

**Teaching and Learning, Policy and Leadership (TLPL)**

**College of Education**

**University of Maryland, College Park**

**Ph.D. in Education Policy and Leadership Studies**

**Handbook-Fall 2022**

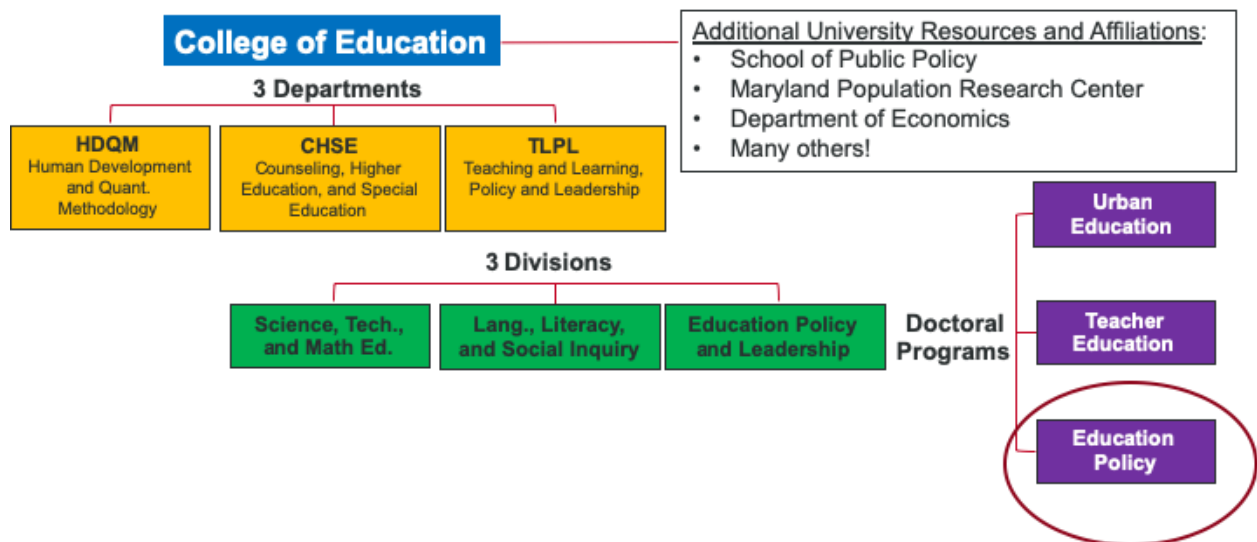
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## Overview of the Program

The **Education Policy and Leadership Studies (EDPL)** program is designed to prepare students as education researchers, policy analysts, university faculty, 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, integrates formal coursework with a variety of individualized apprenticeship 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 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, to create and critique policy and practice alternatives, and to generate knowledge that informs action.

## 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 underserved 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

For biographical information, please see Faculty Profiles at the [end of this handbook](#).

## Course Requirements

**Ph.D; 60 credits** minimum ([generally after MA](#))

### Department and Program Core Courses

(9 credits; all 3 courses required)

- TLPL 794 Foundations of Educational Research I (faculty rotate; offered yearly; fall of year 1)
- TLPL 795 Foundations of Educational Research II (faculty rotate; yearly; spring of year 1)
- TLPL 671 Interdisciplinary Perspectives on Education Policy Analysis (Scribner/Liu; yearly; fall of year 1)

### Discipline-Based Courses

(9 credits; choose 2 out of 3 social science courses, and 1 out of 2 humanities courses)

#### Social Science Courses

- TLPL 670 Economics of Education (Liu/Blazar; yearly; spring)
- TLPL 683 Sociology of Education (Galindo; yearly; spring)
- TLPL 687 Politics of Education (Malen; yearly; fall)

#### Humanities Courses

- TLPL 681 History of Education in the United States (Scribner; alternate years; spring)
- TLPL 682 Philosophy of Education (Scribner; alternate years; spring)

### Research Courses

(12 credits; must take at least 1 qual. course and 1 quant. methods through TLPL 765 (or an equivalent course covering regression analysis))

#### Quantitative Sequence

\*generally taken in the following order; students can enter sequence at different stages, depending on prior knowledge and coursework. EDPL students *are highly encouraged to* take TLPL 765, and they might start with this course or with TLPL 692

- TLPL 692 Literacy for Quantitative Methods (Galindo; yearly; spring)
- TLPL 765 Quantitative Applications for Education Policy Analysis (J. Liu; yearly; fall) REQUIRED
- TLPL 766 Impact Evaluation for Education and Public Policy (Blazar; yearly; spring)
- TLPL 788D (changing to 764) Data Management for Social Science Research (Blazar/J. Liu; yearly; 1-credit module; fall)

Students can find additional quantitative methods classes through the [Measurement, Statistics, and Evaluation \(EDMS\)](#) program at the COE and through the [School of Public Policy](#) (i.e., PLCY 610 and 611).

### Qualitative Sequence

\*qualitative courses do not have a set sequence

- TLPL 762: Phenomenology I (Peterson; alternate years; fall)
- TLPL 762: Phenomenology II (Peterson; fall; alternate years; fall)
- TLPL 791 Qualitative Research I (Turner; yearly; fall)
- TLPL 792 Qualitative Research II (Brown; yearly; spring)
- TLPL 860 Case Studies (Malen; yearly; fall)
- TLPL 788L Participatory Action Research (Brown; yearly; spring)
- TLPL 788R Critical Perspectives in Ethnographic Research (R. Liu.; yearly; fall)

### Mixed Methods

- TLPL 790 Mixed Methods (yearly)

\*\*Students are also *highly* encouraged to continue research work through a hands-on project in collaboration with faculty members: TLPL 788 [Research Apprenticeship](#), where each faculty member has her/his own sub-code. This course can be taken for 1, 2, or 3 credits. Research Apprenticeship credits *may* count towards methods requirements in some instances, in consultation with an advisor.

## Electives (15 credits)

Example classes within TLPL include:

- TLPL 673 Federal Education Policy (Scribner; alternate years; spring)
- TLPL 767 Law, Equity & Diversity in Education (Scribner; alternate years; fall)
- TLPL 774 Urban Education (Brown; yearly; fall)
- TLPL 788B Conservative Educational Thought (Scribner; yearly; summer)
- TLPL 788F Policy and Politics of Education Reform (Malen; yearly; fall)
- TLPL 788G Critical Race Theory (R. Liu; spring; yearly; spring)
- TLPL 788N School Exclusion: Policy, Practice, & Prevention (Brown; alternate years, spring)
- TLPL 788O Immigration and Education (Rodriguez; yearly; fall)
- TLPL788U Race, Whiteness, and Identity (R. Liu; fall; yearly; fall)
- TLPL 788X Contested Control (Scribner; spring; alternate years; spring)
- TLPL 788X Policy Analysis of the Educator Workforce (Liu, J.; alternate years; spring)

There will also be a one-credit seminar in education policy offered every semester:

- TLPL 788M: Research and Writing Seminar (1-credit) (Blazar/J. Liu; yearly; fall & spring)

Students may also take courses outside TLPL, including in the two other College of Education Departments and throughout the University.

EDPL students can complete the [Certificate in Population Studies](#), run through the Maryland Population Research Center with coursework in the departments of Sociology and Economics.

Degree-Completion Courses (15 credits)

- TLPL 898 Pre-candidacy Research (i.e., Comprehensive Exam, taken for one semester)
- TLPL 899 Doctoral Dissertation Research (taken for two semesters, at 6 credits per semester)

\*For both course numbers above, 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 UMD non-degree OR from another UMD program. Credits only can be transferred if they were not already used/counted towards another degree.

**Student Planning Worksheet:  
Ph.D. Course Progression (EDPL)**

**General Information**

Student name:

Email:

Enrollment type: \_\_\_\_\_ Full time                      \_\_\_\_\_ Part time

Type of degree: \_\_\_\_\_ PhD

Course number and name	Year	Semester
<b>Core Courses (9 credits)</b>  <i>Core courses are all required in the first year of the program. Students who place these courses into their schedule before choosing other courses.</i>		
TLPL 794 Core I: Foundations of Educational Research I	One	Fall
TLPL 671 Interdisciplinary Perspectives on Education Policy Analysis	One	Fall
TLPL 795 Core II: Foundations of Educational Research II	One	Spring
<b>Discipline-Based Courses (9 credits)</b>  <i>Students can begin the discipline-based courses at any time. We recommend that students first take TLPL 761 to help guide which discipline-based courses they are most interested in.</i>		
<b>Research Courses (12 credits; must take at least one qual and one quant)</b>  <i>Students must take <u>at least 1</u> qualitative course and one quantitative research methods course. On the quantitative side, students are encouraged to take TLPL 765 (or an equivalent course on regression analysis); students who do not have prior quantitative experience may need to take prerequisite coursework first (e.g., TLPL 692). Students who are interested in quantitative methods and have already taken a statistics course should take TLPL 765 in fall of first year.</i>  <i>Students should take at least one methods course in their first year.</i>		



<b>Elective Courses (15 credits)</b>  <i>Elective courses can be taken at any time.</i>		
<b>Degree-Completion Requirements (15 credits)</b>  <i>Students often but not always complete their comprehensive exams in the second semester of their third year. Students who follow this trajectory would then enroll in doctoral dissertation research in the fall and spring of year four. Students must register for TLPL 899 every semester until their dissertation is defended.</i>		
Comprehensive exam: TLPL 898 Pre-candidacy research		
Dissertation (taken for at least two semesters): TLPL 899 Doctoral Dissertation Research		

## Comprehensive Examination Guidelines for TLPL Division III

### **Purpose:**

The comprehensive examination or “comps” process allows students to integrate knowledge learned throughout their doctoral studies and explore literature relevant to their dissertation. By responding to two questions, students will demonstrate critical theoretical understanding, broad knowledge on relevant empirical literature, and in-depth methodological knowledge.

### **Overview:**

Comprehensive examinations respond to questions developed by the student and her/his/their advisor. In some cases, other faculty members (e.g., the second reader) could be involved in formulating the questions, as determined by the student and advisor. Examinations may include:

- **review of relevant literature (theoretical and empirical)**, which may become part of the theoretical framework for a dissertation proposal and then dissertation
- **study design (methodological)**, which may become part of the methods section of the dissertation proposal and then dissertation
- **preliminary analysis of data (methodological)**, which may become a chapter of your dissertation proposal and then dissertation (or one article of a three-article dissertation)

The advisor (first reader) and one other faculty member from TLPL usually serve as readers. The first reader takes a prominent role working with the student to prepare for the comprehensive exams. The student and advisor (first reader) identify the second reader during the initial stages of preparing for the examination. The second reader can be from another division in TLPL or another department in the College of Education or elsewhere in the University.

### **Basic Requirements:**

- Usually, students take their comprehensive examination after completing course requirements and before starting dissertation work. It is possible for students to work on the exam while taking their final courses.
- Students, along with their advisor, define two comprehensive questions, and respond with a 30 to 40-page paper for each question, excluding references (written in 12 point font, double spaced, with 1 inch margins).
- Bibliography should contain around 30 to 50 sources for each response (depending on the ratio of books to articles). A source could be used in both questions. The goal is to have a thorough response so the specific sources; the ratio of books to articles will depend on the advisor’s judgment.

### **Course Registration:**

All students register for TLPL 898 for only one semester with the first reader while working on their comprehensive exams. The student should enroll during the semester where she/he is writing her comprehensives (not during the pre-writing stages).

**Procedures:**

(1) Before starting the “official” writing process (during the semester or winter/summer break before registering for TLPL 898):

- First reader (advisor) and student closely define the broad areas of inquiry and formulate two comps questions. If required, the questions are revised as needed. First reader approves the comps questions. At least one meeting is recommended to work on these tasks. Questions could not be revised after the writing process has started.
- Students define the structure of the responses and create a reference list for each section of the question. If required the structure and references will be revised as needed. First reader approves the structure of the response and the reference list. The second reader may provide feedback on the bibliography, though this is not required.
- Students prepare for the start of the clock (that is, the start of the official writing process) through preliminary readings, brainstorming ideas, and creating annotated bibliographies. The time limit for this part is flexible.

Recommendation: Official clock should not start until the student and first reader are certain that the student is ready to start the writing process.

(2) During the writing process:

- Students start the official “clock,” usually, at the start of the semester and submit their completed comps to the readers after three months (in total). In coordination with the first reader (advisor), the student could decide to submit one question at a time. For example, a student may decide to submit Comps question 1 after one month and then focus on Comps question 2. If the student completes one comps question at the time, the student will complete the first half of the TLPL Comps Results form (Application for Comprehensive Exam) and include that with their submitted comps. The forms could be accessed from [here for additional forms from TLPL](#).
- Three months is the prescribed period for writing. The student could take additional days, but should not take more than one semester. If the process gets delayed, the first reader should coordinate with the Division coordinator about how to best deal with the situation. If a student takes a university-approved break like sick leave or maternity/paternity leave, the three-month timeframe could be paused.
- No help from the readers or faculty members should be provided while the student is writing, but a student could request stylistic support from their peers or writing centers. If there are extenuating circumstances (as considered by the advisor), a student may request guidance from the advisor.

(3) After comprehensive responses are submitted to the advisor, readers have two weeks to read and evaluate the two comps questions:

- Both readers will review the comprehensive exam against a rubric (Appendix A) that aims to provide guidance to students. NOTE: Students will *not* be scored on the rubric; instead, the rubric serves as a guide for students and readers.
- Both readers will provide written feedback to the student on each question.
- Both raters will provide an overall assessment of: (a) pass, (b) pass after revision and resubmission, (c) fail (See Appendix B for definition of terms.)
- If there is disagreement in evaluation/grading, a third reader (most likely the Division coordinator) is invited to resolve the inconsistency.
- Readers could decide that one or both questions need to be revised and resubmitted. Students have two months to revise and resubmit their response/s.
- Any difficulties that the student may encounter during the process should be discussed with the Division coordinator. Either the student or the advisor could approach the coordinator if it is needed. The first reader, in coordination with the Division coordinator, will define the best course of action.
- When comps have been approved (feedback and grade shared with student), the student submits 4 forms: (a) [application to candidacy](#), (b) [doctoral program plan](#), (c) [TLPL Graduate Comprehensive Exam form](#), and (d) Division III Rubric for Comprehensive Exam form (see Appendix A and B) to Kay Moon, (coordinator of TLPL Grad Admissions). No paperwork is submitted before the start of the process. The student is responsible for collecting the forms and all the required information.

(4) In case the outcome is Revise & Resubmit (note, in some cases, you may receive a Pass on one question and only have to revise the second question):

- The student will meet with the advisor (first reader) and will receive consolidated oral and written feedback.
- During this meeting, the student will receive specific instructions on the nature of the revisions that are expected, which varies from case to case. For example, a short memo on a particular topic; a revision of new references and updating of the answer based on those references; substantial writing and style revision; etc.
- In the same meeting, the advisor will define a specific timeline for resubmission.

(5) In case the outcome is Fail (first time; note, you could pass one question and fail the other):

- The student will meet with the advisor (first reader), either exclusively or with the second reader and/or the Division coordinator present.
- The student will receive consolidated oral and written feedback.
- During this meeting, a specific plan for retake should be defined. This plan will vary from case to case.

**Appendix A: Division III Rubric for Comprehensive Exams**

<p><i>(Notes to Reader: Your name will be removed before scores are shared with the student. In rating any criterion, if something is implicit and still present rather than fully explicit, please give some credit.)</i></p>	<p align="center"><b>Ratings</b></p> <p>1=untrue; 2= slightly true; 3=moderately true; 4=rather true; 5=very true</p> <p align="center"><b>(Circle the number.)</b></p>
<p align="center"><b>Criteria</b></p>	
<p>A. PURPOSE: Author expresses clear purpose for this paper (possible examples: to synthesize, analyze, and/or critique existing research on the topic; to identify research addressing particular issues; or to discover what the main issues are at this time)</p>	<p align="center">1    2    3    4    5</p>
<p>B.GENERAL ORGANIZATION: Author explains how this review is to be organized, what topics are to be covered and in what order, etc. This organizational plan is easy to follow, logical, and meaningful. Author implements this plan well. Subheadings are utilized where appropriate.</p>	<p align="center">1    2    3    4    5</p>
<p>C. ORGANIZATION WITHIN SECTIONS: At the beginning of each section, author presents an overview stating what is in it. At the end of each section, author provides a brief summary of key points (not merely a listing of topics, but a summary of the substance of the section). Author includes transitions between sections.</p>	<p align="center">1    2    3    4    5</p>
<p>D. QUESTIONS TO BE ADDRESSED: Author provides clear, important, and understandable questions to be addressed in this literature review. These questions relate well to the expressed purpose of the paper. Author relates the findings of the literature review to these questions.</p>	<p align="center">1    2    3    4    5</p>
<p>E. THEORY BASE OR THEORETICAL FRAMEWORK: Author synthesizes information from studies in a coherent way, shows evidence of knowing and applying appropriate theories related to the topic; indicates any areas of conflict between or among theories.</p>	<p align="center">1    2    3    4    5</p>

<p>F. SCOPE/DELIMITATIONS: Author makes clear the scope of the literature review, what it does not attempt to do, any intentional delimitations (e.g., only focused on research on college-age students, only focused on technology research in the last 10 years, etc.).</p>	<p>1   2   3   4   5</p>
<p>G. SELECTION OF STUDIES: Author chooses important studies to review, selects studies covering multiple perspectives from minority or ethnic researchers who have challenged traditional paradigms.</p>	<p>1   2   3   4   5</p>
<p>H. AMOUNT OF DETAIL: Author provides sufficient detail about each reviewed study so that the reader understands the purpose/questions, participants (e.g., education level, age, gender, cultural background, or setting as relevant), overall results, importance/ quality.</p>	<p>1   2   3   4   5</p>
<p>I. SYNTHESIS: Author synthesizes information from studies in a coherent way, with the link to the research questions made obvious.</p>	<p>1   2   3   4   5</p>
<p>J. ANALYSIS/CRITIQUE: Author does not merely synthesize but also provides an analysis or critique of the existing research. If instruments or designs are potentially unreliable or not valid for current use or for use with different groups, author mentions this. Author cites instances of conflict, lack of clarity, unfounded conclusions, etc.</p>	<p>1   2   3   4   5</p>
<p>K. DISCUSSION/INTERPRETATION/IMPLICATIONS: Author discusses and interprets the findings in clear, interesting, relevant, and original ways; discusses why the findings are meaningful and important, explains competing explanations for the findings; presents implications for teaching and research.</p>	<p>1   2   3   4   5</p>
<p>L. CITATIONS/REFERENCES: Author ensures that all studies cited in the text also appear in the reference list; presents all citations and references in correct APA format.</p>	<p>1   2   3   4   5</p>

<p>M. MECHANICS: Author uses appropriate writing mechanics: grammar, spelling, vocabulary. Note: If author is a non-native speaker of English, he/she is encouraged to seek editorial assistance (though not content assistance), just as with the dissertation.</p>	<p>1    2    3    4    5</p>
<p>N. TOTAL SCORE: Add ratings from A through M. Write sum in next column. (65 points=maximum possible)</p>	
<p>MEAN: Divide N by 13 and write the mean in the next column.  (Pass= 4.0 to 5.0 ; Revise &amp; Resubmit=3.5 to 3.9; Fail = any score below 3.5)</p>	
<p><b>TO THE READER: Please provide at least one short paragraph of narrative comments about this examination in a separate MSWord document emailed to the first reader along with this document. Thank you!</b></p>	

For Question 1 (mark one): Pass\_\_\_\_; Revise & Resubmit\_\_\_\_; Fail\_\_\_\_

For Question 2 (mark one): Pass\_\_\_\_; Revise & Resubmit\_\_\_\_; Fail\_\_\_\_

## Appendix B: Definition of Terms

**Pass** indicates that the student has fully met the requirements for passing the comprehensive exam. The student is able to articulate his or her ideas in a manner that is clear and within the bounds of scholarly writing. This grade also indicates that he/she possesses the necessary competencies required for completing his/her dissertation work.

- Essays demonstrate adequate to extraordinary signs of comprehending critical issues in the field.

**Revise and Resubmit** indicates that the student may not have demonstrated, through his or her written examination, that he/she possesses necessary competencies for conducting original dissertation research.

- Essays demonstrate limited signs of comprehending critical issues in the field.

**Fail** indicates that the student has not demonstrated competency in any of the key areas identified on the exam. It may also be evidence of a serious problem either with written communication or with the students' comprehension of key aspects of the central question(s). Students may only take the comprehensive examination **two times**.

- Essays demonstrate little to no clear signs of identifying the critical issues in the field.



## Dissertation Guidelines for TLPL Division III

The dissertation, as the qualifying assessment for the doctoral degree, must represent a sustained consideration of a topic of significance in educational research and must be written to publication quality. Students can find [examples of TLPL dissertations](#) (and dissertations from other programs across campus) through the [Digital Repository at UMD \(DRUM\)](#). Following successful completion of the dissertation, you too will post your dissertation to DRUM.

### Admission to Candidacy and Course Registration:

Before beginning the dissertation, a student must be admitted to candidacy for the doctorate. Admission to candidacy follows completion of coursework and passing the comprehensive exam. It is the responsibility of the student to [submit an application for admission to candidacy](#) when all the requirements for candidacy have been fulfilled. ***Students must apply for candidacy within five years after admission to the doctoral program.***

Applications for admission to candidacy are submitted to the graduate program for further action and transmission to the Graduate School. Application forms are available from the [Graduate School website](#) or on the [College of Education website](#). Applications must be received by the Graduate School prior to the 25th day of the month in order for the advancement to become effective the first day of the following month.

The Graduate School requires that every student seeking the Ph.D. satisfactorily complete a minimum of 12 semester hours of doctoral dissertation research credits. In most cases this requirement is satisfied by two semesters (fall/spring) of post-candidacy registration, in which the candidate is automatically registered for six credits of Doctoral Dissertation Research (TLPL 899) per semester. Doctoral candidates are automatically registered for six (6) credits of Doctoral Dissertation Research (899), for which they pay the flat candidacy tuition. Please see the [Graduate School's guidelines for the dissertation](#) for additional information.

### Research Assurances:

Everyone at the University of Maryland who is conducting research that involves human subjects must obtain approval from the Institutional Review Board (IRB) before collecting data. The IRB is charged with approving the initiation of research involving human subjects and conducts periodic reviews of that research to ensure that all projects comply with Federal regulations. These regulations are strict; the Graduate School urges all graduate students to consult with the IRB before beginning any research involving living subjects. For application forms and guidelines on such issues as research involving minors or prisoners, surveys, and the use of audio taping, videotaping, digital recordings, and photographs, please see the [Institutional Review Board's website](#).

## **Committee:**

Doctoral dissertation committees are made up of **five** members. They must include:

- (1) At least **three** members (including the student's advisor) with a faculty appointment at the University of Maryland, College Park.
- (2) A dean's representative whose primary tenure-track faculty appointment is outside of TLPL but in a program at the University of Maryland, College Park (UMCP). Dean's reps must be tenured (at the associate or full level) and should have content or methodological expertise in the area of the student's dissertation research. The dean's rep may be the fifth (voting) member of the committee, or included as a sixth (non-voting) member, as decided by the student and advisor.
- (3) Students may have one dissertation committee member outside of UMCP (e.g., at another university). Outside committee members must have temporary, Graduate Faculty status. The students' academic advisor (or dissertation committee chair) must petition for Graduate Faculty status for the outside committee member. To do so, the advisor/chair must submit a letter of recommendation/rationale and the outside committee member's curriculum vitae to Kay Moon, who will distribute the documents and arrange for the faculty to vote on the outside member's approval.

Students, with support from their committee chair and the graduate coordinator, need to complete and submit a form on the [Nomination of Thesis or Dissertation Committee](#). This form must be submitted at least 6 weeks before the final dissertation defense but generally is submitted much earlier as part of the dissertation proposal process.

## **Format Options:**

Depending on their disciplinary approach (and in consultation with their advisor) students may choose between multiple dissertation formats. While other formats are permitted, the most common include:

- (1) The Standard Dissertation: Conventions differ by discipline, but usually include (a) an introduction, (b) literature review and/or a conceptual framework section; (c) a methods section; (d) a section on findings; (e) a section of discussion or analysis of findings; and (f) a conclusion.
- (2) The "Three Paper" Dissertation: Comprised of three journal-like papers (each 35 to 50 pages in length) on related topics. A three-paper dissertation also includes an introduction and a conclusion.

## **Dissertation Proposal and Proposal Defense:**

Upon admission to candidacy, students should work with their advisor to prepare a dissertation proposal outlining a central research question(s) and the proposed study's contribution to existing scholarly literature, the analytical framework and/or research methods to be used, and a proposed timeline for research and writing.

The dissertation proposal can be thought of as the introductory sections of the dissertation (i.e., introduction, review of motivating literature, proposed data and methods) that come before the research findings. Text for the proposal generally becomes part of the full dissertation. Most important is that the proposal allows the committee to evaluate the specificity, contribution, and feasibility of the study.

Students must schedule a dissertation proposal defense, which will follow the same agenda as the subsequent dissertation defense (see below). All dissertation committee members must receive a copy of the completed proposal at least two weeks before the proposal defense date. At least three of the five committee members must be present (either face to face or by zoom) for the dissertation proposal defense.

The proposal is not a binding document: elements of the study may change in the process of research or writing. However, any significant conceptual changes to the dissertation project must be submitted to the advisor and approved by the committee as a whole.

Students must secure approval from the Institutional Review Board (IRB) before beginning any research on human subjects.

### **Completing the Dissertation**

Students and their advisors should address issues related to dissertation work, such as timing, academic resources, and draft submissions and feedback. While completing the dissertation, students should try to stay mindful of various academic [deadlines](#).

### **Preparing for the Dissertation Defense:**

To prepare for the defense, students will need to coordinate with the committee chair and committee members about **where the defense will take place**. In general, defenses take place in person, though individual committee members can request permission to participate remotely. The committee chair must submit this form on behalf of requesting committee members, using the [Request for a Remote Dissertation/Thesis](#) online form. Only in exceptional cases would remote participation be permitted for the student, a committee chair, and/or Dean's Representative. For [more information on remote defenses](#), see information from the Graduate School.

Announcements of the date, time, and location of the examination, as well as the candidate's name and the dissertation title, will be disseminated five working days in advance of the defense to all members of the Graduate Faculty and graduate students within the graduate program in which the candidate's degree is to be awarded. Please send relevant information to the department's graduate program coordinator.

Candidates and their advisors should ensure that all dissertation committee members : (a) have had the opportunity to read the dissertation and (b) are willing to proceed with the defense before scheduling it. This means sending the dissertation manuscript to committee members at least ten working days (two full weeks) before the scheduled defense. Additionally, committee members will meet privately at the beginning of the defense to ensure the candidate is ready to proceed.

Ahead of the defense, students should remind committee chair(s) to submit a request for the [Report of the Examining Committee \(REC\)](#) form. This form needs to be submitted at least ten days before the scheduled defense.

### **The Dissertation Defense:**

At the start of the dissertation defense, committee members will convene briefly to discuss the strengths and weaknesses of the dissertation, and to confirm that the dissertation is “defendable” and they are all ready to proceed.

The first **public** part of the defense is a presentation of the candidate’s research, which usually takes between twenty and thirty minutes and is open to friends, family, and the public. Candidates should allow for a brief question-and-answer period with attendees.

The second part of the defense is a **question-and-answer period with committee members**, which is open only to faculty and TLPL graduate students. (Other friends and family will be asked to step outside the room.) The chair moderates questions and should ensure each committee member has an opportunity to ask the candidate questions.

The third part of the defense is the **committee’s deliberation**, during which the candidate and all observers must leave the room. The committee must decide whether to:

- (1) Accept the dissertation without any recommended changes and sign the Report of the Examining Committee.
- (2) Accept the dissertation with recommendations for changes and, except for the chair, sign the Report of the Examining Committee. The chair will ensure the changes to the dissertation have been made, and, upon his or her approval, sign the Report of the Examining Committee.
- (3) Recommend revisions to the dissertation and not sign the Report of Examining Committee until the student has made the changes and submitted the revised

dissertation for the Dissertation Examining Committee's approval. The Dissertation Examining Committee members sign the Report of Examining Committee if they approve the revised dissertation.

- (4) Recommend revisions and convene a second meeting of the Dissertation Examining Committee to review the dissertation and complete the student's examination.
- (5) Rule the dissertation (including its examination) unsatisfactory. In that circumstance, the student fails. Following the examination, the chair, in the presence of the Dean's Representative, must inform the student of the outcome of the examination. The chair and the Dean's Representative both sign a Report of the Examining Committee indicating which of the above alternatives has been adopted. A copy of this statement is to be included in the student's file at the graduate program office, and a copy is given to the student.

The committee's vote does not need to be unanimous, but a student cannot pass with more than one negative vote.

### **Submitting the Dissertation:**

Dissertations are to be submitted to the Graduate School in electronic format after final approval of the dissertation by the Dissertation Examining Committee. See the [University of Maryland Electronic Thesis and Dissertation \(ETD\) website](#) or the University of Maryland [Thesis and Dissertation Style Guide](#) for the details of this process.

Dissertations submitted to the University through the ETD process will also be deposited in the UM Library's online electronic archive, [DRUM \(Digital Repository at the University of Maryland\)](#). This is a free public archive of academic work by University faculty and graduate students. The submission of the thesis to the University in fulfillment of degree requirements grants the University the one-time, non-exclusive right to publish the document on DRUM. The students' and University's rights regarding dissertation and thesis submission and publication are outlined below.

### **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**

**Educational Policy and Leadership Program**



**David Blazar**, Associate Professor, Economics of Education

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.

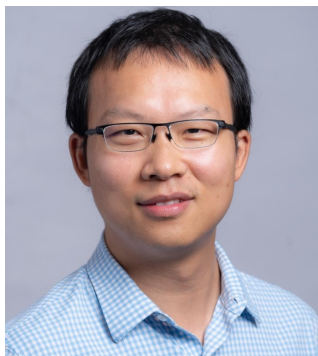




**Claudia Galindo**, Professor, Sociology of Education

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

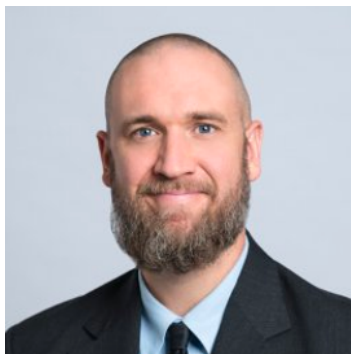
Jing Liu is an Assistant Professor in Education Policy at the University of Maryland College Park. Named as a National Academy of Education Sciences/Spencer Dissertation Fellow, he earned his Ph.D. in Economics of Education from Stanford University in 2018. Before he joined UMD, he was a Postdoctoral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

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 (with Bryan Warnick) *Spare the Rod: Punishment and the Moral Community of Schools* (University of Chicago Press, 2021), which examines the history and philosophy of school discipline. Other projects include the history of school vandalism and a biography of the philosopher Philip H. Phenix.

### Urban Education Program



**Tara Brown**, Associate Professor

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**

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**

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.