MAJOR IN ELEMENTARY EDUCATION WITH DUAL CERTIFICATION IN EARLY CHILDHOOD EDUCATION (PREK-6)

Through the collaboration of the Elementary Education and the Early Childhood Education Departments, interested students can pursue a dual certification program leading to PreK-6 certification in Early Childhood and Elementary Education. Interested students should contact the Elementary Education Department.

The Elementary Education/Early Childhood Dual Certification program fulfills requirements for Maryland State Certification in Teaching. The program is divided into a Pre-Professional program and Professional Internships for a total of 134 units.

Requirements

Students completing the Early Childhood Education track of the Elementary Education major are required to complete 134 units and will be eligible for dual certification in Early Childhood (Grades PK-3) and Elementary (Grades 1-5). All courses must be completed with a minimum C (2.0) grade equivalent, except for ELED 320, which requires a minimum B (3.0) grade equivalent. The Pass (PS) grading option may not be used for any of the following required courses.

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.

Code	Title	Units
Pre-Professional Required Courses		
Core Curriculum Courses		
TSEM 102	TOWSON SEMINAR (Core 1)	3
ENGL 102	WRITING FOR A LIBERAL EDUCATION (Core 2)	3
MATH 205	MATHEMATICAL CONCEPTS AND STRUCTURES II (Core 3)	4
Core 4 Creativity and Creative Development course		3
Core 5 Arts and Humanities course (must be a different discipline from Core 4)		3
PSYC 101	INTRODUCTION TO PSYCHOLOGY (Core 6)	3
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)	4
PHSC 101	PHYSICAL SCIENCE I (Core 8)	4
ELED 320	WRITING FOR ELEMENTARY EDUCATORS (Core 9) [1]	3
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)	3
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)	3
or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
Select one of the following:		3
GEOG 102	WORLD REGIONAL GEOGRAPHY (Core 12)	
GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY (Core 12)	
HIST 160	WORLD HISTORY BEFORE 1300 (Core 12)	
HIST 161	WORLD HISTORY SINCE 1300 (Core 12)	
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)	3
SCED 304	EDUCATION, ETHICS AND CHANGE (Core 14)	3
Additional Required Courses		
ECED 103	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	3
ECED 201	EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION	3
ECED 315	INFANCY AND TODDLERHOOD DEVELOPMENT AND INTERVENTION	3
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	3
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
MATH 204	MATHEMATICAL CONCEPTS AND STRUCTURES I	4
MATH 251	ELEMENTS OF GEOMETRY	4
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Level I Professional Program		
BIOL 303	LIFE SCIENCES	3
or BIOL 382	ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS	
ECED 461	TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD	3
ELED 412	METHODS AND MATERIALS FOR TEACHING LITERACY IN THE PRIMARY GRADES	3
ELED 413	INTERNSHIP IN PRIMARY LITERACY	3
PHSC 303	EARTH SPACE SCIENCE	3
Level II Professional Program		
ECED 341	PRE-PRIMARY CURRICULUM	3
ECED 343	PRE-PRIMARY PRACTICUM	3
ECED 360	EARLY LITERACY: BEST PRACTICES AND MATERIALS	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
Level III Professional Program		
ELED 311	CHILDREN AND THE ELEMENTARY SCHOOL CURRICULUM AND ASSESSMENT	3
ELED 312	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP I	3

ELED 365	TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL	3
ELED 429	PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS	3
SPED 401	CURRICULUM/METHODS OF INCLUSION	3
Level IV Professional Program		
ECED 352	INTERNSHIP III: PREPRIMARY	6
ELED 468	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II	6
ELED 469	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP SEMINAR	3
Total Units		**134**

[1] Minimum grade equivalent of B (3.0) is required.

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.

Freshman

Term 1	Units	Term 2	Units
Preprofessional Program begins		ECED 103	3
BIOL 120 & 120L (Core 7)	4	EDUC 202 (Core 10)	3
HIST 145 or 146 (Core 11)	3	MATH 205 (Core 3)	4
MATH 204	4	PSYC 101 (Core 6)	3
Core 1 (or Core 2)	3	Select one of the following (Core 12):	3
Core 5	3	GEOG 102	
		GEOG 109	
		HIST 160	
		HIST 161	
		Core 2 (or Core 1)	3
	17		**19**

Sophomore

Term 1	Units	Term 2	Units
ECED 201	3	ECED 315	3
EDUC 203 (Core 13)	3	ELED 320 (Core 9)	3
MATH 251	4	ELED 322	3
SPED 301	3	ISTC 301	3
Core 4 (ART, DANC, THEA or COSC)	3	PHSC 101 (Core 8)	4
		SCED 304 (Core 14)	3
	16		**19**

Junior

Term 1	Units	Term 2	Units
Level I Professional Program		**Level II Professional Program**	
BIOL 303 or 382	3	ECED 341	3
ECED 461	3	ECED 343	3
ELED 412	3	ECED 360	3
ELED 413	3	ELED 424	3
PHSC 303	3	ELED 426	3
		MATH 323	3
	15		**18**

Senior

Term 1	Units	Term 2	Units
Level III Professional Program		**Level IV Professional Program**	
ELED 311	3	ECED 352	6
ELED 312	3	ELED 468	6
ELED 365	3	ELED 469	3
ELED 429	3		
SPED 401	3		
	15		**15**

Total Units 134

Learning Outcomes

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

Candidates use their understanding of children growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

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

Candidates demonstrate and apply understanding major concepts, skills, and practices, as they interpret disciplinary curriculum standards and related expectations within and across literacy, mathematics, science, and social studies.

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

Candidates assess students, plan instruction and design classroom context for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

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

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use

explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

STANDARD 5 – Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.