DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Hawkins Hall 019  
Phone: 410-704-2572  
Fax: 410-704-2990

Graduate Information:  
Phone: 410-704-4832  
Email: ecedgrad@towson.edu

Mission Statement

The mission of Teacher Education at Towson University is to inspire, educate and prepare educators as facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

Department Theme

Teacher as Facilitator of Active Learning for All Children and Families in Culturally, Linguistically And Developmentally Appropriate Inclusive Environments.

Programs of the Department

The Department of Early Childhood Education offers the following programs of study: the major in Early Childhood Education, the Master of Arts in Teaching in Early Childhood Education, and the Master of Education in Early Childhood Education. For more information about graduate programs, consult the Graduate Catalog.

The Towson University Department of Early Childhood Education faculty prepares teachers to advocate for young children and their families, to create and facilitate developmentally appropriate environments for all learners. The guiding principles are the philosophical and practical basis for departmental programs.

Students entering the Early Childhood Education program are made aware of the sophisticated and demanding work that teachers of young children perform, and they are screened accordingly for admission into the program. Emerging teachers are challenged to recognize teaching as one of the highest and most dynamic professional callings to which one can aspire.

Faculty members facilitate the developing teacher's respect for, pride in, and commitment to the teaching profession. Faculty members motivate and inspire developing teachers in pathways of successful interactions with young children by strengthening their innate abilities and honing classroom techniques and best practices with families and children. ECED majors learn to exert positive influences on all learning scenarios. After completion of the program, teacher candidates have a firm sense of professional self-direction as educators and confidence in their decision-making when interacting with children, colleagues and family members in the educational setting. Faculty members assist in the development of emerging teachers who are reflective and ever-growing practitioners. From the outset, emerging teachers are taught and provided models of teaching that reflect the ethic that only the very best is good enough for young children and their families.

Faculty members work to awaken and support the developing teacher's ability to value and approach children from broad intellectual, academic and social foundations. Emerging teachers are prepared to rely upon those foundations in order to support the development of relevant and challenging curricula and to learn to respond to young children's immediate and long-term needs.

All course content promotes developmentally appropriate pedagogy that facilitates integrated learning experiences and environments for young children. The faculty understands how young children develop and learn; thus, they facilitate in developing teachers content-appropriate pedagogy. The faculty also provide a wealth of experiences, strategies, creativity and resources to enable developing teachers to draw in and inspire young children in all content areas.

The Early Childhood Education faculty members help emerging teachers understand how their personal and professional philosophies prompt them to facilitate the development of the “whole child.” Integrated knowledge about child development is crucial to understanding children’s play, learning and socialization. Faculty members make it apparent to developing teachers that assessing and responding to children’s individual differences and developmental needs requires resourcefulness, responsibility and responsiveness. Developing teachers are encouraged to respond to the individual child while recognizing that each child’s responses occur incrementally within the context of meeting the needs of a total group or class.

Faculty members in the Department of Early Childhood Education are committed to preparing developing teachers the ability to meet the diverse learning needs of all young children, particularly in terms of their creative and aesthetic development, their learning modalities (visual, auditory, kinesthetic and tactile), and their myriad intelligences (spatial, musical, mathematical, linguistic, kinesthetic and personal). Moreover, the faculty encourages students to become teachers who value the significance of human diversity and the richness, beauty and power that human diversity offers to classrooms and environments where learning takes place. Faculty and emerging teachers, therefore, are committed to designing diversity-rich environments that encourage respect for the individuality of teachers, young children and families. Additionally, faculty members promote respect for communities and the importance of communities in the lives of the children they serve. These efforts create a firm ethical foundation of practice with the teachers in their relationships with young children, their families and communities.

The goals and objectives of the Department of Early Childhood Education reflect the mission and the vision of the College of Education. Students in the program are provided the knowledge and experiences needed to assist in the development of the skills, dispositions and competencies identified by the Maryland State Department of Education (MSDE), the Interstate Teacher Assessment and Support Consortium (inTASCC) Standards, and the National Association for the Education of Young Children (NAEYC) Standards for professionals in Early Childhood Education.

Major in Elementary Education/Early Childhood Certification

In cooperation with Elementary Education, students can select courses that will enable them to seek certification in Early Childhood Education and Elementary Education. Graduates of this program are eligible to teach children from birth through age 13. Interested students should contact the Department of Elementary Education.

Major in Integrated Early Childhood—Special Education

Education majors may elect to become certified in both Early Childhood and Special Education by selecting this integrated major. This program,
specially designed to integrate both early childhood education and special education, prepares students as early childhood classroom teachers, as well as infant/primary special education teachers.

The Integrated Early Childhood–Special Education program is provided at Towson University. As a screened program and major, applicants must achieve qualifying scores on Praxis Core or SAT/ACT as established by MSDE, a minimum of 2.75 GPA on all prerequisite course work required for the major, and the required speech and hearing screening. The total program equals 130 units. Students must maintain an overall cumulative GPA of 2.75 or higher and a 3.00 GPA or higher in courses for the major.

Contact the Department of Special Education for information.

Transfer Student Policies
A minimum of 30 units in the major must be completed at TU. Students are required to take the final 30 units in residence at Towson University. An application process is required to apply to this major, in addition to admission to Towson University.

Outcomes
Students are required to compile and successfully complete a Capstone Project as a requirement for completion of the ECE program. The Early Childhood Teacher Education Program utilizes the Interstate Teachers Assessment and Support Consortium (iTASC) Standards and the Standards of the National Association on the Education of Young Children (NAEYC) as the performance-based outcomes for all teacher candidates. All ECE candidates are required to satisfactorily complete the edTPA capstone assessment project.

Master of Arts in Teaching—Early Childhood Education
ECE Graduate Director: Janese Daniels
Hawkins Hall 009
Phone: 410-704-4832
Email: ecedgrad@towson.edu

ECE Assistant Graduate Director for MAT and External Programs: M. Lisa Mason
Hawkins Hall 010
Phone: 410 704-5271
Email: mlmason@towson.edu

The Master of Arts in Teaching program is designed to prepare highly qualified students without formal training or experience in the field of education for teacher certification in Pre-kindergarten through grade 3. For more information, refer to the Graduate Catalog.

Early Childhood Education Screening Criteria
The Early Childhood Education program is a screened major. Students apply for the major during their fifth term to begin in their sixth term. Students must complete 65 units of courses in the program, have and maintain a cumulative 2.75 GPA and 3.00 GPA in professional courses from the time they enter the program until the time of graduation. The number of students admitted into the program each term is determined by available spaces.

To advance to each level of the program students must maintain a 3.0 for each semester during the professional sequence of courses and demonstrate satisfactory performance during the internships.

The following requirements must be met for approval to advance into the ECE major:

1. completion of 65 or more units including ECED 103, ECED 201, English courses, EDUC 203, MATH 204, MATH 205, MATH 251, and SPED 301 with a grade equivalent of 2.00 (C) or higher. Students must maintain 3.00 grade point average in the major. Additionally, students must earn a minimum grade of “C” in EDUC 202, EDUC 203 and SCED 304.

2. all ECE majors must complete a series of three courses prior to admission to the professional program: EDUC 202: Metropolitan Perspective; EDUC 203: Teaching and Learning in a Diverse Society; and SCED 304: Education, Ethics and Change.

3. achievement of a cumulative GPA of 2.75; this includes all grades earned in transfer courses and grades earned at Towson University. Courses completed at Towson University and repeated at another college or university do not adhere to the university's repeat course policy. (See “Transferring Work to Towson” under the Academic Regulations section of this catalog.)

4. Praxis Core, SAT or ACT exams must be completed and meet MDSE-required scores for program admission. The required scores for Praxis Core: Math: 150, Reading: 156, and Writing: 162.

SAT TAKEN AFTER 2005, MATH & CRITICAL READING
SAT TAKEN BETWEEN 4/95 & 2005, MATH AND VERBAL
SAT TAKEN PRIOR TO 4/95, MATH & VERBAL
ACT

5. Students must be approved by assigned advisor to apply for the ECE program. Students must submit an application with unofficial transcripts from all colleges and universities, Advising Data Form, Checklist of Plan of Study, and copy of Praxis Core or SAT or ACT scores to the Department of Early Childhood Education, 019 Hawkins Hall by identified date.

6. All students must be meet with assigned adviser in the Department of Early Childhood Education each semester.