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/clinical experiences that prepare students for beginning teaching in elementary schools. Candidates who desire a middle school placement must pass the Middle School Praxis subject matter.

College of Southern Maryland/Towson University 2+2 Program

The Towson University undergraduate program in Elementary Education and College of Southern Maryland (CSM) is a partnership program that prepares students for certification in elementary education (grades 1-6). This program is a two year daytime and evening program with the last semester being a full-time, day internship. Students complete their AAT requirements at CSM and transfer to Towson University but complete their junior and senior years at schools and CSM campuses in Calvert, Charles and St. Mary’s County Public School classrooms. Students are admitted to enter the program each Fall and Winter but may be required to take summer classes prior to fall entrance.

Pre-professional Program (62 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Curriculum Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fundamentals (13 units):</strong></td>
<td></td>
</tr>
<tr>
<td>TSEM 102</td>
<td>TOWSON SEMINAR (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>WRITING FOR A LIBERAL EDUCATION (Core 2)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 205</td>
<td>MATHEMATICAL CONCEPTS AND STRUCTURES II (Core 3)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Creativity and Creative Development course in ART, DANC, THEA or COSC (Core 4)</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Ways of Knowing (14 units):</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Any Arts and Humanities course. Must be different discipline from Core 4 above (Core 5):</strong></td>
<td>3</td>
</tr>
<tr>
<td>BIOL 120 &amp; 120L</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)</td>
<td>4</td>
</tr>
<tr>
<td>PHSC 101</td>
<td>PHYSICAL SCIENCE I (Core 8)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writing in a Chosen Field (3 units):</strong></td>
<td></td>
</tr>
<tr>
<td>ELED 320</td>
<td>WRITING FOR ELEMENTARY EDUCATORS (Core 9) ¹</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Perspectives (15 units):</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 202</td>
<td>HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA’S URBAN SCHOOLS (Core 10) ²</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13) ²</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11)</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
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</tbody>
</table>

Professional Program (61-62 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Curriculum Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SCED 304</td>
<td>EDUCATION, ETHICS AND CHANGE (Core 14) ²</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>GEOG 102</td>
<td>WORLD REGIONAL GEOGRAPHY (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>INTRODUCTION TO HUMAN GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td>ELED 200</td>
<td>THE ELEMENTARY SCHOOL CHILD AS A LEARNER</td>
<td>3</td>
</tr>
<tr>
<td>ELED 322</td>
<td>FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 204</td>
<td>MATHEMATICAL CONCEPTS AND STRUCTURES I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 251</td>
<td>ELEMENTS OF GEOMETRY</td>
<td>4</td>
</tr>
<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Units</strong></td>
<td>62</td>
</tr>
</tbody>
</table>

¹ Must pass with B or higher, no substitutes accepted.
² These Core Curriculum courses must be taken in a specific sequence: Metropolitan Perspectives (Core 10), Diversity and Difference (Core 13), Ethical Issues and Perspectives (Core 14).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Level I Internship</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 417</td>
<td>CHILDREN’S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 323</td>
<td>PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>ELED 357</td>
<td>LINGUISTICALLY DIVERSE LEARNERS IN THE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ELED 363</td>
<td>LANGUAGE AND LITERACY INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ARED 371</td>
<td>ART AND THE CHILD</td>
<td>2-3</td>
</tr>
<tr>
<td>MUED 305</td>
<td>TEACHING MUSIC ELEMENTARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Level II Internship</strong></td>
<td></td>
</tr>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303 or BIOL 382</td>
<td>LIFE SCIENCES ENVIRONMENTAL EDUCATION AND SERVICE LEARNING IN THE TROPICS</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 303</td>
<td>EARTH SPACE SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>TEACHING MATHEMATICS IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>MATH 324</td>
<td>SUPERVISED OBSERVATION/ PARTICIPATION IN ELEMENTARY SCHOOL MATHEMATICS</td>
<td>2</td>
</tr>
<tr>
<td>SCIE 376</td>
<td>TEACHING SCIENCE IN ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 311</td>
<td>CHILDREN AND THE ELEMENTARY SCHOOL CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>ELED 312</td>
<td>PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP I</td>
<td>3</td>
</tr>
<tr>
<td>ELED 365</td>
<td>TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>ELED 429</td>
<td>PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 401</td>
<td>CURRICULUM/METHODS OF INCLUSION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Level IV Internship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 468</td>
<td>PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP II</td>
<td>12</td>
</tr>
<tr>
<td>ELED 469</td>
<td>PROFESSIONAL DEVELOPMENT SCHOOL INTERNSHIP SEMINAR</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 61-62

To graduate with a degree in Elementary Education, students must satisfactorily complete all courses in the Elementary Education major.

**Suggested Four-Year Plan**

Based on course availability and student needs and preferences, the selected sequences will probably vary from those presented below. Students should consult with their adviser to make the most appropriate elective choices.

The Elementary Education program fulfills requirements for Maryland State Certification in Teaching. The program is divided into a Pre-Professional program and Professional Internships (61/62 units), for a total of 123/124 units.

**Freshman**

**Term 1**

<table>
<thead>
<tr>
<th>Preprofessional Program begins</th>
<th>Units</th>
<th>Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120 &amp; 120L (Core 7)</td>
<td>4</td>
<td>MATH 205 (Core 3)</td>
<td>4</td>
</tr>
<tr>
<td>HIST 145 or 146 (Core 11)</td>
<td>3</td>
<td>PHSC 101 (Core 8)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 204</td>
<td>4</td>
<td>PSYC 101 (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td>Core 1 (or Core 2)</td>
<td>3</td>
<td>Core 2 (or Core 1)</td>
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</tr>
<tr>
<td>Core 5</td>
<td>3</td>
<td>17</td>
<td>17</td>
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</tbody>
</table>

**Sophomore**

**Term 1**

<table>
<thead>
<tr>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 203 (Core 13)</td>
<td>3</td>
</tr>
<tr>
<td>ELED 200</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following: (Core 12)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>3</td>
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</tbody>
</table>

**Junior**

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 417</td>
<td>3 BIOL 303 or 382</td>
<td>3</td>
</tr>
<tr>
<td>ELED 323</td>
<td>3 ISTC 301</td>
<td>3</td>
</tr>
<tr>
<td>ELED 357</td>
<td>3 MATH 323</td>
<td>3</td>
</tr>
<tr>
<td>ELED 363</td>
<td>3 MATH 324</td>
<td>2</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>2-3 PHSC 303</td>
<td>3</td>
</tr>
<tr>
<td>ARED 371</td>
<td>SCIE 376</td>
<td>3</td>
</tr>
<tr>
<td>MUED 305</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior**

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Term 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 311</td>
<td>3 ELED 468</td>
<td>6-12</td>
</tr>
<tr>
<td>ELED 312</td>
<td>3 ELED 469</td>
<td>3</td>
</tr>
<tr>
<td>ELED 365</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ELED 429</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SPED 401</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 117-124

ACEI Standard 1. Development, Learning, and Motivation

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students development, acquisition of knowledge, and motivation.

ACEI Standard 2. Curriculum Standards

2.1 Reading, Writing, and Oral Language Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies the integrated study of history, geography, the social sciences, and other related areas to promote elementary students abilities to make informed decisions as
citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts Candidates know, understand, and use as appropriate to their own understanding and skills the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education Candidates know, understand, and use as appropriate to their own understanding and skills human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

ACEI Standard 3. Instruction Standards

3.1 Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving Candidates understand and use a variety of teaching strategies that encourage elementary students development of critical thinking and problem solving;

3.4 Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI Standard 4. Assessment Standards

4.0 Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI Standard 5. Professional Standards

5.1 Professional growth, reflection, and evaluation Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.