Department of Curriculum and Instruction

Graduate Programs

Master's Degree Options for Prospective Applicants 2010

COLLEGE OF EDUCATION

Department of Curriculum and Instruction
2311 Benjamin Building
University of Maryland
College Park, MD 20742
TEL 301.405.3324
www.education.umd.edu/EDCI
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NOTE: For applicants seeking initial teaching certification, please go to http://www.education.umd.edu/EDCI/info/tcert.htm or see separate brochures for these program.

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> **NOTE: Programs are under constant review and course requirements may change.**
> **Please check with a faculty advisor for updates.**
> **Last updated on December 6, 2010**

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programs.

INTRODUCTION

THE COLLEGE PARK CAMPUS

The University of Maryland College Park (UMCP) is the flagship campus of the University of Maryland System. The College Park Campus is one of the largest institutions of higher education in the United States, enrolling approximately 35,000 undergraduate and graduate students. The 1300-acre campus is located ten miles north of Washington, D.C. and is approximately 30 miles from both Baltimore and Annapolis. This location provides unusual opportunities for the study of education. Among the rich and varied resources in close proximity to the campus are:

- urban, suburban, and rural local school districts;

- community colleges and four-year institutions of higher education;

- state government agencies;

- federal government agencies;

- the Library of Congress, National Archives, Smithsonian Institution, National Institutes of Health, National Library of Medicine, and the National Agricultural Library;

- the national headquarters of many professional associations for elementary and secondary school education, curriculum development, and higher and adult education.

THE GRADUATE SCHOOL

The Graduate School has jurisdiction over all of the graduate programs offered through academic departments. Students in EDCI are officially registered in the Graduate School, and degrees earned in the Department are conferred by the Graduate School. The administrative offices of the Graduate School are located on the second floor of the Lee Building. For information, call (301) 405-3644. Applications for graduate admission can be found on-line at www.gradschool.umd.edu.

THE COLLEGE OF EDUCATION

- **Ranked as one of the top 25 schools of education among the colleges of education by U.S. News & World Report**

- **Has nine ranked Educational Specialties** and a total of eight Top 15 ranked specialties

- Offers graduate degrees and provides research- and practice-oriented programs through its seven **departments**: Counseling and Personnel Services; Curriculum and Instruction;

Education Leadership, Higher Education and International Education; Education Policy Studies; Human Development and Institute for Child Study; Measurement, Statistics and Evaluation; and Special Education.

- Programs prepare educators, counselors, psychologists, administrators, researchers, and specialists.

- Programs are **accredited and approved** by: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Middle States Commission on Higher Education, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education.

All professional education preparation programs in the college build on a basic understanding of and advocacy for children and youth. The College of Education offers model teaching and teacher preparation programs involving research and service in early childhood, elementary, secondary, special education, and TESOL. The Center for Young Children, operated through the Department of Human Development, is ranked as one of the best pre-schools in the nation. Through these programs and the training offered in educational policy and leadership, the college has forged partnerships with school systems, administrators, and teachers throughout the state and has influenced educational policy across the nation. Among the college's institutes and centers is the Maryland Institute for Minority Achievement and Urban Education, which focuses applied research on the issue of the minority achievement gap and urban education initiatives. (Web address: www.education.umd.edu)

THE DEPARTMENT OF CURRICULUM AND INSTRUCTION (EDCI)

The Department of Curriculum and Instruction (EDCI) is one of seven departments within the College of Education at the University of Maryland College Park. EDCI offers Master's programs in the following areas: Art Education; Elementary Education; English Education; Mathematics Education; Minority and Urban Education; Music Education; Reading Education; Science Education; Second Language and Culture Education; Social Studies Education; and Professional Development/Teacher Education. *U.S. News & World Report* ranks the department among the **Top 20 in the nation**, and the department's innovative programs, high-caliber faculty, and cutting-edge research centers offer students rich and diverse undergraduate, graduate and postgraduate experiences. Its reputation and location near Baltimore and Washington, D.C., provides students with a wealth of opportunities to work in diverse school districts, collaborate with educational associations, and engage in important, practical research.

The mission of the Department of Curriculum and Instruction is to lead the research, teaching, and service efforts of the University of Maryland that support and improve educational opportunities for children and youth in Maryland and the nation as a whole. Faculty and staff accomplish this by (1) conducting research that contributes to teaching and learning theory, curricular designs, school improvement, and student achievement; (2) creating and evaluating research-based teacher education and teacher enhancement programs; (3) preparing reflective

practitioners and researchers for a multicultural society; and (4) engaging in professional service activities.

The Department of Curriculum and Instruction, in collaboration with other departments in the College of Education, is a leader in the University of Maryland's efforts to support and improve education in the state and across the nation. To achieve its goals, the Department maintains strong research and teaching programs focused on education in core disciplines of schools at the elementary and secondary levels. Decisions about program development, staffing, and resource allocation in the Department reflect a commitment to the following basic principle:

> *That faculty and graduate student research is crucial to understanding and improving the teaching, learning, and curricula of the schools and the education of professional staff for those schools.*

This commitment means that all Department faculty are expected to be actively engaged in conducting research, disseminating the findings of their research, and engaging graduate students in studies that will prepare them for careers emphasizing substantial research activity. This commitment is reflected in every program and area of specialization within the Department.

The Department offers a range of options leading to the master's degree. We offer options for:
- teachers who are already certified and wish to advance their professional knowledge.
- teachers who are already certified and seek advanced certification in Reading or in the teaching of English as a second language
- college graduates who seek initial teaching certification while earning a master's degree.

Some of the options lead to a Master of Education (M.Ed.) degree, while others lead to a Master of Arts (M.A.) degree with thesis and non-thesis options.

Outreach/Off-Campus
The Department offers specialized programs for teachers in a number of locations in the State. Outreach programs are usually offered as collaborative programs with local institutions. They vary in program orientation, time sequence, and location. You should contact the Department of Curriculum and Instruction to ascertain if such a program is available to fit your needs.

Core Goals/Learning Outcomes for the Master's Degree Options in EDCI

Different master's degree options in the Department have specialization or degree-specific goals and learning outcomes that go beyond the Core Goals/Learning Outcomes for the degree program. However, all graduates of the Master's Degree Options in EDCI demonstrate that they:
1) are able to engage in the careful analysis of and reflection on their own and others' teaching as a basis for continuing growth as a professional
2) demonstrate an understanding of the content, topics, issues, practices, and policies that support effective classroom practice for diverse students in diverse school settings
3) demonstrate that they are able to engage in effective instruction for diverse students

4) demonstrate the capacity to engage in disciplined inquiry into curriculum, teaching, and students' learning as a basis for decision-making in the classroom, leadership roles in schools, and/or support of research and theory development in the field.

EDCI Master's Degree Options for Teachers Who Already Certified

The following is an overview of the options and tracks leading to the master's degree in the Department of Curriculum and Instruction. At least 30 credits are required for master's degrees in EDCI.

I. Outline of Options

A. Master of Education (M.Ed.) Programs

1. Emphasis in Teacher Leadership in the Schools (with choice of the following specializations)
   - Art Education
   - Elementary/Middle School Education
   - English Education
   - Mathematics Education
   - Minority and Urban Education
   - Science Education
   - Second Language Education and Culture/TESOL
   - Social Studies Education
   - Special Studies

2. Reading Education with Reading Specialist Certification (advanced certification)

3. Second Language Education and Culture with TESOL Certification (second field certification)

4. Teaching and Learning in the Middle School (for elementary teachers who are teaching, or want to teach math in middle school)

B. Master of Arts (M.A.) Options
   - English Education
   - Mathematics Education
   - Minority and Urban Education
   - Science Education
   - Special Studies

Note: For college graduates who are seeking initial teaching certification please go to the website http://www.education.umd.edu/EDCI/info/tcert.htm or see separate brochures for these programs.

II. Course Requirements of Master's Degree Programs

A. Master of Education (M.Ed)

1. **M.Ed. Emphasis in Teacher Leadership in the Schools**
   The M.Ed. emphasis in Teacher Leadership in the schools supports already certified beginning teachers and experienced educators in developing a sound common grounding in aspects of teaching, inquiry.

   The basic course requirements are:
   a. Core courses: 15 credits minimum

      1. Studying Student Learning in Diverse Settings (3 credits): EDCI 697 suggested

      2. Research Foundations for Teaching (3 credits): EDCI 685, EDCI 696/698 or EDMS 645

      3. Practices and Policies Support for Teaching (3 credits): EDCI 612, EDCI 632, EDCI 654 or EDCI 687 suggested

      4. Leadership in Schools (3 credits): EDCI 682, EDCI 690, EDCI 781, EDHI 641 suggested

      5. Professional Development Seminar (3 credits): EDCI 614 or equivalent

   b. **Specialization Area Studies**: 15 credits minimum in the specialization. Students will work with their advisors to determine the specific courses.

      Art Education
      a. Pedagogy and Content: (9 credits)
         - EDCI 660 Trends in Art Education Curriculum
         - EDCI 601 History of Art Education
         - EDCI 602 The Teaching of Aesthetics
      b. Electives: (6 credits) from among courses in EDCI and other departments in the University that support student interests and needs and are relevant to the specialization area.

      Elementary/Middle School Education
      a. Introductory Course (none)
      b. Pedagogy and Content: (12 credits)
         1) Content knowledge Curriculum and Instruction courses (9 credits), e.g.,
            - Reading (EDCI 660, 661, 663)

- Mathematics Education (EDCI 650, 653, 657)
- Social Studies and Science Education (EDCI 620, 670)

2) EDCI 687 Applications of Computers in Instructional Settings (3 credits)

c. Electives: 3 credits

English Education
a. Introductory Course (none)
b. Pedagogy and Content: (15 credits)
1) English Education (6-9 credits)
Suggested course/s:
EDCI 640 Trends in Secondary School Curriculum: English (3 credits)
EDCI 642 Communications and the School Curriculum (3 credits)
EDCI 644 Issues and Trends in Children's Literature (3 credits)
EDCI 673 Assessing, Diagnosing, and Teaching Writing (3 credits)
EDCI 740 Theory and Research in English Education (3 credits)
EDCI 745 Theory and Research in Written Communication (3 credits)
2) Courses from relevant disciplines and concentrations, e.g., English literature or language; Communication; Literacy; Reading; Teaching English to Speakers of Other Languages; Theatre; and/or other areas of professional studies. (6-9 credits)
c. Electives (none)

Mathematics Education
a. Introductory Course (3 credits)
EDCI 650 Trends in Mathematics Education (3 credits)
b. Pedagogy and Content:
1) Mathematics Education, learning theory, or supporting content areas (3-6 credits).
Suggested courses:
EDCI 653 Developing Understanding in Mathematics (3 credits)
EDCI 654 Assessing Mathematical Understanding (3 credits)
EDCI 657 Understanding and Engaging Students` Conceptions of Mathematics (3 credits)
Qualified mathematics students may also take either

EDCI 751 Foundations of Mathematics Education I: Theory and Research on Mathematical Thinking and Learning (3 credits) or
EDCI 753 Foundations of Mathematics Education III: Curriculum (3 credits)
    2) Courses from Mathematics (6-9 credits)
      Number of credits to be agreed with advisor and to reflect candidate's mathematics course history and current goals.
  c. Electives (none)

Prerequisite for Admission to Mathematics Education Specialization Area: Minimum of two semesters of college calculus

Minority and Urban Education
  a. EDCI 776 Urban Education (3)
  b. Pedagogy and Content (3 credits)
    EDCI 697 Embracing Diversity in Classroom Communities (3 credits)
  c. Electives (9-12 credits) from among courses in EDCI and other departments in the University that support student interests and needs and are relevant to the specialization area.
    Suggested courses:
      EDCI 636 Teaching for Cross Cultural Understanding (3 cr.)
      EDCI 785 Teacher Preparation, Diversity, and Social Change (3 cr.)
      EDCI 788U Minority Institute Seminar (1 credit, repeated to a total of 3; students should register for this course for three consecutive semesters beginning with the first semester.)
      EDCI786 Black & Latino History and Policy (3 cr.)
      SOCY 699E Schooling and Inequality (3 cr.)
      URSP 650 Urban Political Economy (3 cr.)

Science Education
  a. Introductory Course: EDCI 670 Trends in School Curriculum: Science (3 credits)
  b. Pedagogy and Content: (12 credits)
    Chosen with advisor's approval from science content and/or professional courses.
    Suggested courses:
      EDCI 770 Foundations of Science Education (3 cr.)
      EDCI 771 Theory and Research in Science Education (3 cr.)
  c. Electives (none)

Second Language Education and Culture/Teaching English to Speakers of Other Languages

   a. Diversity Course

       EDCI 633 Teaching for Cross-Cultural Communication

   b. Leadership and Professional Development (3 credits)

       EDCI 630 Teaching for Cross-Cultural Communication

   c. Practices and Policies for Second Language Education (15 credits)

       EDCI 631 Student Assessment in the Second Language Classroom (3 credits)

       EDCI 634 Methods of Teaching in TESOL

       EDCI 635 English Grammar for Teachers of English to Speakers of Other Languages

       Either EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas

       Or EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas

   d. Capstone course

       EDCI 732 Second Language Acquisition

   e. Electives (6 credits)

     Suggested courses:

       EDCI 632 Special Education and Oral Language Development in TESOL

       EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas

       EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas

       EDCI 730 Theory and Research in Second Language Teaching & Learning

Social Studies Education

   a. Introductory Course (none)

   b. Pedagogy and Content: (9 credits)

       1) Social Studies Education (6 credits)

          EDCI 620 Trends in Secondary School Curriculum: Social Studies (3 credits)

          EDCI 720 Theory and Research in Social Studies Education (3 credits)

       2) Courses from a social science discipline or in history (3 credits)

   c. Electives (6 credits)

     Sample courses:

       EDCI 782 Power, Privilege, Diversity and Teaching (3 credits)

       EDCI 784 Teaching, Professional Development and School Change (3 credits)

EDCI 787 Disciplinary Knowledge, School Subjects and
Educational Reform (3 credits)

Special Studies
This option is open with the consent of the advisor to students seeking to
build an individualized program within the M.Ed. framework. Identification
of advisor is made by the Director of Graduate Programs in consultation
with the candidate and faculty members. The Graduate Research and
Education Leadership committee must approve the Individualized Program
of Studies.

Other Degree Requirements
The Master's Degree in Education (M.Ed.) also requires demonstration of satisfactory
performance on a 3-6 hour comprehensive examination or professional portfolio
(requirement varies by specialization) and a seminar paper reflecting inquiry and research
abilities.

2. M.Ed. in Reading Education with Reading Specialist Certification (Advanced Certification)

This degree option is intended for already certified teachers who seek to complete studies toward the master's degree in education while completing requirements to qualify as a Reading Specialist. While candidates may begin this program before they have teaching experience, they are not eligible for Reading Specialist certification until they have completed a minimum of three years of successful teaching.

Course	Requirements	Credit
EDCI 660	Foundations of Reading	3
EDCI 661	Content Area Reading	3
EDCI 663	Understanding, Evaluating, and Using Research In School Reading Programs	3
EDCI 664	Clinical Assessment in Reading	3
EDCI 665	Clinical Instruction in Reading	3
EDCI 666	Leadership in Schoolwide Reading Programs	3
EDCI 761	Advanced Clinical Practices in Reading Assessment	3
EDCI 762	Advanced Clinical Practices in Reading Instruction	3
EDMS 645	Quantitative Research Methods I	3
Electives (recommended: EDCI667 Multicultural Materials and Instruction for K-12 Readers)		6
	Total	33

Other Requirements: Comprehensive exam; one research/inquiry seminar paper.

3. M.Ed. in Second Language Education and Culture with TESOL certification

The Master of Education degree in TESOL with Maryland K-12 ESOL Certification is designed for students who have earned a bachelor's degree in any subject matter, and wish to become certified as teachers of English to speakers of other languages. This degree consists of 42 credits (36 hours of coursework and 6 hours of field experience).

    1. Coursework: 42 credits (see details below)

    2. Additional program requirements:

        a. Seminar Paper

        b. Teaching Portfolio

        c. Year-long internship

        d. Praxis II

Course Work (see below for recommended course sequence)	
Course Requirement/Course Number	Course Offered
I. Studying Student Learning in Diverse Settings	
EDCI 632 Special Education and Oral Language Development in TESOL	Spring
EDCI 633 Teaching for Cross-Cultural Communication	Fall
II. Research Foundations for Teaching	
EDCI 685/EDMS 645 Research Methods/Quantitative Research Methods	Every Semester
III. Practices and Policies for Second Language Education	
EDCI 630 Foundations of Second Language Education: Trends and Issues in Second Language Teaching, Learning and Assessment **(Program Pre-Corequisites)**	Fall
EDCI 631 Student Assessment in the Second Language Classroom	Spring
EDCI 634 Methods of Teaching ESOL	Fall
EDCI 635 English Grammar for Teachers of English to Speakers of Other Languages	Fall
EDCI 636 Teaching ESOL Reading and Writing in Elementary Classroom Areas	Fall
EDCI 638 Teaching ESOL Reading and Writing in Secondary Content Areas	Spring
IV. Leadership and Professional Development	
EDCI 730 Theory and Research in Second Language Teaching, Learning and Assessment	Spring
EDHD 619(or equivalent) Advanced Scientific Concepts in	Every Semester

Human Development: Educational Psychology **(Required for Certification)**	
EDCI 637/689C Advanced Laboratory Practice in Foreign Language/TESOL Education/Teaching Internship	Spring
V. Capstone Course	
EDCI 732 Second Language Acquisition	Fall

Recommended Course Sequence

Two Year M.Ed. SLEC with ESOL Certification
FALL I (9 credits) EDCI 634- Methods of Teaching ESOL EDCI 636- Teaching ESOL Reading and Writing in Elementary Classroom Areas EDCI 633 –Teaching for Cross-Cultural Communication (if starting fall 2009, take 633 spring 2010)
SPRING I (9 credits) EDCI 631- Student Assessment in the Second Language Classroom (if starting fall 2009, take 631 fall 2009) EDCI 632- Special Education and Oral Language Development in TESOL EDCI 638- Teaching ESOL Reading and Writing in Secondary Content Areas
SUMMER I (6 credits) EDHD 619-Educational Psychology (or alternative) EDCI 630- Foundations of Second Language Acquisition and Teaching
FALL II (9 credits) EDCI 732- Second Language Acquisition EDMS 645- Research Methods/Quantitative Research Methods* EDCI 635- English Grammar for Teachers of English to Speakers of Other Languages
SPRING II (9 credits) EDCI 688- Practice and Theory in Teaching English Language Learners EDCI 637- Advanced Laboratory- Teaching Internship (6 credits)
TOTAL: 42 credits
*EDCI 685 is an alternative course, offered in spring.

4. M.Ed. in Teaching and Learning in the Middle School

The M.Ed. in Teaching and Learning in the Middle School is currently offered only with emphasis in Middle School Mathematics Teaching and Learning. This is a 30-credit program intended for teachers already certified in elementary education and/or special education who are or plan to teach in subject matter classrooms at the middle school level. The current option with emphasis in mathematics education is a cohort-only program offered in partnership with the Mathematics Department at the University of Maryland and the Montgomery County Public Schools.

The curriculum framework for the Middle School Mathematics Teaching and Learning:

Mathematics/Mathematics Education Integrated Courses - 3 courses, 9 credits
These are curriculum-referenced courses in mathematics education that focus on the content taught as part of that curriculum and the design, pedagogy, and student learning issues associated with the effective implementation of the courses. These would be offered at the 600 level as special topics courses. For the initial cohort aimed at serving the EDCI-MCPS Partnership, these new courses are being developed jointly by EDCI-Math Ed faculty and Math Department faculty with consultation from MCPS.

Mathematics Courses (related to Integrated courses) - 3 courses, 9 credits
These are three content courses that are intended to deepen the middle school teacher's understanding of the subject matter beyond that specific to a particular middle school level course of study. Two of the courses, the one on Algebra and the one on Geometry, will be adaptations of courses offered by the Mathematics Department for classroom mathematics teachers previously; the third course, Statistics and Data Analysis, is under development. They will be offered at the 400 level.

Mathematics Education Curriculum and Pedagogy – 3 courses, 9 credits
These are courses on issues, assessment and curriculum that are part of the M.Ed. Program in Mathematics Education and in which the candidates will study positions and review theory and research that helps them see themselves in relation to the broader field of mathematics education.

Research/Inquiry Methods – 1 course, 3 credits
This course provides for foundations in quantitative and/or qualitative inquiry and analysis and engages the candidate in the completion of a classroom-based inquiry project. This is the same as the current program.

Other Requirements: Comprehensive exam or professional portfolio; one research/inquiry seminar paper

B. Master of Arts (M.A.)

The M.A. Program Option in EDCI emphasizes studies that further develop candidates' knowledge and abilities in relevant subject matter disciplines, professional development, and research and theory in support of discipline-based teaching and learning in elementary, middle, secondary, and community college settings. The Department offers M.A. Program specializations in the following areas:
> English Education
> Mathematics Education
> Minority and Urban Education
> Science Education
> Special Studies

Course Requirements (30 credits minimum)

a. Research and Disciplined Inquiry Requirements: 6-9 credits
> EDCI 685 – Research Methods
> EDCI 696 – Conducting Research on Teaching – 3 credits
> EDCI 698 – Conducting Research on Teaching – 3 credits
> EDMS 645 – Quantitative Research Methods I – 3 credits
> Or equivalent course as negotiated with advisor. (for non-thesis option only)
> EDCI 799 – Master's Research Thesis – 6 credits (for thesis option only)

b. Discipline-based Content Studies: 9 credits minimum
> All M.A. degree option candidates are expected to take a minimum of 9 credits in advanced level, subject matter discipline-based coursework (e.g., English, history, science, mathematics, linguistics, etc.) that supports their understanding of topics, research, and/or theory related to their teaching roles.   The specific courses vary with the focus of specialization areas and the needs and interests of candidates.

> a.   Professional Development Studies: 9 -12 credits minimum
> All M.A. degree option candidates are expected to take a minimum of 9 credits in advanced level coursework that supports their understanding of topics in assessment, diversity, issues, technology, and leadership supportive of their teaching roles.   Included among the 9 -12 credits required are the following for candidates in selected specialization fields:

>> English Education - 9 credits
>>> Electives in 600 or 700 level courses in English education, Second Language Education and Culture and/or reading that are responsive to candidates' needs and priorities
>> Mathematics Education – 9 credits
>>> EDCI 650 – Trends in Mathematics Education
>>> Additional Hours in Mathematics Education – 6 credits
>> Minority and Urban Education – 9 credits

EDCI 788 – Special Topics in C&I: Urban Ed Seminar – 1 credits
    (candidates register for at least 3 credits of these seminars)
Additional Hours in MUE - 6 credits
EDCI 732 – Psycholinguistic Theory in 2nd Lang Acquisition – 3 credits
Science Education – 9 credits
EDCI 670 – Trends in School Curriculum: Science – 3 credits
EDCI 770 – Foundations of Science Education – 3 credits
Additional Hours in Science Education – 3 credits
Special studies – 9 credits to be decided with your advisor and approved by GREL.

d. Electives - Varies with Specialization Areas and Thesis/non-thesis option – 0-6 credits

Other MA Degree Requirements
In addition to an oral defense, Master's of Arts degree (MA) students completing a thesis must complete a three-hour written exam. Master's of Arts degree (MA) Non-thesis option master's students must complete a six-hour written exam. Exams are taken by arrangement with your program and/or advisor. Note: M.A. candidates in mathematics education must elect the Thesis Option.

<div align="center">**Admission to Master's Programs in EDCI**</div>

Application for Admission

Department recommendations for admission must be approved by the Graduate Studies Office of the College, and by the Graduate School. The University of Maryland strongly encourages all eligible applicants to apply on-line at http://www.gradschool.umd.edu/gss/admission.htm. However, if for some reason you cannot complete the Online Application, you may also download an Adobe PDF document version of the application booklet. In addition to the main Graduate School application, the College of Education requires applicants to submit additional information through the Application Supplemental Form (ASF). You will be able to access your ASF through your online Graduate Application Account <u>after</u> the main graduate application has been submitted.

To access the on-line application and for a listing of materials required to complete your application packet, please visit the Graduate School's admission web site at http://www.gradschool.umd.edu/gss/admission.htm.

Please note that for ALL EDCI programs:

The **Major/Program** is Curriculum and Instruction
The **four-letter code** is EDCI
The **Area of specialization** is where you will indicate your specific area and/or special program within EDCI.
TESOL master's applicants should indicate if they are applying to the M.Ed. with or without certification.

Send to the Enrollment Services Operations (ESO)
- **A completed on-line application** (complete and submit electronically)
- **A non-refundable application fee of $75**
- **One complete set of official transcripts reflecting all undergraduate and graduate work completed or in progress.** *Each transcript must bear the signature of the registrar and the seal of the granting institution and should include the years of attendance, courses taken, grades received, class standing and the degree, certificate or diploma received. If the applicant attended the University of Maryland, College Park, the Graduate School will obtain your records of courses completed on the College Park campus. To facilitate the processing and review of an application, unofficial copies of transcripts from institutions other than the University of Maryland, College Park may be used for review processes. Official copies of those transcripts, however, are required before full admission can be granted* **A Maryland In-State Status Form** if you wish to apply for Maryland resident status.
  This section of the online application <u>must</u> be completed.

- **Standardized Test Scores (**when applicable, see page 25 for details)

  Mailing Address: University of Maryland College Park, Attn: Graduate Admission

Room 0130 Mitchell Building
College Park, MD 20742

Submit Electronically on the Supplemental Application Page (ASF)
- ❑ **Three letters of recommendation** preferably from former professors who can assess the applicant's academic potential and from employers who are familiar with the applicant's work experience. Applicants should list their recommender's names and contact information on the ASF. Once the ASF has been submitted, the recommenders will receive an email inviting them to submit an electronic recommendation. If you wish to get the information to your recommenders but are not yet ready to *submit* the ASF you should go ahead and submit the ASF then send an email to the department (edci-grad@deans.umd.edu) to request that your ASF be "unsubmitted" so that you can continue to add information as needed.

- ❑ **Statement of Goals, Experiences, and Research Interests**
- ❑ **Current Resume**

International Applicants must also submit the following to ESO:
- ❑ **TOEFL or IELTS scores.** Applicants are expected to read, speak, and write English fluently.   Detailed information about the TOEFL or IELTS requirement can be viewed at http://international.umd.edu/ies/658 .
- ❑ A statement regarding the applicant's financial support in order to assure that the applicant has sufficient financial resources to meet educational and living expenses.
- ❑ International Applicants already in the US must provide copies of the I20, I94, and passport visa stamp.
- ❑ International students must also submit official copies of all previous degrees/diplomas and transcripts issued in the original language with literal *English Translation*

It is strongly encouraged that International Applicants visit the Office of International Education Services (OIS): http://www.international.umd.edu/ies/97 for further details regarding the application process.

Deadlines
Deadlines for consideration of applications from U.S. citizens and permanent residents follow:
The deadline for all other Program Areas are as follows:

*For US citizens and Permanent Residents:

FALL: Preferred - January 20th   **SPRING:** Preferred - September 1st
          Final – March 15th   Final – October 1st

*For International Applicants Seeking F (Student) or J (Exchange Visitor) visas:

FALL: FINAL - February 1st   **SPRING:** FINAL – June 1st

In general, it is to the student's advantage to apply well <u>before</u> the published deadline, particularly if the applicant intends to be considered for a fellowship, assistantship, or other form of financial aid (most of which require that a student be admitted as a condition of eligibility).

Procedures Used in Processing Applications

Responsibility for processing applications for admission is a joint effort between the Graduate School, College of Education's Graduate Studies Office, and the Department of Curriculum and Instruction. Initially, application materials are collected by the College of Education's Graduate Studies Office and forwarded to the Department upon their completion. The appropriate departmental program review committee then reviews the application files and a recommendation is made. Each recommendation is subject to approval by the Director of Graduate Studies, the Department Chair and ultimately by the Graduate School.

Degree-Seeking Admission

The departmental program review committees recommend one of three actions: admission for full graduate status, admission for provisional graduate status, or rejection. The Graduate School and the College of Education communicate recommendations of the committee to the applicants. Students may appeal decisions of the departmental program committee by stating the basis for the appeal in writing to the Department Chair.

To be recommended to full graduate status, an applicant must meet <u>all</u> minimal quantitative criteria and provide satisfactory qualitative assessments. The intent of provisional graduate status is to admit students who meet the qualitative assessments and not the minimal quantitative criteria, but nonetheless show academic promise.

Courses taken by a student on provisional graduate status may be counted toward degree requirements. A student on provisional status who fails to meet the conditions established will not be continued in the program unless circumstances warranting an exception can be clearly demonstrated. A student may appeal a dismissal decision to the Department Chair.

Admission Criteria

Both quantitative and qualitative factors are used in making admissions decisions. To be admitted for full status in master's programs, a minimum undergraduate grade point average of 3.0 is required. Provisional status may be granted to program applicants with marginal grade point averages if other compelling evidence of academic potential is presented. Some EDCI program areas require acceptable GRE. Please see "Standardized Test Requirements" below for information.

In addition, qualitative information is reviewed in making admission decisions. For most, compatibility of the applicant's statement of academic and professional career objectives with an EDCI program area is reviewed. The quality and compatibility of prior experience is also relevant. For doctoral applicants, a writing sample is judged for evidence of the applicant's

ability to consider and write about complex ideas. Finally, letters that attest to the applicant's academic, scholarly, and professional potential are examined.

Non-Degree Admission

Students not seeking a degree may be allowed to take course work in the Department. The Graduate School offers two categories of non-degree status: Advanced Special Student and Visiting Graduate Student. The Graduate School establishes the criteria required for admission as a non-degree seeking student (see Graduate School website for details ww.gradschool.umd.edu).

Advanced Special Students

The Advanced Special Student status is designed to provide an opportunity for post-baccalaureate, post-masters, and post-doctoral students to take graduate level coursework in line with their interests and abilities. Coursework, however, does not guarantee later admission to a degree program.

Important Graduate School or Department policies concerning Advanced Special Students are:
- admission in this status can continue for a period of up to five years.
- admission is terminated if there is no registration in two consecutive semesters (Fall and Spring).
- students in this status are not eligible to hold appointments as Graduate Teaching or Research Assistants or Fellows, nor can they qualify for student financial aid.
- only twelve credit hours earned as an Advanced Special Student can be applied to a master's degree program—with program approval. (See Transfer of Credit for Master's Students).

Advanced Special Students are eligible for all other services provided to other graduate students (e.g., parking and library privileges).

Visiting Graduate Students

The Visiting Graduate Students status is designed to provide an opportunity for students matriculated in another university to take course work in the Department. Ordinarily, admission in this category is offered for one year only.

For further information about Non-degree and Special Graduate Admission Options visit: http://www.gradschool.umd.edu/gss/non_degree_admission.htm.

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Standardized Test Requirements for EDCI

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Graduate Record Examination (GRE) is required for the following programs within EDCI:

> ❖ All M.A. applicants (minimum 40th percentile)
> *GRE scores are <u>not</u> required for applicants to M.Ed. programs in EDCI.*

TOEFL or IELTS Exam

All students at the University of Maryland are expected to read, write and speak English fluently. International students must demonstrate a proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For the latest information about the TOEFL or IELTS requirements, please go to http://international.umd.edu/ies/658 .

Academic Regulations for Master's Degree Programs

Time Limits: All requirements for the master's degree must be completed within a 5-year period from date of admission.

Transfer of Credit for Master's Students: Students may apply to transfer up to twelve credits, earned as an Advanced Special student at the University of Maryland, College Park, into a master's degree program. (At no time will more then twelve such credits be approved for transfer.)   Six credits of work taken at another regionally accredited institution may be brought into a master's degree program. The advisor, Department, College of Education, and the Graduate School must approve all transfer credits. For the master's degree, credits should have been earned within five years of graduation.

Credit by Examination and Work Experience: The Department does not allow credit by examination or work experience to meet any of its requirements.

Examinations: Master's Arts degree (M.A.) students completing a thesis must engage in an oral defense and complete a three-hour written exam. MA Non-thesis option and M.Ed. master's students must complete a six-hour written exam or portfolio as required by the program unit. Exams are taken by arrangement with your program and/or advisor.

Financial Assistance

Five basic forms of financial aid may be available to qualified full-time students.

- merit fellowships, including recruitment, retention, and dissertation awards
- Federal work study program
- graduate assistantships
- student loans

The department provides a limited number of assistantships, with duties ranging from teaching to administrative and research support. These are competitively awarded and almost exclusively limited to full-time doctoral students.

Admission to a degree program in the Department is a prerequisite for any financial aid award. A detailed description of each form of assistance can be found on the University of Maryland, Student Financial Aid website at www.umd.edu/FIN.

Advising Graduate Students in EDCI
(Adopted by the EDCI GREL Committee on January 19, 2006).

Below are some brief notes that the EDCI Graduate Research and Education Leadership committee agreed constitute expectations for advisors and advisees.

I. Expectations of Advisor

- Know advisees interests and promote research interests, reading suggestions, opportunities for presentations, paper submissions, etc. Network with other students and faculty.
- Be aware of major steps such as need for mandatory initial advising, submission of program of study, requirements for IRB fillings, certification of comprehensive exams and admission to candidacy, etc. Keep a paper trail of important documents and substantive conversations. For a complete list see of important steps and forms see **http://www.education.umd.edu/studentinfo/graduate_info/Grad_Guide/**
- Know sources of information, Web sites, Dept. Grad Secretary, Office of Student Services, University Directory of Services and utilize as needed.
- Keep advisees apprised of sabbaticals, long absences (a 2 months in advance notice seems reasonable), and give them a way to contact you or another faculty member who has consented to do so during these periods. In cases of leaves of absence or resignation, coordinate any needed shift of advisor responsibilities with the unit head and department chair well in advance (2 months) of departure. Disposition of advisees is an important consideration that should be discussed with the unit head and department chair prior to sabbaticals or leaves.
- Respond to inquiries and sign forms in a reasonable period of time, normally within 10 working days.
- Update the Department Graduate Administrative Assistant's list of advisees when submitted to you at the start of the semester

   NOTE: The College is in the process of instituting new procedures on tracking student progress. These will need to be incorporated in the above list when they become available.

II. Expectations of Advisees

- Keep your advisor apprised of research interests, employment needs, course enrollment, plans, any changes of address, phone, status, etc.
- One semester prior to your anticipated graduation, obtain an audit from Student Services.
- Read graduate guide and keep track of required forms and deadlines. Be aware of advisor's schedule and submit necessary forms in a fashion that allows the advisor to process them. When doing so think about professional meetings, etc. Some of the forms are:
   - Program of Study (Masters)
   - Nomination of Thesis Committee
   - IRB Applications

For a complete list see of important steps and forms see
http://www.education.umd.edu/studentinfo/graduate_info/gradsteps.html

III. Changing Advisors

There is a form**,** available in Room 2311, that requires the signature of the new advisor and of the original advisor (if available). The form is a memo to the Department Chair. Such a change can be made at any time, but be sure it is complete and processed before submitting other forms that require an advisor's signature.

Mandatory CITI Human Subjects Training Requirement in EDCI
(Announcement approved: Feb. 23, 2010)

All graduate students in EDCI programs (M.A., M.Ed., Ph.D., Ed.D. and graduate certificate programs) are required to complete **CITI Human Subjects Training**. By completing this requirement, graduate students will be allowed to fully participate in individual, class and team research initiatives in the Department.

To complete the **CITI Human Subjects Training** requirement, go to the **CITI Training Website** at https://www.citiprogram.org, fill in the required information, select **University of Maryland College Park** from the college/university drop down menu, and complete the **Social and Behavioral Research Investigators** module. Complete the **CITI Human Subjects Training** requirement <u>during the first course in your graduate program</u>. Keep in mind that **CITI Human Subjects Training** is valid for three years and must be renewed for each additional three-year period.

If you completed **CITI Human Subjects Training** at another college or university (again Maryland requires the **Social and Behavioral Research Investigators** module) before entering a graduate program at the University of Maryland, go to your **CITI Training Website** home page at https://www.citiprogram.org, find the college/university drop down menu and change your previous college or university to **University of Maryland College Park**.

FACULTY PROFILES

Dr. Peter Afflerbach: Professor, Ph.D., The University at Albany, State University of New York; joined faculty in 1990; teaching and research interests include reading assessment and related practical and technical issues, the development of reading strategies from novice to expert reader, and the think-aloud methodology. (301) 405-3159. (email: afflo@umd.edu)

Dr. Andrew Brantlinger: Assistant Professor, Ph.D., Northwestern University; joined faculty in 2008; teaching and research interests include secondary mathematics, urban education, and critical theory. He is currently researching a large alternative certification program for urban mathematics teachers. (301) 405-3151. (email: amb@umd.edu)

Dr. Patricia F. Campbell: Associate Professor, Ph.D., Florida State; joined faculty in 1982; teaching and research interests focus on enhancing instructional practice and increasing student achievement in mathematics within urban schools. (301) 405-3129. (email: patc@umd.edu)

Dr. Daniel I. Chazan: Associate Professor, Ed.D., Harvard Graduate School of Education; joined the faculty in 2002. His teacher in research interests include the teaching and learning of secondary school mathematics broadly and, more specifically, the role of students' ideas, technology which supports student exploration, and the potential of the history and philosophy of mathematics for informing such teaching and learning. (301) 405-8539 (email: dchazan@uumd.edu)

Dr. Lawrence Clark: Assistant Professor, Ph.D., Emory University; joined faculty in 2007; teaching and research interests include influences on secondary mathematics teachers' instructional practices, particularly in schools with a history of low performance.
(301) 405-1398. (email: lmclark@umd.edu)

Dr. Janet Coffey; Assistant Professor, Ph.D., Stanford University; Joined faculty in 2003; teaching and research interests lie in science education, specifically at the intersections of everyday assessment and student learning, teacher change in the realm of assessment, and trends in policy and research in science education. (301) 405-8345 (email: jecoffey@umd.edu)

Dr. Mariam Jean Dreher: Professor, Ph.D., University of California, Riverside; joined faculty in 1980; research examines comprehension, learning with text, and how integration of informational texts into literacy instruction affects children's comprehension, vocabulary, and motivation; early literacy in curriculum and instruction in Finland. (301) 405-3158. (email: mjdreher@umd.edu)

Dr. Ann Edwards: Assistant Professor, Ph.D. University of California, Berkeley; joined faculty in 2006; teaching and research interests include mathematical cognition, mathematics teacher learning and professional development, the role of discourse and interaction in learning, issues of equity in mathematics education. (301)305-6343. (email: aedwards@umd.edu).

Dr. Christine Greenhow: Assistant Professor in the College of Education & College of Information Studies. Doctorate in Technology, Innovation & Education, Harvard University; joined the University of Maryland and EDCI in 2010; teaching and research interests include learning and teaching with emerging technologies, literacies broadly, design-based research, online social networks and virtual worlds, and methods for researching digital contexts. (email: greenhow@umd.edu)

Dr. William G. Holliday: Professor, Ph.D., University of Texas; joined faculty in 1986; teaching and research interests include learning and teaching linked to content knowledge, strategies, motivation and situated cognition theory, integrated curriculums, and linking teachers to research and policy developments. (301) 405-3135. (email: holliday@umd.edu)

Dr. Sherick A. Hughes: Assistant Professor, Ph.D., University of North Carolina at Chapel Hill; joined the faculty in Fall 2007; teaching and research interests include culture, curriculum and change in urban and rural settings, qualitative research methods in teacher education and how race/ethnicity, class and gender connect at the intersection of ideology, political economy and schooling. (301) 405-5783. (email: shughes1@umd.edu)

Dr. Francine Hultgren Professor and Interim Chair, Ph.D. The Pennsylvania State University; joined the University of Maryland in 1982 and EDCI in 2010; teaching and research interests include curriculum theory, hermeneutic phenomenological inquiry, and qualitative research methodology. (301) 405-4501. (email: fh@umd.edu)

Dr. Maria E. Hyler: Assistant Professor, Ph.D., Stanford University; joined faculty in 2008; teaching and research interests include school organization and climate, issues of equity and student achievement, effective teacher preparation for diverse learners, and performance assessment in teacher education. (301) 405-0410 (email: mhyler@umd.edu

Dr. David Imig: Professor of the Practice , Ph.D., University of Illinois, Urbana, Champaign; joined the faculty in Spring 2006; He directs the Center for the Study of Advanced Practice in Education for the College and is leading an effort of the Faculty Senate to better differentiate between the Ph.D. in Education and the Ed.D. His teaching and research interests include teacher education policy, professionalism, pedagogy and practice. (301) 405-8657 (email: dimig@umd.edu)

Dr. Stephen Koziol: Professor and Associate Dean, Ph.D., Stanford University; Joined faculty in 2003; teaching and research interests include English teaching methodology, research and design in teacher education, teacher performance -assessment, policy in teacher education. (301) 405-3117. (email: skoziol@umd.edu)

Dr. Victoria-María MacDonald: Assistant Professor, Ed.D. and Ed.M. from Harvard University. Joined the faculty in Fall 2007; teaching and research interests include History of Education, Latino Education and Policy, Black and Latino relations, and history of Southern Urban education. (301) 405-7109. (email: vmacdona@umd.edu).

Dr. Melinda Martin-Beltran: <u>Assistant Professor</u>, Ph.D. Stanford University, joined faculty in 2006; Teaching and Research interests include Second language learning, bilingualism and classroom interaction; sociocultural and qualitative research in Second Language Acquisition; Cultural and linguistic diversity. (301) 405-4432. (email: memb@umd.edu).

Dr. Joseph McCaleb: <u>Associate Professor</u>, Ph.D., University of Texas at Austin; joined faculty in 1976; teaching and research interests include inclusive education and literacy education, particularly the use of storytelling to build community among multicultural learners and for professional development among school staff. (301) 405-3133. (email: jlm@umd.edu)

Dr. J. Randy McGinnis: <u>Professor</u>, Ph.D., University of Georgia; joined faculty in 1993; teaching and research interests include science education, specifically the use of complementary research methodologies (qualitative, quantitative, and discourse) to document and interpret the teaching and learning of science in diverse settings. (301) 405-6234. (email: jmccginni@umd.edu)

Dr. Chauncey Monte-Sano: <u>Assistant Professor</u>, Ph.D., Stanford University; joined faculty in 2006; teaching and research interests include learning to write in history classrooms, learning to reason with evidence in history classrooms, learning to think historically, learning to teach history/social studies, effective history/social studies teaching. (301) 405-4416. (email: chauncey@umd.edu)

Dr. John O'Flahavan: <u>Associate Professor and Associate Chair</u>, Ph.D., University of Illinois at Urbana-Champaign; joined faculty in 1988; teaching and research interests include early literacy, school change, teacher professional development, group discussions about text and spelling. (301) 405-3149. (email: johno@umd.edu)

Dr. Megan M. Peercy: <u>Assistant Professor</u>**,** Ph.D., University of Utah; joined faculty in 2006. Teaching and research interests include Preservice and inservice teacher education regarding the teaching of language learners; the theory-practice relationship and knowledge base for teachers working with language learners; methods for teaching language learners; teacher collaboration and development. (301) 405-0067. (email: mpeercy@umd.edu)

Dr. Olivia Saracho: <u>Professor</u>, Ph.D., University of Illinois at Urbana-Champaign; joined faculty in 1978; teaching and research interests include emergent literacy, teacher preparation and cognitive style. (301) 405-3155. (email: ons@umd.edu)

Dr. Wayne H. Slater: <u>Associate Professor</u>, Ph.D., University of Minnesota; joined faculty in 1982; teaching and research interests include written communications and reading comprehension. (301) 405-3128. (email: wslater@umd.edu)

Dr. Denis Sullivan: <u>Professor</u>, Ph.D., University of North Carolina at Chapel Hill; joined faculty in 1975; teaching and research interests include computers in education, translation theory, history of technical education. (301) 405-3604. (email: sullivan@umd.edu)

Dr. Jennifer Turner: Associate Professor, Ph.D., Michigan State University, East Lansing; joined faculty in 2003; teaching and research interests include issues of diversity in literacy instruction; culturally responsive reading pedagogy; urban education; and qualitative/narrative methodologies. (301) 405-0433 (email: jdturner@umd.edu)

Dr. Linda Valli: Professor Ph.D., University of Wisconsin-Madison; joined faculty in 1993; teaching and research interests include teacher learning, professional development, cultural diversity, and school improvement. (301) 405-8157. (email: LRV@umd.edu)

Dr. Bruce A. VanSledright: Professor, Ph.D., Michigan State University; joined faculty in 1992; teaching and research interests include social studies education, specifically related to teaching and learning American history. (301) 405-3141.
(email: bvansled@umd.edu)

Dr. Donna Wiseman: Professor and Dean, PhD, University of Missouri-Columbia; joined faculty in 2001; teaching and research interests include: Teacher Education (Program Development and Restructuring), Urban Education, Professional Development for Diversity, Literacy, specifically children's literature and early reading and writing behaviors. (301) 405-0866. (email: dlwise@umd.edu).

Affiliated Faculty

Dr. Spencer Benson: Associate Professor , Department of Cell Biology and Molecular Genetics.

Dr. Edward F. Redish: Professor, Department of Physics.

Dr. Rebecca Silverman, Assistant Professor, Department of Special Education.

Dr. M. Delia Neuman, Associate Professor, College of Information Studies

Non-Tenure Track Faculty

Dr. Ayanna Baccus, Lecturer**,** Reading Education/Elementary. (301) 405-3124. (email: baccusa@umd.edu)

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* **For applicants seeking initial teaching certification,** please go to http://www.education.umd.edu/EDCI/info/tcert.htm or see separate brochures for these programs**.**