COLLEGE OF EDUCATION

1204 Benjamin Building
Phone: 301-405-2344
http://education.umd.edu/studentinfo/

Dean: Kimberly Griffin, Ph.D.
Associate Dean: Ebony Terrell Shockley, Ph.D.

The College of Education is a professional college committed to preparing accomplished beginning and advanced-level professionals who can advance the learning and development of their students and who are ready to become leaders in their fields. The college seeks to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. Educational inequities exist on multiple levels; therefore, we aim to prepare educators with the skills and commitments necessary to ensure equity for all students in the public schools and classrooms they will lead.

The college programs prepare educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Educational programs are accredited/approved by the following: Association for Advancing Quality in Educator Preparation (AAQEP), Maryland State Department of Education (MSDE), and the American Psychological Association. Accreditation provides reciprocal certification with most other states that recognize national accreditation.

MSDE issues certificates to teach in the public schools of the state. In addition to graduation from an approved program, MSDE requires satisfactory scores on the state Praxis licensure exams for certification. At the time of graduation, the college informs MSDE of the graduates' eligibility for certification. Under Maryland law, criminal background checks may be required and considered by MSDE in the awarding of teaching certification, and by employers before granting employment in the teaching field. Certification may be denied or revoked for individuals who have been convicted of crimes of violence and/or crimes against children. Additionally, some Maryland counties require a criminal background check prior to placement in an internship.

Admission Requirements

Admission to Teacher Education Professional Course Work

Applicants to the University of Maryland who have declared an interest in education are admitted to a department in the college. All majors must meet the selective admission requirements for full admission into the College of Education in order to enroll in the professional sequence of the teacher education degree programs.

The admission process includes three steps:

1. **Pre-Admission Review:** Candidates must
   a. complete the English and math lower-level fundamental studies (six credits) with a grade of "C-" or better;
   b. earn 45 semester hours with an overall cumulative grade point average of at least 2.75 on a 4.0 scale;
   c. complete gateway and/or specialization or major requirements for the program area with a minimum 2.70 GPA, and earn at least a "B" in any Education course identified by the program as a specific gateway prerequisite;
   d. submit a personal goal statement that indicates an appropriate commitment to professional education;
   e. have prior experiences in the education field;
   f. submit three letters of recommendation/reference;
   g. receive satisfactory ratings on the College of Education Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE) on the College of Education FC/MCEE Pre-Admissions Screening Form if formal evaluations have not yet occurred;
   h. submit criminal history disclosure statement; and,
   i. have passing scores on a test of basic skills as determined by the Maryland State Department of Education (currently Praxis CORE, SAT, ACT or GRE).
2. **Program Faculty review** the applications of the candidates who meet the above criteria and rate them on the following components:
   a. overall GPA,
   b. GPA in gateway/specialization/major,
   c. rating for prior experience,
   d. rating of recommendations,
   e. rating of application essay.
3. **The faculty sets a minimum cut score for eligibility** based upon several factors (e.g., instructional resource capacity of the program/department, Professional Development School (PDS) placement capacity in the certification area, availability of high quality mentors in the certification area, work force need in the state, etc.). Candidates meeting at least minimum cut scores are scheduled for interviews. Program faculty re-ranks candidates based on aggregate scores from the complete profile - i.e., the five factors in step 2 plus the interview. The highest ranking individuals using the aggregate score are offered admission. [The total number admitted is based on target enrollment guidelines.]

Admission application forms are available online (https://education.umd.edu/student-resources/student-services/undergraduate-studies-student-services-office/professional/). Only those who are admitted are able to enroll in the professional education sequence. An overall grade point average of 2.75 must be maintained after admission to Teacher Education to continue in the professional education programs. The program faculty is able to recommend selected other candidates for Discretionary Admission based on any of a variety of special considerations. Consult the Student Services Office (Room 1204 Benjamin Bldg.) for policies and procedures regarding Discretionary Admission.

Criteria for admission to the Teacher Education program apply to any teacher preparation program offered by the University of Maryland. Thus, undergraduates desiring a major in music education should apply to the College of Education for admission to the professional program in Teacher Education. Individuals who are not enrolled in the College of Education but who, through an established cooperative program with another college are preparing to teach, must meet all admission, scholastic and curricular requirements of the College of Education. The courses in the professional education sequence are restricted to teacher candidates who are enrolled in an approved teacher preparation program and degree-seeking majors who have met College of Education requirements for admission and retention.

Gateway Requirements for Early Childhood, Elementary, and Middle School Math and Science Education Programs

In order to meet the Maryland State Department of Education's (MSDE's) institutional performance criteria for the Redesign (i.e., strong math and science background for early childhood and elementary education teacher candidates), prospective majors in these programs need to fulfill additional performance criteria. In addition to the requirements for admission to teacher education that are listed above, early childhood and elementary education majors must satisfy the following gateway requirements:

1. *Completion of a four-credit general education laboratory physical science, a four-credit general education laboratory biological science, Elements of Numbers and Operations (*MATH212*), and Elements of Geometry and Measurement (*MATH213*) with a minimum grade of "C-" in each class and a 2.7 cumulative GPA across all four courses.*
2. *Completion of Looking Inside Schools and Classrooms (TLPL251) or Exploring Teaching in Early Childhood (*EDHD220*) with a grade of "B-" or better.*
3. *Passing scores on a test of basic skills as determined by MSDE: SAT; ACT; GRE; or Praxis CORE: Academic Skills Assessments (Applicants will be required to meet the individual cut-off scores for each of the three Praxis CORE assessments. A composite score is not accepted for admission.)*

In keeping with the campus undergraduate admissions policy, the College of Education will admit as many freshmen as possible as "pre-service" education majors. Internal and external transfers who have completed fewer than 60 credits and who have not yet met the standards required for enrollment in the professional degree programs also will be admitted as "pre-service" education majors. For directly admitted freshmen, the above admission requirements will serve as the criteria for the sophomore (early childhood, elementary, and special education) or junior (secondary education) level review. For internal and external transfers, these criteria make up the "gateway." Teacher candidates who pass the sophomore/junior level review or the gateway will be admitted into the professional degree programs. Transfers with 60 or more credits will be granted permission to enroll as a pre-service major in education, provided they have maintained at least a 2.75 GPA and successfully completed the lower-level fundamental studies with a minimum grade of "C-" or better. These individuals will be given one semester to meet the requirements for admission to teacher education.

Detailed information regarding admission to the Teacher Education program, including the gateway requirements for Early Childhood, Elementary, or Middle School Math and Science Education, is available in the Student Services Office, Room 1204 Benjamin (301-405-2364).

DEPARTMENTS

Departments and Units

- Counseling, Higher Education and Special Education (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/)
- Human Development and Quantitative Methodology (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/human-development-quantitative-methodology/)
- Teaching and Learning, Policy and Leadership (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/)

ACADEMIC PROGRAMS

Majors

- Early Childhood/Early Childhood Special Education Major (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/human-development-quantitative-methodology/early-childhood-special-education-major/)
- Elementary Education Major (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/elementary-education-major/)
- Elementary/Middle Special Education Major (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/elementary-middle-special-education-major/)
- Human Development Major (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/human-development-quantitative-methodology/human-development-major/)
- Middle School Education Major (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/middle-school-education-major/)
- Secondary Education Major - Art (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/art-education-major/)
- Secondary Education Major - English (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/english-education-major/)
- Secondary Education Major - Mathematics (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/mathematics-education-major/)
- Secondary Education Major - Science (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/science-education-major/)
- Secondary Education Major - Social Studies (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/social-studies-education-major/)
- Secondary Education Major - World Language (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/world-language-education-major/)

Minors

- American Sign Language (ASL) Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/american-sign-language-minor/)
- Disability Studies Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/disability-studies-minor/)
- Education Policy, Equity, and Justice Minor (EDUC) (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/education-policy-equity-justice-minor/)

- Human Development Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/human-development-quantitative-methodology/human-development-minor/)
- Leadership Studies Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/leadership-studies-minor/)
- Secondary Education Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/secondary-education-minor/)
- Teaching English for Speakers of Other Languages (TESOL) and Dual Language Education Minor (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/tesol-education-minor/)

Certificates

- Leadership Studies Certificate (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/counseling-higher-special-education/leadership-studies-certificate/)
- Secondary Education Certificate (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/teaching-learning-policy-leadership/secondary-education-certificate/)

COLLEGE REQUIREMENTS

Undergraduate Degree Requirements/ Degree Options

The College of Education confers the degrees of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) depending on the amount of liberal arts study included in a particular degree program. Minimum requirements for graduation are 120 semester hours. Specific departmental program requirements for more than the minimum must be fulfilled.

In addition to the university's general education requirements and the specific requirements for each curriculum, the college requires that all majors complete a Foundations of Education course (e.g., TLPL360) and, depending upon the teacher education major, three to twelve semester hours of reading course requirements. A grade of "C-" or better is required in all pre-professional and professional course work required for the major. An overall grade point average of 2.75 must be maintained after admission to Teacher Education. A grade of "S" or "A-" is required in the teaching internship. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators and attain qualifying scores for the State of Maryland on a Test of Basic Skills (Praxis CORE, SAT, ACT, GRE), Praxis II and edTPA assessments. Detailed information about the Praxis assessments is available in the Student Services Office, Room 1204 Benjamin.

Exceptions to curricular requirements and rules of the College of Education must be recommended by the teacher candidate's advisor and department chairperson and approved by the Dean.

Yearlong Internship

The yearlong internship, which is the culminating experience in the teacher preparation program, takes place in a collaborating school (i.e., partner school - Professional Development School (PDS)). Each teacher candidate's internship will vary according to the unique attributes of their teacher education program. All internships will provide teacher candidates with the opportunity to integrate theory and practice through a comprehensive, reality-based experience. The yearlong internship is arranged through the College of Education in collaboration with the school site coordinators, PDS Coordinators, and the designated schools in the partnership.

The yearlong internship is a full-time commitment. Interference with this responsibility because of employment or course work is strongly discouraged. Teacher candidates assigned to schools for this internship are responsible for their own transportation and living arrangements and should be prepared to travel to whichever school has been assigned. The student teaching internship requires a special fee. Please consult the course listings within Testudo (http://testudo.umd.edu/) for the current lab fee. During the teaching internship, teacher candidates should be prepared to adhere to the academic schedule/calendar for the school system in which they are placed.

In order to receive a yearlong internship placement, all teacher candidates must make application the semester prior to the internship year. Prospective interns must have been admitted to Teacher Education and have completed all prerequisites. Prior to assignment, all candidates in teacher preparation programs must have:

1. maintained a minimum overall grade point average of at least 2.75 with a minimum grade of "C-" in every course required for the major;
2. satisfactorily completed all other required course work in their program;
3. received a favorable recommendation from their department;
4. attained qualifying scores for the State of Maryland on a Test of Basic Skills (Praxis CORE, SAT, ACT, GRE) and Praxis II assessments;
5. applied for a year-long internship placement through the College of Education during the semester prior to the internship year;
6. received favorable ratings from prior supervised experiences in school settings;
7. received favorable evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators; and
8. submitted a criminal history disclosure statement.

In addition, state law gives the local school to which the intern is assigned the discretion to require a criminal background check prior to placement. Early Childhood Education majors must have a certificate indicating freedom from tuberculosis and proof of immunization.

Note: All registrations in the teaching internship, regardless of whether an intern withdraws or takes a leave of absence, will be counted as an attempt under the campus repeat policy. Only two registrations will be allowed. After two registrations, further attempts at the teaching internship must be approved by the department and the school system professionals involved in the teacher candidate's internship experience.

College of Education Foundational Competencies/Model Code of Ethics for Educators

All candidates in the UMD professional preparation programs are expected to demonstrate that they are prepared to work with children and youth in educational settings. This preparation results from the combination of successful completion of university coursework and field/internship experiences and the demonstration of important human characteristics and dispositions that all educators should possess. These characteristics and dispositions, the College of Education Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE), are aligned with the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and based upon the National Association of State Directors of Teacher Education and Certification Model Code of Ethics for Educators. The College of Education's FC/MCEE are grouped

into five principles, which broadly define critical dimensions of ethical practice expected of teacher candidates:

- Principle I: Responsibility to the Profession
- Principle II: Responsibility for Professional Competence
- Principle III: Responsibility to Students
- Principle IV: Responsibility to the School Community
- Principle V: Responsible and Ethical Use of Technology and Social Media

The FC/MCEE serve several important functions, including, but not limited to:

1. providing information to those considering pre K-12 and community professional careers that will help such individuals in their career decision-making;
2. advising applicants of non-academic criteria considered in admissions decisions made by the university's pre K-12 and community professional preparation programs;
3. serving as the basis for feedback provided to candidates in these programs regarding their progress toward mastery of all program objectives; and
4. serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

Candidates in the undergraduate teacher preparation programs will be required to achieve satisfactory ratings on the College of Education FC/MCEE (or on the College of Education FC/MCEE Pre-Admissions Screening Form if formal evaluations have not yet occurred) as part of the college's selective admissions review in the sophomore or junior year. Self-assessments of candidates and faculty evaluations on the FC/MCEE also will occur during each field/internship experience. Teacher candidates will be monitored and given feedback throughout the program. At specified points, they will be notified of inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the teacher candidate's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from the university or other sources. If the problem seems to be beyond remediation, admission and/or continuation in the professional programs, graduation, or recommendation for certification may be denied.

The COE FC/MCEE may be met with, or without, accommodations. The university complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College of Education will endeavor to make reasonable accommodations with respect to these standards for an applicant with a disability who is otherwise qualified. For detailed information on the College of Education-Foundational Competencies/Model Code of Ethics for Educators, see http://education.umd.edu/student-resources/student-services/undergraduate-studies-student-services/undergraduate-forms-and/.

LiveText/Watermark Portfolio Requirement

The college uses a learning electronic portfolio and accreditation management system for its teacher preparation programs. An active subscription to LiveText by Watermark is a requirement for the courses that comprise the professional education curriculum. Teacher candidates will be expected to submit a number of their course and portfolio assignments through LiveText/Watermark.

The LiveText/Watermark account, which can be purchased at the University Book Center, is a one-time purchase that is comparable in price to the cost of a textbook. These accounts will last for a full year after graduation so that education majors can use their electronic LiveText/Watermark portfolios in the job seeking process. For more information about LiveText by Watermark, contact Dr. Ebony Terrell Shockley, Associate Dean for Undergraduate Studies (eterrell@umd.edu).

ADVISING

The Office of Student Services provides academic advising for Human Development majors, and for Teacher Education majors. Student Services provides academic advising regarding admission, orientation, registration, graduation, and certification. Advising is mandatory in the College of Education: Human Development and Teacher Education majors must be advised prior to registration each semester.

Teacher candidates receive an academic audit at each advising appointment and upon admission to the professional teacher education degree program. Undergraduates are expected to complete their degree program in a timely manner and to adhere to program benchmarks. Information about program benchmarks and four-year plans is available on the Student Services website at http://education.umd.edu/studentinfo/undergraduate_info/.

OPPORTUNITIES

Specialized Academic Programs

Secondary Education Program options: The College of Education has multiple pathways for individuals who are interested in teaching at the secondary level:

The dual major option, which is designed for incoming freshmen or sophomores, leads to the Bachelor's degree with a major in an academic content area plus a second major in secondary education. All secondary majors are required to have an academic content major which satisfies the requirements of the academic department and meets the standards for teacher certification. Candidates who follow the proposed sequencing of courses can complete both majors in four years with careful advisement and scheduling.

The **Certificate Program** requires completion of an academic major - including coursework specific to meet certification standards in the certificate area - and a bachelor's degree in an approved academic content area, plus the completion of a certificate program in secondary education to meet requirements in UMD's approved program for MSDE certification. Selected coursework from the minor in Secondary Education may be taken prior to admission to the Certificate Program option. *(The Certificate Program is currently under review. For additional information, contact the Office of Student Services, 1204 Benjamin.)*

The **Five-Year Integrated Master's with Certification Program** for content majors entering the junior or senior year, is for talented undergraduates with a minimum GPA of 3.0 who seek to combine undergraduate studies in the content area and professional education as a foundation for a focused professional year at the graduate level leading to secondary-level certification in the subject field and the Master of Education degree. Candidates who are admitted to the program complete their baccalaureate degrees with a major in the relevant content area and a minimum of 12 credits in professional education studies related to teacher certification requirements. In their fifth year, they enroll in a full-year internship and complete graduate-level professional studies that

make them eligible for teacher certification and the Master of Education degree.

The **Mathematics Education** and **Science Education** programs are part of the Terrapin Teachers program. Terrapin Teachers is an innovative program designed to engage science and mathematics students in the teaching and learning process so that they are prepared by the end of their four undergraduate years to be highly skilled middle and secondary science and mathematics school teachers who can go on to teach and inspire their students, and enable them to not only know about science and math, but to use these disciplines in their everyday lives. For more information about Terrapin Teachers, see http://tt.umd.edu.

For detailed information about these secondary education program options, contact the Office of Student Services, 1204 Benjamin Building.

College Honors Program

Undergraduate teacher education majors meeting certain scholastic requirements may participate in the College of Education Honors Program. The objective of this program is to examine the field of education at levels of depth and breadth that go beyond that provided by any one teacher preparation sequence. The program consists of three components: group, cross-disciplinary, and individual study. The Honors Program represents an excellent springboard for teacher candidates with aspirations to go on to graduate school. For further information contact the College of Education Office of Student Services (1204 Benjamin).
Note: Program is currently under review.

Approved Student Societies and Professional Organizations

The college sponsors chapters of Phi Delta Kappa; the Teacher Education Association of Maryland Students (TEAMS), a state/national education association; the College of Education Student Assembly, a student governance organization; the Association of Aspiring Educators of Color; and Kappa Delta Pi, an honor society in education.

The Plan of Organization for the College of Education calls for undergraduate student representation on both the College of Education Assembly and College Senate. These organizations assume a critical role in policy development for the College of Education. The Assembly meets at least once a year during the fall semester for its annual meeting. Senate meetings typically occur once a month during the fall and spring semesters. Nine full-time undergraduates are elected as voting members of the College Assembly. One undergraduate student is elected to serve as a delegate to the College of Education Senate. For further information about the College Assembly or Senate, contact the Office of Student Services, Room 1204 Benjamin.

In several departments there are informal organizations of students. Students should contact the individual departments or, in the case of college-wide groups, the Student Services office, for additional information regarding these organizations.

Student Engagement and Service Units

Office of Student Services

1204 Benjamin Building
Phone: 301-405-2344
http://education.umd.edu/studentinfo/

The Office of Student Services provides academic advising for education majors regarding admission, orientation, registration, graduation, and certification. Information about the Praxis assessments and the College of Education Scholarships also is available in Student Services.

Educational Technology Services

0234 Benjamin Building
Phone: 301-405-3611

Educational Technology Services helps the College advance the effective use of technology in support of student learning. The Center provides a range of technology and media resources and services to faculty and students. For more information about ETS resources and services, see http://education.umd.edu/about-college/administration/ets/.

Career Center

3100 Hornbake Library
Phone: 301-314-7225
http://CareerCenter.umd.edu

The Careers4Terps (https://careers.umd.edu/careers4terps/) includes job listings in private and public schools and institutions of higher learning, on-campus interviews with in-state and out-of-state school systems, and resume referral to employers interested in hiring education majors. Information and applications from school systems throughout the country, job search publications, and various employment directories also are available in the Career Center.

Financial Assistance

The Office of Student Financial Aid (OSFA) administers all types of federal, state and institutional financial assistance programs and, in cooperation with other university offices, participates in the awarding of scholarships to deserving students. For information (including details regarding TEACH grants), visit: http://financialaid.umd.edu.

In addition, contributions from the College of Education Alumni and Friends have made it possible to award a number of $1,000 scholarships to students enrolled in majors in the College of Education each academic year. These awards are based on the following criteria:

- academic performance
- financial need
- leadership and contributions to the field of education or
- commitment to potential leadership in the field of education
- encouragement of a diverse and multicultural community

Scholarship applications may be obtained in the Office of Student Services (1204 Benjamin). Applications also are available on-line: http://education.umd.edu/admissions/financial-aid-scholarships/.

For more information about the College of Education Scholarships, including deadlines and application materials, contact the Office of Student Services (1204 Benjamin).

Awards

Maryland Teachers of Promise Program

Each year, the college identifies five to seven of its most promising gifted pre-service educators, who are getting ready to graduate and who plan to teach in the state of Maryland. These individuals become part of a select group of outstanding pre-service and veteran teachers participating in a mentor-protégé program and educational Institute. As part of the program, each teacher candidate is paired with an award-winning veteran teacher mentor (Teacher of the Year, Milken National Educator,

Blue Ribbon School Master Teacher, etc.), who provides guidance and support during the transition period into teaching. For more information about this program, contact Dr. Ebony Terrell Shockley, Associate Dean (eterrell@umd.edu).

Departments and Centers

The college includes a number of centers that offer special resources and facilities to students, faculty, and the community, including the following:

- Center for Children, Relationships, and Culture
- Center for Diversity and Inclusion in Higher Education
- Center for Early Childhood Education and Intervention
- Center for Educational Innovation and Improvement
- Center of Integrated Latent Variable Research
- Center for Mathematics Education
- Center for Science and Technology in Education
- Center for Young Children
- Counseling, Assessment, Research, and Educational Services Psychological Center
- Institute for the Study of Exceptional Children and Youth
- Language and Literacy Research Center
- Maryland Assessment Research Center
- Maryland Equity Project
- Maryland Institute for Minority Achievement and Urban Education
- Multilingual Research Center

Special Advantages and Facilities

Students in the College of Education have the opportunity to work with an exemplary faculty. Among our ranks are nationally known faculty researchers who have made significant contributions to advancing theory and improving professional practice. In addition, the college's strategic location provides students with research opportunities that are unparalleled. Teacher candidates can complete their teaching internship and conduct research in school districts with highly diverse populations. The region also provides access to several research libraries, government agencies, not-for-profit organizations, and educational associations.

The College of Education offers many special resources and facilities to students, faculty, and the community, including the following centers:

- ***The Center for Mathematics Education*** provides a mathematics laboratory for undergraduate and graduate students. Occasionally there are tutoring services for children and adolescents. These services are offered in conjunction with special graduate and undergraduate courses in elementary and secondary school mathematics. Center faculty are engaged in research in mathematics education, serve as consultants to school systems and instructional publishers, and provide in-service teacher education in addition to graduate degree programs.
- **The *Center for Young Children*** is part of the Institute for Child Study/Human Development in the College of Education. It offers a creative learning experience for children three, four, and five years old. The center engages in child study, curriculum development, and teacher preparation. Its research and observation facilities are available to parents, faculty, and other persons concerned with the care and education of young children.