

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 0.tGrteent,4 0 3T 50 0 0 50 , 2or the study of education. Amg 0 8gnC 08.0 50 , 2development, and

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- Offers doctoral 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, MD 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

The Department of Curriculum and Instruction is one of seven departments within the College of Education.

- At the Doctoral level, it is composed of nine **interrelated program areas** which span the following educational disciplines: English Education; Mathematics Education; Minority and Urban Education; Music Education; Professional Development/Teacher Education; Reading Education; Second Language Education and Culture; Science Education; Social Studies 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.

Mission of the Department

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.

Effective educators draw on many types of knowledge in making decisions about their professional practice. They are guided by knowledge of subject matter, curricula, learners, instructional and assessment strategies, and the social context of schooling. The programs in EDCI contribute to and draw upon the research basis for practice in these areas through disciplined inquiry and critical interpretation.

Researchers and practitioners in a Department of Curriculum and Instruction have a deep knowledge of subject matter -- their understanding of the concepts within a domain as well as their grasp of the structures of the subject matter.

DOCTORAL PROGRAM GENERAL INFORMATION AND REQUIREMENTS

The Department offers a variety of programs individually designed to meet graduate students' personal and professional goals, which may include educational research, teaching (K-12 and post-secondary), supervising, providing leadership as curriculum specialists within the disciplines, and teacher education at all levels (elementary, secondary and higher education). These programs are organized around the following set of specialization areas:

- English Education
- Mathematics Education
- Minority and Urban Education
- Music Education
- Professional Development/Teacher Education
- Reading Education
- Second Language Education and Culture
- Science Education
- Social Studies Education.

All of these programs share the following options and requirements:

Degree Options: The Department offers two degree options at the doctoral level: the Ph.D. option and the Ed.D. option. The doctorate requires a planned sequence of approximately 60 semester hours beyond the master's degree. Doctoral students are required to take a comprehensive examination prior to approval of their doctoral dissertation committee. An oral examination in defense of the dissertation is required.

Both degree program options have expectations that the students demonstrate high standards of scholarship and the ability to engage in independent research. The two degree programs differ in that the Ph.D. program is more theory oriented while the Ed.D. program emphasizes the preparation of professional leaders; there are also differences in the number of dissertation credits required.

IMPORTANT UPDATE:

Admission to the Ed.D. program has been temporarily suspended. At the doctoral level, we

I. ENGLISH EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 15 credits)

Recommended: EDCI 640, EDCI 642, EDCI 644, EDCI 673, EDCI 740, EDCI 745, EDCI 840, EDCI 841

Other courses may be taken with advisor approval from following departments: English, Comparative Literature, Anthropology, American Studies, Psychology, Women's Studies, Communication, Linguistics, History, Classics, Theater, Film, Hearing and Speech, Journalism, Human Development, or Philosophy.

Electives: (minimum 15-21 credits)

Other courses may be taken with advisor approval from the following departments: *Curriculum and Instruction, English, Comparative Literature, Anthropology, American Studies, Psychology, Women's Studies, Communication, Linguistics, History, Classics, Theater, Film, Hearing and Speech, Journalism, Human Development, or Philosophy.*

Dissertation Research: Minimum 12 credits of EDCI 899 for Ph.D.
Minimum 6 credits of EDCI 899 for Ed.D.

Minimum - 60 credits beyond master's degree

II. MATHEMATICS EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8 with one exception. EDMS 651: Intermediate Statistics is the quantitative research requirement for the mathematics education doctoral program rather than EDMS 646. (Note: EDMS 646 is a necessary prerequisite for EDMS 651. For mathematics education students, EDMS 646 may count toward elective credit but does not fulfill the Research requirement. EDMS 645 may be a necessary prerequisite for EDMS 646 depending upon the students' preparation in statistics. EDMS 645 does not count toward elective credit.)

Specialty Courses: (minimum 18 credits)

Foundations of Mathematics Education (FME):

EDCI 751: FME I: Theory and Research on Mathematical Thinking and Learning

EDCI 752: FME II: Theory and Research on Mathematics Teaching

EDCI 753: FME III: Curriculum

EDCI 754: FME IV: Policy and Teacher Preparation/Development in Math Reform

Mathematics (minimum 6 credits)

MATH 498: Foundations of Mathematics for Educators (can be taken twice if available) and/or

Mathematics courses at the 400 level or above selected in consultation with your advisor.

Electives: (minimum 15 credits)

Further coursework in mathematics education, mathematics, or cognate areas in education.

May include a maximum of 6 credits in EDCI 758: Research Seminar in Mathematics Education.

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

Additional mathematics courses may be required, depending on prior background. Programs with an emphasis on secondary school or higher level mathematics education require the equivalent of a master's degree in mathematics in post-baccalaureate study.

Minimum -

III. MINORITY & URBAN EDUCATION (Ph.D. option only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses (Minimum 18 Credits)

Specialty Courses (The Following 12 Credits Required) (12)

EDCI 698A Community Teachers Institute Seminar (1)

(Students may opt to take this course in lieu of one credit of EDCI 788U after having taken 2 consecutive semesters of EDCI 788U. Otherwise, this course is **not** required)

SOC 699E Schooling and Inequality

EDCI 776 Urban Education

EDCI 788U Minority Institute Seminar (1)

Urban Studies and Planning

URSP 606 Urban Economics and Public Policy

URSP 632

IV. MUSIC EDUCATION (Ph.D. Option Only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

MUED 690	Research in Music Education	3
MUED 692	Foundations in Music Education	3
EDCI 899	Doctoral Dissertation Research (minimum hours)	12
	Advanced Methodology in Music Education	6 - 12
Related Areas in Music Education		
	(e.g., Learning Theory, Assessment Music Cultures in the classroom)	6 - 12
	Musical understanding and knowledge (Historical and Theoretical)	6 - 12
	Related Cognate area (Learning Theory, Philosophy, Ethnomusicology, conducting)	6 - 12

Minimum - 60 credits beyond master's degree

Background Requirements:

Bachelor of Music Education (with Certification)
Five years of successful teaching suggested
Master of Music/Education suggested
Music/Music Education

**V. PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION
(Ph.D. and Ed.D. Options)**

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 15 credits)

VI. READING EDUCATION (Ph.D. option only)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum 12 credits)

Required Specialty (minimum 12 credits):

- EDCI 769a Theory and Research in Reading
- EDCI 769b Theory and Research in Reading
- EDCI 860 Seminar in Reading Education
- EDCI 861 Research Methods in Reading

Electives (minimum 15 credits)

Other courses in the specialty such as:

- EDCI 660 Diagnostic Reading Instruction
- EDCI 661 Content Area Reading
- EDCI 663 Issues in Reading Education
- EDCI 664 Clinical Assessment in Reading
- EDCI 665 Clinical Instruction in Reading
- EDCI 666 Leadership in Schoolwide Reading Program
- EDCI 761 Advanced Clinical Practices in Reading Assessment
- EDCI 762 Advanced Clinical Practices in Reading Instruction

Also acceptable: courses outside the specialty area such as EDCI Writing courses, EDCI TESOL courses, in consultation with faculty advisor.

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.

Minimum - 57 credits beyond master's degree

VII. SECOND LANGUAGE EDUCATION AND CULTURE (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 8.

Specialty Courses: (minimum: 15 credits)

May include other courses as they become available.

EDCI 630 Foundations of Second Language Education: Political, Social and Legal Trends and Issues

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

EDCI 730 Theory and Research in Second Language Teaching, Learning, and Assessment

EDCI 732 Second Language Acquisition

EDCI 788 Selected Topics in Teacher Education: Learning Styles and Strategies

EDCI 788 Special Topics in Teacher Ed.: Special Education and Oral Language Development in TESOL

EDCI 788 Sociocultural Factors in Second Language Education

" Cognitive Science (see selected EDHD, LING,

- " Teacher Education (see selected EDCI and EDPL course listings in Graduate Catalog)
- " Other areas with approval of advisor

Dissertation Research: Minimum of 12 credits of EDCI 899 for Ph.D.
Minimum of 6 credits of EDCI 899 for Ed.D.

Minimum – 60 credits beyond master's degree

VIII. SCIENCE EDUCATION (Ph.D. and Ed.D. Options)

Department Core Requirements: (minimum 18 credits)

Science education doctoral students must meet the Department Core requirements, as described on page 8, with one additional stipulation: Along with the departmental prerequisite of EDMS 645, in quantitative methods, science education doctoral students must also demonstrate basic competency in qualitative methods, at least to the level of EDCI 791.

Science Education Core (12 credits)

The three core courses in science education are EDCI 670, 770, and 771; students choose at least one course beyond that sequence, such as EDCI 671, Teaching Science in Elementary School, 677, Computers in Science Education, special topics or other courses as approved by the advisor.

Electives: (minimum 15 credits)

IX. SOCIAL STUDIES EDUCATION (Ph.D. and Ed.D. Options)

EDCI Department Core: (minimum 18 credits)

All EDCI doctoral students must meet the Department Core requirements as described on page 25.

Social Studies Program Specialty Courses: (12 credits minimum)

- EDCI 720 Theory & Research in Social Studies Education
- EDCI 787 Disciplinary Knowledge, School Subjects, and Educational Reform
- EDCI 820 Seminar in Social Studies Education

and one of the following

- EDCI 782 Power, Privilege, Diversity and Teaching
- EDCI 784 Teaching, Professional Development, and School Change

Electives (15 credits minimum)

Examples: Courses in Curriculum Theory, Educational Social Foundations Leadership, Academic Disciplines (e.g., History, Geography, Political Science, African American Studies), additional research methods.

Dissertation Research: Minimum of 12 credits of EDCI 899 for PhD;
Minimum of 6 credits of EDCI 899 for Ed.D.

The doctorate requires a planned sequence of approximately 60 credits beyond the master's degree, or 90 credits beyond the bachelor's degree.

Note:

ADMISSION TO DOCTORAL STUDY IN THE DEPARTMENT

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.

The College of Education requires applicants to submit an additional application called the Application Supplemental Form (ASF). Applicants will be contacted via email after submitting the University's Online Application. A system-assigned login and password will be provided at that time. In most cases, students will be contacted within 2-4 business days of submitting their Online Application.

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 or program within EDCI.

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 ad*

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

Admission

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.

Standardized Test Requirements for Doctoral Programs in EDCI

Graduate Record Examination (GRE) general test is required for all Doctoral applicants, both Ph.D. and Ed.D. (minimum score 40th percentile).

See www.ets.org/gre/ for registration information and dates

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 current information on the minimum requirement at the University of Maryland, please go to <http://international.umd.edu/ies/658>

as a non-degree seeking student (see Graduate School website for details www.gradschool.umd.edu).

Advanced Special Student

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.

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

Visiting Graduate Student

The Visiting Graduate School 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.

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 filings, 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

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)

classroom interaction; sociocultural and qualitative research in Second Language Acquisition; Cultural and linguistic diversity. (301) 405-4432. (email: memb@umd.edu).

Dr. Joseph McCaleb: Associate Professor, 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: Professor, 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: Assistant Professor, 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: Associate Professor and Associate Chair, 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. Percy: Assistant Professor, 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)

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) 405-7924. (email: lrval@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:

Non-Tenure Track Faculty

Dr. Ayanna Baccus, Lecturer,

Mr. Howard Stein, Interim Co-Director and Coordinator of the Center for Chinese Language

Dr. Lisa Bote (301) 405-6500. (email: lbote@umd.edu)

Dr. Andrew Brantinger (301) 405-3151 (email: amb@umd.edu)

Dr. Patricia F. Campbell (301) 405-3129 (email: patc@umd.edu)

Dr. Daniel I. Chazan (301) 405-8539 (email: dchazan@umd.edu)

Dr. Lawrence Clark (301) 405-1398 (email: lmclark@umd.edu)

Dr. Ann Edwards (301)305-6343 (email: aedwards@umd.edu).

Minority and Urban Education

Dr. Sherick A. Hughes (301) 405-5783 (email: shughes1@umd.edu)

Dr. Victoria-María MacDonald (301) 405-7109 (email: vmacdona@umd.edu).

Professional Development/Teacher Education

Dr. Christine Greenhow (email: greenhow@umd.edu)

Dr. Maria E. Hyler (301) 405-0410 (email: mhyler@umd.edu)

Dr. David Imig (301) 405-7924 (email: cnorth@umd.edu)

Dr. Linda Valli (301) 405-7924 (email: lrv@umd.edu)

Reading

Dr. Peter Afflerbach (301) 405-3159 (email: afflo@umd.edu)

Dr. Ayanna Baccus (301) 405-3124 (baccusa@umd.edu)

Dr. Rose Marie Codling (301) 405-8361. (email: rcodling@umd.edu)

Dr. Mariam Jean Dreher (301) 405-3158 (email: mjdreher@umd.edu)

Dr. Olivia N. Saracho (301) 405-3155 (email: ons@umd.edu)

Dr. Jennifer Turner (301) 405-0433 (email: jdtturner@umd.edu)

Dr. Donna Wiseman (301) 405-0866 (email: dlwise@umd.edu).

Second Language and Culture

Dr. Perla Blejer