

EARLY CHILDHOOD & SPECIAL EDUCATION MAJOR

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

The Early Childhood – Special Education program is provided at Towson University and Towson University in Northeastern Maryland (TUNE).

Requirements

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

Minimum total of 131 units needed to graduate. All academic content courses must be completed prior to the Internship II.

Curricular requirements may be revised due to changes in state licensure requirements, and therefore, students should work with their adviser to ensure they are following the correct program plan.

Students who wish to major in Early Childhood Education & Special Education (ECSE) or in Elementary Education & Special Education (EESE) must complete the following requirements before being admitted to the 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.

Required Courses for all ECSE and EESE Majors (62 units)

Code	Title	Units
Introductory and Core Curriculum Courses		
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] (Core 7)	4
COMM 131	PUBLIC SPEAKING (or any Core 5)	3
Any Core 4 (Creativity and Creative Development) Course		3
ENGL 102	WRITING FOR A LIBERAL EDUCATION (Core 2)	3
GEOG 102 or GEOG 105 or GEOG 109	WORLD REGIONAL GEOGRAPHY (Core 12) GEOGRAPHY OF INTERNATIONAL AFFAIRS INTRODUCTION TO HUMAN GEOGRAPHY	3
HIST 145 or HIST 146	HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11) HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	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
PHSC 101	PHYSICAL SCIENCE I (Core 8)	4
PSYC 101	INTRODUCTION TO PSYCHOLOGY (Core 6)	3
TSEM 102	TOWSON SEMINAR (Core 1)	3
Education Courses ¹		
ECED 201	EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION ²	3
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)	3
SCED 304	EDUCATION, ETHICS AND CHANGE (Core 14)	3
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Education Courses Specific to Each Major		6
Early Childhood & Special Education (ECSE) Major Requirements		
ECED 103	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	
ECED 321	FOUNDATION OF READING & LANGUAGE ARTS	
Elementary Education & Special Education (EESE) Major Requirements		
PSYC 201	EDUCATIONAL PSYCHOLOGY	
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	
Total Units		62

¹ These courses must be taken in a specific sequence: (1) EDUC 202; (2) EDUC 203; (3) SCED 304.

² ECSE Majors must complete ECED 201 before being admitted to the major; ESEE majors may take ECED 201 before or after being admitted to the major.

Required Courses for ECSE Majors (67 units)

Code	Title	Units
ENGL xxx	English Elective (literature course recommended)	3
Professional Education Courses		
Fall Term		
ECED 422	WRITING TECHNIQUES FOR TEACHERS IN EARLY CHILDHOOD EDUCATION (Core 9)	3
ECED 461	TEACHING THE INTEGRATED ARTS IN EARLY CHILDHOOD	3
ECSE 315	INFANT AND TODDLER DEVELOPMENT AND PROGRAMMING	3
ECSE 428	FAMILIES AS PARTNERS IN EARLY CHILDHOOD/ SPECIAL EDUCATION	3
ECSE 429	SOCIAL COMPETENCE IN EARLY EDUCATION	3
SPPA 350	LANGUAGE DEVELOPMENT AND DISORDERS IN EDUCATIONAL SETTINGS	3
Spring Term		
ECED 360	EARLY LITERACY: BEST PRACTICES AND MATERIALS	3
ECSE 341	PRE PRIMARY CURRICULUM & INSTRUCTION IN THE INCLUSIVE CLASSROOM I	3
ECSE 342	FIELD PLACEMENT IN THE PRE-PRIMARY INCLUSIVE CLASSROOM I	2
ECSE 413	INSTRUCTIONAL TECHNOLOGY FOR YOUNG CHILDREN	3
MATH 321	TEACHING MATHEMATICS IN EARLY CHILDHOOD EDUCATION	3
SCIE 371	TEACHING SCIENCE IN EARLY CHILDHOOD	2
Fall Term		
ECED 361	TEACHING READING IN THE PRIMARY GRADES (1-3): BEST PRACTICES AND MATERIALS	3
ECED 429	PRINCIPLES AND PRACTICES OF READING AND LANGUAGE ARTS ASSESSMENT	3
ECSE 350	PART-TIME INTERNSHIP: EARLY CHILDHOOD	2
ECSE 351	PRIMARY CURRICULUM AND INSTRUCTION IN THE INCLUSIVE CLASSROOM II	3
ECSE 450	FULL-TIME INTERNSHIP: EARLY CHILDHOOD	6
Spring Term		
ECSE 353	PART-TIME INTERNSHIP: SPECIAL EDUCATION	2
ECSE 425	ASSESSMENT FOR INFANT / PRIMARY	3
ECSE 452	INTERNSHIP IN EARLY CHILDHOOD / SPECIAL EDUCATION SEMINAR	2

ECSE 453	FULL-TIME INTERNSHIP: SPECIAL EDUCATION	6
Total Units		67

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 ECED 103	3
COMM 131 (or Core 5)		3 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 Core 1 (or Core 2)	3
	17		16

Second Year

Term 1	Units	Term 2	Units
ECED 201		3 ECED 321	3
PHSC 101 (Core 8)		4 ENGL xxx: Literature Course Preferred	3
PSYC 101 (Core 6)		3 GEOG 102, 105, or 109 (Core 12)	3
SCED 304 (Core 14)		3 MATH 251	4
Core 4		3 SPED 301	3
	16		16

Third Year

Term 1	Units	Term 2	Units
ECED 422 (Core 9)		3 ECED 360	3
ECED 461		3 ECSE 341	3
ECSE 315		3 ECSE 342	2
ECSE 428		3 ECSE 413	3
ECSE 429		3 MATH 321	3
SPPA 350		3 SCIE 371	2
	18		16

Fourth Year

Term 1	Units	Term 2	Units
ECED 361		3 ECSE 353	2
ECED 429		3 ECSE 425	3
ECSE 350		2 ECSE 452	2
ECSE 351		3 ECSE 453	6
ECSE 450		6	
	17		13

Total Units 129

Learning Outcomes

Early Interventionist/Early Childhood Special Educator (EI/ECSE) Standards

Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience

Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and

inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Standard 7: Professionalism and Ethical Practice

Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.