Master’s Certification Program (MCERT)

Admissions Handbook
# Table of Contents

- **Contacts** ........................................................................................................................................ 3
  - MCERT Program Website: go.umd.edu/mcert ................................................................................. 3
- **Word from the Program Director** .................................................................................................. 4
- **What is MCERT?** .......................................................................................................................... 5
- **Program Advantages** ..................................................................................................................... 5
- **Internship & Coursework** ................................................................................................................ 7
- **Certification Areas** ....................................................................................................................... 8
- **Admission** ....................................................................................................................................... 9
- **Course Prerequisites** .................................................................................................................... 10
- **Application** ................................................................................................................................... 15
  - Application Deadlines ......................................................................................................................... 15
  - Preliminary Transcript Review ........................................................................................................... 15
  - Application Interview ......................................................................................................................... 15
  - Application Materials ......................................................................................................................... 16
  - Documents to Upload ......................................................................................................................... 16
- **Praxis II** ........................................................................................................................................ 20
  - Praxis Test Codes ............................................................................................................................. 20
- **Financial Aid & Scholarships** .......................................................................................................... 22
- **Housing** ....................................................................................................................................... 24
- **Health Insurance** ............................................................................................................................ 24
- **Immunization** ................................................................................................................................. 24
Contacts

The University of Maryland, College Park (UM) College of Education
Department of Teaching and Learning, Policy and Leadership (TLPL)

MCERT Program Website: go.umd.edu/mcert

Admissions and Preliminary Transcript Review:
Office of Student Services
1204 Benjamin Building
Tel: (301) 405-2364
Email: ed-advising@umd.edu

Admissions and General MCERT Program Information:
Kay Moon
Program Coordinator, MCERT & Outreach
2311 Benjamin Building
Tel: (301) 405-4448
Email: kmoon@umd.edu

Application deadlines:
Applications must be submitted by the dates listed:
(All due dates are prior to June of the planned year of entry.)

• November 1: Priority deadline for all applicants
• March 1: Final deadline for all other applications

Note to international students: The MCERT Program does NOT comply with regulations required for issuance of I-20, due to its non-standard program dates and course dates.

Financial Aid deadline:
The priority deadline for the Free Application for Federal Student Aid (FAFSA) is February 15 of each year. Visit: www.fafsa.ed.gov.
Greetings Prospective MCERTers;

We at the University of Maryland, College of Education, are delighted that you are considering becoming a teacher through our Master's Certification (MCERT) Program. Teaching is a wonderfully complex and rewarding enterprise, and the UMCP MCERT Program provides teacher candidates with the opportunity to gain an abundance of experience in transforming their content-area expertise into engaging pedagogy for school-aged children and adolescents. To consider MCERT is to consider giving oneself the opportunity to acquire the foundation from which one can become an excellent teacher.

The MCERT Program has a long and rich tradition as an intensive graduate teacher-preparation program. Over a one year period, MCERT students complete 36 to 39 credits of graduate coursework and a year-long internship. Our students graduate with a Master's degree from a nationally-ranked public university and eligibility for Maryland-state certification.

What sets the MCERT Program apart from other teacher preparation programs in the area is the program's commitment to preparing students to work effectively with diverse students, to attend closely to student thinking, and to be empowered decision-makers in the classroom.

As the flagship state university in Maryland, the graduates of the MCERT program primarily serve the public school classrooms in the counties immediately surrounding Washington, D.C, including Prince George's, Montgomery, Howard, and Anne Arundel. Though that is where many graduates choose to teach, we have several graduates across the United States and who are teaching in other countries. Furthermore, as graduates from the MCERT program, all teacher candidates are well-prepared to consider continued educational opportunities at the University of Maryland, including our Doctoral programs.

Please use this MCERT Admissions Handbook as a resource to apply to the UMD MCERT Program. I look forward to meeting many of you when you come to campus and interview with us, and to interacting with the next cohort of MCERTers at our opening Orientation next summer.

Cordially,

Ebony Terrell Shockley

Ebony Terrell Shockley, Ph.D. Director, MCERT Program
What is MCERT?

The Master’s Certification Program (MCERT) is a one-year graduate-level teacher preparation program that leads to elementary, middle school, secondary or preK-12 teacher certification and a Master of Education (M.Ed.) degree. Grade level/content area specializations include Art, Elementary Education, English, Mathematics, Middle School Math and Science, Physical Education, Secondary Sciences (Agriculture, Biology, Chemistry, Computer Science, Earth/Space Science, Physics), Social Studies, TESOL (Teaching English to Speakers of Other Languages), and World Languages (Chinese, French, German, Italian, Latin, Russian, Spanish).

The MCERT program provides an intensive, full-time experience that integrates both theory and practice in a school-based program. Interns will be engaged in learning and teaching activities at a school site during the weekdays. In addition, interns will attend pedagogy and education courses on two evenings a week. The demands of this compact, intensive experience preclude MCERT interns from employment or graduate assistantships during the internship year. The MCERT program is offered only on an intensive full-time basis; there is no part-time option, and though we do offer some online coursework, we do not offer a distance-learning program.

Program Advantages

Graduate-Level Degree Program
The Department of Teaching and Learning, Policy and Leadership (TLPL) at the University of Maryland College Park is ranked 12th in the nation by U.S. News & World Report. MCERT students receive instruction from high-caliber faculty, and explore in-depth opportunities to connect content and pedagogy. MCERT students participate in a year-long inquiry project (in lieu of a thesis) which culminates into the writing of a graduate seminar paper. MCERT students present their research at the end of the program. In addition, all MCERT students produce a teaching portfolio (in lieu of a master’s comprehensive examination).

Intensive Mentored Internships
Throughout the entire internship year, MCERT interns apprentice in classrooms with experienced certified teachers who serve as mentors. The classrooms serve as “learning laboratories” where MCERTers can practice the ideas and concepts that they are studying in their courses and learn the essentials of instructional planning, responsive teaching, embracing diversity, and the ongoing assessment of student learning. In addition, all MCERT interns receive support during the school year from a university-based supervisor and a subject-based coordinator, who are experienced educators in the area of the intern’s certification field.
Personalized and Supportive Learning
MCERT interns, also referred to as “teacher candidates” are organized into content area and grade-level cohort groups. These groups work closely with faculty and public school staff, enroll in the same classes, and participate in an ongoing peer-support network for interactive learning and support through a seminar course. The seminar experiences provide instruction that complement the internship.

School Partnerships
Created in 1985, MCERT has expanded to encompass partnerships with four neighboring school districts: Anne Arundel, Howard, Montgomery, and Prince George’s counties. Select partners from these school districts, in which we have 25 school sites, join university faculty in the development of the program curriculum. MCERT interns study in Professional Development (PDS) schools across these four districts.

Professional Accreditation
The College of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), and our programs are approved by the Maryland State Department of Education. MCERT provides all necessary requirements for Maryland State Certification, combining the rigorous coursework and content/grade level-specific internship (student teaching). Upon successful completion of the program, interns are recommended to the Maryland State Department of Education for licensure. Maryland has reciprocity with other states and U.S. territories.

Location
The University of Maryland’s reputation and location near Washington, D.C. provides students with a wealth of opportunities to work in diverse school districts, collaborate with educational associations, and engage in important, practical research.

Conceptual Framework
The College of Education requires that all graduates demonstrate these four core proficiencies:

a. Candidates demonstrate competency in their knowledge of subject matter, curriculum, pedagogy, and content knowledge.

b. Candidates demonstrate an understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures.

c. 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.

d. 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 responsibilities for advancing the learning and development of their PK-16 students,
advocating for students in the school districts and classrooms where they work, and leading others towards the same goals.

**Internship & Coursework**

The MCERT internship is a single-site, full-year internship with placements in one of four counties: Anne Arundel (AACPS), Prince George’s (PGCPS), Howard (HCPSS) or Montgomery (MCPS).

While we will take your geographical preferences and commuting distances into consideration, we cannot guarantee a placement location based on your requests. Final assignments occur as a result of several factors, including the availability of mentor teachers, the intern's certification choice, and the equity of the commute for all cohort members.

Interns are expected at the school site the entire day and to participate as staff members in a variety of school activities, but they are formally assigned apprentice teaching duties for no more than ½ of the school day. Secondary certification interns apprentice for the entire school year, three days per week in the fall, and every day in the spring, under the direct supervision of a mentor teacher who remains as the teacher of record throughout the year.

**PreK-12 Dual Internship Placements**

Since Art, Physical Education, TESOL, and World Languages are PreK-12 certification areas, the field experience for MCERT Art, Physical Education, TESOL, and World Languages students includes dual internship placements in both an elementary and a secondary school.

**Off-Campus Class Meetings**

In addition to the yearlong teaching internship, students take classes on two evenings a week. Classes may take place in professional development centers or schools in the partner counties.

*Important Note:* Given the wide-ranging selection of PDS internship sites and the location of classes, the MCERT Team strongly advises that students have a car available to them during the course of the MCERT program. Even though we will try to keep your commute to a minimum, a fair amount of driving will be required to participate in this program.
### Certification Areas

<table>
<thead>
<tr>
<th>Level</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Level (Grades 1-6)</strong></td>
<td>General Education</td>
</tr>
<tr>
<td><strong>Middle School Level (Grades 4-9)</strong></td>
<td>Mathematics, Science</td>
</tr>
<tr>
<td><strong>Secondary Level (Grades 7-12)</strong></td>
<td>Computer Science, English, Mathematics, Sciences</td>
</tr>
<tr>
<td></td>
<td>Agriculture, Biology, Chemistry, Earth/Space Science, Physics</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
</tr>
<tr>
<td><strong>PreK-12 Level (All grades)</strong></td>
<td>Art, Physical Education, TESOL, World Languages</td>
</tr>
<tr>
<td></td>
<td>Chinese, French, German, Italian, Latin, Russian, Spanish</td>
</tr>
</tbody>
</table>

Because the program is geared to meet the Maryland State Department of Education (MSDE) teacher certification requirements, each intern pursues a course of study suited to his or her certification or content area. Each applicant must apply to the program with a specific certification goal in mind, selected from the options listed above. MCERT coursework connects closely with work in the classroom. Therefore, education courses taken prior to the beginning of the internship year **may not serve** as a substitution for MCERT courses. Please email a member of the MCERT Team for questions.
Admission

Admission to MCERT is selective. The faculty review committee uses the following three criteria to evaluate applications:

**Academic Preparation**
Applicants must be able to show excellence in the completion of an undergraduate degree in an appropriate academic discipline. We are looking for students with a minimum GPA of 3.0 on a 4.0 scale from their baccalaureate degree. Moreover, applicants must have completed the required academic content for the intended certification area. However, the completion of the requirements can still be in progress at the time of the application. (See Course Prerequisites) Applicants, who do not meet the 3.0 GPA requirement but are in the range of 2.8-2.99 or have successfully completed a graduate degree, are still encouraged to apply as applicants are evaluated based on a combination of grades, professional experiences, and outlook on teaching.

**Relevant Experience with Children or Young Adults**
It is critical that applicants have some experience working with children in the appropriate age group as evidence that they are prepared to make an informed commitment to the teaching profession. Appropriate activities can include coaching, mentoring, tutoring, volunteering, substitute teaching in a local school, or other relevant experiences.

**Professional Potential**
The MCERT program is looking for candidates who demonstrate the following:
- A learner-centered educational philosophy
- Self-knowledge, maturity, and sensitivity toward others
- Ability to adapt to, and learn from, new and challenging situations
- Written and oral communication skills

There is no “typical” MCERT student. Individuals come to MCERT from a wide variety of backgrounds and with a broad array of life experiences. Our previous students have graduated from UMD or other institutions, changed careers, or entered this program after years out of the workforce and educational environment.

The MCERT Team designed the program with the expectation that prospective students enter the program with competence in their subject matter and have completed the state-required academic courses relevant to their field. However, because the MCERT program is intended to provide students with opportunities to acquire all professional requirements for certification, no formal teaching experience is needed before entering the program. On the other hand, candidates must have experience working directly with children or adolescents, such as camp counseling, coaching, and tutoring. This work should be in the appropriate age group of what you want to teach.
Course Pre-requisites

Elementary Education
Bachelor’s degree from an accredited four-year institution with courses in sciences, mathematics, English language and literature, social sciences and the arts:

- Sciences
  - Science Lab
- Algebra
- Geometry
- Statistics (any statistics class will fulfill the requirement)
- English Composition
- Literature (English, America, World, Latin, Asian, Africa, etc.)
- History
- Sociology/Psychology/Anthropology/ Economics/Government
- Art/Music/Dance/Theatre
- Health/Wellness
- Physical Education/Skills

Students can enroll at any 2-year or 4-year accredited college, university, or online for prerequisite coursework.

For example:
- University of Maryland, College Park
  - Math 113 or 212, Math 213, Math 214

- Montgomery College
  - Math 130, Math 131, Math 132

- Teacher Step (Online)
  - MPD 515, MTE 535

- Straighter Line (Online)
  - BIO 101, BIO 1010L

Please note that students must earn at least a “C” in their prerequisites.
Middle School Education

Mathematics
Numbers and Operations
Geometry
Probability/Statistics
Algebra
Reasoning, Justification, Proof

Science
Biology
Chemistry
Physics
Earth Science or Space Science
Math or Science Elective

Secondary Education

English (At least 36 credits in English. Applicants can use some communication/language/theater classes, but the focus should be on Literature)

- Literary Criticism/Critical Theory
- American and British Literature (evidence in both)
- World Literature
- Advanced Writing (beyond freshman level)
- Shakespeare
- English Language/Linguistics
- English/Communication/Theater/Media Electives
- Women/Minority Literature
- Speech and Rhetoric

Social Studies (Major in a discipline that falls under the umbrella of the Social Studies: History, Government, Geography, Economics, Anthropology, Sociology, Psychology, International Relations, and related fields. Note: Applicants with a major in a more loosely related field may be considered if they have a minor or minor equivalency in History, Government, Geography or Economics. The following courses, plus up to 18 more in History, Government, Geography or Economics, must be completed to equal a minimum of 30 credits total.

3 History Courses:
- One U.S. History Course
- One European History Course
- One non-European History Course (i.e., Africa, Asia, Latin America, Middle East)

1 Government Course (preferably American Government)
1 Geography Course (preferably Human Geography)
1 Economics Course
1 Behavioral Sciences Course (i.e., Anthropology, Sociology, Psychology)
**Mathematics**
- Calculus I
- Calculus II
- Calculus III
- Linear Algebra
- Euclidean and Non Euclidean Geometrics
- Adv. Calculus I
- Theory/Logic
- Algebraic Structure/Abstract Algebra
- Differential Equations
- Upper Level Math Elective
- Applied Probability and Statistics/Probability Theory
- Computer Programming

**Agriculture**
- Principles of Animal Science and Lab
- Dairy Cattle Management or Livestock Management
- Health Management of Animal Populations
- Elements of Agricultural and Resource Economics
- Principles of Biology I
- Principles of Biology II
- Entomology Requirement
- Chemistry I and General Chemistry I Lab
- Fundamentals of Organic and Biochemistry
- Fundamentals of Agricultural Mechanics
- Fundamentals of Soil Science
- Introductory Crop Science
- Plant Pathology
- Application of Knowledge in Plant Sciences
- Weed Science
- Electives in AREC, ANSC, and PLSC

**Biology**
- Principles of Biology I
- Principles of Biology II
- Principles of Genetics
- Biological Diversity Course
- General Chemistry I
- General Chemistry II
- Organic Chemistry I
- Organic Chemistry II
- Calculus I
- Calculus II
- Physics I
- Physics II
Advanced Program Specialization Courses:
- Cell Biology & Genetics
- Ecology & Evolution
- General Biology
- Microbiology
- Physiology & Neurobiology

**Chemistry**
- General and Analytical Chemistry
- General and Inorganic Chemistry
- Principles of Organic Chem I
- Principles of Organic Chem II
- Inorganic & Analytical Chemistry Lab
- Physical Chemistry I
- Physical Chemistry II
- Physical Chemistry Laboratory I
- Inorganic Chemistry
- Prof Issues in Chemistry & Biochemistry
- Instrumental Methods of Analysis
- Physical Chemistry Laboratory II
- Principles of Biology I
- Principles of Physics I
- Principles of Physics II
- Calculus I & II

**Physics**
- Introductory Physics: Mechanics and Relativity
- Introductory Physics: Fields
- Introductory Physics: Waves
- Experimental Physics I: Mechanics, Heat & Fields
- Experimental Physics II: Electricity and Magnetism
- Physics Laboratory Introduction
- Intermediate Electricity and Magnetism
- Intermediate Theoretical Methods
- PHYS Quantum Physics or Principles or Modern Physics
- Calculus I
- Calculus II
- Linear Algebra
- Calculus III
- Differential Equations
PreK-12 Education

Art (Portfolio required)
   3 Drawing
   Art Theory
   Art 2D Fundamentals
   Art 3D Fundamentals
   Printmaking
   Ceramics
   2 Painting
   Other Visual Art Areas
   4 Art History

Physical Education
   Exercise Physiology
   Biomechanics
   Motor Learning
   Motor Development (knowledge of acquisition of motor skills)
   Psychology of Sport and Physical Activity
   Diversity and Cultural Competence
   Activity Course- 3 sports and 2 physical activities

World Languages (if you are fluent but do not have the classes, please contact an advisor)
   Reading and Writing in WL
   Advanced Grammar and Composition I (Grammar and Comp)
   Advanced Grammar and Comp II (Advanced Composition)
   Advanced Conversation I
   Linguistics I
   Linguistics II
   Phonetics
   2 Literature classes
   2 Civilization classes
   2 Upper Level FL Literature classes
Application

Application Deadlines
Applications must be submitted by the dates listed:
(All dates are prior to June of the planned year of entry.)

- November 1: Priority deadline for all applicants
- March 1: Final deadline for all other applications

Note to international students: The MCERT Program does NOT comply with regulations required for issuance of I-20, due to its non-standard program dates and course dates.

Preliminary Transcript Review
Applicants can have their transcripts reviewed to confirm prerequisite completion in the content area of interest. Due to the required credential review by the Graduate School, we do not provide preliminary transcript reviews for international transcripts. Students must complete any missing credits or courses before the start of the program.

To get a preliminary transcript review:
- Send your unofficial transcripts as an email attachment to ed-advising@umd.edu
- Indicate your content area of interest
- Send your contact information

Important Note: You still can apply and submit your application without a preliminary transcript review or without entirely completing prerequisite courses.

Application Interview
The MCERT Coordinator will review all completed MCERT application folders and forward them to the content-area units for a more in-depth review. All candidates who meet the program qualifications in terms of content-area preparation, undergraduate GPA, passing Praxis Core scores, and overall suitability for the program will receive an interview by members of the College and MCERT faculty.

For those who submit applications by November 1st will be interviewed in late November to early December and notified of the department’s admission recommendation by January 1st. For those who submit applications by March 1st will be interviewed in March and notified of the department’s admission recommendation in April.

Candidates for Art will be expected to bring a portfolio to their MCERT admission interview. All MCERT candidates are encouraged to provide a copy of their resume to the interview team.
Application Materials

It is the applicants’ responsibility to make sure that all application materials have been acquired from the appropriate people and submitted to the correct persons or departments. Please note that insufficient documentation or failure to adhere to deadlines will delay or hinder your application from being processed. It is highly recommended that you periodically verify that the UMD Graduate School received your application materials. Once a complete application has been forwarded to the MCERT program, candidates deemed eligible will be interviewed.

Application Materials:

1) UM Application Fee
   a. The non-refundable application fee is $75 (subject to change)
   b. Payments must be made online at the time of application for your application to be “submitted.”

2) UM Application for Admission to Graduate School
   [Link](http://www.gradschool.umd.edu/welcome/apply_now.html)

The MCERT Program is housed under the Education Department of Curriculum and Instruction (EDCI) in the application. **Please make certain to select the correct program and term for which you are applying. This will ensure the appropriate admission committee reviews your application.**

**Term applying for:** Summer I (MCERT ONLY beings in the summer)
Fall term (IMCP ONLY begins in fall).

**Program of Study:** Curriculum and Instruction (EDCI)

**Degree:** M.Ed./Cert

**Area of Interest 1:** Maryland Master’s Certification program (MCERT) or Integrated Masters Certification Program (Off-Campus/1yr) (IMCP)

**Area of Interest 2:** Choose the content area you would like to teach (Ex: Elementary or Math or English, etc.). (NOTE: This selection is required to determine who reviews your application. If not selected, there may be a delay with the processing of your application.)

**Documents to Upload**

Applicants must upload all the required documents before submitting the application. With any missing material, the reviewers will deem the application is incomplete. Documents required to upload are 1) Transcripts, 2) Statement of Purpose, 3) Resume, 4) Recommendation Letters, and 5) Basic skills test scores.

1) Transcripts
   The University requires official transcripts from all colleges and universities attended and listed in the application. A transcript is not required for an institution where students
enrolled for six credits or less, unless the coursework applies to content prerequisites.

For application purposes, applicants should upload a copy of the official transcript(s). UMD students can upload an unofficial transcript from Testudo. All uploaded transcripts are considered unofficial. Upon admission into the program, the Graduate School requires official transcripts. Official transcripts must be sent directly from the institutions attended or submitted in a sealed envelope or via parchment services to:

The Graduate School  
University of Maryland  
2123 Lee Building,  
College Park, MD 20742  
*(Please do not send official transcripts to the College of Education or to the program).*

2) **Statement of Purpose**  
*Please use the listed prompts, not the questions on the Graduate School application:*

**For Elementary Candidates ONLY.** Submit a 1,000-2,000 word essay that addresses the following three prompts. Be sure to respond carefully to each and every prompt.

- What it means to be a good teacher to all students
- What one needs to know and be able to do to become a good teacher
- What I need to learn to be a good teacher

**For Secondary and PK-12 Candidates.** Submit a 1,000-2,000 word essay that describes your understanding of the role of the public school teacher. Limit your discussion to a specific academic discipline that you are interested in teaching. Be sure to address the following:

- What a good teacher knows and is able to do
- What teaching a diverse population means to you
- Specific experiences you have had that give you the foundation to become such a teacher
- What you hope to learn from this program in order to become such a teacher
- Your academic, professional, and extracurricular experiences that led to your decision to apply

**For Chinese Education Candidates ONLY.**  
Relevant Experience in Chinese Language, Linguistics, Literature, Culture, or History outside of your Undergraduate Courses.

Have you had any work experiences or life experiences with Chinese language, linguistics, literature, culture, or history outside of your undergraduate courses? Examples: teaching Chinese to native English speakers in China using an approved curriculum, working in a Chinese history museum, serving as a cultural tour guide in China. In some cases, such experience might substitute for specific required undergraduate courses in Chinese language, linguistics, literature, culture, or history for
admission purposes. Please write about ANY experiences you have had in these areas outside of your undergraduate courses. For each relevant experience, (a) tell us what you did, (b) what you learned from it, (c) the dates (beginning and ending), (d) the name and place of the institution, and (e) anything else you think we should know about your relevant experience in Chinese language, linguistics, literature, culture, or history outside of your undergraduate courses. Please use additional pages if necessary.

3) Resume
Please upload the most current resume that includes academic, professional, and volunteer experience and experiences working with children and young adults. It is okay to include information that otherwise would not go on a professional resume. We will evaluate previous experience based on the following:

- Show experience working with children or youth in the age group you are interested in teaching.
- Show experience working in tutoring, coaching, or other instructional settings with children or youth.
- Show experience working with children or youth who are individuals with disabilities, from non-dominant ethnic and cultural communities, non-native speakers of English, or immigrant families.

4) Three Letters of Recommendation
Include the names and emails of three recommendation providers as required in the application. Once the applicant saves the information, an email will go to the letter providers with instructions on how to upload a letter.

The three letters of recommendation should reflect the applicant’s academic ability to succeed in graduate study and/or potential as a professional teacher. The letters should address your character and your organizational skills. At least one should be from a faculty member familiar with your academic work. In addition, one letter of recommendation is required to speak about your past experience working with children or young adults. If you are no longer in touch with a professor, you should get another letter from someone who is familiar with your work with kids. Letters from friends and family members are not appropriate.

5) Basic Skills Test Scores
Students with a 3.0 grade point average are waived from Basic Skills test. Other applicants must take one of the following exams and meet the required Maryland Department of Education (MSDE) cut-off scores. If taking the Praxis CORE exam, you must pass each of the three individual sections. We will not grant conditional or provisional admissions for applicants pending the successful completion of the Praxis exam who do not have a 3.0 grade point average. However, we will review an applicants’ file for admission if they have passed at least 2 out of 3 of the Praxis sections. Applicants can upload test score reports to one of the supplementary slots in the application.
Passing scores of basic skills tests are:

<table>
<thead>
<tr>
<th>Test</th>
<th>Test Code</th>
<th>MD Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Praxis Core Academic Skills for Educators (Version 2019)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading (sr - 85 minutes) and</td>
<td>5713</td>
<td>156</td>
</tr>
<tr>
<td>• Writing (sr &amp; cr - 100 minutes) and</td>
<td>5723</td>
<td>162</td>
</tr>
<tr>
<td>• Mathematics (sr - 85 minutes)</td>
<td>5733</td>
<td>150</td>
</tr>
</tbody>
</table>

| **Praxis Core Academic Skills for Educators**                      |           |          |
| • Reading (sr - 85 minutes) and                                     | 5712      | 156      |
| • Writing (sr & cr - 100 minutes) and                               | 5722      | 162      |
| • Mathematics (sr - 85 minutes)                                     | 5732      | 150      |

| **Praxis I: PPST/CPPST (Before September 1, 2014)**                |           |          |
| • Reading (sr - 85 minutes) and                                     | 5710      | 177      |
| • Writing (sr & cr - 100 minutes) and                               | 5720      | 173      |
| • Mathematics (sr - 85 minutes)                                     | 5730      | 177      |

| **SAT (prior to April 1995) (math and verbal)**                    | -         | 1000     |
| **SAT (April 1995 - December 31, 2018) (math and verbal OR math and critical reading)** | -         | 1100     |
| **SAT (on/after January 1, 2019) (Evidence-Based Reading & Writing and Math)** | -         | 1180     |
| **GRE (prior to September 1, 2011) (math and verbal)**            | -         | 1000     |
| **GRE (taken as of September 1, 2011) (math and verbal)**         | -         | 297      |
| **ACT**                                                            | -         | 24       |

6) **TOEFL Official Scores**
UMD requires TOEFL scores for applicants whose first language is not English. The requirement is waived for students who earned their bachelor’s at an English-speaking university. TOEFL scores must be sent directly from the testing agency ETS to UMD (Recipient Code: 5814).

7) **OPI Scores**
The OPI applies only to candidates for the World Languages program. Advanced Low is required by July.
Praxis II

The Praxis II Content Knowledge tests must be passed prior to the beginning of the program in early June. Any student who has not passed the examination must ask for an exception to policy with the understanding that we cannot guarantee that your request will be granted.

Exceptions: Art, TESOL and Physical Education tests will be taken during the program.

Praxis Test Codes

In order to sign up for the right Praxis II tests, see the content-specific test codes, titles, and passing scores required by Maryland below. The same information is available in the testing center ETS website at [www.ets.org/praxis](http://www.ets.org/praxis).

<table>
<thead>
<tr>
<th>LICENSURE AREA</th>
<th>TEST REQUIRED</th>
<th>TEST CODE</th>
<th>MD SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriculture</td>
<td>5701</td>
<td>147</td>
</tr>
<tr>
<td>Art</td>
<td>Art: Content and Analysis</td>
<td>5135</td>
<td>161</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>150</td>
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<td>World Language: Spanish</td>
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Financial Aid & Scholarships

Financial Aid
The priority deadline for the Free Application for Federal Student Aid (FAFSA) is February 15. For detailed information, see: http://www.fafsa.ed.gov. For questions regarding Financial Aid, please contact the UMD Financial Aid Office at: https://www.financialaid.umd.edu/, T. 301-314-900.

Scholarships and Grants

COE Scholarships
The College of Education offers $1,000 scholarship awards to deserving students. Criteria, details, and applications are available online at: https://education.umd.edu/admissions/funding-scholarships#coe-scholarship-application Applicants in shortage areas (e.g., STEM) should reach out to Dr. Ebony Terrell Shockley @ eterrell@umd.edu.

Knowles Science Teaching Foundation Fellowships
KSTF Teaching Fellowships are awarded to young men and women who have received a bachelor's or advanced degree in science, engineering, or mathematics and are committed to teaching high school science and/or mathematics in U.S. schools. The fellowship supports recipients professionally and financially through a teacher preparation program.

• Fellowship provides the following: tuition assistance, monthly stipend, instructional support, school-site mentor, room, board and travel expenses for summer professional development and fellows’ meetings, membership in a professional organization.
• Fellowships are renewable for five years
• For more information see: www.kstf.org

TEACH Grants
Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

• Expected availability for math, science, foreign language, bilingual education, and other high need areas.
• Provided through the Department of Education
• Must have at least a 3.25 GPA
• Graduate student scholarships available for up to $8000
• Must teach in a high-need school in a high-need field for a minimum of 4 years within eight years after finishing the program
• For more information and to apply
Teacher Loan Forgiveness Program:
After you have been employed as a full-time teacher for five consecutive, complete academic years at a school that is considered "low-income" according to certain criteria for funding under Title I of the Elementary and Secondary Education Act, you may be eligible for teacher loan forgiveness.

- You must not have had an outstanding balance on a Federal Family Education Loan Program (FFELP) or Federal Direct Loan Program (FDLP) loan as of October 1, 1998, or on the date you obtained a FFELP or FDLP loan after October 1, 1998.
- The loan for which you are seeking forgiveness must have occurred before the end of the fifth year of your qualifying teaching service.
- You may not receive more than a total of $5,000 ($17,500 for certain highly qualified secondary math and science teachers, and elementary and secondary special education teachers) in loan forgiveness for outstanding principal and accrued interest for the same teaching service under both the FFELP and the FDLP.
- For more information see: http://www.tgslc.org/borrowers/teachers/eligible.cfm

US Department of Education
- Transition to Teaching Program: provides five-year grants to state and local educational agencies, or for-profit organizations, non-profit organizations, or institutions of higher education collaborating with state or local educational agencies. Program participants are placed as teachers in high-need schools and districts.
- Perkins Loans: provide low-interest loans to help needy students finance the costs of postsecondary education. Borrowers who undertake certain public, military, or teaching service employment are eligible to have all or part of their loans canceled.
- Grants- do not have to be repaid. Click the link below to learn more about grant programs available for eligible students pursuing a postsecondary education.
- For more information see: https://www2.ed.gov/fund/grants-apply.html?src=ft

• See https://studentaid.ed.gov/sa/types/grants-scholarships/teach
Housing

On-Campus:
You can request graduate housing on campus in a residence hall, but priority is given to undergraduate students. If you apply, you may be put on a waitlist, and if space is available, you will be notified:
http://reslife.umd.edu/housing/graduate/

Off-Campus:
Graduate Hills and Graduate Gardens are two all-graduate student apartment communities on University property. They are owned by the University of Maryland and managed on the University’s behalf by a property management company. A separate application and leasing process applies to these apartment communities.

The Off-Campus Housing (OCH) staff will assist you in searching for various housing options and making well-informed decisions, visit https://www.och.umd.edu/ or call T. (301) 314-3645.

Health Insurance

All MCERT students are eligible for University Health Insurance, which is UnitedHealthCare for Students. For more information, please visit: https://www.firststudent.com/ and select the University of Maryland, College Park.

Immunization

Students must complete the Immunization Form and submit it to the Health Center. The form and submission directions are available at this link: https://health.umd.edu/medical-behavioral-health/immunization-clinic
*Students have one semester to complete this requirement.
**Immunization forms from previous colleges are also acceptable.
(IMCP student do not need to fill out the Immunization form again since the Health Center already has their forms from their undergraduate studies).