

DEPARTMENT OF ELEMENTARY EDUCATION

Psychology Building 105
Phone: 410-704-2176
Fax: 410-704-4265
Email: tcotton@towson.edu

Mission Statement

The mission of Educator Preparation Programs at Towson University is to:

- Prepare the next generation of diverse educators and leaders committed to meeting the individual needs of all learners.
- Advance scholarship around significant priorities in the profession.
- Collaborate with and advocate for children, families, and communities.
- Develop and implement innovative solutions to education challenges.

Vision Statement

Towson University will be recognized for preparing innovative and socially just professionals who advocate on behalf of children, families, and the profession. We will empower educators with a strong knowledge of research-based pedagogies, a technology-rich skillset, a deep understanding of how children, youth, and adults learn, and caring dispositions to lead and succeed in inclusive and equitable settings.

Programs of the Department

The Department of Elementary Education offers the following programs of study: the major in Elementary Education, the major in Elementary Education with eligibility for Early Childhood licensure, the minor in Linguistic Diversity, the Master of Education in Elementary Education, and the Master of Education in Reading Education. For more information about the master's programs, consult the *Graduate Catalog*.

The Elementary Education faculty believes that well-prepared elementary school teachers are facilitators of active learning. As reflective practitioners, teachers engage students in the learning process by utilizing research findings and experience-based strategies and practices to make sound, educational decisions. These decisions should be based upon an articulated education philosophy, a thorough knowledge of students' strengths and needs, and an analysis of various learning environments. The Elementary Education program fulfills the goal of preparing such teachers through a program based on a broad liberal arts background and professional preparation, including a planned sequence of courses and field experiences in the Baltimore metropolitan area.

The major in Elementary Education leads to licensure to teach grades 1 through 6. The program provides classroom and laboratory experiences that prepare students for beginning teaching in elementary schools.

The goals and objectives of the Department of Elementary Education reflect the mission and vision of the College of Education. Students in the program are provided the knowledge, skills, and dispositions identified by the Maryland State Department of Education (MSDE), the Interstate Teacher Assessment and Support Consortium (InTASC) standards, the International Society for Technology in Education (ISTE), and the Council for the Accreditation of Educator Preparation (CAEP) K-6 Elementary Teacher Preparation standards. Students are required to

demonstrate mastery of the performance-based outcomes in order to exit the Elementary Education Program.

Admission

Admission Requirements for Teacher Education

The Teacher Education Executive Board, representing all initial teacher education programs at Towson University, utilizes the following **minimum** requirements as conditions for admission into teacher education programs, maintaining candidate status, and entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

Educator Preparation Programs (EPP) admit students either as freshmen or as undergraduate transfer students from accredited, post-secondary institutions. During the freshman and sophomore years, students are generally engaged in pre-professional courses or courses that fulfill Core Curriculum requirements, as well as all identified prerequisites (e.g., specific and sequential courses in Core Curriculum) for admission to EPP initial licensure programs.

All EPP undergraduate programs are screened majors. As an integral part of the teaching/learning experience, students work with advisers in a strategic planning process across all years at TU. Accordingly, to support student success, all EPP students are required to confer with their assigned advisers prior to registration each term.

I. PROCEDURES AND REQUIREMENTS FOR ADMISSION TO ALL TEACHER EDUCATION PROGRAMS

1. Complete a self-disclosure criminal background form to be submitted to the major department with the application.
2. Submit an application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 units for program-specific procedures and requirements for admission to professional education programs.
3. Meet the Basic Skills Assessment Requirement as defined by the Maryland State Department of Education to be eligible for admission. A student who is admitted to Towson University and in Good Standing but does not meet the Basic Skills Assessment requirement at the time of application to the program can be granted "Conditional Admission" and given one semester as a conditional candidate to satisfy the Basic Skills Assessment requirement. If the conditional candidate does not meet the requirement by the end of the conditional semester, there are two options: 1) the program may recommend the conditional candidate for exemption and if granted, the conditional candidate would be fully admitted to the program or 2) the conditional candidate will not be fully admitted to the program.

II. REQUIREMENTS FOR MAINTAINING CANDIDATE STATUS

- A. Meet the grade, course, and/or assessment requirement(s) identified by the candidate's specific program.
 - i. At the department's discretion, a candidate who does not meet the program requirement(s) may continue for one additional semester under probationary status but must satisfy the requirement by the end of the probationary period. If the requirement is not met at the end of the probationary period, the candidate will be dismissed from the program.

- B. Exhibit behavior that is consistent with the University's Code of Student Conduct, the Educator Preparation Program's Professional Behavior Policy, and established professional practice in educational and clinical settings. (see EPP Behavior Policy)

Associate Teaching Professor: Rebecca Maloy, Linda Miller, Rosa Pina-Leonard, Lisa Trattner

III. PROCEDURES AND REQUIREMENTS FOR ENTRY INTO CAPSTONE INTERNSHIP FOR ALL PROFESSIONAL EDUCATION PROGRAMS.

- A. Complete a criminal background check as required by the school system in which the internship is located.
- B. Complete all required coursework.

The Standards were revised and approved in February 1996, May 1998, February 2000, May 2007, May 2008, April 2009, December 2011, November 2012, February 2014, October 2014, February 2015, November 2015, May 2019, February 2020, March 2021, and November 2024.

II. ADDITIONAL PROGRAM REQUIREMENTS

Students must complete 62 units of courses in the program and apply for the major after completing all pre-professional and prerequisite courses. All applicants must submit an online application to the Department of Elementary Education. The following requirements must be met for approval to advance into the elementary education major and/or the elementary and early childhood major.

1. Completion of 62 or more units with a grade equivalent of 2.00 (C) or higher. Students must maintain a 3.00-grade point average in the major.
2. Students must be approved by an assigned adviser to apply for elementary education or the elementary and early childhood program. Students must submit an online application with unofficial transcripts from all colleges and universities, an Advising Data Form, a Checklist of Plan of Study, and evidence of meeting the basic skills assessment requirement to the Department of Elementary Education if their GPA is between 2.50-2.99.
3. All students must meet with an assigned advisor in the Department of Elementary Education each semester.

Majors

- Major in Elementary Education
- Major in Elementary Education with Dual Certification in Early Childhood Education

Minors

- Minor in Linguistic Diversity

Faculty

Professors: Robert Blake, Robert Blake Jr., Keri-Anne Croce, Judith Guerrero (Chairperson), Lijun Jin, Xiaoming Liu (Graduate Program Director), Maria Perpetua Socorro U. Liwanag, Gilda Martinez-Alba, Morna McNulty, Vicki McQuitty, Stephen Mogge (Graduate Program Director)

Associate Professors: Pamela Hickey, Gary Homana, Meghan Liebfreund, Brian Miller, Cole Reilly, Marcia Watson-Vandiver

Assistant Professors: Deneen Dixon-Payne, Tamera Moore, Bethany Rice

Clinical Instructor: Shelly Huggins

Assistant Teaching Professor: Mandy Dishon, Jaime O'Donnell, Carolyn Reid, Melissa Stephenson, Laura Ward, Lisa Wisniewski