

ELEMENTARY EDUCATION MAJOR

2311 Benjamin Building
Phone: 301-405-3324
<http://education.umd.edu/academics/departments/tlpl/>

Program Co-Directors: Tracy Dunheimer, Principal Faculty Specialist;
Karen Rehder, Principal Faculty Specialist.

Teaching and Learning, Policy and Leadership offers an undergraduate curriculum in elementary education that leads to the Bachelor of Science.

Courses offered in this program may be found under the following acronyms: EDCI, and TLPL. Graduates of the Elementary Education program are prepared to teach grades 1 through 6, and meet the requirements for certification in Maryland and additional states that are affiliated with the Interstate Reciprocity Agreement through the Maryland State Department of Education (MSDE).

Admission to the Major

Admission to the Teacher Education Professional Program is competitive. Admission procedures and criteria are explained on the College of Education, Overview tab (<https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/>).

Placement in Courses

The Elementary Education program includes both pre-professional and professional education coursework. Before undergraduates may enroll in courses identified as part of the professional sequence, they must complete the selective admissions requirements and be fully admitted to the College of Education's Teacher Education program. Admission procedures and criteria are explained in the College of Education entry. To be eligible to enroll in professional sequence courses during the fall semester, prospective majors must submit a completed application form by May 1st of the preceding spring semester. Teacher candidates will not be permitted to enroll in professional sequence courses – including the yearlong internship – prior to completion of the selective admissions requirements and full admission to the College of Education.

Program Learning Outcomes

1. Elementary Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (Association for Childhood Education International, ACEI), state (MSDE), and institutional standards.
2. Elementary Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
3. Elementary Education teacher candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice. They accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
4. Elementary Education teacher candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures. They are able to work with students, families, and communities in ways

that reflect the dispositions expected of professional educators as delineated in professional (ACEI), state (MSDE), and institutional standards.

5. Elementary Education teacher candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement. They demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

REQUIREMENTS

All Teacher Education Programs have designated pre-professional courses and a specified sequence of professional courses. Before undergraduates may enroll in courses identified as part of the professional sequence, they must complete the selective admission requirements and be fully admitted to the College of Education's Teacher Education Program. An overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators and to attain qualifying scores for the State of Maryland on a test of basic skills and Praxis II assessments. The test of basic skills is required for admission, and Praxis II is required for the teaching internship and graduation. The culminating experience is the yearlong internship, which takes place in a Professional Development School.

| Course | Title | Credits |
|--|---|---------|
| College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext) | | |
| The Gateway Requirements for Entrance into the Elementary Teacher Education Program ¹ | | |
| BIOSCI | Biological Science/Lab | 4 |
| PHY SCI | Physical Science/Lab | 4 |
| MATH212 | Elements of Numbers and Operations | 3 |
| MATH213 | Elements of Geometry and Measurement | 3 |
| TLPL251 | Community, Learners, and Classroom Climate ² | 3 |
| Courses which Double Count with the General Education Program ³ | | |
| HIST200 | Interpreting American History: Beginnings to 1877 | 3 |
| BIO SCI | Biological Science/Lab Gateway Requirement | 4 |
| PHY SCI | Physical Science/Lab Gateway Requirement | 4 |
| SOC SCI | Social Science | 3 |
| Recommended social science course options: | | |
| GEOG100 | Introduction to Geography | |
| GVPT170 | American Government | |
| PSYC100 | Introduction to Psychology | |
| SOCY100 | Introduction to Sociology | |
| Other Pre-Professional Requirements | | |
| MATH214 | Elements of Probability and Statistics | 3 |
| TLPL340 | Introduction to Children's Literature and Critical Literacy | 3 |
| SOCY230 or PSYC221 | Sociological Social Psychology Social Psychology | 3 |
| Select one of the following: | | 3 |
| TLPL250 | Historical and Philosophical Perspectives on Education | |
| TLPL360 | Foundations of Education | |

| | | |
|--|--|------------|
| EDHD411 | Child Growth and Development | 3 |
| Area of Emphasis | | |
| Select an Area of Emphasis chosen from the following: ⁴ | | 18 |
| World Language | | |
| Literature | | |
| Mathematics | | |
| Science | | |
| Social Studies | | |
| Professional Education Courses | | |
| EDSP401 | Teaching Students with Disabilities in Elementary Classrooms | 3 |
| TLPL332 | Arts Integration in Elementary Classrooms | 3 |
| TLPL341 | Assessing Language and Literacy Development in Elementary Classrooms | 3 |
| TLPL342 | Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms (Part 1) | 3 |
| TLPL361 | Community, Learners, and Classroom Engagement | 3 |
| TLPL362 | Curriculum and Instruction in Elementary Education: Social Studies | 3 |
| TLPL478 | Professional Seminar in Education (Community, Learners and Classroom Engagement) | 1 |
| TLPL479 | Field Experiences in Education (TLPL479B Field Experience in Elementary Education) | 1 |
| TLPL479 | Field Experiences in Education (TLPL479C Field Experience in Elementary Education) | 1 |
| Year Long Internship | | |
| TLPL300 | Digital Learning Tools and Communities | 1 |
| TLPL312 | Curriculum and Instruction in Elementary Education: Mathematics | 3 |
| TLPL321 | Curriculum and Instruction in Elementary Education: Science | 3 |
| TLPL343 | Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms (Part 2) | 3 |
| TLPL344 | Culturally Responsive Language and Literacy Instruction in Diverse Elementary Classrooms | 3 |
| TLPL446 | Language Variation and Multilingualism in Elementary Classrooms | 3 |
| TLPL478 | Professional Seminar in Education (Community, Learners and Classroom Behavior) | 1 |
| TLPL478 | Professional Seminar in Education | 2 |
| TLPL489 | Internship in Education | 9 |
| TLPL489 | Internship in Education | 2 |
| Total Credits | | 115 |

¹ The 14-16 credits of math and science must be completed with a minimum grade of "C-" in each course and an overall GPA of 2.7.

² Minimum grade, "B-"

³ Courses which may satisfy the university's general education requirements and which are required in the Elementary Education program of studies

⁴ The Student Services Advising Office has detailed information regarding each area of emphasis. All pre-professional course work must be completed with a "C-" or better.

Notes:

- All pre-professional and professional courses must be completed with a grade of "C-" or better.
- All courses must be completed before the year-long internship unless an exception has been approved by the Student Services Advising Office.
- A passing score on Praxis II is required before enrollment in the teaching internship.

Other Requirements for the Major

An overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Technical Standards and to attain qualifying scores for the State of Maryland on a test of basic skills and the Praxis II assessments. The test of basic skills is required for admission, and Praxis II is required for the teaching internship and graduation. The culminating experience of the program is the yearlong internship, which takes place in a Professional Development School (PDS)/collaborating partner school.

GRADUATION PLANS

Click here (<https://education.umd.edu/student-resources/student-services/coe-undergraduate-studies-student-services-office/major-four/>) for roadmaps for graduation plans in the College of Education.

Additional information on developing a graduation plan can be found on the following pages:

- <http://4yearplans.umd.edu>
- the Student Academic Success-Degree Completion Policy (<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/#success>) section of this catalog

OPPORTUNITIES

Curriculum and Instruction - Elementary Education (TLPL)

Fieldwork Opportunities

TLPL251 (*Community, Learners, and Classroom Climate*) typically is taken during the sophomore year. This course, which is part of the gateway requirements for admission to the Elementary Education Teacher Education Program, provides an exploration of teaching in the public schools. This course includes a three hour per week field component where students support instruction and student learning while assisting with teaching duties.

TLPL 479G (<https://app.testudo.umd.edu/soc/search/?courseid=TLPL479G>) (*Field Experiences in Education; Tutoring*) Taken in the fall of the junior year, this course, which is part of the gateway requirements for admission to the Elementary Education Teacher Education Program, provides an exploration of teaching in the public schools. This course is a semester-long tutoring experience, and is the second in a sequence of five field-based professional experiences for students who have been, or plan to be accepted into the Elementary Education Teacher Preparation Program. The tutoring experience is designed for students to develop positive dispositions and attitudes toward teaching and learning. It is an opportunity to learn how to build relationships with students and to develop effective pedagogical skills.

Internships

TLPL 479G (<https://app.testudo.umd.edu/soc/search/?courseId=TLPL479G>) (*Field Experiences in Education; Internship*) Taken in the spring of the junior year, this course is the third of five field-based professional experiences for students who have been accepted into the Elementary Education Teacher Preparation Program. Interns will assist the mentor teacher in the planning, delivery and assessment of instruction and become familiar with the various roles a teacher plays in the teaching-learning process. The internship is an integral component of this semester and includes three immersion weeks in addition to the two full school days each week in a public elementary school classroom.

TLPL 489G (<https://app.testudo.umd.edu/soc/search/?courseId=TLPL489G>) (*Internship in Education: Elementary Education Residency*) Taken in both the fall and spring of the senior year, this course is the fourth and fifth of five field-based professional experiences for students who are degree seeking in the Elementary Education Teacher Preparation Program. Residents will participate throughout the year in all aspects of a teacher's life in the school. In the fall semester, Resident Interns are beginning to practice the art and craft of teaching under the supervision of a mentor teacher. In the spring semester (student teaching) Resident Interns gradually assume full responsibility for classroom management, planning, delivery of instruction and assessment with continual guidance from a mentor teacher. Teacher candidates complete the yearlong internship in a network of professional development school settings (PDS Networks). These sites reflect the linguistic, ethnic and economic diversity that is characteristic of the Greater Baltimore-Washington D.C. region. For additional information about the yearlong internship, see the College of Education entry.

Scholarships and 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, visit: <http://financialaid.umd.edu>.

The College of Education also offers a number of scholarships. For more information, see: <http://education.umd.edu/admissions/financial-aid-scholarships/>.