TEACHING AND LEARNING, POLICY AND LEADERSHIP (TLPL)

Graduate Degree Program
College: Education

Abstract
The newly approved TLPL Ph.D. program is a reorganization of current, on-campus doctoral programs of study into six related specializations

1. Education Policy and Leadership,
2. Language, Literacy and Social Inquiry,
3. Mathematics and Science Education,
4. Minority and Urban Education,
5. Teacher Education and Professional Development, and
6. Technology, Learning and Leadership.

These specializations prepare doctoral students to assume a variety of roles, including scholars, researchers, policy analysts, teacher educators, instructional specialists, curriculum developers, teachers, education leaders and advocates. The revision and consolidation of previous areas of study provides students with new opportunities for interdisciplinary study that emphasize scholarship in critical areas of education research, including teacher preparation, STEM fields of education, literacy and language acquisition, education policy and leadership. For more details about this program please visit http://www.education.umd.edu/TLPL/academics/programs.html.

This section includes information about the Ph.D. program sponsored by the Department of Teaching and Learning, Policy and Leadership (TLPL). For information about our master’s programs please see information under Education: Curriculum and Instruction (EDCI) and/or Education: Education Policy Studies (EDPS) in the graduate catalog.

Financial Assistance

The Department offers a limited number of graduate assistantships to newly admitted, full-time Ph.D. students each year. In addition to a possible graduate assistantship, TLPL is able to award a very limited number of Graduate School fellowships each year. These fellowships are awarded only to full-time graduate students and may provide tuition support and/or additional living stipends. All Ph.D. applicants who are offered full-time admissions will be considered for an assistantship and fellowship. For best consideration for fellowships, applicants should apply by the December 1st preferred deadline. For more information visit http://www.education.umd.edu/TLPL/admissions/financial.html.

Contact
Joy Jones
Coordinator for Graduate Admissions and Student Services
Department of Teaching and Learning, Policy, and Leadership
2311A Benjamin Building
3942 Campus Drive
College Park, MD 20742
Telephone: 301.405.3118
Fax: 301.314.9055
Email: tlpl-grad@umd.edu
Website: http://www.education.umd.edu/TLPL

Admissions

General Requirements
- Statement of Purpose
- Transcript(s)
- TOEFL/IELTS/PTE (international graduate students (https://gradschool.umd.edu/education/z069))

Program-Specific Requirements
- Letters of Recommendation (3)
- Graduate Record Examination (GRE)
- CV/Resume
- Writing Sample

Applications for the Ph.D. program are accepted for the Fall only.
To be recommended for full admission to the TLPL Ph.D. program, a minimum undergraduate grade point average of 3.0 is required. A minimum graduate grade point average of 3.5 is required for applicants who have completed a graduate program. The Graduate Record Exam (GRE) is required of applicants and scores should be at the 50th percentile or higher. Because graduate programs are highly competitive, successful applicants often score considerably higher. Students who do not meet one of these requirements, but show other evidence of outstanding potential, may be considered for provisional admission. Admission of qualified applicants is based on their competitive ranking to limit enrollments to available faculty resources. See the description of the TLPL programs and admissions overview on the TLPL website for more detailed information: http://www.education.umd.edu/TLPL/.

For more admissions information or to apply to the program, please visit our Graduate School website: https://gradschool.umd.edu/admissions

Application Deadlines

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<th>Type of Applicant</th>
<th>Fall Deadline</th>
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<tr>
<td>Domestic Applicants</td>
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<tr>
<td>US Citizens and Permanent Residents</td>
<td>4 Dec</td>
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<tr>
<td>International Applicants</td>
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<td>F (student) or J (exchange visitor) visas A,E,G,H,I and L visas and immigrants</td>
<td>4 Dec</td>
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Other Deadlines: Please visit the program website at http://www.education.umd.edu/TLPL

Requirements
- Teaching and Learning, Policy and Leadership, Master of Arts (M.A.) (https://academiccatalog.umd.edu/graduate/programs/teaching-learning-policy-leadership-tlpl/teaching-learning-policy-leadership-ma)
- Teaching and Learning, Policy and Leadership, Doctor of Philosophy (Ph.D.) (https://academiccatalog.umd.edu/graduate/programs/teaching-learning-policy-leadership-tlpl/teaching-learning-policy-leadership-phd)
Facilities and Special Resources

Faculty and students in the department work closely with area schools, colleges, universities, associations and other education-related organizations. Extensive resources in the Washington, D.C., area, including embassies and other international organizations, provide exceptional opportunities for internships and field experiences, research, and materials to enhance formal course experiences. Facilities that support graduate study include the Center for Mathematics Education, the Center for Science and Technology in Education, the Multicultural Research Center, and the Maryland Equity Project. Additional facilities in the College of Education include the Educational Technology Services Center and numerous Professional Development Schools in local schools districts.

Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First/Middle Name</th>
<th>Graduate Faculty Status</th>
<th>Academic Credentials</th>
<th>Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afflerbach</td>
<td>Peter P.</td>
<td>Full Member</td>
<td>B.A., State University of New York-Albany, 1978; M.S., 1979; Ph.D., 1985.</td>
<td>Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Baccus</td>
<td>Ayanna</td>
<td>Adjunct Member</td>
<td>B.S., Wake Forest University, 1997; M.Ed., University of Maryland, 1998; Ph.D., University of Maryland, 2004</td>
<td>Assistant Clinical Professor, Teaching and Learning, Policy and Leadership Assistant Clinical Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Benson</td>
<td>Spencer A.</td>
<td>Full Member</td>
<td>B.A., University of Vermont, 1973; Ph.D., University of Chicago, 1978.</td>
<td>Associate Professor, Teaching and Learning, Policy and Leadership Affiliate Associate Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Blazar</td>
<td>David</td>
<td>Full Member</td>
<td>Ed.D. Harvard University</td>
<td>Assistant Professor, Teaching and Learning, Policy and Leadership</td>
</tr>
<tr>
<td>Brown</td>
<td>Tara</td>
<td>Full Member</td>
<td>Ed.D. Harvard University</td>
<td>Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Brantlinger</td>
<td>Andrew</td>
<td>Full Member</td>
<td>B.A., Macalester College, 1991; M.Ed., University of Illinois-Chicago, 1997; Ph.D., Northwestern University, 2007.</td>
<td>Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Brantlinger</td>
<td>Andrew</td>
<td>Full Member</td>
<td>B.A., Macalester College, 1991; M.Ed., University of Illinois-Chicago, 1997; Ph.D., Northwestern University, 2007.</td>
<td>Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Campbell</td>
<td>Elwood G.</td>
<td>Full Member</td>
<td>B.A., Northeast Missouri State College, 1949; M.A., Northwestern University, 1952; Ph.D., 1963.</td>
<td>Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Campbell</td>
<td>Patricia F.</td>
<td>Full Member</td>
<td>B.S., College of Saint Francis, 1970; M.S., Michigan State University, 1972; Ph.D., Florida State University, 1976.</td>
<td>Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Chambliss</td>
<td>Marilyn J.</td>
<td>Full Member</td>
<td>B.A., University of California-Berkeley, 1964; B.A., San Jose State University, 1982 Ph.D., Stanford University, 1990.</td>
<td>Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction</td>
</tr>
<tr>
<td>Name</td>
<td>Daniel Chazan</td>
<td>A.B., M.A., Brandeis University, 1981; M.A., Harvard Graduate School, 1982; M.A., Worcester Polytechnic, 1984; M.A., Ed.D., Harvard Graduate School of Education, 1989; Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction</td>
<td>Clegg Tamara</td>
<td>B.S., North Carolina State University, 2002; Ph.D., Georgia Institute of Technology, 2009</td>
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<tr>
<td>Name</td>
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<td>Davidson</td>
<td>Full Member</td>
<td>B.S., Case Western Reserve University, 1961; M.S., University of Wisconsin-Madison, 1963; Ph.D., 1970; M.Ed., University of Maryland-College Park, 1982.</td>
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<tr>
<td>De Lorenzo</td>
<td>Full Member</td>
<td>B.A., Montclair State University, 1959; M.A., 1964; Ph.D., Ohio State University-Columbus, 1971.</td>
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<tr>
<td>Elby</td>
<td>Full Member</td>
<td>B.A., Harvard University, 1988; M.Phil., Cambridge University, 1989; Ph.D., University of California, Berkeley, 1995.</td>
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<tr>
<td>Eley</td>
<td>Full Member</td>
<td>B.S., Ohio State University-Columbus, 1952; M.Ed., Ohio State University, 1957; Ph.D., 1966.</td>
<td></td>
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<tr>
<td>Fey</td>
<td>Full Member</td>
<td>B.S., University of Wisconsin-Madison, 1962; M.S., 1963; Ph.D., Columbia University, 1968.</td>
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</tr>
</tbody>
</table>
GROSS MAGDALENA  Full Member  PhD, Stanford University, 2014; MA, Stanford University, 2012; MAT, Dominican University, 2006; BA, University of Chicago, 2004

Galindo Claudia  Full Member  PhD, Pennsylvania State University, 2005; BA, Pontificia Universidad Católica del Perú, Lima, Perú, 1996

Goffney Imani  Full Member  PhD, University of Michigan

Graeber Anna O.  Full Member  B.S., State University of New York-Buffalo, 1964; M.S., Indiana State University-Terre Haute, 1965; Ed.D., Columbia University-Teachers College, 1974

Heidelbach Ruth A.  Full Member  B.S., University of Maryland-College Park, 1949; M.Ed., University of Florida, 1957; Ed.D., Teachers College, Columbia University, 1967

Henkelman James H.  Full Member  Assistant Professor, Teaching and Learning, Policy and Leadership

Herschbach Dennis R.  Full Member  Assistant Professor, Teaching and Learning, Policy and Leadership

Holliday William G.  Full Member  Associate Professor, Teaching and Learning, Policy and Leadership

Hultgren Francine H.  Full Member  Professor Emerita, Curriculum and Instruction


Herschbach Dennis R.  Full Member  B.A., San Jose State University, 1960; M.S., University of Illinois-Urbana-Champaign, 1968; Ph.D., 1973

Holliday William G.  Full Member  B.S., Purdue University, 1963; M.S., 1968; Ph.D., University of Texas-Austin, 1970

Hultgren Francine H.  Full Member  B.S., University of Minnesota-St. Paul, 1968; M.S., North Dakota State University-Fargo, 1977; Ph.D., Pennsylvania State University-Park, 1982

Associate Professor Emeritus, Curriculum and Instruction
Hutt Ethan Full Member B.A., Yale University, 2005; M.A., Stanford University, 2010; Ph.D., Stanford University, 2013. Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction

Imig David Adjunct Member B.A., University of Illinois, Urbana-Champaign, 1961; M.A., University of Illinois, Urbana-Champaign, 1964; Ph.D., University of Illinois, Urbana-Champaign, 1969. Professor of Practice, Teaching and Learning, Policy and Leadership Professor of Practice, Curriculum and Instruction


Ketelhut Diane Jass Full Member M.Ed., University of Virginia, 1988; Ed.D., Harvard Graduate School, 2006. Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction

Koziol Stephen Full Member A.B., University of Rochester, 1965; M.A., University of Rochester, 1967; Ph.D., Stanford University, 1971. Professor, Neurosciences and Cognitive Science Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction

MacSwan Jeff Full Member B.A., California State University-Long Beach, 1985; M.A., California State University-Long Beach, 1987; Ph.D., University of California-Los Angeles, 1997. Professor, Linguistics Professor, Policy Studies Professor, Teaching and Learning, Policy and Leadership


Martin-Beltran Melinda Full Member B.A., University of Michigan, 1997; M.Ed., University of Texas, Pan American, 1999; Ph.D., Stanford University, 2006. Assistant Professor, Teaching and Learning, Policy and Leadership Assistant Professor, Curriculum and Instruction

McCaleb Joseph L. Full Member B.A., Abilene Christian University, 1969; M.Ed., University of Texas-Austin, 1973; Ph.D., 1976. Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction
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<tr>
<td>McLaughlin Margaret J.</td>
<td>Full Member</td>
<td>McLaughlin B.A., University of Denver, 1968; M.A., University of Northern Colorado, 1971; Ph.D., University of Virginia, 1977.</td>
</tr>
<tr>
<td>Peercy Megan</td>
<td>Full Member</td>
<td>Peercy B.A., Trinity University, 1995; M.A.T., University of Utah, 2000; Ph.D., University of Utah, 2004.</td>
</tr>
<tr>
<td>Redish Edward F.</td>
<td>Full Member</td>
<td>Redish Distinguished Scholar-Teacher, Massachusetts Institute of Technology, 1968.</td>
</tr>
<tr>
<td>Rice Jennifer K.</td>
<td>Full Member</td>
<td>Rice B.S., Marquette University, 1990; M.S., Cornell University, 1993; Ph.D., 1995.</td>
</tr>
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</table>
Saracho Olivia N. Full Member B.S., Texas Women's University, 1967; M.Ed., 1972; Ph.D., University of Illinois-Urbana/Champaign, 1978. Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction

Scribner Campbell Full Member PhD, University of Wisconsin Assistant Professor, Teaching and Learning, Policy and Leadership

Selden Steven Full Member B.S., State University of New York-College at Oswego, 1963; M.S., City University of New York-Brooklyn College, 1967; M.A., Columbia University, 1970; Ed.D., 1971. Professor Emeritus, Policy Studies Professor Emeritus, Teaching and Learning, Policy and Leadership Affiliate Professor, Jewish Studies Affiliate Professor, Teaching and Learning, Policy and Leadership

Silverman Rebecca Full Member B.A., George Washington University, 1998; Ed.M. Harvard University, 2001; Ed.D. Harvard University, 2005. Associate Professor, Special Education Professor, Teaching and Learning, Policy and Leadership Affiliate Assistant Professor, Curriculum and Instruction

Slater Wayne H. Full Member B.S., University of Minnesota-Duluth, 1967; M.A., 1972; Ph.D., University of Minnesota-Minneapolis, 1982. Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction


Sullivan Denis F. Full Member A.B., Tufts University, 1966; M.S., Catholic University of America, 1972; Ph.D., University of North Carolina-Chapel Hill, 1975. Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction

Turner Jennifer Full Member B.A., University of Pennsylvania, Philadelphia, 1994; M.Ed., Temple University, 1995; Ph.D., Michigan State University, 2003. Associate Professor, Teaching and Learning, Policy and Leadership Associate Professor, Curriculum and Instruction

Valli Linda R. Full Member B.A., Mercy College of Detroit, 1970; M.A., Johns Hopkins University, 1976; Ph.D., University of Wisconsin-Madison, 1983. Professor, Teaching and Learning, Policy and Leadership Professor, Curriculum and Instruction
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<th>Last Name</th>
<th>First Name</th>
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<tr>
<td>Walkoe</td>
<td>Janet</td>
<td>Full Member</td>
<td>B.A., The University of Chicago, 1994; M.S., The University of Illinois at Chicago, 2008; Ph.D., Northwestern University, 2013. Assistant Professor; Teaching and Learning, Assistant Professor; Policy and Leadership, Assistant Professor; Curriculum and Instruction</td>
</tr>
<tr>
<td>Weintrop</td>
<td>David</td>
<td>Full Member</td>
<td>Ph.D., Northwestern University Assistant Professor; Human-Computer Interaction Assistant Professor; Information Management Assistant Professor; Information Studies Assistant Professor; Library and Information Science Assistant Professor; Library and Information Science (online) Assistant Professor; Teaching and Learning, Assistant Professor; Policy and Leadership</td>
</tr>
<tr>
<td>White</td>
<td>Tirza Wilbon</td>
<td>Full Member</td>
<td>B.A., University of Akron, 1994; M.A., Georgia State University, 2002; Ph.D., Emory University, 2012. Assistant Professor; Policy Studies Assistant Professor; Teaching and Learning, Assistant Professor; Policy and Leadership</td>
</tr>
<tr>
<td>Wiseman</td>
<td>Donna</td>
<td>Full Member</td>
<td>B.S., Oklahoma State University, 1968; M.Ed., Arkansas State University, 1976; Ph.D., University of Missouri-Columbia, 1979. Assistant Professor; Teaching and Learning, Assistant Professor; Curriculum and Instruction</td>
</tr>
<tr>
<td>van Zee</td>
<td>Emily H.</td>
<td>Full Member</td>
<td>B.A., Harvard-Radcliffe University, 1964; M.S., University of Washington, 1982; Ph.D., 1989. Associate Professor Emerita, Teaching and Learning, Associate Professor Emerita, Curriculum and Instruction</td>
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<td>Dean, Curriculum and Instruction Professor, Teaching and Learning, Professor, Curriculum and Instruction</td>
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