

ELEMENTARY EDUCATION AND SPECIAL EDUCATION MAJOR

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Students may elect to become certified in both Elementary and Special Education by selecting the major. This program, specially designed to integrate both elementary and special education, prepares students as elementary classroom teachers and as elementary/middle special education teachers.

The Elementary Education & Special Education major is provided at Towson University, Towson University in Northeastern Maryland (TUNE) and The Universities at Shady Grove. The program is a screened major. The total program equals 127 units.

Requirements

This is a screened program. Please see the admission requirements for additional information.

Students who wish to major in Early Childhood Education & Special Education (ECSE) or in Elementary Education & Special Education (EESE) must complete the following requirements before being admitted to the major.

The Pass (PS) grading option may not be used for any of the courses listed below.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Required Courses for all ECSE and EESE Majors (62 units)

Code	Title	Units
Introductory and Core Curriculum Courses		
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)	4
COMM 131	PUBLIC SPEAKING (or any Core 5)	3
Any Core 4 (Creativity and Creative Development) Course		3
ENGL 102	WRITING FOR A LIBERAL EDUCATION (Core 2)	3

GEOG 102 or GEOG 105 or GEOG 109	WORLD REGIONAL GEOGRAPHY (Core 12) GEOGRAPHY OF INTERNATIONAL AFFAIRS INTRODUCTION TO HUMAN GEOGRAPHY	3
HIST 145 or HIST 146	HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11) HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	3
MATH 204	MATHEMATICAL CONCEPTS AND STRUCTURES I	4
MATH 205	MATHEMATICAL CONCEPTS AND STRUCTURES II (Core 3)	4
MATH 251	ELEMENTS OF GEOMETRY	4
PHSC 101	PHYSICAL SCIENCE I (Core 8)	4
PSYC 101	INTRODUCTION TO PSYCHOLOGY (Core 6)	3
TSEM 102	TOWSON SEMINAR (Core 1)	3
Education Courses ¹		
ECED 201	EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION ²	3
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)	3
SCED 304	EDUCATION, ETHICS AND CHANGE (Core 14)	3
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Education Courses Specific to Each Major		6
Early Childhood & Special Education (ECSE) Major Requirements		
ECED 103	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	
ECED 321	FOUNDATION OF READING & LANGUAGE ARTS	
Elementary Education & Special Education (EESE) Major Requirements		
PSYC 201	EDUCATIONAL PSYCHOLOGY	
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	
Total Units		62

¹ These courses must be taken in a specific sequence: (1) EDUC 202; (2) EDUC 203; (3) SCED 304.

² ECSE Majors must complete ECED 201 before being admitted to the major; EESE majors may take ECED 201 before or after being admitted to the major.

Professional Education Courses (65 Units)

The Elementary Education and Special Education major requires a minimum total of 127 units.

Code	Title	Units
BIOL 303 or PHSC 303	LIFE SCIENCES EARTH SPACE SCIENCE	3
ELED 320	WRITING FOR ELEMENTARY EDUCATORS (Core 9)	3

ELED 412	METHODS AND MATERIALS FOR TEACHING LITERACY IN THE PRIMARY GRADES	3
ELED 413	INTERNSHIP IN PRIMARY LITERACY	3
ELED 424	METHODS AND MATERIALS FOR TEACHING LITERACY IN THE INTERMEDIATE GRADES	3
ELED 426	LITERACY INSTRUCTION FOR LINGUISTICALLY DIVERSE LEARNERS	3
MATH 323	TEACHING MATHEMATICS IN ELEMENTARY SCHOOL	3
MATH 324	SUPERVISED OBSERVATION/ PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS	2
SCIE 376	TEACHING SCIENCE IN ELEMENTARY SCHOOL	3
SPED 413	UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY	3
SPED 425	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 441	CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (PREK-12)	3
Internship Requirements		
EESE 430	METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION I	3
or SPED 429	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	
EESE 431	METHODS OF CLASSROOM MANAGEMENT AND COLLABORATION II	3
or SPED 469	COLLABORATIVE TEACHING IN THE ELEMENTARY SCHOOL	
EESE 474	INTERNSHIP I: SPECIAL EDUCATION ¹	3
EESE 475	INTERNSHIP I: ELEMENTARY EDUCATION ¹	3
EESE 476	INTERNSHIP II: SPECIAL EDUCATION ²	6
EESE 477	INTERNSHIP II: ELEMENTARY EDUCATION ²	6
EESE 485	SEMINAR IN EESE	3
ELED 429	PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS	3
Total Units		65

¹ EESE 474 and EESE 475 are the 2-day/week, 3-unit internships which will be scheduled for the first 7 week session of the third and fourth semester. Students will take one of the courses in the fall semester and the other course in the spring semester.

² EESE 476 and EESE 477 are the 5-day/week, 6-unit internships which will be scheduled for the second 7 week session of the third and fourth semester. Students will take one of the courses in the fall semester and the other course in the spring semester.

Four-Year Plan of Study

Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year

Term 1	Units	Term 2	Units
HIST 145 or 146 (Core 11)		3 COMM 131 (Suggested Core 5)	3
MATH 204		4 EDUC 202 (Core 10)	3
PSYC 101 (Core 6)		3 MATH 205 (Core 3)	4
Core 1 (or Core 2)		3 PSYC 201	3
Core 4		3 Core 2 (or Core 1)	3
	16		16

Second Year

Term 1	Units	Term 2	Units
EDUC 203 (Core 13)		3 BIOL 120 & 120L (Core 7)	4
GEOG 102, 105, or 109 (Core 12)		3 ELED 322	3
MATH 251		4 SCED 304 (Core 14)	3
PHSC 101 (Core 8)		4 ECED 201	3
SPED 301		3	
	17		13

Third Year

Term 1	Units	Term 2	Units
ELED 412		3 BIOL 303 or PHSC 303	3
ELED 413		3 ELED 320 (Core 9)	3
MATH 323		3 ELED 424	3
MATH 324		2 ELED 426	3
SPED 413		3 SCIE 376	3
SPED 441		3 SPED 425	3
	17		18

Fourth Year

Term 1	Units	Term 2	Units
EESE 430 or SPED 429		3 EESE 431 or SPED 469	3
EESE 474 or 475		3 EESE 474 or 475	3
EESE 476 or 477		6 EESE 476 or 477	6
ELED 429		3 EESE 485	3
	15		15

Total Units 127

Learning Outcomes

CEC Initial Preparation Standards

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2 Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3 Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4 Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 Instructional Planning and Strategies

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic

factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

CAEP 2018 K - 6 Elementary Teacher Preparation Standards

STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

STANDARD 4 – Supporting Each Child's Learning Using Effective Instruction

STANDARD 5 – Developing as a Professional