

SPECIAL EDUCATION MAJOR - ELEMENTARY/MIDDLE TRACK

Adviser: Rachel Billman
Hawkins Hall 403C
Phone: 410-704-5594

Students majoring in Elementary/Middle Special Education complete the Elementary/Middle Track (grades 1–8). To meet the requirements of the College of Education and the Maryland State Department of Education, students must complete all required Core Curriculum and professional education courses required for the Elementary/Middle Track to earn a total of 124 units.

Requirements

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

Special Education majors must select one of the following tracks: Elementary/Middle; Secondary/Adult English; Secondary/Adult General Science; Secondary/Adult Math; Secondary Adult High School Math; or Secondary/Adult Social Science.

The following courses are required for all Special Education majors. In addition, students must complete the requirements of their track, and all Special Education professional courses. All courses must be completed with a minimum C (2.00) grade equivalent. 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.

Code	Title	Units
Required for all Special Education Majors		
Any Core 5 (Arts & Humanities) Course		
		3
BIOL 120	PRINCIPLES OF BIOLOGY [LECTURE]	4
	and PRINCIPLES OF BIOLOGY [LAB]	
ENGL 102	WRITING FOR A LIBERAL EDUCATION	3
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
EDUC 301	WRITING AND COMMUNICATION SKILLS FOR TEACHERS	3
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	3
GEOG 102	WORLD REGIONAL GEOGRAPHY	3
or GEOG 105	GEOGRAPHY OF INTERNATIONAL AFFAIRS	
or GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY	
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3
or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
PHSC 101	PHYSICAL SCIENCE I	4
PSYC 101	INTRODUCTION TO PSYCHOLOGY	3

PSYC 203	HUMAN DEVELOPMENT	3
TSEM 102	TOWSON SEMINAR ¹	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		47

¹ TSEM 102 is not required for transfer students.

Professional Shared Requirements

Students majoring in Special Education must complete the following Professional Education courses (33 units). These are in addition to the courses required for all SPED majors, and the requirements of the selected track.

Code	Title	Units
SPED 413	UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY	3
SPED 425	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 428	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 429	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 430	INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 441	CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 493	SEMINAR IN INTERNSHIP	3
SPED 498	INTERNSHIP: SPECIAL EDUCATION	12
Total Units		33

Track Requirements

Code	Title	Units
Any Core 4 (Creativity & Creative Development) Course		
		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
ELED 429	PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS	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

MATH 323	TEACHING MATHEMATICS IN ELEMENTARY SCHOOL	3
MATH 324	SUPERVISED OBSERVATION/PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS	2
PSYC 201	EDUCATIONAL PSYCHOLOGY	3
SPED 427	CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES PREK-12	3
SPED 491	INTERNSHIP STUDENTS WITH DISABILITIES IN ELEMENTARY/MIDDLE GRADES	3
Total Units		44

SPED 429	3
SPED 491	3
	14
Total Units	15

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
BIOL 120 & 120L (Core 7)	4 EDUC 203 (Core 13)	3
EDUC 202 (Core 10)	3 HIST 145 or 146 (Core 11)	3
MATH 204	4 MATH 205 (Core 3)	4
Core 1 (or Core 2)	3 PSYC 101 (Core 6)	3
Core 5	3 Core 2 (or Core 1)	3
	17	16

Second Year

Term 1	Units Term 2	Units
EDUC 301 (Core 9)	3 GEOG 102, 105, or 109 (Core 12)	3
ELED 322	3 PHSC 101 (Core 8)	4
MATH 251	4 PSYC 203	3
PSYC 201	3 SPED 301	3
SCED 304 (Core 14)	3 Core 4	3
	16	16

Third Year

Term 1	Units Term 2	Units
ELED 412	3 ELED 424	3
ELED 413	3 ELED 426	3
SPED 425	3 SPED 413	3
SPED 427	3 SPED 430	3
SPED 428	3 SPED 441	3
	15	15

Fourth Year

Term 1	Units Term 2	Units
ELED 429	3 SPED 493	3
MATH 323	3 SPED 498	12
MATH 324	2	

Learning Outcomes

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, 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, 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.