

COLLEGE OF EDUCATION

Student Handbook



UNIVERSITY OF
MARYLAND

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THE COLLEGE OF EDUCATION

About the College

The overall mission of the undergraduate Teacher Education Program is to prepare teachers who are reflective practitioners. Such teachers are able to engage in disciplined inquiry and critical interpretation in order to meet the varied classroom demands that result from our pluralistic society. Our programs provide a solid foundation in the liberal arts followed by supporting academic and pre-professional coursework. In the Junior and Senior years, students enroll in the teacher education courses which provide intensive field-based experiences designed to increase the integration of knowledge and engagement in reflective practice. This philosophy (The College of Education Conceptual Framework) underlies all of our teacher education programs and is described in detail at www.education.umd.edu/teacher_education/ncateVisit2005.html

The College of Education is organized into three departments, all of which offer undergraduate majors in teacher education:

- (1) The **Department of Teaching, Learning, Policy and Leadership**, located in Room 2311 Benjamin, offers programs in Elementary, Middle School Math and Science, and Secondary Education. The secondary education programs include Art, English, World Language, Mathematics, Science and Social Studies.
- (2) The **Department of Human Development and Quantitative Measurement**, located in Room 3304 Benjamin, offers a program in Early Childhood-Early Childhood Special Education.
- (3) The **Department of Counseling, Higher Education and Special Education**, located in 3208 Benjamin, offers a program in Special Education.

NOTE: Programs in Physical Education (MCert only) are housed in the School of Public Health. For information call Physical Education at (301) 405-2495. Programs in Music Education are housed in the College of Arts and Humanities. For program information call Melissa Mills at (301) 405-5503.

About this Handbook

The College of Education Undergraduate Handbook has been created by the Office of Student Services as the main guide for all undergraduate students in the College. Students are responsible for knowing the information in this handbook, as well as the information that is contained in the Schedule of Classes, Undergraduate Catalog and College handouts. If you have any questions or need any clarification on the information contained in this handbook, please see your academic advisor in the Office of Student Services.

ACCREDITATION

State Accreditation

The College of Education's Teacher Education programs are accredited by the Office of Certification and Accreditation of the Maryland State Department of Education. Upon successful completion of a teacher education degree, students are eligible to be certified, but must still apply through the Maryland State Department of Education.

A typical application process will require students to submit:

Official transcripts,

Application,

Scores for a Test of Basic Skills (Praxis I, ACT, SAT, GRE).

For more detailed information on the teacher certification process, you may visit the Maryland State Department of Education at www.marylandpublicschools.org/MSDE

National Accreditation*

The Teacher Education programs at the College of Education are nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). Through this national accreditation, we have a reciprocal agreement with the following states:

- | | |
|-------------------------|--------------------|
| 1. Alabama | 25. Michigan |
| 2. Alaska | 26. Minnesota |
| 3. Arizona | 27. Mississippi |
| 4. Arkansas | 28. Missouri |
| 5. California | 29. Montana |
| 6. Colorado | 30. Nebraska |
| 7. Connecticut | 31. Nevada |
| 8. Delaware | 32. New Hampshire |
| 9. District of Columbia | 33. New Jersey |
| 10. DODEA | 34. North Dakota |
| 11. Florida | 35. Ohio |
| 12. Georgia | 36. Oklahoma |
| 13. Guam | 37. Oregon |
| 14. Hawaii | 38. Pennsylvania |
| 15. Idaho | 39. Rhode Island |
| 16. Illinois | 40. South Carolina |
| 17. Indiana | 41. Tennessee |
| 18. Iowa | 42. Texas |
| 19. Kansas | 43. Utah |
| 20. Kentucky | 44. Vermont |
| 21. Louisiana | 45. Virginia |
| 22. Maine | 46. Washington |
| 23. Maryland | 47. West Virginia |
| 24. Massachusetts | 48. Wyoming |

***Please note that our national accreditation is subject to change at any time**

Several of these states require prospective teachers to meet additional ancillary requirements (additional teacher candidate assessments and/or courses, higher GPA requirement, etc.) in order to be fully certified. In many cases, the incoming teachers are issued an initial certificate, which enables them to begin teaching, and they are given a specific time line for fulfilling any remaining teacher certification requirements. As graduation nears, students are encouraged to contact the state's Office of Teacher Certification to get updated information on teacher certification.

UM College of Education
Conceptual Framework - Condensed Version
(May 2011)

THE VISION AND MISSION

The College of Education (COE) at the University of Maryland, College Park (UM) envisions a world where every individual has equal access to life-long learning and opportunities for healthy development and where each person's distinct abilities are nurtured from potential to achievement (COE Strategic Plan, p 3). We aim to prepare 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.

Our mission is to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. 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. This mission, which reflects an overarching emphasis on *Excellence and Equity*, serves as the foundation for the COE conceptual framework.

The COE is dedicated to rigorous evidence-based research, free and open debate, shared governance, responsibility to the surrounding community and participatory democracy. It is a place whose academic vitality and capacity to serve others flows from, and is nourished by, its core values: diversity and equity, innovation and creativity, internationalization, and policy engagement.

Conceptual Framework Candidate Proficiencies

The COE requires that all graduates demonstrate these four core proficiencies:

- 1) Candidates demonstrate competency in their knowledge of subject matter, curriculum, and pedagogy as well as pedagogical content knowledge.
- 2) Candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures.
- 3) 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.
- 4) Candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement.

These proficiencies ensure that our graduates will be ready to embrace their responsibility for advancing the learning and development of their PK-16 students, advocating for equity in the school districts and classrooms where they work, and leading others toward these same goals.

ACHIEVING EXCELLENCE; PROMOTING EQUITY

We see three critical domains of our teacher and educational leader preparation as key to helping us achieve the goals set forth above: *Commitment, Knowledge, and Practice*.

Domain #1: COMMITMENT

Commitment occurs across two dimensions:

1. Our expectations for commitments for the program and faculty; and
2. Our expectations for commitments by our candidates -- both what they bring into our programs and what we hope to inculcate in them as part of our programs.

Program Commitments:

- ***Internationalization:*** The educator preparation programs commit to developing and studying a range of approaches that will support and enhance the academic and professional studies and the associated clinical experiences of our teacher and educational leader candidates around global education and international perspectives.
- ***Admissions:*** We have a commitment to establish and study the impact of high expectations for admission to our educator preparation programs and to ensure the presence of a vigorous retention support system. We are committed to implementing an admissions process based upon multiple indicators that are associated with qualities of effective teachers and that allows for discretion and judgment to permit admission for candidates with exceptional experiences and backgrounds.
- ***Diversity:*** It is our goal that our candidates succeed in creating educational opportunities that are adapted to a wide range of diverse individuals and settings. We do this by providing coursework that includes diversity, and by designing field experiences in the diverse communities in our region and state. Our programs include development of dispositions in its candidates that include professionalism, accommodation, and respect for differences in their work with students.
- ***Strong and Coherent Programs:*** We are committed to thinking systemically about our programs and seek to build and study the linkages across courses, experiences and policies that lead to strong and coherent programs.
- ***Professional Development Schools (PDS):*** Program faculty and professional staff are committed to working with PDS partners and with partners at PDS affiliated schools to support collaboration between school-based clinical faculty and university faculty in the design and support for high quality teacher preparation, collaboration in the determination and design of professional development to support both intern and mentor growth as educators, collaboration in inquiry and research into student learning and instructional practice, and a collaborative focus on improving student learning for all children.
- ***Purposeful Assessment:*** Systematic and purposeful data collection and assessment must occur at the program and institution level. We must have relevant data if we are to understand our candidates as learners and provide timely feedback and support for their development; adapt and adjust elements in our program to meet candidate needs; revise elements of programs to improve what we do; and be responsive to institutional, state, and accreditation accountability demands. We commit to exploring richer measures of candidate progress and achievement and program effectiveness as we strive to build comprehensive and integrated assessment systems.
- ***Research and Inquiry:*** As a research institution, we accept a responsibility to be active in the production of research knowledge that leads and guides our efforts to revise and improve what we do in educator preparation and informs the profession. We are engaged in the systematic study of program elements, practices, and designs. Through our inquiry and participation in professional organizations and interactions with state and national policy makers on educator preparation, we contribute to the knowledge base that decision-makers use to guide policy in educator preparation in the state and nationally.
- ***Collaboration:*** Within our educator preparation programs, collaboration takes many forms and is evident throughout our teaching, research, and service to the field of education. Collaboration between schools and universities forms the basis for professional development schools (PDSs), which supports much of the initial teacher preparation field experience. Within PDSs, we encourage collaborative research addressing issues important to teachers and their classrooms, with the objective that such collaboration will inform both teacher education and teaching and learning in schools. Our initial and advanced programs are enhanced by the contributions of faculty in differing disciplines across the college, faculty in other colleges in our university,

faculty at other universities, faculty among administrative practitioners, public schools educators, local businesses and communities, and professional organizations.

Candidate Commitments:

Candidate commitments include both the Foundational Competencies (non-academic competencies, such as communication or interpersonal skills, which candidates are expected to demonstrate at the time of entry to the program) as well as the Emerging Commitments that we expect candidates to strive for as they progress through the program. The candidate commitments identified below play a key role in candidates' ability to teach a diverse student population (ethnicity, socio-economic status, English Language Learners [ELL], giftedness and inclusion of students with special needs in regular classrooms).

Foundational Competencies

The COE has an agreed-upon set of Foundational Competencies that we expect of all candidates in educator preparation programs. Most of these are expected to be well-developed by individuals as they apply to our programs, although it is also expected that some of these abilities will continue to develop and be refined as a consequence of program-based courses and experiences.

- English Language Competence -- Ability to express oneself in standard written and oral English
- Interpersonal Competence -- Ability to interact effectively with others
- Work and Task Management -- Ability to organize and manage multiple work demands
- Analytic/Reasoning Competencies -- Ability to think analytically and reason logically about professional topics, issues, and problems
- Professional Conduct -- Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace
- Physical Abilities -- Ability to meet the professional demands of the profession and/or workplace
- Professional Dispositions -- Commitment to one's own continuing professional development and to the belief that one can be a responsible agent for the improvement and reform of education; Commitment to the belief that all children and adults can learn.

Emerging Commitments:

- **Equity and Diversity** – Candidates demonstrate a belief that all children can learn, and develop a repertoire of culturally responsive strategies that they implement to ensure all children learn. [**EC 1 – Equity and Diversity**]
- **Advocacy** – Candidates serve as an advocate for their learners, as well as their community. They take an advocacy role as they utilize their knowledge and experiences to influence decisions about individual student needs, curricula, community engagement and educational policy. [**EC 2 - Advocacy**]
- **Internationalization** - Candidates demonstrate the knowledge, experiences, and skills that support a commitment to internationalization of experiences for children and youth and the development of global competencies. [**EC 3 -- Internationalization**]
- **Reflection** – Candidates recognize that reflection is essential to self-understanding and serves as a foundation to improve and develop as a professional. They make informed, reflective judgments about research and practice. [**EC 4 -- Reflection**]
- **Innovation and Creativity** – Candidates are resourceful and imaginative in utilizing a variety of

evolving tools and techniques to ensure learning for all. They integrate media resources and technology in the curricular experiences of students and use technology as a vehicle for active learning, collaboration, global communication and research. **[EC 5 – Innovation and Creativity]**

- **Responsible and Ethical Action** –Candidates act as responsible and ethical professionals in accord with institutional and national standards. **[EC 6 – Responsible and Ethical Action]**
- **Specialist Competence** – Candidates demonstrate a commitment to developing specialist competence – i.e., being good at what they do, and striving to acquire subject-matter competence. **[EC 7 – Specialist Competence]**

Domain #2: KNOWLEDGE

Professional knowledge is guided by professional standards. The initial teacher preparation programs draw extensively upon the **InTASC Standards** and both the initial and advanced programs emphasize the **Specialty Professional Association Standards (e.g., CEC, NCTM, etc.)**. As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

Knowledge of Subject Matter:

Reflective educators have a thorough understanding of facts and concepts related to the subjects they teach; substantive structures – the ways in which the fundamental principles of a discipline are organized; and the canons of evidence and proof that guide inquiry in the field. They know how to apply what they have learned to support instruction that emphasizes developing high-level skills and is responsive to and extends students’ content understanding. **[Subject Matter]**

Knowledge of Pedagogy:

Reflective educators possess *pedagogical content knowledge*. Candidates demonstrate a firm knowledge of culturally responsive and respectful pedagogy – knowledge of the science of teaching, including principles and strategies that are subject matter or topic specific as well as those not bound by subject matter or topic. They understand that effective pedagogy supports the development of critical thinking skills and promotes active, engaged learning and collaborative learning communities. They know “how to manage a classroom, how to assess understanding, and how to implement a wide repertoire of instructional strategies to reach diverse learners” (Alter & Coggshall, 2009). **[Pedagogy]**

Knowledge of Learners:

Reflective educators understand academically, culturally and linguistically diverse learners, including both knowledge of student characteristics and cognitions, as well as knowledge of the motivational and social-emotional aspects of student learning and development. This knowledge is expanded through an understanding of partnerships with parents and families. **[Learners]**

Knowledge of Curriculum:

Candidates understand how the content and outcomes for instruction are and can be organized for different purposes and how they are responsive to different learners, contexts of schools, and political realities within the state and in a global community. Their instruction is aligned with the state’s curriculum standards. **[Curriculum]**

Knowledge of Educational Goals and Assessment:

Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their

impact on student learning, plan for further instruction, and shape the improvement of their practice. [Educational Goals and Assessment]

Knowledge of Social and Cultural Contexts:

Reflective educators demonstrate a thorough knowledge of social and cultural contexts and the ability to apply that knowledge to understand and address educational goals and learning in diverse communities. Candidates are globally competent, informed, and comfortable with international perspectives. [Social and Cultural Contexts]

Knowledge of Technology:

Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards (MTTS) and/or the Technology Standards for School Administrators (TSSA) and learn to use technology fluently and in pedagogically appropriate ways. [Technology]

Domain #3: PRACTICE: FIELD EXPERIENCE, CLINICAL PRACTICE, AND INDUCTION

Field Experience:

Teaching is a profession of practice; teacher candidates use the knowledge outlined in Domain #2 as they develop the skills to enact this knowledge in the practical, field-based settings within which they work (cf. Ball & Forzani, 2009; Grossman, Hammerness, & McDonald, 2010; NCATE, 2010).

Clinical Practice:

Candidates engage in the action research/inquiry process within the school setting. Their action research is linked to school improvement needs, and candidates use the results of research and inquiry to inform future practice in the classroom and to foster student achievement in PDS sites.

Induction:

Teacher learning and the transition from novice apprenticeship to expertise is an extended process. As such, both pre-service and post-service teachers need mentoring in order to acquire a framework that can guide effective pedagogical decision-making and enactment (Hammerness et al 2005; Darling-Hammond 2006). In keeping with the recommendations of educational researchers and policy-makers for the reform of teacher preparation programs, the COE is working to develop and add an induction component to the clinical preparation of teacher candidates across many of its certification programs and in its professional development school partnerships.

CONCLUSION:

This conceptual framework draws on our vision for the College of Education as a place dedicated to preparing educators who advance students' learning and development and foster equity in the schools where they work. In the conceptual framework we talk about how that vision has led us to a set of commitments for our programs and commitments we expect of our candidates. These commitments are supported by and interact with our understanding of the knowledge and skills that candidates acquire during their time here. The combination of on-campus coursework and clinical field experiences helps to drive the development of candidates' skills, knowledge, and commitments. (edited, before was fragment) We recognize, too, the importance of participating in the continuing education of our graduates; this is a direction we set for the future. Finally, as a research extensive university we commit to drawing upon

research to build our programs and to engaging in research on various aspects of our programs in order to improve our practice.

Fundamental in this conceptual framework is our commitment to excellence and equity. Our goal is not solely to prepare good educators, but to prepare exceptional educators who understand teaching and learners and commit themselves to meet the needs of a diverse student body.

For bibliographic references and the complete text of this document, including all of the associated attachments, see the

College of Education Conceptual Framework (Approved May 2011)



EXCELLENCE & EQUITY

COLLEGE OF EDUCATION MAJORS

Early Childhood Education and Early Childhood Special Education Dual Certification Program:

Degree: B.S. – Coordinator: Dr. Christy Tirrell-Corbin – Phone: (301) 405-5612 – Location: 1117 Benjamin

This program is designed for students interested in teaching young children with and without disabilities. The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research, and pedagogy to respectfully and responsively teach and affect the lives of children. The program certified Birth - Grade 3.

Elementary Education:

Degree: B.S. – Coordinator: Leslie Gettier – Phone: (301) 405-3324 - Location: 2311 Benjamin

The Elementary Education program offers a Bachelor of Science degree for students seeking certification to teach Grades 1- 6. Since elementary teachers are considered generalists, content courses consist of science, math, music and arts. Students must also complete an 18-credit area of emphasis.

Middle School Math and Science:

Degree: B.S. – Coordinator: Dr. Daniel Levin – Phone: (301) 405-3324 – Location: 2311 Benjamin

The Middle School Math and Science program offers a Bachelor of Science degree for students seeking certification to teach math and science in grades 4-9. This dual certification program prepares reflective practitioners, skilled in inquiry, with the knowledge of content, pedagogy and student learning necessary for teaching middle school mathematics and science.

Special Education:

Degree: B.S. – Coordinator: Dr. Frances Kohl – Phone: (301) 405-6485 – Location: 1231 Benjamin

The Special Education program offers a Bachelor of Science degree in and includes three phases of preparation: (1) liberal arts foundation; (2) professional foundation; and (3) professional concentration. This program leads to certification in Elementary/Middle Special Education and Severe Disability.

Terrapin Teacher*:

Degree: B.S. - Coordinator: Dr. Anisha Campbell - Phone: (301)-405-0094 - Location: 1104 Toll Physics Building

This program is a collaboration with the College of Computer, Mathematical, and Natural Sciences (CMNS). It is designed for students to earn degrees in their content areas (e.g. mathematics, physics, geology, chemistry, biology) along with teacher certification in four years. Students have early field placements along with education courses in pedagogy and research-based teaching strategies. This program leads to certification in Grades 7-12.

Art Education:

Degree: B.A. – Coordinator: Dr. Susan Hendricks – Phone: (301)405-8206 – Location: 2233 Benjamin

The Art Education program offers a Bachelor of Arts degree for students seeking certification to teach in Grades PreK-12th grade. The program includes pre-professional classes in art, which provide the students with the content that they will need in order to teach art.

Double Major: Art Studio – Location: 1-E Art/Sociology Building – Phone: (301) 405-1445

English Education:

Degree: B.A. – Coordinator: Dr. Wayne Slater – Phone: (301)405-3128 – Location: 2304G Benjamin

The English Education program offers a Bachelor of Arts degree for students seeking certification to teach Grades 7-12. The English Education program includes a variety of courses that are designed to provide students with the content they will need to teach English -- including speech, literature, linguistics, and grammar.

Double major: English Language & Literature – Location: 2119 Tawes Hall – Phone: (301) 405-3809

World Language:

Degree: B.A. – Coordinator: Dr. Perla Blejer – Phone: (301)405-7091 – Location: 2304K Benjamin

The Foreign Language program offers a Bachelor of Arts degree for students seeking certification to teach Grades P-12 in Spanish, French, Russian, German, Italian, Chinese and Latin. Content courses include at least six hours of intermediate level coursework in the primary foreign language and advanced language courses including grammar

and composition, literature, and advanced conversation.

Double Major: Spanish – Location: 2215 Jimenez Hall – Phone: (301) 405-6411

Double Major: French/Italian – Location: 3106 Jimenez Hall – Phone: (301) 405-4024

Double Major: Russian – Location: 2106E Jimenez Hall – Phone: (301) 405-0185

Double Major: German – Location: 3224 Jimenez Hall – Phone: (301) 405-4096

Double Major: Latin – Location: 2407 Marie Mount Hall – Phone: (301) 405-2013

Double Major: Chinese-Location: 4223 Jimenez Hall-Phone: (301) 405-0411

Mathematics Education*:

Degree: B.S. – Coordinator: Dr. Lawrence Clark– Phone: (301) 405-3324– Location: 2226F Benjamin

The Math Education program offers a Bachelor of Science degree for students seeking certification to teach Grades 7-12. Content area courses include a sequential progression of math courses and a sequence of science courses.

Double Major: Math – Location: 1115 Mathematics Building – Phone: (301) 405-4362

***Effective Fall 2014, for incoming freshmen, the undergraduate Math and Science education majors will be part of the Terrapin Teachers Program.**

Science Education*:

Degree: B.S. Program – Coordinator: Dr. Dan Levin – Phone: 301-405-3324 – Location: 2311 Benjamin

The Science Education program offers a Bachelor of Science degree for students seeking certification to teach grades 7-12 in Biology, Chemistry, Physics, Geology or Agricultural Science. All of the science education programs stress depth and breadth in science preparation by requiring a base of introductory science courses followed by work in one or more specialties.

Double Major: Biology – Location: 1302 Symons Hall – Phone (301) 405-2080

Double Major: Chemistry – Location: 2102 Chemistry Building – Phone: (301) 405-1791

Double Major: Physics – Location: 1120 Physics Building – Phone: (301) 405-3401

Double Major: Geology – Location: 1120 Geology Building – Phone (301) 405-4082

Double Major: Agricultural Sciences: contact Elizabeth Weiss (eweiss@umd.edu)

***Effective Fall 2014, for incoming freshmen, the undergraduate Math and Science education majors will be part of the Terrapin Teachers Program.**

Social Studies Education:

Degree: BS/BA – Coordinator. Catherine McCall- (202) 425 - 8061 – Location: 2223 Benjamin

The Social Studies program offers a Bachelor of Arts for students seeking certification to teach grades 7-12. There are three options in social studies education: History, Geography, or Government. Content courses include an array of social science courses across the curriculum and upper level electives in a specified area of study.

Double Major: History – Location: 2115 Francis Scott Key – Phone: (301) 405-4265

Double Major: Government & Politics – Location: 3140 Tydings Hall – Phone: (301) 405-4156

Double Major: Geography – Location: 2108 LeFrak Hall – Phone: (301) 405-4073

Articulated Double Majors: The College of Education has established articulated double majors with the subject area departments for the following programs: English Education and English; World Language Education and Spanish; World Language Education and French; World Language Education and German; World Language Education and Russian; World Language Education and Italian; World Language Education and Latin; World Language Education and Chinese; Mathematics Education* and Mathematics; Science Education* and Biology; Science Education* and Physics; Science Education* and Geology; Science Education* and Chemistry; Science Education* and Agricultural Science and Technology; Social Studies Education and History; Social Studies Education and Geography; and Social Studies Education and Government.

Students in one of these programs must be advised every semester by both departments.

Five Year Integrated Master's with Certification Program: There are three pathways to certification in Secondary and pre-K-12 education at the University of Maryland- Undergraduate, IMCP, and MCERT. Students should talk with their academic advisor to gain a full understanding of the program options so they can establish which option is the best fit, academically, fiscally, and personally.

For Program Sheets and Sample Academic Plans, please visit the following link:

http://www.education.umd.edu/studentinfo/undergraduate_info/ugprogramrequire.html

WHO IS YOUR ADVISOR?

All academic advising occurs in the Office of Student Services:

*Office of Student Services
1204 Benjamin Building
(301) – 405 – 2364*

Early Childhood and Early Childhood Special Education Majors

Advisor: Shannon Hayes, shayes@umd.edu

Elementary Education Majors

Advisor: Jenny Froh, jfroh@umd.edu

Middle School Science and Math Majors

Advisor: Jessica (Moats) Chew, jmoats@umd.edu

Secondary Education Majors: Art, English, Social Studies, World Language

Advisor: Shannon Hayes, shayes@umd.edu

**Secondary Education majors must also meet with an advisor in their content area major.*

Secondary Education Majors: Terrapin Teachers (Math and Science)

Advisor: Jessica (Moats) Chew, jmoats@umd.edu

Special Education Majors

Advisor: Jenny Froh, jfroh@umd.edu

Five Year Integrated Master's Certification Program (IMCP)

Advisor: Jenny Froh, jfroh@umd.edu (Elementary, Special Education)
Shannon Hayes, shayes@umd.edu (Early Childhood, Secondary)
Jessica (Moats) Chew, jmoats@umd.edu (Terrapin Teacher, Middle School Math and Science)

Secondary Education Minors

Advisor: Shannon Hayes, shayes@umd.edu

Second Language Education Minors (TESOL)

Advisor: Shannon Hayes, shayes@umd.edu

Human Development Minor

Advisor: Shannon Hayes, shayes@umd.edu

Student Athletes

Advisors: Jenny Froh, jfroh@umd.edu

Students in Academic Difficulty

Advisors: Janis Cornell-DeMoss, jcdemoss@umd.edu
Jenny Froh, jfroh@umd.edu

Prospective Students

Advisors: Jenny Froh, jfroh@umd.edu
Shannon Hayes, shayes@umd.edu
Jessica (Moats) Chew, jmoats@umd.edu

Initial Advising for A.A.T. Transfers

Advisors: Jenny Froh, jfroh@umd.edu (Elementary, Special Education)
Shannon Hayes, shayes@umd.edu (Early Childhood, Secondary)
Jessica (Moats) Chew, jmoats@umd.edu (Terrapin Teacher, Middle School Math and Science)

COLLEGE OF EDUCATION ADVISING GUIDELINES

Students in the College of Education are required to meet with an advisor every semester. This ensures that students are taking the correct courses and are on track to successfully complete their program. Students will be issued a registration appointment by the University, which indicates the date and time they can begin registering for courses for the following semester; the date and time for registration will vary depending on the total number of credit hours the student has earned (including transfer coursework).

Advising for students in the College of Education is mandatory, and students in pre-education majors will have an advising block on their registration each semester. Students should schedule an appointment with their advisor about 1-2 weeks prior to their registration date (available on Testudo). After registration, if students make any major changes to their schedule, they should contact their advisor to inform them of this change.

Advising Tips

- “Double count” where you can – take courses that count for both General Education and your major.
- Keep your schedule balanced:
 - Balance courses in which you have a strong interest with those of lesser interest.
 - Balance courses based on the type of work required (i.e. reading, writing, practical applications).
 - Balance your course schedule throughout the day and the week.
- Preparation - make sure that you have the background knowledge (prerequisites) to do well in the course.
- Consider the course level - typically, first and second year students take 100-200 level courses; third and fourth year students take 300-400 level courses.
- Make note of “Fall-only” and “Spring-only” courses when constructing your 4-year plan.
- Be prepared with alternatives - if the class or section you want is full, have a back-up plan.
- Be flexible – you may not get certain courses or sections you want.

PROFESSIONAL EDUCATION PROGRAM ADMISSIONS

Students in the pre-professional Education majors must apply to their respective professional teacher education program. The application process for the professional programs will vary depending on the Education major. Students must be fully admitted to their professional education program upon completion of 60 credits. Transfer students that matriculate at the University with advanced credit (e.g. 60 credits or more) will be given two semesters to meet these requirements.

Elementary, Middle School Math and Science & Early Childhood & Early Childhood Special Education Programs

Academic Requirements

- Completion of a minimum of 45 credits
- Cumulative UM GPA of 2.75 or higher
- Completion of lower-level Fundamental English/Academic Writing requirement with a “C-” or better.
- Completion of lower-level Fundamental Math requirement with a “C-” or better.
- State of Maryland passing scores on an approved test of basic skills (see Standardized Test Requirements section below for more details)

Gateway Courses

- Satisfactory completion of EDCI 280 (Elementary and Middle School) or EDHD 220 (Early Childhood) with a “B-” or better.
- Satisfactory completion of the following courses with a 2.7 GPA:
 - MATH 212 – Elements of Mathematics
 - MATH 213 – Elements of Geometry
 - 4-Credit CORE Physical Science with Lab course
 - 4-Credit CORE Biological Science with Lab course

Experiential Requirements

- Prior experience in the education field with youth in the age range you intend to teach
- A written goal statement
- Letters of recommendation (*Early Childhood and Elementary-one must be from a faculty member or instructor*)
 - Elementary and EC-ECSE must submit three letters of recommendation
 - Middle School Math and Science must submit two letters of recommendation
- Satisfactory rating on the College of Education Foundational Competencies
- Submission of Foundational Competencies, Self-Assessment, and Criminal History Disclosure Forms

Secondary & Special Education Programs

Academic Requirements

- Completion of a minimum of 45 credits
- Cumulative UMD GPA of 2.75 or higher
- Completion of lower-level Fundamental English/Academic Writing requirement with a “C-” or better
- Completion of lower-level Fundamental Math requirement with a “C-” or better (NOTE: Special Education majors must take STAT 100)
- State of Maryland passing scores on an approved test of basic skills (see Standardized Test Requirements section below for more details).

Experiential Requirements

- Prior experience in the education field with youth in the age range you intend to teach
- A written goal statement
- Letters of recommendation (*one must be from a faculty in your content area major*)
 - Special Education, Early Childhood, and Elementary Education must submit three letters of recommendation

- Secondary must submit two letters of recommendation
- Submission of the College of Education Foundational Competencies Acknowledgement Form, Self-Assessment Form, and Criminal History Disclosure Form

NOTE: Students may apply for admission to the Teacher Education Program only once. Meeting the minimum requirements does not guarantee admission to the Professional Teacher Education program. Admission to the professional program is competitive.

WHAT IF I AM NOT ACCEPTED INTO THE COLLEGE OF EDUCATION?

An appeals process has been established for those students who are denied admission, yet feel that special personal circumstances should be considered.

1. The student must complete an “Exception to Policy” form (located in Student Services) outlining his/her request, specifically delineating the student’s reasons for appeal and any special circumstances which deserve consideration.
2. Appeals are submitted to the Office of Student Services, which then forwards them to the academic department for review. A faculty committee within the department considers individual appeals and informs the student of the departmental decision in writing.
3. Students wishing to appeal the departmental decision may petition to the Associate Dean for Teacher Education. Again, students complete an “Exception to Policy” form, which is turned in to Student Services. The appeal is then forwarded to the Associate Dean and the College of Education Admissions Committee for review. This committee informs the student of their decision in writing.

NOTE: The following materials should be included with admission appeals:

1. Copy of unofficial transcript
2. Copy of basic skills scores
3. Statements of faculty support, particularly faculty in the College of Education (if available)
4. Evidence of work and/or achievement at the Learning Assistance Service (if available)

Also, remember that the manner in which students present their case may significantly affect the reviewer’s decision. So it is in your best interest to take care in making it legible and carefully written.



STANDARDIZED TEST REQUIREMENTS

As part of successful completion of all College of Education teacher preparation programs and in order to be certified to teach in the State of Maryland, students must pass all required standardized tests: (1) A test of Basic Skills and (2) Praxis II: Subject Assessments.

Basic Skills Exam: Pre-Professional Skills Tests/Core Academic Skills for Educators Test/SAT/ACT/GRE

All students must demonstrate mastery of basic skills. The following tests are approved for use for admission to the College of Education: Praxis I: PPST, Praxis Core Academic Skills for Educators, SAT, ACT or GRE. Please contact an advisor to determine if you have satisfied the skills test requirement.

For more information about the Praxis I exams or to register for these tests, students should contact ETS at www.ets.org/praxis. Students can also use this website for information and resources on how to prepare for the exam.

Praxis II: Content Area Assessments

The Content Area assessments vary for each area of certification, based upon your major and the age/grade level of certification you are seeking. Successful completion of Praxis II is required for continuation into Phase II of

the student teaching internship.

Study guides for the Praxis I and II are available at the Office of Student Services, 1204 Benjamin Building. Students may check out a study guide for a 24-hour period. Please be sure to bring your student ID with you when borrowing a guide.

EDUCATION ABROAD INFORMATION

Education Abroad Office

(301) 314-7746

The University of Maryland and the College of Education encourage students to study abroad. **Given the scheduling and sequencing requirements associated with the professional education coursework, students are advised to explore education abroad opportunities early in their college career (i.e., Freshman or Sophomore years) or consider studying abroad during a summer or winter term.**

If you are thinking about studying abroad, please consult with your academic advisor, so that he/she can help you plan accordingly. There are a number of steps to follow as you search for a study abroad program that matches your interests. These steps must be followed in the order listed below:

1. **Explore Possible Programs-** Students have opportunities to study overseas (a) with a University of Maryland program, (b) with another US university study abroad program, or (c) enroll directly in a foreign university. For additional information about these options, consult the UM Study Abroad website for more information at: <http://www.international.umd.edu/studyabroad>
2. **Meet with an Education Abroad Advisor-** The Education Abroad Advisors will assist you in identifying the most suitable program for your needs and interests. They will also explain what you will need to do to receive transfer credit for your semester abroad.
3. **Meet with your Academic Advisor-** Before you apply for a study abroad program, you must meet with your academic advisor to discuss how the credit you receive abroad can be applied to your academic program at UM.
4. **Apply to the Program of Your Choice-** After you have discussed your plans with your study abroad AND academic advisors, you apply to the program(s) of your choice.
5. **After You Have Been Accepted-** Before you depart for your study abroad program, you will need to return the following forms to the Education Abroad Office:
 1. Permission to Study Abroad Form: This form will ensure that you receive transfer credit for work completed while abroad and is necessary in order to receive financial aid.
 2. Student Information Sheet: We will need to have this form to arrange for pre-registration and on-campus housing for the semester you return to UM.
Before you depart it is also essential that you cancel your registration if you pre-registered for the semester you will be abroad. Also, you will need to cancel your housing and meal plan if you were living on campus.
6. **At the end of your study abroad program,** you will need to request that an official transcript is sent directly to the Education Abroad Office.

The Education Abroad Office provides information and advising about all of these opportunities. Please contact the Education Abroad Office if you have additional questions.

*Adapted from Education Abroad advising materials, Education Abroad Office, University of Maryland, College Park

IMPORTANT POLICIES AND PROCEDURES

Source: 2013-2014 catalog (unless otherwise noted); complete catalog available at www.umd.edu/catalog

ACADEMIC PERFORMANCE

Undergraduate academic performance is based on a student's grade point average (GPA). Students are required to achieve a 2.0 GPA to maintain satisfactory academic progress. A GPA under 2.0 is considered unsatisfactory performance. Students with a GPA under 2.0 will be placed on Academic Probation. See "How to compute GPA" below for an explanation of semester and cumulative GPA.

A minimum of 120 successfully completed course credits is required for graduation in any degree curriculum; however, individual colleges, schools, and departments may establish higher requirements for graduation. Check with your advisor for specific information. If you feel there are special circumstances that make it impossible for you to complete a normal course load, you must meet with an advisor to discuss the circumstances, plans for continued progress toward a degree, and the implications for continued enrollment.

Semester Academic Honors

Semester Academic Honors (Dean's List) will be awarded to students who complete, within any given semester (excluding winter and summer terms), 12 or more credits with a semester GPA of 3.5 or higher. This recognition will be noted on the student's academic record. Courses with grades of P and S are excluded from the twelve credit determination.

Satisfactory Academic Performance

Satisfactory Academic Performance is the achievement of a cumulative GPA of 2.0 or above.

Academic Probation & Dismissal

Academic Probation: Students will be placed on academic probation if their cumulative GPA falls below 2.0. Normally, a student is expected to attain a 2.0 cumulative GPA at the end of any probationary semester. Students who fail to achieve a 2.0 cumulative GPA at the end of their probationary semester may be academically dismissed, depending on their credit level as detailed below.

1. Students who have earned 60 credits or more will be dismissed from the University in the event their cumulative GPA remains below 2.0 at the end of their probationary semester. Students who are on probation and attain a cumulative GPA of 2.0 at the end of a winter or summer term will not be subject to dismissal in the subsequent semester.
2. Students who are on academic probation and have earned fewer than 60 credits will be permitted to continue on academic probation if a minimum semester GPA of 2.0 is achieved in each semester of probation.
 - a. Full-time students must complete 9 or more credits in each semester. A completed credit is defined as credit for any course in which a student receives a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, P, or S.
 - b. Students who meet this requirement will be permitted to continue on probation until the close of the semester (excluding winter and summer terms) in which they attain a cumulative GPA of 2.0.
 - c. Students who are on probation will be dismissed if they have not achieved a cumulative GPA of 2.0 at the end of the semester in which they complete 60 credits.
 - d. Students who are on probation and attain a cumulative GPA of 2.0 at the end of a winter or summer term will not be subject to dismissal in the subsequent semester.

Academic Probation Conditions: The Office of the Registrar will notify students when they are placed on academic probation. Such notices will include a requirement that the students consult an academic advisor in their colleges early in the probationary semester and in no event later than the beginning of the early registration period for the next semester. The Office of the Registrar will notify the colleges of students who are placed on academic probation and will note the academic probationary status on the students' academic record.

- a. Academic advisors will assist students in developing appropriate plans for achieving satisfactory academic performance.
- b. Students who are placed on probation will not be allowed to add or drop courses, or register without the approval of an academic advisor in their college.

If this is your first semester on probation, you need to reflect on your academic performance, study skills, personal priorities, etc., so that you can be more successful in your next semester. You may wish to consider enrolling in a University of Maryland winter term course if you think you may be able to successfully complete additional credits with solid grades.

Academic Dismissal:

1. Students who have earned 60 or more credits will be dismissed if their cumulative GPA remains below 2.0 for two consecutive semesters (excluding winter and summer terms) Students who attained a cumulative GPA of 2.0 in the preceding winter or summer term will not be subject to dismissal.
2. Students who have earned fewer than 60 credits will be dismissed following any probationary semester in which they fail to attain a minimum 2.0 semester GPA and complete the requisite credits detailed under 'Academic Probation.' Students who attained a cumulative GPA of 2.0 in the preceding winter or summer term will not be subject to dismissal.
3. Students who have been academically dismissed and who are reinstated will be academically dismissed again if a cumulative GPA of at least 2.0 is not achieved by the end of the first semester after reinstatement. Reinstated students will not be allowed to add or drop courses, or to register during any semester without the approval of an academic advisor in their college, unless a cumulative GPA of at least 2.0 is achieved.
4. The Office of the Registrar will notify the appropriate University offices when students are academically dismissed and will note the dismissal on the students' academic record.
5. The Office of Undergraduate Admissions will notify students in writing when they are dismissed. The notices will include a statement that registration for the next semester (excluding winter or summer terms) will be canceled.
6. Normally, a student dismissed for academic reasons must wait out one semester (fall or spring) before reinstatement. Exceptions will be determined by the Faculty Petition Board. Applications and information about the reinstatement process can be obtained from the Office of Undergraduate Admissions, which is responsible for administering the reinstatement process in coordination with the Faculty Review Board.

Dismissal of Delinquent Students: The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, or whose continuance in the university would be detrimental to his or her health, or the health of others, or whose conduct is not satisfactory to the authorities of the university. Additional information about the dismissal of delinquent students may be found in the Code of Student Conduct, Appendix C, in Chapter 10.

Attendance: The University expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements of each course for which he or she is registered. Students are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. Please consult the undergraduate catalog for additional policies on absences.

Cancellation of Registration:

Students who register and later decide not to attend the University must cancel their registration with the Office of the Registrar prior to the official first day of classes. Failure to cancel registration will result in a financial obligation to the University of Maryland even though a student does not attend class. The University reserves the right to cancel registration for students who fail to meet their financial obligations. Students should carefully consult the [Schedule of Classes](#) for refund deadlines.

Classification of Students: Official classifications of undergraduate students are based on earned credits as follows: freshman, 1-29 semester hours; sophomore, 30-59; junior, 60-89; and senior, 90 to at least 120.

Criminal History Disclosure: A criminal history disclosure is required for all students in the College who are entering a field placement (EDCI 280, EDHD 220, and the Student Teaching internship), or at the time of application. Criminal History Disclosure Forms can be obtained through the student's department or in 1204 Benjamin. The disclosure form must be on file before the student begins any placement in the school. No student will be permitted to remain in a class with a required field component unless a Criminal History Disclosure Form is on file. (Source: College of Education policy).

Degree Audit: Audits are intended for students who are enrolled in their first professional education methods classes. These audits represent the first step in the process of evaluating a student's progress toward meeting the requirements for program completion and graduation. Every student in the College of Education needs to request a Degree Audit at the time of application. Early Childhood and Elementary majors should also submit a request for a Degree Audit in the semester preceding enrollment in the Blocked Methods classes. EDSP majors receive an audit every semester during their scheduled registration advising session. (Source: College of Education)

Double Degree: A student who wishes to receive two bachelor's degrees simultaneously must satisfactorily complete the regularly prescribed requirements of both degree programs and a minimum of 150 credits (180 credits if one of the degrees is in Special Education). At least 18 of the credits applied to one degree must be in course work not applied to the requirements of the other degree program. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved, as well as with the appropriate deans, formal programs showing the courses to be offered to meet the major, supporting area, college, and general education programs. If two colleges are involved in the double degree program, the student must designate which college will be responsible for the maintenance of records and certification of general education requirements. Final approval of a double degree program must be obtained from each of the appropriate departments and college(s).

Double Major: A student who wishes to complete a second major concurrently with his or her primary major of record must obtain written permission in advance from the appropriate departments or programs and colleges. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved and with the appropriate deans, formal programs showing the courses to be offered to meet requirements in each of the majors and supporting areas as well as those of the college and general education programs. Before a student can declare a double major in Education, he/she must meet with an advisor and have completed a Double Major form (obtained from 1204 Benjamin Building) approved by the departments of both majors. Additional details on double majors may be found in the university catalog.

Dropping a Course: During this period a student may drop a maximum of four credits. However, if the course carries more than four credits, the student may drop the entire course, or in the case of a variable credit course, reduce the credit level by up to four credits. Drops during this period will be recorded on the student's permanent record with a notation of W and will be considered to represent a single enrollment (one of two possible) in the course. This mark will not be used in the computation of a student's cumulative grade point average. All students are encouraged to meet with an academic advisor prior to withdrawing from a course and student athletes MUST meet with a College of Education advisor before dropping a course. *For more information, please refer to the sections below regarding Schedule Adjustment and Withdrawing from a course.*

Fundamental Studies Requirement: Fundamental Studies courses help you strengthen the mathematical and writing skills you will need to communicate effectively in your university courses and in the modern world. The Introduction to Writing and Mathematics requirements must be attempted by the time the student has reached the 30-credit level and must be successfully completed by the time the student has reached the 60-credit level. The Professional Writing requirement may be taken only when the student has reached the 60-credit level or higher. Students must also complete the Oral Communication requirement and the Analytic Reasoning requirement. Students in the College of Education must satisfy the lower-level Fundamental Studies English and Math with the grade of a “C” or better. See the current Schedule of Classes for current information on the Fundamental Studies requirements.

Holdfile/Waitlist: When the enrollment in a course reaches the course maximum, students are not allowed to register for the course. Instead, they are placed on a waitlist. If registered students drop the course, waitlisted students are added to the course roster. During the Schedule Adjustment Period, waitlisted students must check-in daily (via TESTUDO or in person). Students who do not check-in may be removed from the waitlist. Students moved from the waitlist into the course must confirm their registration on the same day they receive the course. If they do not, they may be dropped from the course. Please be aware that being on a waitlist does not guarantee enrollment in the course. Students should consider registering for alternative courses. During the registration period, the Office of Records and Registration creates two types of waitlists, one for majors and one for non-majors. As non majors register for courses they are placed on the hold file. When enrollment reaches the course maximum, the majors are placed on the waitlist and non-majors are still placed in the course hold file. As majors drop the class, waitlisted majors are enrolled in the course first. When the waitlist of majors is exhausted, non-majors from the hold file are enrolled in the course.

Incomplete Policy: Students who have received a grade of “Incomplete” in a course must successfully complete the course by the conclusion of the next semester. Students may not remove a grade of “Incomplete” by re-registering for the course. Students may not re-register for a course in which they have earned a grade of “I”. Additional details on the Incomplete Policy are available in the university catalog.

Pass/Fail Policy: Students may be allowed to take general elective coursework on a Pass/Fail basis, provided they have completed 30 credits of coursework, with a GPA of at least 2.0. Fifteen of the credits must have been completed at College Park. No more than 12 credits may be taken on a P/F basis, and only one course per semester may be taken under this grading method. In addition, students may not choose this grading option when reregistering for a course. Exceptions to this policy must be approved through the Office of Student Services. Students submit an “Exception to Policy” form, which is reviewed by the Director of Student Services.

Permission to Enroll: Once enrolled at UM, students must complete a Permission to Enroll form (found in 1204 Benjamin) to take a class at another institution. The Office of Student Services approves all coursework for transfer applicability. Keep in mind that students may not take a course they are repeating off campus and that certain restrictions may apply to students who are in their last 30 credits. Students must be in good academic standing (minimum GPA of 2.0) to take courses off-campus.

Repeat Policy: Students are permitted only two attempts of any course. Students who need permission to retake a class for which they have already exhausted the number of attempts permitted must fill out an “Exception to Policy” form and return it to Student Services. This appeal is then forwarded to the student’s advisor for review and returned for final processing to the Office of Student Services.

Schedule Adjustment Period: During the first ten class days of the spring and fall semesters, students can make adjustments to their schedules. For the summer sessions, this period is shortened to the first five days of classes. During the Schedule Adjustment Period, students can add or drop a class without a “W” appearing on their transcript. In addition, students can change the grading method and/or credit level of courses.

Sixteen-credit Limit/Nineteen-credit limit: To ensure sufficient seat availability for all undergraduates, there is a 16-credit limit for all students during early registration. The 16-credit rule is lifted during the first week of classes, and at that time, students may register for up to 19 credits without Dean's approval. Students hoping to pre-register for more than 16 credits should submit an "Exception to Policy" form, located in Student Services. Students should summarize their reasons for taking more than 16 credits and include any supporting documentation. Any student wishing to register for more than 19 credits must also have Dean's permission, even after the first day of classes.

STAMP/Electronic Rubber Stamp (ERS): Permission stamps are required for a number of situations. For example: Mandatory advising blocks, By Permission Only (BPO) restriction overrides, Oversubscriptions, permission to pre-register for more than 16 credits, and Fundamental Studies blocks.

TESTUDO: Testudo is a website which enables students to view personal, financial, and academic information online. By using this system students can register for courses, verify the accuracy of personal information, retrieve unofficial transcripts, view schedules, check financial aid status, examine their billing history, and apply for graduation. Check out Testudo: <http://www.testudo.umd.edu> for additional resources.

Time Conflict: All students trying to register for courses that overlap are required to have Dean's approval. Students are required to bring a letter from the instructor(s) indicating that the time conflict has been resolved. Upon verification of this information, the Dean's Stamp is issued.

VENUS: Students can use the Virtual Electronic Network University Scheduler (VENUS), to help with course planning. Access is available through the Internet and is widely used by University students as a tool to create their course schedule. VENUS assembles schedules by considering all the possible combinations that can be produced with the courses that a student specifies. The student simply enters the courses he/she is considering, and VENUS gives schedule options using all the specified course sections. The VENUS on-line tutorial will get you started. Check out VENUS at <http://www.venus.umd.edu>

"W"/Withdraw From a Class: This notation indicates that the student was enrolled in the class at the end of the Schedule Adjustment Period, but dropped it during the first ten weeks of the semester. The W grade is not used in the computation of a student's GPA. Students are permitted to drop one course or up to four credits per semester. A "W" is counted as an attempt at a course. Please note that UMCP students cannot repeat more than 18 credits.

CAMPUS DIRECTORY

Address Changes Information Center in the Mitchell Building	Available on Testudo*
Admissions Office Ground floor, Mitchell Building	(301) 314-8385
Bursar's Office 1135 Lee Building	(301) 405-9005
Campus Information	(301) 405-1000
University Career Center 3121 West Wing Hornbake Library	(301) 314-7225
Diploma Office 1101B Mitchell Building	(301) 314-8270
Financial Aid Counter, ground floor, Lee Building	Testudo* (301) 314-9000
College of Education Office of Student Services 1204 Benjamin Building	(301) 405-2364
Orientation Office 1102 Cole Student Activities Building	(301) 314-8217
Registrar's Office 1117 Mitchell Building	Testudo* (301) 314-8240
Resident Life	(301) 314-2100
Student Accounts 1135 Lee Building	Testudo* (301) 314-9000
Transcripts - Official 1101 Mitchell Building	Testudo* (301) 314-4636

*Testudo Address: <http://www.testudo.umd.edu/>