TLPL - TEACHING AND LEARNING, POLICY AND LEADERSHIP

TLPL101 Inquiry Approach to Teaching STEM (Step 1) (1 Credit)
Explore STEM teaching and learning and classroom complexity, and develop teaching skills through discussion-based, collaborative class sessions, and experiences in local schools. To explore/understand the fundamentals of inquiry teaching, students will observe, plan and teach student-centered lessons.
Additional Information: Students must allow for a three-hour window between 7:45 AM and 3:15 PM in their schedule for field experiences in a local school 3-4 times during the semester. A background check is required and will be facilitated by the Terrapin Teacher program coordinator.

TLPL102 Inquiry Teaching of STEM in Middle School (2 Credits)
Second course in the Terrapin Teachers teacher preparation sequence. Students gain field experience and continue exploring teaching as a career by conducting teacher observations, and planning and implementing lessons in local, high-need middle school classrooms. Students work closely with UM master teachers to build upon the inquiry-based teaching practices developed in TLPL 101. Students work with mathematics and science curricula while attending to state and district standards, in order to develop and enact lessons that are responsive to students' reasoning in math and science.
Prerequisite: Must have completed TLPL101.
Additional Information: Attendance at each class session will be vital to student success in the course. To complete the observations and lessons, students must allow a three hour block of time during the local middle school operational hours from 7:45 am to 3:15 pm. A background check is required.

TLPL155 Learning to Learn biology (4 Credits)
This course focuses on learning, understanding, and working with core ideas in biology to engage in scientific practice and applications. In the spirit of "integrated STEM learning", this course will focus on applications of biological principles particularly as they relate to design solutions for human needs and participation in socioscientific issues. A sub-thread of the course is attention to the content of the Middle School Science Praxis exam sections on "Scientific Inquiry, Methodology, Techniques and History" (a topic that runs through the course) and "Life Sciences" to prepare students in the MSMS major to excel on this section of the Praxis. A laboratory component of the course engages students in investigations using either tangible physical and biological models or computational models. These investigations align with the content structure of the main throughline of the course.
Cross-listed with: BSCI155.
Credit Only Granted for: BSCI155 or TLPL155.

TLPL188 Select Topics in Education (1-3 Credits)
Special and intensive treatment of current topics and issues in teaching, learning, policy, and leadership.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Repeatable to: 6 credits.

TLPL200 Exploring Teaching as a Career (3 Credits)
Weekly participation as a volunteer tutor in a local school or community program with children or adolescents. Regular campus meetings assist with developing teaching skills and insight.
Credit Only Granted for: EDCI210 or TLPL200.
Formerly: EDCI210.

TLPL202 Good Stories: Teaching Narratives for Peace and Justice (3 Credits)
Through the study and use of oral storytelling and digital technologies explore qualities and characteristics of what makes a good story and how stories can be used to advance peace and justice on both individual and social levels.
Credit Only Granted for: EDCI246 or TLPL202.
Formerly: EDCI246.

TLPL204 Latino and Black Schooling: A History (3 Credits)
The historical, cultural, political and socio-economic factors that shape the school experience and achievement (Kindergarten - college) of Latinos and Blacks in the U.S.
Credit Only Granted for: EDCI286 or TLPL204.
Formerly: EDCI286.

TLPL206 Forbidden Books: Censorship of Children's and Young Adult Literature (3 Credits)
What is the relationship between censorship and intellectual freedom? This course examines the history of censorship from Plato to Fake News with a focus on contemporary censorship analyzed through historical, political, ethical, moral, philosophical, and socio-cultural perspectives. We consider the evolving definition of censorship, forms of censorship, the rationalizations and arguments for censorship, and the consequences and unintended results of censorship.
Credit Only Granted for: TLPL288W or TLPL206.
Formerly: TLPL288W.

TLPL210 Childhood Reimagined: Learning In and Out of Schools (3 Credits)
Surveys innovative approaches to child education, including unschooling, homeschooling, blended instruction, place-based learning, Big Picture Learning, democratic schools, microschools, self-directed learning centers, and other alternatives to traditional schools.
Credit Only Granted for: TLPL288K or TLPL210.
Formerly: TLPL288K.

TLPL250 Historical and Philosophical Perspectives on Education (3 Credits)
An examination of illustrative historical and philosophical examples of the interplay of ideas and events in the shaping of educational aims and practices from ancient cultures to modern technological societies.
Credit Only Granted for: EDPS210 or TLPL250.
Formerly: EDPS210.

TLPL251 Community, Learners, and Classroom Climate (3 Credits)
Focuses on classroom community building as an ethic of caring for students and examines the connection between classroom climate and learning. Topics include students' funds of knowledge, social-emotional competency, and the practices that maintain a safe and inclusive classroom climate. Wellness strategies to support teacher resilience are also addressed.
Additional Information: This course has a field component in a local elementary school.

TLPL252 Students, Schooling, and Communities (3 Credits)
Facilitates pre-service teachers' initial look at their personal backgrounds and the ways in which they view the world. Exploration of schools, students and their connections to communities. Draws on preservice teachers' concurrent field experiences.
Corequisite: TLPL251.
Credit Only Granted for: EDCI297 or TLPL252.
Formerly: EDCI297.

TLPL253 Language Rights and Repression in Education (3 Credits)
Many English-speaking Americans view societal monolingualism and English-speaking in schools as the standard. The proposed course will delve deeply into issues associated with language, language rights, education, and linguistic repression in schooling. The Big Question of our time this course asks is: Are access to education and native language maintenance civil rights? Human rights?

TLPL254 Surmounting School: Democracy, Inequality, and Schooling (3 Credits)
This Big Questions course explores the grandest challenges faced by today's public schools and asks: How do schools shape democracy and inequality in the U.S.? At the conclusion of this course, students will propose practical educational policy recommendations aimed at addressing its big question.

TLPL255 Watch your Language! Decoding the World Around Us (3 Credits)
This Big Questions course addresses the question: What is a "linguistic landscape"? How do we decode and interpret language on signs--buildings, roadways, flyers, storefronts, even t-shirts and what does it mean for our public spaces? How and why are languages displayed, hierarchized and used in social and school settings?

TLPL267 Education in Beta: Navigating an AI & Tech-Powered Future (3 Credits)
How should education evolve in a rapidly advancing AI and tech-driven world to ensure a just and human future? This interdisciplinary course examines how AI and emerging technologies are reshaping teaching and learning, inviting students to imagine equitable futures for education.

TLPL285 Shared Earth: Indigenous and Scientific Perspectives for Climate Science Education (3 Credits)
Explore how climate science can be taught in inclusive, creative, and transformative ways by the integration of Indigenous Knowledges and western sciences. This course has been developed by UMD College of Education faculty in collaboration with scientists from the National Oceanic and Atmospheric Administration (NOAA), faculty in the University of MarylandMD's Behavior, Ecology, Evolution, and Systematics (BEES) program, and Piscataway Conoy Tribal citizens.

TLPL286 Accelerated Introduction to STEM Teaching (3 Credits)
Students can expect a highly collaborative, discussion-based exploration of STEM teaching and learning, classroom complexity, and social justice. Fieldwork includes four visits to a local middle school classroom to observe, facilitate discussions, and lead STEM lessons. This course is designed for students pursuing or seriously considering the middle or secondary STEM certification pathways.
Additional Information: For the lab component of this course, students must reserve a three-hour window in their schedules between the hours of 8am-3pm, to be utilized approximately 10 weeks in the semester. This lab will be a combination of collaborative group work and a fieldwork component in a local partner school, which requires fingerprinting and a background check (facilitated by Terrapin Teachers).

TLPL287 Inquiry Into Issues in US Public Schooling: Policies, Practice and Promise (3 Credits)
Students will inquire into enduring issues faced by US public education, focusing on the forces and stakeholders that have shaped current policy and practice. In addition, students will work to consider the real daily consequences of policy on the lives of students and teachers. Through crafting and researching a question of interest, employing a project based learning approach, students will take a deep dive into the most vexing issues faced by public education in the United States.
Credit Only Granted for: TLPL288T or TLPL287.
Formerly: TLPL288T.

TLPL288 Special Problems in Education (1-6 Credits)
Special and intensive treatment of current topics and issues in teaching, learning, policy and leadership. Available only to freshmen and sophomore students who have definite plans for individual study of approved problems relative to their preparation for teaching.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Formerly: EDPS288.

TLPL298 Special Problems in Education (1-6 Credits)
Exploration of current problems in teaching, learning, policy and leadership. Available only to students who have definite plans for study of approved problems.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Repeatable to: 6 credits if content differs.
Formerly: EDCI298.

TLPL300 Digital Learning Tools and Communities (1 Credit)
An exploration of the digital tools available for P12 students and their teachers that enhance learning and help build classroom community. This hybrid course will prepare P12 teachers to incorporate instructional technology, digital learning resources, and social media in P12 classrooms.
Restriction: Minimum cumulative GPA of 2.75; and must be in one of the following programs (Elementary Education; Secondary Educ: Social Studies; Secondary Educ: Art; Secondary Educ: Mathematics; Secondary Educ: Science; Secondary Educ: English Language Arts; Secondary Educ: Foreign Languages).
Credit Only Granted for: EDCI385 or TLPL300.
Formerly: EDCI385.

TLPL312 Curriculum and Instruction in Elementary Education: Mathematics (3 Credits)
Materials and procedures to help children sense arithmetical meanings and relationships. Development of an understanding of the number system and arithmetical processes. Includes laboratory/field experiences.
Prerequisite: TLPL361.
Corequisite: EDCI362, EDCI342, TLPL321, and TLPL362.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI352 or TLPL312.
Formerly: EDCI352.

TLPL321 Curriculum and Instruction in Elementary Education: Science (3 Credits)
Objectives, methods, materials and activities for teaching science in the elementary school; emphasis on teaching strategies which help children learn the processes and concepts of science. Includes laboratory/field experiences.
Prerequisite: TLPL361.
Corequisite: TLPL312, EDCI362, EDCI342, and TLPL362.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI372 or TLPL321.
Formerly: EDCI372.

TLPL332 Arts Integration in Elementary Classrooms (3 Credits)
An exploration of the theories and core practices associated with integrating the arts in ways that promote student learning in the core subjects.
Corequisite: TLPL362, EDCI362, TLPL361, and EDCI489.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: TLPL306 or TLPL332.
Formerly: TLPL306.

TLPL340 Introduction to Children's Literature and Critical Literacy (3 Credits)
Analysis of literary materials for children and youth. Timeless and ageless books, and outstanding examples of contemporary publishing. Evaluation of the contributions of individual authors, illustrators and children's book awards.
Restriction: Must be in Elementary Education program; or must be a Pre-Education Major.
Credit Only Granted for: EDCI443 or TLPL340.
Formerly: EDCI443.

TLPL341 Assessing Language and Literacy Development in Elementary Classrooms (3 Credits)
An exploration of the social and cognitive processes involved in reading and writing, the developmental nature of those processes, the foundational concepts associated with effective literacy assessment, a variety of formative and summative literacy assessments, and the nature of individual differences in reading and writing.
Corequisite: TLPL479, EDHD411, and EDSP401.
Restriction: Must be in the Elementary Education program; and permission of EDUC-Teaching and Learning, Policy and Leadership.
Credit Only Granted for: TLPL341 or TLPL488R.
Formerly: TLPL488R.

TLPL342 Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms (Part 1) (3 Credits)
An investigation of the materials, curriculum, teaching and learning practices and assessment methods associated with promoting skilled and motivated readers in diverse elementary classrooms. Teacher candidates will learn to use assessments to design instruction in the core components of reading, in line with students' individual needs and the Maryland College and Career Ready Standards.
Corequisite: TLPL362, TLPL361, TLPL332, and TLPL479.
Restriction: Must be in the Elementary Education program; and permission of EDUC-Teaching and Learning, Policy and Leadership.
Credit Only Granted for: TLPL488L or TLPL342.
Formerly: TLPL488L.

TLPL343 Promoting Skilled and Motivated Readers in Diverse Elementary Classrooms (Part 2) (3 Credits)
Application of the materials, curriculum, teaching and learning practices and assessment methods associated with classroom reading programs designed to promote skilled and motivated readers in diverse elementary classrooms. Teacher candidates will learn to assess and scaffold students' self-regulated literacy learning in line with students' individual needs and Maryland College and Career Ready Standards.
Corequisite: TLPL312, TLPL321, TLPL446, and TLPL489.
Restriction: Must be in the Elementary Education program; and permission of EDUC-Teaching and Learning, Policy and Leadership.
Credit Only Granted for: TLPL343 or TLPL488F.
Formerly: TLPL488F.

TLPL344 Culturally Responsive Language and Literacy Instruction in Diverse Elementary Classrooms (3 Credits)
Application of the asset-based practices associated with culturally responsive language and literacy programs. Teacher candidates will learn to plan, guide and assess students' integrated language and literacy practices (reading, writing, speaking and listening), with emphasis on writing instruction, in line with students' individual needs and Maryland College and Career Ready Standards.
Corequisite: TLPL300, TLPL478, and TLPL489.
Restriction: Must be in the Elementary Education program; and permission of EDUC-Teaching and Learning, Policy and Leadership.
Credit Only Granted for: TLPL488I or TLPL 344.
Formerly: TLPL488I.

TLPL360 Foundations of Education (3 Credits)
Social context of education and conflicts over philosophies, values, an goals that are reflected in educational institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make.
Credit Only Granted for: EDPS301 or TLPL360.
Formerly: EDPS301.

TLPL361 Community, Learners, and Classroom Engagement (3 Credits)
Focuses on classroom community building as an ethic of caring for students and examines the connection between classroom engagement and learning. Topics include student agency, the context and design of learning experiences, and the practices that sustain students' engagement in learning. Wellness strategies to support teacher resilience are also addressed.
Corequisite: TLPL332, TLPL362, TLPL342, and TLPL479G.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.

TLPL362 Curriculum and Instruction in Elementary Education: Social Studies (3 Credits)
Curriculum, organization and methods of teaching, evaluation of materials, and utilization of environmental resources. Emphasis on multicultural education. Includes laboratory/field experiences.
Corequisite: EDCI362, TLPL361, EDCI489, and TLPL306.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI322 or TLPL362.
Formerly: EDCI322.

TLPL379 Professional Engagement In and Beyond the Secondary/MS/K-12 Classroom (1 Credit)
Provides an early field experience (e.g., tutoring young children) in secondary school settings (e.g., middle school). Recommended for students exploring the possibility of or intending to minor in Education or major in Secondary/MS/K-12 education. Credit will not be granted for experience accrued prior to registration. This course is open to all students but best suited for those interested in a career in education. Students need to be prepared to participate in as many as 10 in-person tutoring sessions over the course of the semester. Transportation is provided.
Repeatable to: 3 credits.
Additional Information: Students need to be available for a half day once a week to engage in the field based tutoring experience.

TLPL401 Student-Centered Curriculum and Instruction (3 Credits)
A focus on using student-centered teaching and learning approaches in high school STEM classrooms. Students will develop and implement a multi-day series of lessons, building upon the foundations of inquiry-based practices developed in prior courses. Students will also consider the implications of cultural awareness on teaching practices broadly, as well as in the specific contexts of their fieldwork.
Prerequisite: Permission of instructor; and TLPL102; and must have completed or be concurrently enrolled in TLPL414.
Credit Only Granted for: TLPL488P or TLPL401.
Formerly: TLPL488P.
Additional Information: Field experience for this course will require students to be available for a 2-4 hour block of time at various points throughout the semester to complete observations and teach lessons between 8:00 a.m. and 3:30 p.m. A background check is required and will be facilitated through the Terrapin Teacher program coordinator.

TLPL403 Teaching and Learning High School Mathematics (3 Credits)
Methods of teaching and assessing the high school mathematics curriculum; aligning tasks and activities to curriculum standards; lesson planning; and selection and use of technology. The course also focuses on managing large group dynamics in the high school mathematics classroom.
Prerequisite: Must have 2 semesters of calculus; or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Corequisite: EDCI355.
Restriction: Must be in Secondary Educ: Mathematics program; and minimum cumulative GPA of 2.75; Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI455 or TLPL403.
Formerly: EDCI455.

TLPL406 Teaching and Learning Mathematics in the Elementary School, Part 1 (3 Credits)
Focuses on teaching and learning whole numbers. Special emphasis will be placed on developing equitable teaching practices that enable culturally and linguistically diverse students to develop knowledge and skills that promote mathematical proficiency. Mathematical concepts: Content knowledge: some aspects of early numeracy, whole numbers and the four arithmetic operations, some aspects of algebraic thinking.
Jointly offered with: TLPL607.
Credit Only Granted for: TLPL607 or TLPL406.

TLPL407 Teaching and Learning Mathematics in the Elementary School, Part 2 (3 Credits)
Focuses on teaching and learning rational numbers (fractions and decimals) and developing algebraic thinking. Special emphasis will be placed on developing equitable teaching practices that enable culturally and linguistically diverse students to develop knowledge and skills that promote mathematical proficiency. Mathematical concepts: Content knowledge: rational numbers (fractions and decimals) and the four arithmetic operations, algebraic thinking, some aspects of geometry and measurement.
Credit Only Granted for: TLPL488G or TLPL407.

TLPL413 Teaching and Learning Middle School Mathematics (3 Credits)
Methods of teaching and assessing the middle school mathematics curriculum. Understanding the conceptual difficulties students have in moving from whole numbers to rational numbers, additive thinking to multiplicative thinking, and arithmetic to algebra. Lesson planning and selection of technology and other materials are applied in the context of supervised tutoring of students having difficulty in middle school mathematics. Lab and field experience required. Supervised tutoring takes place on site at a local middle school therefore TLPL413 students will be expected to travel to a local middle school for 8-10 of the class meetings.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI457 or TLPL413.
Formerly: EDCI457.

TLPL414 Knowing and Learning in Mathematics and Science (3 Credits)
Special and intensive treatment of current topics and issues in mathematics and science teaching and learning, policy and leadership. The overall goal of the course is to orient future teachers to the discourses and theories that shape what we know about how students learn math and science.
Prerequisite: Must have completed or be concurrently enrolled in TLPL102.
Credit Only Granted for: TLPL488M or TLPL414.
Formerly: TLPL488M.

TLPL415 Perspectives in Science (3 Credits)
Overview of the history of science and philosophical perspectives on science, particularly as they apply to science teaching.
Prerequisite: Permission of instructor.
Credit Only Granted for: TLPL488W or TLPL415.
Formerly: TLPL488W.

TLPL418 Teaching Residency (3-9 Credits)
An extended teaching internship in an Elementary Professional Development School. School placements to be arranged.
Prerequisite: Must have completed or be concurrently enrolled in TLPL352, TLPL363, TLPL372, TLPL415.
Restriction: Restricted to Elementary Education majors with permission of the Department; 2.75 GPA required.
Repeatable to: 12 credits.
Credit Only Granted for: TLPL418 or EDCI481.

TLPL420 Knowledge, Reasoning, and Learning in Science (3 Credits)
For prospective science teachers. Investigations of the nature of knowledge, reasoning, and learning in middle and secondary science. Readings from cognitive science and science education research; studies of student thinking in interview and classroom observations; analyses of curricula. Includes laboratory and field experiences.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: TLPL420 or EDCI411.
Formerly: EDCI411.

TLPL421 Practices in Secondary School Science Teaching (2 Credits)
Analyses of student thinking, instructional interpretations, strategies, and techniques in the teaching internship.
Prerequisite: TLPL425.
Corequisite: EDCI471 and EDCI474.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department; and must be in Secondary Educ: Science program. Or minimum cumulative GPA of 2.75.
Credit Only Granted for: TLPL421 or EDCI480.
Formerly: EDCI480.

TLPL423 Interdisciplinary Teaching in the Middle Grades I (3 Credits)
For prospective middle school teachers. Studying and planning interdisciplinary instructional practices in middle school. Utilizes context and experiences from students' field placements. Use of technology and incorporation of technology into instruction.
Prerequisite: TLPL413 and TLPL420; or permission of instructor.
Restriction: Minimum cumulative GPA of 2.75; and must be in the Middle School Teacher Education Program, major code 0804P.
Credit Only Granted for: EDCI413 or TLPL423.
Formerly: EDCI413.

TLPL424 Interdisciplinary Teaching in the Middle Grades II (3 Credits)
For prospective middle school teachers. Planning and implementing interdisciplinary instructional practices in middle school. Draws on the context of and experiences in the student teaching placement. Use of technology and incorporation of technology into instruction.
Prerequisite: TLPL423.
Corequisite: TLPL489.
Restriction: Minimum cumulative GPA of 2.75; and must be in the Middle School Teacher Education Program.
Credit Only Granted for: EDCI414 or TLPL424.
Formerly: EDCI414.

TLPL425 Learning and Teaching in Science (3 Credits)
Studies of student learning and instructional practices in science teaching.
Prerequisite: TLPL420; or permission of instructor.
Restriction: Must be in Secondary Educ: Science program.
Credit Only Granted for: EDCI470 or TLPL425.
Formerly: EDCI470.

TLPL433 Foundations of Art Education (3 Credits)
Introduction to the field of Art Education and the role of the visual arts in grades PreK-12 for today's diverse school populations. The fundamental, historical and philosophic components of art education with an emphasis on arts disciplines and curriculum. Includes a school-based practicum. For those considering art education as a major.
Restriction: Minimum cumulative GPA of 2.75.
Credit Only Granted for: EDCI403 or TLPL433.
Formerly: EDCI403.

TLPL435 Art Education Methods I (3 Credits)
Methods I provides future art teachers with a knowledge base of the theories and best practices of effective pedagogy for: teaching methods and strategies, diversity, motivational techniques, classroom management, assessment and evaluation methods, and accommodating all students including those with special needs.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department. And must be in Secondary Educ: Art program; or must be in Secondary Educ: Art pre-major program.
Credit Only Granted for: EDCI405 or TLPL435.
Formerly: EDCI405.

TLPL436 Studio Processes and Materials: 2D (3 Credits)
A discussion/studio format used to develop skills, materials, resources and education strategies for using technology and two-dimensional art in K-12 programs.
Prerequisite: ARTT210.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department; and junior standing or higher; and must not be in any of the following programs (Early Childhood Education; Elementary Education; Secondary Educ: Science; Secondary Educ: English Language Arts; Secondary Educ: Mathematics; Secondary Educ: Foreign Languages; Secondary Educ: Social Studies; Physical Education; Music Education; Special Education).
Credit Only Granted for: EDCI406 or TLPL436.
Formerly: EDCI406.

TLPL437 Studio Processes and Materials: 3D (3 Credits)
A lecture-studio course to develop skills, material resources, and educational strategies for three-dimensional projects in school settings.
Restriction: Must be in Secondary Educ: Art program; or must be a Pre-Art Education Major.
Credit Only Granted for: EDCI407 or EDCI437.
Formerly: EDCI407.

TLPL440 Foundations of Educating Multilingual Learners (3 Credits)
Investigates historical, theoretical, and public policy issues and current practice in the field of education as it relates to multilingual learners (also known as English Language Learners, English Learners) in K-12 and other settings.
Credit Only Granted for: EDCI432 or TLPL440.
Formerly: EDCI432.

TLPL441 Methods for Teaching Multilingual Learners (3 Credits)
Addresses best practices for supporting multilingual learners across academic contexts. It draws on current research regarding methods of teaching multilingual learners in PreK12 settings. Students analyze and apply classroom instruction.
Credit Only Granted for: EDCI434 or TLPL441.
Formerly: EDCI434.

TLPL442 Foundations of Literacy and Biliteracy Development (3 Credits)
An overview of the research on literacy and biliteracy development for English learners. Specifically, the course explores the theoretical models and processes of teaching reading and writing, current literacy/biliteracy issues, assessment, and strategies for developing literacy and biliteracy skills for English learners.
Credit Only Granted for: EDCI435 or TLPL442.
Formerly: EDCI435.

TLPL443 Cross-Cultural Communication and Multilingual Learners (3 Credits)
Participants will research and critically reflect upon aspects of culture as a basis to understand students and to develop principles to guide culturally inclusive teaching decisions. Participants will better understand the role of culture and language in schooling in order to create classrooms where culturally and linguistically diverse students (also known as English Language Learners, English Learners) can succeed.
Credit Only Granted for: EDCI436 or TLPL443.
Formerly: EDCI436.

TLPL444 Teaching and Understanding English Grammar with Multilingual Learners (3 Credits)
Students will analyze the major grammatical structures of American English and the role of teaching grammar and developing effective classroom methods and techniques for multilingual learners. To do so, students will be exposed to diverse theories, approaches, methods, and practical techniques of grammar instruction in order to assist multilingual learners (also known as English Language Learners, English Learners) K-12 classrooms.
Credit Only Granted for: EDCI437 or TLPL444.
Formerly: EDCI437.

TLPL445 Methods I: World Language Methods and Technology (3 Credits)
Explores Dual Language/World Language Methods and Second Language/Bilingual development. Implications for teaching and initial lesson design are explored through on-campus seminars as well as guided field experiences. Students should reserve a regular half-day per week for the field experience in local schools.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: TLPL445 or TLPL695.

TLPL446 Language Variation and Multilingualism in Elementary Classrooms (3 Credits)
Issues in language variation and multilingualism in elementary classrooms, schools and communities with a focus on classroom practice, assessment, and policy.
Restriction: Must be in Elementary Education program; and minimum cumulative GPA of 2.75. Or permission of EDUC-Teaching and Learning, Policy and Leadership department.

TLPL447 Art Education Methods II (3 Credits)
Methods II builds upon the pedagogical foundation of Methods I and provides future art teachers with the means for developing pre K-12 art lessons and unit plans for a balanced qualitative art program for today's diverse and inclusive schools and classrooms.
Prerequisite: TLPL435; or students who have taken courses with comparable content may contact the department.
Restriction: Minimum cumulative GPA of 2.75; and must be in Secondary Educ: Art program.
Credit Only Granted for: EDCI423, EDCI603, TLPL447 or TLPL633.
Formerly: EDCI423.

TLPL450 Advanced World Language Methods and Technology (3 Credits)
Teaches advanced best practices for effective world language instruction. Topics include: using authentic assessment and materials, applying national standards, teaching writing and culture, motivating students, providing strategy instruction, infusing technology, preparing for PreK-12 employment, and creating a professional portfolio.
Prerequisite: TLPL445.
Corequisite: EDCI438.
Restriction: Must be in Secondary Educ: Foreign Languages program; and minimum cumulative GPA of 2.75. Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI433, EDCI688A, TLPL450 or TLPL696.
Formerly: EDCI433.

TLPL451 Teaching and Learning in Secondary Education: English (3 Credits)
An introduction for prospective middle and secondary English teachers into the basic issues, concepts, orientations, and processes that shape the teaching of English for diverse students in schools. Candidates explore their own perspectives in relation to local and national trends and develop basic teaching understanding and skills through on-campus seminars, teaching laboratory experiences, and guided field experiences. Students should reserve one full day or two half days per week for field experience.
Credit Only Granted for: EDCI416 or TLPL451.
Formerly: EDCI416.

TLPL452 Bases for English Language Instruction (3 Credits)
Examines current theory, research, best practice, curricula and materials focused on the teaching of English language to native and non-native English learners. Topics include morphology, syntax, semantics, vocabulary, pragmatics, argument, discourse structure, dialects, edited academic English, English language proficiency (listening, speaking, reading, writing) assessment, and instructional planning. English Language Learner (TESOL and SIOP) and special needs (inclusion) pupil issues considered.
Restriction: Must be in Secondary Educ: English Language Arts program; and minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI417 or TLPL452.
Formerly: EDCI417.

TLPL453 Life in Two Languages: Understanding Bilingual Communities and Individuals (3 Credits)
Overview of society and individual multilingualism. Topics include diglossia, language shift, codeswitching, bilingual first language acquisition, language attrition, dual language education policy and practice.

TLPL456 Teaching Writing (3 Credits)
Examines current theory, research, best practice, curricula and materials for teaching written communication in grades K-12. Focuses on analytical, argumentative, informative/explanatory, literary analysis, narrative, descriptive, and research writing. Emphasizes instructional planning, assessment, writer problem-solving strategies, information search, development, organization and style appropriate to task, purpose and audience for both non-digital and digital text. English Language Learner and special needs pupil issues considered.
Corequisite: EDCI447.
Restriction: Must be in Secondary Educ: English Language Arts program; and minimum cumulative GPA of 2.75. Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI467 or TLPL456.
Formerly: EDCI467.

TLPL457 Literature for Adolescents (3 Credits)
Reading and analysis of fiction and nonfiction; methods for critically assessing quality and appeal; current theory and methods of instruction; research on response to literature; curriculum design and selection of books.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI466 or TLPL457.
Formerly: EDCI466.

TLPL460 Materials and Instruction for Creating Skilled and Motivated Readers, Part I (3 Credits)
Explains the educational research that addresses the acquisition of reading and its underlying processes, including research-based reading instruction and materials. Learn how to create a literacy learning environment that helps diverse learners become skilled and motivated readers through phonemic awareness, phonics, fluency, comprehension, vocabulary, and whole and small-group instructional approaches.
Restriction: Must be in Elementary Education program; and junior standing or higher. Or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDCI461 or TLPL460.
Formerly: EDCI461.

TLPL461 Materials and Instruction for Creating Skilled and Motivated Readers, Part II (3 Credits)
Selecting, evaluating, and using a variety of materials to create skilled and motivated readers in the elementary grades, particularly in diverse classroom settings; Topics include word analysis, spelling, writing, reading comprehension strategies, directed reading lessons, and explicit instruction.
Prerequisite: TLPL361 and TLPL460.
Corequisite: TLPL312, EDCI342, TLPL321, and TLPL362.
Restriction: Minimum cumulative GPA of 2.75; and permission of EDUC-Teaching and Learning, Policy and Leadership department; and must be in Elementary Education program.
Credit Only Granted for: EDCI462 or TLPL461.
Formerly: EDCI462.

TLPL462 Reading in the Secondary School (3 Credits)
Provides secondary school teachers with understanding the need for and approaches to teaching students to read and learn from content area texts.
Restriction: Minimum cumulative GPA of 2.75; and must be in one of the following programs (Middle School Education; Secondary Educ: Science; Secondary Educ: English Language Arts; Secondary Educ: Mathematics; Secondary Educ: Foreign Languages; Secondary Educ: Social Studies; Secondary Educ: Art) ; and permission of department required for post-baccalaureate students.
Credit Only Granted for: EDCI463 or TLPL462.
Formerly: EDCI463.

TLPL470 Knowledge, Reasoning, and Learning in Secondary Social Studies (3 Credits)
An exploration of the nature of knowledge and reasoning in social studies disciplines as well as how students learn social studies. Assessment and investigation of students' conceptions and misconceptions as well as their disciplinary thinking. Implications for teaching and initial lesson design are explored through on-campus seminars as well as guided field experiences. Students should reserve a regular half-day per week for the field experience in local schools. This course is required for admission to the secondary social studies double major.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department; and minimum cumulative GPA of 2.75.
Credit Only Granted for: EDCI426 or TLPL470.
Formerly: EDCI426.

TLPL471 Curriculum, Teaching, and Assessment in Secondary Social Studies (3 Credits)
An exploration of curriculum development, teaching, and assessment in secondary history/social studies. Focus on identifying students' conceptions of social studies topics and designing lessons that advance students' disciplinary thinking and understanding.
Prerequisite: TLPL470.
Corequisite: EDCI428.
Restriction: Must be in Secondary Educ: Social Studies program; and minimum cumulative GPA of 2.75. Or permission of EDUC-Center for Learning & Educational Technology.
Credit Only Granted for: EDCI427 or TLPL471.
Formerly: EDCI427.

TLPL475 Equitable Classrooms (2 Credits)
An exploration and application of major theoretical frameworks surrounding equity and critical pedagogy. Creating habits of mind that help teachers see all students as capable of achieving at high levels. Draws on the concurrent field experience.
Prerequisite: TLPL252, TLPL413, and TLPL420.
Corequisite: EDCI360 and TLPL423.
Restriction: Minimum cumulative GPA of 2.75; and must be in Middle School Education program.
Credit Only Granted for: EDCI424 or TLPL475.
Formerly: EDCI424.

TLPL476 Equity and Pedagogy (2 Credits)
An exploration and application of major theoretical frameworks surrounding equity and critical pedagogy. Pedagogical decision making that leads to greater equity and improved student learning for all students. Draws on the concurrent student teaching experience.
Prerequisite: TLPL475.
Corequisite: TLPL424 and EDCI460.
Restriction: Minimum cumulative GPA of 2.75; and must be in one of the following programs (Middle School Education; Early Childhood Education; Elementary Education; Secondary Educ: Science; Secondary Educ: English Language Arts; Secondary Educ: Mathematics; Secondary Educ: Foreign Languages; Secondary Educ: Social Studies; Physical Education; Music Education; Secondary Educ: Art; Special Education).
Credit Only Granted for: EDCI425 or TLPL476.
Formerly: EDCI425.

TLPL477 Teaching Academically, Culturally, and Linguistically Diverse Students in Middle School and Secondary Education (2 Credits)
Instruction on methods of teaching academically, culturally, and linguistically diverse students in middle school and secondary classrooms.
Restriction: Must be in the teacher education program; or permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: TLPL488B or TLPL477.
Formerly: TLPL488B.

TLPL478 Professional Seminar in Education (1-3 Credits)
Seminar on the issues and problems teacher candidates encounter in classrooms. Exploration of the skills and strategies that best address these challenges.
Restriction: Must be in a major within the EDUC-Teaching and Learning, Policy and Leadership department.
Repeatable to: 4 credits.
Formerly: EDCI488.

TLPL479 Field Experiences in Education (1-4 Credits)
Field experiences in approved eduation setting with appropriate supervision. Credit not to be granted for experience accrued prior to registration. Open only to students admitted to approved teacher education programs.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Repeatable to: 2 credits.
Formerly: EDCI489.

TLPL481 Embracing Diversity in the Classroom Community (3 Credits)
An exploration of the richness and complexity of student diversity that teacher candidates will encounter in PK12 classrooms. Students will engage in critical reflection around diversity and equity issues.
Restriction: Admission to teacher education program; or permission of EDUC-Teaching and Learning, Policy and Leadership department.

TLPL488 Special Topics in Education (1-3 Credits)
Special and intensive treatment of current topics and issues in teaching, learning, policy and leadership.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDPS488 or TLPL488.
Formerly: EDPS488.

TLPL489 Internship in Education (1-12 Credits)
Internship or residency experiences in school settings with appropriate supervision. Credit not to be granted for experience accrued prior to registration. Open only to students admitted to approved teacher education programs.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Repeatable to: 12 credits.
Credit Only Granted for: EDPS489 or TLPL489.
Formerly: EDPS489.

TLPL498 Special Problems in Education (1-3 Credits)
Exploration of current problems in teaching, learning, policy and leadership. Available only to students who have definite plans for study of approved problems.
Restriction: Permission of EDUC-Teaching and Learning, Policy and Leadership department.
Credit Only Granted for: EDPS498 or TLPL498.
Formerly: EDPS498.

TLPL499 Workshops, Clinics, and Institutes (1-6 Credits)
The following type of educational enterprise may be scheduled under this course heading: Workshops conducted by the College of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals, and supervisors.
Credit Only Granted for: EDPS499 or TLPL499.
Formerly: EDPS499.