

# EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR

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The Human Development program offers a major in Early Childhood/Early Childhood Special Education (EC/ECSE) (in collaboration with the Department of Counseling, Higher Education and Special Education). Faculty in the Human Development program also teach courses designed for pre-service and in-service teachers in the College of Education, as well as students from other departments across campus who are seeking an education minor or who desire to work with children and adolescents in school settings. These courses focus on child and adolescent development, language acquisition, cognition, motivation, and reading. In addition, the Human Development program offers undergraduate courses that help students meet other degree requirements. Courses offered by the Human Development program may be found under the following acronym: EDHD.

Faculty in Human Development provide undergraduates with research experiences in their individual laboratories.

The Center for Young Children provides developmentally appropriate education and care for children aged three through kindergarten. The Center provides research opportunities that involve observing children in their classrooms as part of course requirements in various EDHD undergraduate courses.

Graduates of the Early Childhood/Early Childhood Special Education (EC/ECSE) program receive a Bachelor of Science degree and meet the Maryland certification requirements for teaching early childhood special education (birth through grade three) and early childhood general education (preschool through grade three).

## Admission to the Major

Application to the Early Childhood/Early Childhood Special Education Professional Teacher Education Program must be made by May 1, prior to beginning professional courses. Admission procedures and criteria are explained on the College of Education, Overview tab (<https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/>). The Early Childhood/Early Childhood Special Education program adheres to the college's professional education admissions requirements. In addition to the College of Education selective admissions criteria, EC/ECSE majors must meet the following gateway requirements:

1. Completion of a four-credit laboratory physical science, a four-credit laboratory biological science, Elements of Numbers and Operations (MATH212), and Elements of Geometry and Measurement (MATH213) with a minimum grade of "C-" in each class and a 2.7 cumulative GPA across all four courses.
2. Completion of Exploring Teaching in Early Childhood General and Special Education (EDHD220 or approved equivalent) with a grade of "B-" or better and EDHD210.

For additional details regarding the professional education admission requirements, see the Overview (<https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/>) on the College of Education page. Detailed information regarding the gateway requirements for the

EC/ECSE program is available in the Office of Student Services, Room 1204 Benjamin.

## Placement in Courses

The EC/ECSE Program has designated pre-professional courses and a specified sequence of professional courses. Before teacher candidates may enroll in courses identified as part of the professional sequence, they must first gain admission to the Early Childhood/Early Childhood Special Education program.

## Program Objectives

The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research and pedagogy, to respectfully and responsively teach and affect the lives of children, with and without disabilities, who come from culturally diverse and low socioeconomic backgrounds.

## Program Learning Outcomes

Program learning outcomes for the Early Childhood/Early Childhood Special Education (EC/ECSE) major are driven by the standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Association for Advancing Quality in Educator Preparation (AAQEP), as well as the Initial certification requirements of the Maryland State Department of Education and the UMD College of Education Conceptual Framework.

1. EC/ECSE teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Association for the Education of Young Children – NAEYC; Council for Exceptional Children - CEC), state (MSDE), and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.
2. EC/ECSE teacher candidates can effectively plan classroom-based instruction or activities for their roles as early childhood educators. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
3. EC/ECSE teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
4. EC/ECSE teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NAEYC and CEC), state (MSDE), and institutional standards.
5. EC/ECSE teacher candidates demonstrate fluency in each of the seven Maryland Teacher Technology Standards ([http://www.marylandpublicschools.org/programs/Pages/ITSML/slm/teacher\\_standards.aspx/](http://www.marylandpublicschools.org/programs/Pages/ITSML/slm/teacher_standards.aspx/)).

## REQUIREMENTS

### Pre-Professional Requirements

The following courses are required in the program of studies for Early Childhood and may also satisfy the University's general education requirements. See departmental worksheets and advisors for additional information.

Course	Title	Credits
College Requirements ( <a href="https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext">https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext</a> )		
PSYC100	Introduction to Psychology	3
SOCIAL SCI	ANTH, ECON, GEOG, GVPT, HIST, SOCY	3
HIST200	Interpreting American History: Beginnings to 1877	3
BIO SCI	Biological Science with Lab	4
PHYS SCI	ASTR, CHEM, GEOL, PHYS with Lab	4
TLPL250	Historical and Philosophical Perspectives on Education	3
or TLPL360	Foundations of Education	
<b>Other Pre-Professional Requirements</b>		
MATH212	Elements of Numbers and Operations	3
MATH213	Elements of Geometry and Measurement	3
CREATIVE ART: One of the following:		2-3
THET120	Introduction to Acting	
MUED155	Fundamentals for the Classroom Teacher	
TLPL202	Good Stories: Teaching Narratives for Peace and Justice	
TLPL331		
ARTT100	Two-Dimensional Design Fundamentals	
or ARTT110	Elements of Drawing I	
ARTH221		
EDHD210	Foundations of Early Childhood Education	3
EDHD220	Exploring Early Childhood General and Special Education	3
<b>Total Credits</b>		<b>34-35</b>

## Professional Courses

The Early Childhood (EC)/Early Childhood Special Education (ECSE) Professional Block I starts only in the Fall semester and is a prerequisite to Professional Block II which is offered only in the Spring semester. Following Professional Block II is Professional Block III, which is taken in the Fall semester of the yearlong teaching internship. A cumulative grade point average of 2.75 must be maintained after admission to the Early Childhood/Early Childhood Special Education program. All pre-professional requirements and professional courses must be completed with a minimum grade of "C-" and must be completed prior to the yearlong internship. Teacher candidates must obtain satisfactory evaluations on the College of Education Foundational Competencies/Technical Standards. See advisor for program planning. Additional information regarding the requirements for the yearlong internship is included in the Requirements Tab on the College of Education page.

Course	Title	Credits
<b>Fall Junior Year Courses</b>		
EDHD434	Child Development, Birth to Three Years	3
or EDSP420	Child Development, Birth to Three Years	
EDHD425	Language Development and Reading Acquisition	3
EDHD314	Reading in the Early Childhood Classroom	3
<b>Spring Junior Year Courses</b>		
EDHD431	Child Development and Learning, Three to Eight Years	3
EDSP423	Assessment in Early Childhood Special Education	3

EDSP315	Inclusive Instruction: Reading Methods II	3
Complete One of the Two Tracks		6
<b>TRACK I (Birth - 5yrs.)</b>		
EDSP430	Early Intervention: Early Childhood Special Education	
EDSP433	Families and Culture in Early Intervention (Birth-5)	
<b>OR</b>		
<b>TRACK II (PreK - 3rd)</b>		
EDHD415	Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms	
EDHD424	Culture, School & Community: Contexts for Learning (PreK-3rd)	
<b>Fall Senior Year Courses</b>		
EDSP321	The Young Child As Scientist	3
EDHD322	The Young Child as Mathematician	3
EDHD323	Children Study their World	3
EDSP417	Reading Diagnosis and Assessment	3
EDHD441	Data Driven Decision Making in EC/ECSE	1
EDHD442	Interventions for Children with Behavioral Challenges	1
EDHD443	Interventions for Children with Social and Communication Challenges	1
EDHD444	Action Research in EC/ECSE	1
<b>Spring Senior Year Courses</b>		
EDHD437	EC/ECSE Teachers as Researchers and Reflective Practitioners	3
EDHD432	Internship in EC/ECSE	12
<b>Total Credits</b>		<b>55</b>

## Other Requirements for the Major

An overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Technical Standards and to attain qualifying scores for the State of Maryland on a test of basic skills and Praxis II assessments. The test of basic skills is required for admission, and Praxis II is required for admission to the final, culminating semester of the yearlong internship and for graduation. Students must complete five-semesters of field placement, to include the yearlong internship which takes place in a public Professional Development School (PDS)/collaborating partner school.

## GRADUATION PLANS

Click here (<https://education.umd.edu/student-resources/student-services/coe-undergraduate-studies-student-services-office/major-four/>) for roadmaps for graduation plans in the College of Education.

Additional information on developing a graduation plan can be found on the following pages:

- <http://4yearplans.umd.edu>
- the Student Academic Success-Degree Completion Policy (<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/#success>) section of this catalog