DEPARTMENT OF ELEMENTARY EDUCATION

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

Undergraduate Information: 410-704-5337

Graduate Information:
Graduate Reading 410-704-3581
M.Ed. 410-704-6299
Email: rblake@towson.edu

Mission Statement

The mission of the Teacher Education Unit is to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

Programs of the Department

The Department of Elementary Education (https://www.towson.edu/coe/departments/elementary) offers the following programs of study: the major in Elementary Education, the major in Elementary Education with eligibility for Early Childhood certification, 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 certification 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) and the Interstate Teacher Assessment and Support Consortium (INTASC) principles. Students are required to demonstrate mastery of the performance-based outcomes in order to exit the Elementary Education Program.

Developmental Reading

Remediation in reading skills is provided for Towson students through the developmental studies courses in reading scheduled by the Elementary Education Department. See competency requirements for entering students under the Tutoring & Learning Center (http://catalog.towson.edu/undergraduate/student-support-services/tutoring-and-learning-center) section in Academic Resources. Informational sessions for the Praxis are also conducted.

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 formal entry into the capstone internship. Programs may include additional requirements for admission into the program and/or the capstone internship.

The College of Education admits 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 COE screened majors and programs.

All College of Education 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 COE students are required to confer prior to registration each term with their assigned advisers.

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

1. Complete a notarized self-disclosure criminal background form to be filed in the major department, with a written application. For Secondary Education content programs, the criminal background forms will be filed in the Secondary and Middle School Education Department.
2. Submit a written application for formal admission to the program. Students seeking admission to teacher education programs must contact their department chairperson or program coordinator by 45 credit hours for program-specific procedures and requirements for admission to professional education programs.
3. Document a minimum GPA of at least 3.0 during the most recent two years of the candidate’s general education. A grade of PS (Pass) is not accepted for courses required in the major/minor per the undergraduate catalog. AP credits can be applied towards requirements in the major/minor, but not towards the GPA.
4. Provide documentation of meeting the MSDE Basic Skills Assessment Requirement (http://marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx).
   • Major in Elementary Education (http://catalog.towson.edu/undergraduate/education/elementary-education/elementary-education)
   • Major in Elementary Education with Dual Certification in Early Childhood Education (http://catalog.towson.edu/undergraduate/education/elementary-education/elementary-education-early-childhood)
   • Minor in Linguistic Diversity (http://catalog.towson.edu/undergraduate/education/elementary-education/linguistic-diversity-minor)
Elementary Education Courses

ELED 200 THE ELEMENTARY SCHOOL CHILD AS A LEARNER (3)
Provides overview of children's development in the middle childhood years with specific focus on children's social, emotional, cognitive, and physical development in the elementary primary and middle grades. Prerequisite: PSYC 101 with a grade of C or higher.

ELED 311 CHILDREN AND THE ELEMENTARY SCHOOL CURRICULUM AND ASSESSMENT (3)
Curriculum methods and assessment strategies for the elementary school classroom. Requires successful completion of Level I and Level II of the Elementary Education Professional Internship Sequence. Corequisite: ELED 312. Prerequisite: senior major standing.

ELED 312 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP I (3)
Completion of an internship in an elementary school classroom for a minimum of 120 hours. Corequisite: ELED 311. Prerequisite: successful completion of Level I and Level II of the Elementary Education Professional Internship Sequence. Lab/Class fee will be assessed.

ELED 320 WRITING FOR ELEMENTARY EDUCATORS (3)
Introduces the models and practices of written communication used by elementary teachers. Emphasis will be given to the genres taught in elementary school, the strategies and processes used to produce effective texts, and the features of quality texts. Students will use writing to analyze and evaluate claims, evidence, and questions about teaching writing to diverse children. Requires grade of C or better to fulfill Core or GenEd requirement. Prerequisite: ENGL 102 or ENGL 190. Core: Advanced Writing Seminar or GenEd I.D.

ELED 322 FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS (3)
Examination of theories, processes and acquisition of reading and language arts, including cognitive, linguistic, social and physiological factors involved in oral and written language development.

ELED 323 PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS (3)
Principles for developing reading and language arts programs in the elementary classroom. Examination of current approaches, methodologies, and strategies for instruction. Corequisite: ELED 363. Prerequisite: ELED 200.

ELED 324 INTEGRATING LITERACY IN PREK-12 CONTENT AREAS (3)
Overview of process and acquisition of literacy, informal strategies for assessing literacy, and the range of instructional strategies and materials for integrating literacy into PreK-12 content area classrooms. Restricted to Music Education, Art Education, Dance Education, or Physical Education majors. Prerequisite: special permit.

ELED 357 LINGUISTICALLY DIVERSE LEARNERS IN THE CLASSROOM (3)
Critique and reflect on theory and teacher practice that relate to preparing teachers for teaching children who are learning English as a second language.

ELED 363 LANGUAGE AND LITERACY INTERNSHIP (3)
Initial experiences in teaching and learning in specified settings. Focus on observing and analyzing teaching and learning within the context of the school and community. Prerequisite: admission to the ELED or EESE major or by special permission. Lab/Class fee will be assessed.

ELED 365 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)
Methods and materials for elementary school social studies instruction. Attention given to multicultural and global perspectives. Prerequisite: senior standing.

ELED 399 DIFFERENTIATED INTERNSHIP- ELEMENTARY (1-8)
Student teaching experience in addition to those in ELED 468 or student teaching in special subject areas, according to needs and interest of the student. May be repeated for a maximum of 8 units. Graded S/U.

ELED 429 PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS (3)
Examination of and practice using a range of assessments for reading and language arts development, focusing on the relationship of assessment to instructional planning for diverse learners. Prerequisite: ELED 323.

ELED 451 ASSESSMENT OF MULTILINGUAL LEARNERS (3)
Course participants will be invited to critically examine approaches to multiple language development and assessment congruent with recent research. Class members will apply language acquisition theories and multilingual literacy theories towards assessment models. Prerequisite: ECED 460 or ELED 357.

ELED 452 LINGUISTICS AND GRAMMAR FOR MULTILINGUAL AND MONOLINGUAL LEARNERS (3)
Course participants will examine grammatical and linguistic elements among the language used by individuals who are both multilingual and monolingual learners. Prerequisite: ECED 460 or ELED 357.

ELED 457 ENGLISH FOR THE NON ENGLISH SPEAKING CHILD (3)
Methods of teaching English to elementary school children whose native tongue is another language.

ELED 458 PRACTICUM: ENGLISH FOR THE NON-ENGLISH SPEAKING CHILD (1-4)
Supervised internship in teaching English to elementary school children whose native tongue is another language. May be repeated for a maximum of 4 units.

ELED 468 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II (6-12)

ELED 469 PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP SEMINAR (3)
Readings, action research and discussion on school environments, instructional delivery, diagnosis/evaluation, classroom management policies. Active inquiry within context of classrooms and agencies that influence schooling practices. Requires successful completion of Levels I, II, and Levels III of the Elementary Education Professional Internship Sequence. Corequisite: ELED 468. Prerequisite: senior major standing.

ELED 470 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)
In-depth study of a selected topic in Elementary Education. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. May be repeated for a maximum of 9 credits provided different topics are covered.

ELED 494 TRAVEL AND STUDY: ELEMENTARY EDUCATION (1-6)
Study abroad of education facilities, programs, or practices, or selected projects in Elementary Education topics. By special arrangement with program chairperson and sponsoring instructors. May be repeated for a maximum of 6 units.
ELED 495 INDEPENDENT STUDY IN EDUCATION: ELEMENTARY (1-4)
An opportunity for especially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. May be repeated for a maximum of 4 units.

ELED 496 DIRECTED READING: ELEMENTARY EDUCATION (1-4)
Independent reading in selected areas of Elementary Education in order to provide for the individual a comprehensive coverage or to meet special needs. By invitation of the Department to major students. May be repeated for a maximum of 4 units.

Reading Education Courses
REED 102 ACADEMIC LITERACY (3)
Develop an understanding of the reading process and the multiple factors that influence reading proficiency. Explore different reading theories, strategies, vocabulary and applications, college-level literacy in the natural sciences, mathematics, the humanities, the social sciences, business and the fine arts. This reading course can be taken for credit by students who qualify.

REED 351 TEACHING ENGLISH LANGUAGE LEARNERS (3)
Teaching English Language learners (ELL) in the regular classroom using research-based techniques. Using strategies to develop reading, writing, listening, and speaking skills for PreK-12 ELL students. The course is online and abroad at the location of the International Reading Association’s World Conference. The conference is part of the course and includes a variety of presentations about ELL research and instructional best practices.

REED 365 READING AND WRITING IN THE CONTENT AREAS PREK-12 (3)
Strategies for teaching reading and writing in PreK-12 certification programs within the content disciplines. Prerequisite: ELED 324.

REED 370 SPECIAL TOPICS IN READING EDUCATION (3)
Studies of selected topics in literacy education. Specific requirements and prerequisites will vary and will be designated by the department each time a topic is scheduled. May be repeated with a different topic for a maximum of 6 units. Prerequisite: Consent of the Director of the REED program.