

Education

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The certification programs of the Department of Education are required to meet the standards set by the Maryland State Department of Education (MSDE) and the National Council for the Accreditation of Teacher Education (NCATE). In addition, there is a continuing analysis of all programs of the department to determine whether modifications are necessary to improve their quality and efficiency. When a standard is changed, a requirement is added or a modification is made after the publication of the catalog, a change in one, or all of our programs, may be necessary although it does not appear in the catalog. Changes of this type will be made to the program descriptions on the website of the Department of Education as soon as possible. Please check the website research.umbc.edu/education periodically for program changes, or see an advisor.

Certification by the Department of Education has the approval of the Maryland State Department of Education (MSDE) and by the National Council for the Accreditation of Teacher Education (NCATE). These include certification in early-childhood, elementary and secondary education, and a professional sequence in English for speakers of other languages. All persons who completed an approved sequence are eligible for certification in more than 30 states.

Academic Advising

All students seeking teacher certification will have an education advisor along with their major advisor. Completing the teacher education certification sequence of courses requires a thoughtful organization of the student's coursework and other academic requirements; therefore, early and continuing advising is necessary. Prospective teacher candidates should seek advisement early in the freshman so that they can begin taking courses that meet both general education requirements and requirements of teacher certification.

For students who decide to teach in the sophomore or junior year, a program can be developed to meet their circumstances. Transfer students should arrange for advising immediately at the time of transfer by contacting an adviser in the Department of Education. They also should arrange for advisement in their major program. All teacher candidates meet with an advisor each semester to review their progress and to receive permission to take subsequent courses. Advisors are always available for additional guidance when teacher candidates have questions or concerns.

Admission Requirements

Admission to the Department of Education requires teacher candidates to pass all of the prescribed tests in the Praxis I and attain a GPA of 3.0 prior to clinical practice (internship).

Teacher Licensure

The Maryland State Department of Education is responsible for the licensing of teachers. To be recommended for licensure by the UMBC Department of Education, teacher candidates must successfully complete their certification program and pass the Praxis II tests. The Maryland State Department of Education then will issue a standard professional certificate.

Teacher Education Programs

Certification programs are available in early-childhood education (Pre-K to grade 3), elementary education (Grades 1 to 8), and secondary education (middle school and high school). Secondary certification programs include English, social studies, mathematics, science, art, music, dance, theatre, foreign language and computer science. All teacher education programs require the completion of an academic major. During their first advisement session, all teacher candidates will be informed of the choices of major that are appropriate for their area of certification.

Early-childhood teacher candidates may select any major that meets their intellectual interest.

Elementary teacher candidates' choices of major include English, American studies, Africana studies, political science, geography, history, mathematics, biology, physics, chemistry, a foreign language or interdisciplinary studies.

Secondary-teacher candidates must major in the content area that they intend to teach.

Early-Childhood Education

The early-childhood preparation program encompasses three major program components: professional content, field experience and process seminars. Since all program components are integrated, students concurrently enroll in them at each level. Students can complete the program in four semesters. Because the program is competency based, however, students may proceed through the sequence at different rates.

The program consists of 41 credits distributed as follows:

EDUC 350
Processes and Acquisition of Reading in Early Childhood [3]

EDUC 352
Process Seminar in ECE Creative Media [1]

EDUC 351
Foundations and Curriculum in ECE: Observation and Assessment [3]

EDUC 357
Field Experience in ECE [2]

EDUC 353
Process Seminar in ECE: Children's Literature and Other Materials for Literacy Development [3]

EDUC 304
Teaching of Problem-Solving and Thinking Skills in ECE [3]

EDUC 364
Field Experience in ECE [2]

EDUC 324
Process Seminar in ECE Math-Science [2]

EDUC 305
Teaching of Reading and Writing in ECE [3]

EDUC 365
Field Experience in ECE [2]

EDUC 319
Assessment for Reading Instruction [3]

EDUC 404
Internship Seminar in ECE [3]

EDUC 406
Internship in ECE [10]

EDUC 424
Issues in Early-Childhood Education [1]

In fulfilling UMBC's General Foundation Requirements, early-childhood students are advised to meet early-childhood requirements simultaneously. The requirements are:

A. Fine arts/literature (6 credits)

Courses in art, dance, music, film/video, theatre or literature, with the stipulation that no more than three credits be in literature.

B. Social Studies (6 credits)

Courses in the general areas of contemporary world culture and American culture. (Consult advisor in education department for recommended courses.)

C. Psychology (6 credits)

PSYC 100, 200 or a course in child psychology.

D. Mathematics and science

Science 100 or other environmental or earth science are highly recommended. Math 131 and 132 are strongly recommended

Elementary Education

The elementary teacher is expected to be able to provide effective instruction in a broad array of content areas. For this reason, there are specific courses that all teacher candidates are required to take to ensure sufficient content background. If chosen wisely, these courses can meet the requirements of the Department of Education and

meet some of the General Foundation Requirements of the university as well.

Professional Courses

EDUC 310
Inquiry into Education [3]

EDUC 311
Psychological Foundations of Education [3]

EDUC 312
Analysis of Teaching and Learning [3]

EDUC 317
Processes and Acquisition of Reading [3]

EDUC 318
Instruction of Reading [3]

EDUC 319
Assessment of Reading Instruction [3]

EDUC 320
Teaching Mathematics in the Elementary School [3]

EDUC 330
Teaching Science in the Elementary School [3]

EDUC 331
Teaching Social Studies in the Elementary School [3]

EDUC 388
Inclusion and Instruction [3]

EDUC 415
Materials for Reading Instruction [3]

EDUC 400
Internship [12]

The following general education courses also are required of all elementary education students:

Fine arts/literature [6]

Courses in art, dance, music, film/video, theatre or literature, with the stipulation that no more than three credits be in literature.

Mathematics [8]

MATH 131
Mathematics for Elementary School Teachers I [4]

MATH 132
Mathematics for Elementary School Teachers II [4]

STAT 121
Introduction to Statistics for the Social Sciences [4].

Note: While not required, this course is strongly recommended for all elementary education students.

Psychology [4]
PSYC 100
Introduction to Psychology

Science [8]

At least one course in the biological sciences and one course in a physical science. Lab experience in one science is required.

Social science [6]

Psychology courses may not be used to satisfy this requirement. (Consult advisor in the education department for recommended courses.)

Secondary Education

The secondary-education program comprises a sequence of courses in teacher education and a set of General Education Requirements. The General Education Requirements of the education department may be used, in part, to satisfy the UMBC General Foundation Requirements. Secondary students should see their education advisor for further information about courses to be taken in their major.

Professional Courses

EDUC 310
Inquiry into Education [3]

EDUC 311
Psychological Foundations of Education [3]

EDUC 312
Analysis of Teaching and Learning [3]

EDUC 3XX
Educational Methods in Student's Teaching Field [3]

EDUC 388
Inclusion and Instruction [3]

EDUC 401
Internship [12]

EDUC 410
Reading in a Content Area I [3]

EDUC 411
Reading in a Content Area II [3]

The following general education courses also are required of all secondary-education students:

A. Fine arts/literature [6]

Courses in art, dance, music, film/video, theatre or literature, with the stipulation that no more than three credits be in literature.

B. Psychology

PSYC 100
Introduction to Psychology

C. Social science [6]

(Consult an advisor in the education department for recommended courses.)

Students must consult a secondary-education advisor for information on the academic courses required in each area of secondary education. The teacher candidates will develop a proposed plan of study with an education advisor.

Professional Development Schools

Partnerships with many schools and school districts offer students opportunities to integrate theory and practice and to learn from experienced teachers and other professionals in classrooms and other school-based settings. All teacher candidates are required to complete a 100-day, school-based experience that will be done during two semesters. The first semester will include a field experience related to methods courses or the seminar. This will be followed by a full semester of clinical practice (internship).

Student Organizations

The Future Educators at UMBC is an organization within the Department of Education for students who share a mutual interest in teaching. The group offers undergraduate and graduate students in the early-childhood, elementary and secondary programs an opportunity to explore contemporary issues in education and to build a sense of community and support among future educators. Students work together on special projects such as author appearances and campus visits by high school students. Each semester, a panel of student teachers relates classroom experiences to students who are preparing for this internship. All students who are interested in teaching are welcome to join the group and participate in its activities.