MAJOR IN ELEMENTARY EDUCATION

The major in Elementary Education leads to certification to teach grades 1 through 6. The program provides classroom as well as field and clinical experiences that prepare students to teach in elementary schools. Elementary Education majors must confer with an assigned adviser from the department each term to ensure that their plan of study meets department, college, university, and state requirements.

The Elementary Education major is provided at Towson University and Towson University at Southern Maryland (USMSM).

Elementary Education Coordinator and Adviser at Southern Maryland:
Lisa Wisniewski
Email: lwisniewski@towson.edu
Towson University at Southern Maryland
44219 Airport Road
California, Maryland 20619

Requirements

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

The Elementary Education major requires 62 units of Core / Pre-Professional coursework and 61-62 units of professional coursework for a total of 123-124 units. 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 courses:		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		
ELED 200	THE ELEMENTARY SCHOOL CHILD AS A LEARNER	3
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	3
MATH 204	MATHEMATICAL CONCEPTS AND STRUCTURES I	4
MATH 251	ELEMENTS OF GEOMETRY	4
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		**62**

Code	Title	Units
Professional Coursework		
Level I Internship		
ARED 371	ART AND THE CHILD	2-3
or MUED 305	TEACHING MUSIC ELEMENTARY EDUCATION	
ELED 412	METHODS AND MATERIALS FOR TEACHING LITERACY IN THE PRIMARY GRADES	3
ELED 413	INTERNSHIP IN PRIMARY LITERACY	3
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
MATH 323	TEACHING MATHEMATICS IN ELEMENTARY SCHOOL	3
MATH 324	SUPERVISED OBSERVATION/ PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS	2
Level II Internship		
BIOL 303	LIFE SCIENCES	3
or BIOL 382	ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS	
ELED 424	METHODS AND MATERIALS FOR TEACHING LITERACY IN THE INTERMEDIATE GRADES	3
ELED 426	LITERACY INSTRUCTION FOR LINGUISTICALLY DIVERSE LEARNERS	3
PHSC 303	EARTH SPACE SCIENCE	3
SCIE 376	TEACHING SCIENCE IN ELEMENTARY SCHOOL	3
Professional Development School Year-Long Internship Levels III and IV		

Elementary Education majors (Interns) follow the school system calendar for the PDS in which they are assigned. In Level III or Level IV (as appropriate), interns begins in August when teachers start the school year and observe the school system calendar instead of the Towson University spring break. All courses must be completed before Level III begins.

Level III Internship

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 Internship		
ELED 468	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II	12
ELED 469	PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP SEMINAR	3
Total Units		**61-62**

[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		EDUC 202 (Core 10)	3
BIOL 120 & 120L (Core 7)	4	MATH 205 (Core 3)	4
HIST 145 or 146 (Core 11)	3	PHSC 101 (Core 8)	4
MATH 204	4	PSYC 101 (Core 6)	3
Core 1 (or Core 2)	3	Core 2 (or Core 1)	3
Core 5	3		
	17		**17**

Sophomore

Term 1	Units	Term 2	Units
EDUC 203 (Core 13)	3	ELED 200	3
Select one of the following: (Core 12)	3	ELED 320 (Core 9)	3
GEOG 102		ELED 322	3
GEOG 109		SCED 304 (Core 14)	3
HIST 160		Elective	3
HIST 161			
MATH 251	4		

Term 1	Units	Term 2	Units
SPED 301	3		
Core 4 (Creativity and Creative Development course in ART. DANC, THEA or COSC)	3		
	16		**15**

Junior

Term 1	Units	Term 2	Units
Level I Internship		Level II Internship	
ELED 412	3	BIOL 303 or 382	3
ELED 413	3	ELED 424	3
ISTC 301	3	ELED 426	3
MATH 323	3	PHSC 303	3
MATH 324	2	SCIE 376	3
Select one of the following:	2-3		
ARED 371			
MUED 305			
	16-17		**15**

Senior

Term 1	Units	Term 2	Units
Level III Internship		Level IV Internship	
ELED 311	3	ELED 468	6-12
ELED 312	3	ELED 469	3
ELED 365	3		
ELED 429	3		
SPED 401	3		
	15		**9-15**

Total Units 120-127

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.