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.

Students majoring in Special Education 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 majors. In addition, students must complete the requirements of their track, and all Special Education Professional courses.

**Code** | **Title** | **Units**
--- | --- | ---
BIOL 120 & 120L | PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB] | 4
COMM 131 | PUBLIC SPEAKING (or any Core 5, COMM 131 preferred) | 3
ENGL 102 | WRITING FOR A LIBERAL EDUCATION | 3
ENGL 233 | SURVEY OF AFRICAN-AMERICAN LITERATURE | 3
or ENGL 235 | ETHNIC-AMERICAN LITERATURE | 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
GEOG 102 or GEOG 105 | WORLD REGIONAL GEOGRAPHY or GEOGRAPHY OF INTERNATIONAL AFFAIRS | 3
or GEOG 109 | INTRODUCTION TO HUMAN GEOGRAPHY | 3
HIST 145 or HIST 146 | HISTORY OF THE UNITED STATES TO THE CIVIL WAR or HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR | 3
PHSC 101 | PHYSICAL SCIENCE I | 4
PSYC 101 | INTRODUCTION TO PSYCHOLOGY | 3
PSYC 203 | HUMAN DEVELOPMENT | 3
TSEM 102 | TOWSON SEMINAR 1 | 3

Total Units 41

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1. TSEM 102 is not required for transfer students.

**Professional Shared Requirements**

Students majoring in Special Education must complete the following Professional Education courses (36 units). These are in addition to the courses required for all SPED majors, and the requirements of the selected Track: Elementary/Middle; Secondary/Adult English; Secondary/Adult General Science; Secondary/Adult Math; Secondary Adult High School Math; or Secondary/Adult Social Science.

**Code** | **Title** | **Units**
--- | --- | ---
SCED 304 | EDUCATION, ETHICS AND CHANGE | 3
SPED 301 | INTRODUCTION TO SPECIAL EDUCATION | 3
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 498 | INTERNSHIP: SPECIAL EDUCATION | 12

Total Units 36

**Track Requirements**

**Code** | **Title** | **Units**
--- | --- | ---
Any Core 4 (Creativity & Creative Development) Course | | 3
EDUC 417 | CHILDREN’S LITERATURE AND OTHER MATERIALS FOR READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL | 3
ELED 322 | FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS | 3
ELED 323 | PRINCIPLES AND PRACTICES OF INSTRUCTION IN READING AND LANGUAGE ARTS | 3
ELED 429 | PRINCIPLES AND PRACTICES OF ASSESSMENT IN READING AND LANGUAGE ARTS | 3
ENGL xxx | Elective | 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
PSYC 403 | INFANT AND CHILD DEVELOPMENT | 3

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1. TSEM 102 is not required for transfer students.
### 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.

#### First Year

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Units</th>
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<tr>
<td>BIOL 120 &amp; 120L (Core 7)</td>
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<td>COMM 131 (Core 5)</td>
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<td>HIST 145 or 146 (Core 11)</td>
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<td>MATH 205 (Core 3)</td>
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<td>MATH 204</td>
<td>4</td>
<td>PSYC 101 (Core 6)</td>
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#### Second Year

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<td>ENGL xxx: Literature Course Preferred</td>
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<td>PSYC 201</td>
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<td>SCED 304 (Core 14)</td>
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#### Third Year

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#### Fourth Year

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**Total Units 124**

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### 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 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.