim to support causal conclusions. His research has been published in *American Education Research Journal*, *Economics of Education Review*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Review of Educational Research*, among other publications; as well as covered in national press outlets including *The Atlantic*, *ChalkBeat*, *Education Week*, *The Hechinger Report*, and *U.S. News and World Report*. Dr. Blazar received the Excellence in Scholarship (Pre-Tenure) award from the University of Maryland College of Education, and the Jean Flanigan Outstanding Dissertation Award from the Association for Education Finance and Policy. He received his doctorate from the Harvard Graduate School of Education in quantitative policy analysis in education with a disciplinary focus in economics. He also holds an Ed.M. in policy and management from the Harvard Graduate School of Education and a B.A. in history and literature from Harvard College. Prior to graduate school, he taught high-school English Language Arts in New York City.



Claudia Galindo, Professor, Sociology of Education, Mixed Methods

Claudia Galindo is a professor of education policy at the University of Maryland, College Park. Her research, teaching, and service demonstrate a strong commitment to improving educational opportunities for racial and ethnic minority students in K-12 grades, with an emphasis on the Latinx community. Her projects highlight the cultural assets and strengths of historically underserved families and children and are grounded in eco-cultural perspectives, which emphasize the importance of structural, historical, and cultural contexts as well as the interactions among those contexts. Her research also examines key mechanisms in families and schools that may perpetuate or ameliorate inequalities.

She also conducts interdisciplinary and mixed-methods research to study the implementation of programs and strategies aimed at improving the educational experiences and outcomes of underserved students. She studies full-service community schools, a re-emerging reform that focuses on the holistic needs of students and their families, in Baltimore City. As a member of Baltimore's Strategic Committee on Evaluation and Implementation on Full Service Schools, she collaborates with school officials and researchers on how to evaluate schools' effectiveness. She also conducts formative evaluations of school-family partnerships and after-school and tutoring programs in elementary and high schools.



Jing Liu, Assistant Professor, Economics of Education, Quantitative Methods

Jing Liu is an Assistant Professor in Education Policy at the University of Maryland College Park. Named as a National Academy of Education Sciences/Spencer Dissertation Fellow, he earned his Ph.D. in Economics of Education from Stanford University in 2018. Before he joined UMD, he

was a Postdoctoral Research Associate at Brown University's Annenberg Institute. Dr. Liu's research uses rigorous quantitative evidence to evaluate and inform education policies at the national, state, and local levels, with the goal of improving learning opportunities for historically marginalized students in urban areas. His work broadly engages with critical policy issues including student absenteeism, exclusionary discipline, educator's labor market, school reform, and higher education. Grounded in economic theory and policy analysis, he uses both quasi-experimental designs and data science methods such as computational linguistic analysis to analyze large administrative data and unstructured information. Most of his current projects focus on understanding the development of student engagement, behavior, and social emotional skills, how these skills and dispositions contribute to student success in the short and long run, and what the implications are for improving equal educational opportunities. His work has appeared in peer-reviewed journals such as the Journal of Public Economics, Journal of Human Resources, Journal of Policy Analysis and Management, and Educational Evaluation and Policy Analysis.



Betty Malen, Professor, Politics of Education, Case Study

Betty Malen joined the Department of Education Policy and Leadership in 1994. A former public school administrator, Dr. Malen received her Ph.D. from the University of Minnesota and held professorial positions at the University of Utah and the University of Washington before coming to Maryland. She specializes in education politics and policy. Her research brings the discipline of political science to the examination of education problems and relies heavily on the effective application of case study designs and qualitative research methods. Broadly recognized for her work on the political determinants and the substantive effects of prominent education reforms. Dr. Malen is currently focusing on "reconstitution" reforms, pay for performance initiatives, weighted student funding and on shifts in the balance of power between state and local units of the education system. She teaches courses in research methods (e.g., case study designs, policy evaluation) as well as in education politics and policy. She received the university's Distinguished Scholar Teacher Award in 2016.



Campbell F. Scribner, Assistant Professor, History of Education

Campbell Scribner is a scholar of educational policy, history, and philosophy. Although his work covers a broad chronological range, all of it centers on conflicting notions of democracy in American schools. His books include *The Fight for Local Control: Schools, Suburbs, and American Democracy* (Cornell University Press, 2016), which examines the legal and political controversies around school district boundaries and *Spare the Rod: Punishment and the Moral Community of Schools* (University of Chicago Press, 2021), in which Bryan Warnick and he examine the history and philosophy of school discipline. Other projects include the history of school vandalism and a biography of the philosopher Philip H. Phenix.



Tara Brown, Associate Professor, Exclusionary Policies, Participatory Action Research

Tara Brown is a former classroom teacher in secondary alternative education. Her research focuses on the experiences of low-income adolescents and young adults of color served by urban schools, particularly as related to disciplinary exclusion and dropout. She specializes in qualitative, community-based, participatory, and action research methodologies. Her most recent study is entitled, *Uncredentialed: Young Adults Living without a Secondary Degree*. This mixed-methods community-based, participatory action research project focuses on the social, educational, and economic causes and implications of high school dropout among, primarily, Latinx young adults in an economically disenfranchised, urban community.



Rossina Zamora Liu, Assistant Professor, Anti-Racist Education

Rossina Zamora Liu is a faculty in the Urban Education specialization at the University of Maryland. She has an MFA from the re-known Iowa Nonfiction Writing Program and a PhD from the Language, Literacy, and Culture Program also from the University of Iowa. As a Critical Race and publicly engaged literacy educator, writer, and ethnographic researcher, she has worked with local artists, musicians, film makers, and b-boys of Color on community-based creative projects; first-generation college student athletes; high-school/middle-school students in urban and rural communities; and community college students. She has facilitated art-based writing workshops at homeless shelters, the Veterans Affairs, and various public literacy spaces. Her work focuses on antiracist and social justice education, counter-storytelling and counternarratives, and cross-racial solidarity and coalition building among BIPOC communities. She received the J. Michael Parker Award from the Literacy Research Association for her ethnographic essay on humanizing the witnessing of trauma narratives. She is co-author of a forthcoming book *Systems of White Supremacy and White Privilege: A Racial-Spatial Framework for Psychology* (forthcoming, Oxford University Press), a guest co-editor for a special issue, "Anti-Blackness in English Curriculum, Practice, and Culture," in *English Teaching: Practice & Critique* (fall 2021), and a guest co-editor for a forthcoming special issue, "Race(ing) towards Futurity: Black and Latinx Youths' Multimodal Compositions of Future Selves and Literacies," in the *International Journal of Qualitative Studies in Education*. She is recipient of the 2021 College of Education Excellence in Teaching Award (University of Maryland) and the 2017 Distinguished Educator Award (University of Iowa).



Sophia Rodriguez, Assistant Professor, Immigration and Education

Sophia Rodriguez is an Assistant Professor in the Minority and Urban Education specialization in the Teaching, Learning, Policy, and Leadership department. Dr. Rodriguez's interdisciplinary scholarship, drawing on tools from education, anthropology, and sociology, asks questions about the social and cultural contexts of education policy and practice. Her integrated research agenda addresses issues related to racial equity, urban education and policy, and centralizes minoritized youth voices. Her two current longitudinal projects, funded by the Spencer and W.T. Grant Foundations (2018-2022) and the Institute for Museum and Library Services (IMLS), utilize mixed-methods and ethnographic designs to investigate how community-school partnerships, teachers, and school-based mental health professionals promote equity and advocate for undocumented (im)migrant and refugee youth. The IMLS project that focuses on newcomer migrant youth belonging was recently awarded the prestigious Library of Congress Literacy Award. Her scholarly work has appeared in *Anthropology & Education Quarterly*, *Educational Policy*, *Journal of Contemporary Ethnography*, *Teachers College Record* and *Urban Education*. In 2022, she was named a William T. Grant Scholar to conduct a longitudinal study about how schools manage the welcome of newcomer immigrant youth. For her work to date, Rodriguez received the Early Career Award for Division G (Social Contexts of Education) in the American Educational Research Association.



Stephanie Timmons-Brown, Assistant Clinical Professor,

Stephanie Timmons Brown is the executive director of the Maryland Institute for Minority Achievement and Urban Education (MIMAUE) and senior faculty research associate in the

College of Education at the University of Maryland College Park. She has served as the PI or co-PI on several grants, including two NSF grants, one NIH research grant, one NSA grant, and several state grants. She has developed, implemented, and studied educational programs designed to transition underrepresented minority students into college, with a particular emphasis on STEM-related college majors and careers. Over the past twelve years and through genuine partnerships, she has worked with multiple Prince George's County and Baltimore City schools to develop programs to help underserved students realize their academic potential and embrace their academic identities. She also mentors and advises several undergraduate and graduate students, advising students on academic courses, their research, and academic integration. Her research interests include understanding effective strategies to increase the college awareness of underrepresented minority (URM) middle school and high school students, to help underserved minority students persist and graduate from higher education institutions, and to understand how URM parents' use their social capital to help their students navigate the college application process. Dr. Timmons Brown holds a B.S. from the University of California Berkeley and a Ph.D. in educational policy from the University of Virginia.

