

Online Courses for Conditional Teachers

Towson University is offering a range of online courses to support conditionally certified teachers as they seek to meet certification requirements. Courses will be available at the negotiated reduced tuition rate for each district. The courses listed below can be used to satisfy MSDE licensure requirements depending on the specific licensure area. **Please note it is the responsibility of the teacher to verify with MSDE and/or their school district which of the available courses below will meet their individual licensure needs.**

Please complete the Interest Form using the link or QR code below before **May 1, 2024** to help determine which courses have enough interest to run this summer.

<https://forms.office.com/r/uEKzrx9yuE>



Courses

Special Education:

- SPED 637 INCLUSION FOR THE CLASSROOM TEACHER (3): Fundamental concepts in special education, including response to intervention, universal design for learning, legal requirements, characteristics of students with disabilities, and supports for inclusion. **(SPECIAL EDUCATION)**

- SPED 641 EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION (3)
Instructional interventions within a multi-tiered system of supports with emphasis on development of individualized education programs for students with disabilities.
Prerequisites: 6 units in PSYC and 6 units in education. **(METHODS)**

Secondary Education:

- SCED 554 SECONDARY METHODS: HUMANITIES (3): In this course, teacher candidates will learn objectives, curriculum, materials, and instructional procedures for the secondary classroom, developing their understanding of how to select and apply instructional approaches and strategies to meet individual student needs and to promote active learning through an equity lens. Prerequisite: admission to the MAT program. **(METHODS)**

- MATH 523 TEACHING MATHEMATICS IN SECONDARY SCHOOLS (3): Best practices for teaching mathematics at the secondary level; analysis and application of methods for planning, conducting, and reflecting on mathematics instruction and assessment. **(METHODS)**

General:

- EDUC 730 PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY (3): Current theories and research on the nature of learning, development and diversity and its relationship to classroom practice. **(LEARNING THEORIES)**
- REED 663 STRATEGIC USE OF MATERIALS (3): Theories underlying literature-based instruction examined; recent research evaluated, instructional techniques introduced, modeled, and applied; materials for instruction cooperatively developed; and criteria for literature selection established. **(MATERIALS FOR READING INSTRUCTION)**

Early Childhood:

- ECED 609 GROWTH AND DEVELOPMENT OF YOUNG CHILDREN (3): Current theory and research on the growth and development of young children, including both typical and atypical development; methods of studying behavior; implications for early childhood programs. **(DEVELOPMENT)**
- ECED 618 THINKING THROUGH THE PROCESSES AND ACQUISITION OF LITERACY (3): Literacy acquisition, birth through age 8, through study of learning theories based on brain research, cognition, language acquisition. Strategies for integrating reading and writing processes across the curriculum. **(PROCESSES AND ACQUISITION OF READING)**
- ECED 619 ASSESSMENT, OBSERVATION AND EVALUATION IN EARLY CHILDHOOD EDUCATION (3): Forms, functions and roles of assessment for planning and implementing effective programs for young children from diverse cultures and home languages and with varied learning needs. Qualitative and quantitative approaches to assessment and evaluation and methods of observing children. Appropriate strategies for conducting, reporting and decision-making related to various procedures and instruments. **(ASSESSMENT)**
- ECED 621 ASSESSMENT OF READING AND WRITING IN EARLY CHILDHOOD EDUCATION (3): Assessment to Guide Instruction: Assessment of primary-grade children's reading and writing. Purposes and types of assessment tools available for use in the classroom, types of information provided by assessment tools and appropriate use of the information including communicating results and formulating specific instructional recommendations to enhance each child's growth in reading and writing. **(ASSESSMENT FOR READING INSTRUCTION)**
- ECED 623 STRATEGIES FOR TEACHING READING AND WRITING: BALANCED LITERACY APPROACHES IN ECED CLASSROOM (3): Reading and writing instruction with young children: development of comprehensive, effective programs, management of programs, evaluation of learning, use of strategies to develop comprehension, word skill and composition. **(INSTRUCTION OF READING)**