



Dear Prospective Student:

Thank you for inquiring about our Middle School teacher preparation major in the Department of Secondary and Middle School Education. We offer professional education courses to students seeking eligibility for teacher certification through the Maryland State Department of Education (MSDE).

Students must choose two areas of content. The Department of Secondary and Middle School Education offers middle school certification programs in these subject area combinations:

Department of
Secondary & Middle
School Education

**English & Math
Math & Science**

**English & Science
Math & Social Studies**

**English & Social Studies
Science & Social Studies**

Towson University
8000 York Road
Towson, MD 21252-
0001

t. 410 704-2562
f. 410 704-4600

Dr. Heather Haverback
Chair

Questions?

Contact: Sheri Harman
Administrative
Assistant
410 704 2562

sharman@towson.edu

Requirements for Admission

- 1) Upload required documents listed below into Watermark**
- 2) Deadline for Spring Semester is November 15**
- 3) Deadline for Fall Semester is April 1**

Watermark instructions accompany this document at the end. You will need to upload portions of this document into Watermark.

Required documents include:

- 1. Application Form** – Please complete all fields.
- 2. Add Middle School Education (MSED) as major** – Go to the registrar’s change major web page. Log in and complete the change major form. Be sure to save and submit the form. Please save the form and upload to Watermark. You will be informed of your advisor. Please allow 5 business days for this to occur. Your advisor will help you develop your academic plan. The system automatically reclassifies your status to PMSE (pre-Middle School Education). This will be changed when you are accepted into the program based on your application. You must make an appointment with your advisor every semester.

3. **Essay**- Using your experience with children, schools and teachers, discuss your desire to teach and its importance to your future. Limit: One and a half to two pages (double-spaced, word-processed).
4. **Transcripts** –All your transcripts should appear in your PeopleSoft Student Center.
5. **Meet the Maryland State Department of Education Basic Skills Requirement.**
For information go to:
http://marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx

Or use a search engine and search key words: Maryland State Department of Education Basic Skills Requirement. **Always keep a copy of test scores.** You will need them for teaching.

6. **Criminal History Disclosure Statement** –Read the document. Answer the questions, sign the last page, and submit with the application.
7. **Professional Behavior Policy**—Read the entire document. Complete and sign last two pages and submit with the application. The Assistance plan is included for your review. You and your PDS Liaison would engage this form in the event of needed discussions for your support. Do not include it with your application.
8. **Acceptance Notification** - If you meet the requirements, we will notify you by e-mail within 14 business days after submission. If you do not meet the requirements, we notify you by e-mail along with recommendations. If you do not meet the required GPA, the recommendation is for you to take undergraduate courses (such as those listed in #9 below) until you have met 3.0 GPA.
9. **Courses you may take** - In anticipation of being accepted into the program, you may register for Introductory Education Classes listed in the document titled “Required Education Courses. Anyone may register for these classes, as they do not require department permission. The courses are:
 - SCED 304 Education, Ethics, and Change (3)
 - SCED 305 Adolescent Learning, Development, and Diversity (3)
 - ISTC 301 Integrating Instructional Technology (3)
 - SPED 301 Introduction to Special Education K-12 (3)
10. **Final Internship (Student Teaching) GPA Requirements**
 - 3.00 minimum GPA in your major/content field
 - 3.00 minimum GPA overall
 - 3.00 minimum GPA in professional education courses

TU Foundation Scholarships

Applications due by the last business day in January

There are over 75 College Of Education-specific TU Foundation Scholarships to be awarded every academic year. To apply, submit the Towson University online centralized application. It's a one-time application that will find available scholarships based on eligibility. Apply today!

MIDDLE SCHOOL EDUCATION MAJOR
Administered by The Department of Secondary & Middle School Education
Required Education Courses

REQUIREMENTS Department permission is not required. Any student may register for these classes.

- EDUC 202 **Historical And Contemporary Perspectives on America’s Urban Schools** (3) (Core #10)
- EDUC 203 **Teaching and Learning in A Diverse Society** (3) (Core #13)
- SCED 304 **Education, Ethics, and Change** (3) (Core #14)

INTRODUCTORY COURSES Department permission is not required. Any student may register for these classes.

- ISTC 301 **Integrating Instructional Technology** (3) Prerequisite: None.
May be taken before being admitted to program or throughout the program
- SCED 305 **Adolescent Learning, Development, and Diversity** (3)
- SPED 301 **Introduction to Special Education K-12** (3) Prerequisite: None.
May be taken before being admitted to program or throughout the program

Program Courses

Students must be accepted into the major and meet the Maryland State Department of Education Basic Skills Requirement. For information go to:
http://marylandpublicschools.org/about/pages/dee/certification/testing_info/praxis1.aspx

LEVEL 1

- MSED 342 **Principles of Middle Level Education** (4) –field experience included, transportation/travel time required. Taught off-campus in a middle school.
- MSED 460 **Using Reading and Writing in the Secondary School** (4) taken concurrent with MSED 342
Taught off-campus in a middle school.

LEVEL 2

- MSED 499 **Internship in Middle School Education** (6) Application Required.
Taken at Professional Development Schools (PDS) immediately prior to Final Internship and concurrent with Methods of Teaching Major Subject and MSED 461
- MSED 461 **Teaching Reading in the Middle School Content Area** (3)
- Methods of Teaching Major Subject** (3) Required 2.75 GPA.
Each subject area is rotated within one semester.
- Methods of Teaching Major Subject** (3) Required 2.75 GPA.
Each subject area is rotated within one semester.
English **MSED 367** Mathematics **MATH 424 & 425**
Science **SCIE 381** Social Studies **MSED 365**

Professional

LEVEL 3

- MSED 401 **Analyzing Student Teaching** (3) **FINAL SEMESTER**
concurrent with Final Internship
- FINAL INTERNSHIP** (6)
- FINAL INTERNSHIP** (6)
- English **MSED 383** Mathematics **MSED 426**
Science **MSED 393** Social Studies **MSED 389**

Year

MARYLAND STATE DEPARTMENT OF EDUCATION – Teaching Certificate Requirement

PRAXIS II Student must take and pass both Middle School Praxis II test for certification.
 5047: Middle School: English/Language Arts
 5169: Middle School: Mathematics
 5440: Middle School: Science
 5089: Middle School: Social Studies
 There is no pedagogy test required for Middle School certification in the state of Maryland

STUDENT TEACHING GPA REQUIREMENTS: 3.0

Middle School Major – Required Content Courses

English Content Required Courses

American Literature

ENGL 238 SURVEY OF AMERICAN LITERATURE 3

British Literature Select one of the following:

ENGL 221 BRITISH LITERATURE TO 1798 3

ENGL 222 BRITISH LITERATURE SINCE 1798

Diversity in American Literature Select one of the following:

ENGL 233 SURVEY OF AFRICAN-AMERICAN LITERATURE

ENGL 234 MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE

ENGL 235 ETHNIC-AMERICAN LITERATURE

ENGL 236 AMERICAN INDIAN LITERATURE, 1772-PRESENT

ENGL 239 MODERN JEWISH LITERATURE

Linguistics and Grammar

ENGL 251 APPLIED GRAMMAR 3

World Literature/Non-Western Literature Select one of the following:

ENGL 243 INTRODUCTION TO CLASSICAL MYTHOLOGY 3

ENGL 244 WORLD FOLKLORE

ENGL 248 LITERATURE OF GLOBAL EXPERIENCE

ENGL 341 HISTORY AND LITERATURE OF THE OLD TESTAMENT

ENGL 342 FOLKLORE AND LITERATURE

ENGL 343 MYTH AND LITERATURE

ENGL 347 WORLD LITERATURE WRITTEN IN ENGLISH

Advanced Writing Select one of the following:

ENGL 310 WRITING ARGUMENT 3

ENGL 313 ACADEMIC ESSAY

ENGL 316 WRITING ABOUT LITERATURE

WMST 333 WOMEN'S WORDS, WOMEN'S LIVES

Adolescent Literature

SCED 419 YOUNG ADULT LITERATURE 3

Content Methods

MSED 367 TEACHING LANGUAGE ARTS IN THE MIDDLE SCHOOL 3

Total Units

24

Mathematics Required Courses

MATH 215 RATIONAL NUMBERS AND PROPORTIONAL REASONING FOR MIDDLE SCHOOL MATHEMATICS TEACHERS 4

MATH 225 ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL TEACHERS 4

MATH 235 STATISTICS AND PROBABILITY FOR THE MIDDLE SCHOOL TEACHER 4

MATH 255 GEOMETRY FOR MIDDLE SCHOOL TEACHERS 4

MATH 273 CALCULUS I 4

MATH 325 MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL TEACHERS 3

Content Methods

MATH 424 SCHOOL-BASED METHODS FOR MIDDLE SCHOOL MATHEMATICS TEACHING 2

MATH 425 MATHEMATICS TEACHING IN THE MIDDLE SCHOOL 3

Total Units

28

Science Required Courses

BIOL 120 PRINCIPLES OF BIOLOGY [LECTURE] 4
& 120L and PRINCIPLES OF BIOLOGY [LAB]

BIOL 301 FIELD AND NATURAL SCIENCE 3

CHEM 121

&
CHEM 121L ALLIED HEALTH CHEMISTRY I LECTURE & ALLIED HEALTH CHEMISTRY I LABORATORY 4

GEOG 101 PHYSICAL GEOGRAPHY 3

PHYS 205 PHYSICS FOR MIDDLE SCHOOL TEACHERS 3

PHSC 206 EARTH-SPACE SCIENCE FOR MIDDLE SCHOOL TEACHERS 3

SCIE 355 TEACHING ENGINEERING DESIGN IN ELEMENTARY & MIDDLE SCHOOL SCIENCE 2

Content Methods

SCIE 381 TEACHING SCIENCE AT THE MIDDLE SCHOOL LEVEL 3

Total Units

25

Social Studies Content Required Courses

ANTH 207	CULTURAL ANTHROPOLOGY	3
or		
ANTH 209	ANTHROPOLOGY OF AMERICAN CULTURE	3
ECON 201	MICROECONOMIC PRINCIPLES	3
GEOG 102	WORLD REGIONAL GEOGRAPHY	3
or		
GEOG 105	GEOGRAPHY OF INTERNATIONAL AFFAIRS	
GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY	3
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3
HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	3
or		
HIST 102	HISTORY OF EUROPEAN CIVILIZATION THROUGH 17 th CENTURY	3
HIST 160	WORLD HISTORY BEFORE 1300	3
HIST 161	WORLD HISTORY SINCE 1300	3
POSC 103	AMERICAN NATIONAL GOVERNMENT	3
SOCI 101	INTRODUCTION TO SOCIOLOGY	3
SOSC 401	SOSC 401 Topics in Social Science	3

Content Methods

MSED 365	TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL	3
Total Units		33

Dr. Heather Haverback, Chair

hhaverback@towson.edu

Hawkins Hall 404 D

Questions? Please contact:

Sheri Harman

Administrative Assistant

Hawkins Hall 404 F

4 1 0 – 7 0 4 – 2 5 6 2

Middle School Education Major

Application Materials Checklist

Use the checklist to help you confirm that you are submitting a complete application.

___ Application Form

___ Change of Major Page

___ Essay

___ Transcript(s)

___ Criminal History Disclosure Statement -- signed

___ Professional Behavior Policy -- signed

___ Upload the above documents above into Watermark

TOWSON UNIVERSITY

Department Application Form

Complete as a fillable form on your computer or handwritten in either blue or black pen.

410-704-2562 Office

Hawkins Hall 404 F

Towson ID #: _____ Expected Graduation Semester: _____ undetermined

Cell Phone #: _____

Last Name _____ **First Name** _____ Home/Perm #: _____

DOB: _____ TU Email Address _____@students.towson.edu Personal Email Address _____

Current Address: _____
Street City State Zip

Perm Address (if different): _____
Street City State Zip

SELECT ONE:

<input type="checkbox"/>	<input type="checkbox"/>
MIDDLE SCHOOL MAJOR Select Two Areas of Study Below:	UNDERGRADUATE SCED TRACK/CONCENTRATION Select One Area of Study Below:
<p>____ English</p> <p>____ Mathematics</p> <p>____ Science</p> <p>____ Social Studies</p>	<p>____ English</p> <p>____ French</p> <p>____ History</p> <p>____ Social Science</p> <p>____ Spanish</p>

NOTE: Students are required to attend a mandatory meeting prior to starting **SCED 499**. Meetings are usually held in September and March of each year. Check with your advisor.

ACADEMIC HISTORY: List **all** colleges and universities attended and GPA:

Undergraduate College/University	State	Degree?	Date Rcvd.	GPA
Graduate College or University	State	Degree?	Date Rcvd.	GPA

The mission of the Teacher Education Unit is to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

Below For Office Use Only:

revised 1 / 2016

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">SCHOOL</td> <td style="width: 10%;">PTS</td> <td style="width: 10%;">HRS</td> <td style="width: 10%;">GPA</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Total</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td></td> <td style="text-align: center; font-size: x-small;">PTS</td> <td style="text-align: center; font-size: x-small;">HRS</td> <td style="text-align: center; font-size: x-small;">GPA</td> </tr> </table>	SCHOOL	PTS	HRS	GPA	_____	_____	_____	_____	_____	_____	_____	_____	Total	_____	_____	_____		PTS	HRS	GPA	<p>Notes:</p> <p>Application Received: _____</p> <p>Application Processed: _____</p>	<p>SCED ADVISOR :</p> <p style="text-align: right;">_____ PS _____</p>
SCHOOL	PTS	HRS	GPA																			
_____	_____	_____	_____																			
_____	_____	_____	_____																			
Total	_____	_____	_____																			
	PTS	HRS	GPA																			

**TOWSON UNIVERSITY COLLEGE OF EDUCATION
CRIMINAL HISTORY DISCLOSURE STATEMENT,
AUTHORIZATION, WAIVER AND RELEASE**

Student: _____ Student ID No.: _____

Please read carefully

As a prerequisite to the placement of education majors in field experiences, the Code of Maryland Regulations requires students to complete the following Criminal History Disclosure Statement. Students are also required to update the information contained in this Disclosure Statement based on any changes in or additions to their criminal history until the time they graduate or otherwise cease their enrollment at Towson University.

Have you ever been convicted of, pled guilty to *nolo contendere* with respect to, or received probation before judgment with respect to a crime against children, in Maryland or any other jurisdiction?

As defined in Article 27, §35C of the Annotated Code of Maryland, a crime against children includes child abuse and sexual abuse of a child (see reverse side of this page). **YOU NEED NOT PROVIDE ANY INFORMATION CONCERNING CRIMINAL CHARGES AGAINST YOU THAT HAVE BEEN EXPUNGED.**

_____ No

_____ Yes

Have you ever been convicted of, pled guilty or *nolo contendere* with respect to, or received probation before judgement with respect to, a crime of violence?

Crimes of violence are defined in Article 27, §643B of the Annotated Code of Maryland (see reverse side of this page). **YOU NEED NOT PROVIDE ANY INFORMATION CONCERNING CRIMINAL CHARGES AGAINST YOU THAT HAVE BEEN EXPUNGED.**

_____ No

_____ Yes

If your answer to either of the preceding questions is **yes**, please explain fully – attach explanation to this statement, specifying the nature and date of the offenses(s), the name and location of the court(s) and the disposition(s), or outcome(s), including the sentences(s) imposed, if any.

I hereby declare and affirm under penalties of perjury that the contents of the foregoing Disclosure Statement are true and correct and complete to the best of my knowledge, information and belief.

I understand that I am obligated, and hereby agree, to update the information contained in the Disclosure Statement based on any changes in or additions to my criminal history until such time that I graduate or otherwise cease my enrollment at Towson University. I also understand that the failure fully and accurately to

complete and update the Disclosure Statement could result in action being taken against me, including removal from a field placement and/or dismissal from Towson University.

I hereby authorize Towson University and its agents, employees, and representatives to investigate, utilize and disseminate the Disclosure Statement, and any information contained therein or derived therefrom, for any and all purposes associated with my field placement and educational profession in the State of Maryland or any other jurisdiction.

By my signature below, I hereby release, waive, discharge and exonerate Towson University and its agent, employees and representatives from any and all liability, loss, claims and/or damages of every nature and kind arising out of, or in any way related to, the Disclosure Statement, the information contained therein or derived therefrom, and the investigation, dissemination, or use thereof.

(Signature)

Printed Name of Student _____

Date _____

Local Address:

Local Phone Number:

§643B. Mandatory sentences for crimes of violence.

(2) Crime of violence defined; correctional institutional defined. - As used in this section, the term crime of violence means abduction; arson in the first degree; kidnapping; manslaughter, except involuntary manslaughter; mayhem and maiming, as previously proscribed under §§ 384, 385, and 386 of this article; murder rape; robbery; robbery with a deadly weapon; carjacking or armed carjacking; sexual offense in the first degree; sexual offense in the second degree; use of a handgun in the commission of a felony or other crime of violence; and attempt to commit any of the aforesaid offenses; assault in the first degree; and assault with intent to commit a sexual offense in the first degree, and assault with intent to commit a sexual offense in the second degree, as these crimes were previously proscribed under former § 12 of this article.

The terms correctional institution includes Patuxent Institution and a local or regional jail or detention center.

§35C. Causing abuse to child.

- (A) Definitions.
- (1) In this section the following words have the meanings indicated.
- (2) Abuse means:
 - (i) The sustaining of physical injury by a child as a result of cruel or inhumane treatment or as a result of a malicious act by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicated that the child's health or welfare is harmed or threatened thereby; or
 - (ii) Sexual abuse of a child, whether physical injuries are sustained or not.
- (3) Child means any individual under the age of 18 years.
- (4) Family member means a relative of a child by blood, adoption, or marriage.
- (5) Household member means a person who lives with or is a regular presence in a home of a child at the time of the alleged abuse.
- (6) (i) Sexual abuse means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member.
 - (ii) Sexual abuse includes, but is not limited to:
 - 1. Incest, rape, or sexual offense in any degree;
 - 2. Sodomy; and
 - 3. Unnatural or perverted sexual practices.

POLICY for CONTINUANCE or REMOVAL from SCHOOL PLACEMENTS

In addition to academic preparation and teaching knowledge and skills, the teaching profession requires non-academic professional behaviors such as interpersonal skills, which are as critical to teaching success as those in the academic domain. The *Education Program Professional Behavior Policy* describes the professional behaviors expected of teacher candidates in all school placements. Candidates who fail to demonstrate appropriate professional behaviors, pedagogical skills, and mastery of content may be removed from the field placement after other options have been explored.

Students can be dismissed from a field or clinical placement if **(1)** a school leader/school personnel in the placement school asks that the candidate not return to the school for any reason. School personnel who ask that a candidate be removed from the placement could be a teacher, a principal, or other school personnel. Candidates may also be removed from field or clinical placements because **(2)** the candidate is struggling with professional behaviors, content knowledge, instructional delivery, lesson pacing, classroom management or other processes/procedures related to teaching. Removal procedures under either circumstance are discussed below.

1. School Based Dismissal:

If a school leader and/or mentor teacher requests the removal of a candidate from a school placement, the placement at that school **ends immediately**. The teacher candidate should proceed to **Step 4** of this policy, if the dismissal is at the request of the school. If the candidate's actions consist of illegal activities, the school placement **ends immediately** and the candidate should proceed to **Step 4** of this policy.

2. Procedures for a Struggling Candidate:

When a candidate encounters difficulty in the school placement, it is the university supervisor's responsibility to inform the candidate, in writing, that they are not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring improvement, the candidate, with assistance from the university supervisor, is responsible for developing an assistance plan addressing the areas needing improvement. After review, discussion and revision of the proposed plan, the university supervisor, along with the mentor teacher and the candidate, will finalize and sign the assistance plan. The assistance plan must include the area(s) that need improvement and the steps the candidate must follow to remediate those area(s) of need. The assistance plan will also include a timeline that specifies how and when the candidate will be expected to address the identified area(s) of need and the steps that will follow if the area(s) are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, observations will be written with specific references to the identified area(s) for improvement in the assistance plan and any progress being made in these areas. The university supervisor will give a copy of the assistance plan to the Towson University department chair/program director so they are aware of the area(s) in which the candidate is experiencing difficulty. A copy of the assistance plan should also be provided to the Center for Professional Practice so that office is aware the candidate may not be continuing in the school placement, which impacts both record keeping and payment or partial payment to mentor teachers. Should the candidate refuse to sign the assistance plan, the candidate will be removed from the school placement and should proceed to **Step 4** of this policy.

3. Assistance Plan and Continuation in or Removal from a School Placement:

University supervisor and mentor teacher responsibilities: The university supervisor (in this document the term university supervisors also assumes PDS liaisons and field placement observers)

ensures that the mentor teacher has modeled appropriate planning, instruction, assessment, and professional behaviors and has involved the candidate in a gradual progression of appropriate classroom experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching, if that is warranted. The university supervisor is responsible for observing the candidate and providing both oral and written feedback to the candidate and mentor teacher for each lesson observed. The mentor teacher must give written feedback to the candidate.

3A. Successful Completion of the Assistance Plan: At the end of the time frame set forth in the assistance plan, if the candidate has successfully completed all parts of the assistance plan to the satisfaction of the university supervisor and mentor teacher and is able to maintain all of the responsibilities expected in the school placement, the candidate will continue in the placement. Successful completion of the Assistance Plan does not indicate successful completion of the course, only the ability to continue in the placement.

3B. Unsuccessful Completion of the Assistance Plan: At the end of the time frame set forth in the assistance plan, if adequate progress in the area(s) of need identified on the assistance plan is not achieved, the candidate will be removed from the school placement. This decision will be made by the university supervisor in consultation with the mentor teacher and with communication to the school principal, and to the department chairperson/program director. The Center for Professional Practice will also be notified in writing of the decision, so the office staff can amend the placement information for graduation purposes and can determine the proper payment to the mentor teacher. Within two business days of the decision to remove an intern from a school placement, a letter written by the university supervisor and signed by both the university supervisor and department chairperson/program director outlining the reasons for the removal from the placement will be given to the candidate.

4. Appeal to the Dean's Office in the College of Education: If the candidate is going to appeal the decision of removal from the school placement, they will have two business days to submit a letter or email of appeal to the College of Education Dean's Office. The letter or email should be no more than two typed pages and must include a statement as to why the student believes they should have another placement. The material submitted in the appeal must include, as attachments, the signed assistance plan and the letter/email written by the university supervisor and department chairperson that terminated the placement. All materials must be included within the two business day timeframe for the appeal to be acted on by the Dean or the Dean's designee.

**TOWSON UNIVERSITY
EDUCATION PROGRAM
PROFESSIONAL BEHAVIOR POLICY**

INTRODUCTION and RATIONALE

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. Those entering the teaching profession are required to have strong academic preparation, mastery of pedagogy, and other professional competencies. The profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help candidates know and demonstrate professional behaviors in a school environment. This document sets forth the essential professional behaviors for the entire education unit.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering teaching careers that will help such students in their career decision-making; (b) serving as the basis for feedback provided to students throughout their teaching program regarding their progress toward mastery of all program objectives; and (c) serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All candidates in education programs are expected to demonstrate that they are prepared to work with students and adults in educational settings. This preparation results from the combination of successful completion of Towson University coursework, field/internship experiences, and the demonstration of professional behaviors that all educators should possess. The professional behaviors and conduct deemed compatible with Towson University and/or schools are outlined below.

EDUCATION PROFESSIONAL BEHAVIOR STATEMENT

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed behavior is deemed incongruent with established guidelines of professional behavior.

All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. Fulfilling all academic requirements and successful completion of all field and classroom experiences require professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behaviors consistent with the University's Code of Behavior and established professional practice in educational and clinical settings. Successful completion of all field and academic experiences is a requirement for continuation in the education program.

Program Expectations of Behavior

The Education Program's Expectations of Professional Behavior are grouped into five categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, Personal and Professional Behavior and Respect for Self and Others, and Social Media Policy.

Candidates enrolled in an education program must exhibit effective:

1. Communication/Interpersonal Skills

- **Candidates express themselves effectively in written and oral communication regarding concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff. Candidates will:**
 - communicate effectively with other students, faculty, staff, and professionals. Candidate express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
 - write clearly and use correct grammar and spelling. Candidates demonstrate sufficient skills to adequately complete all written assignments, as specified by faculty.
 - demonstrate sufficient oral skills to adequately complete all oral assignments and to meet the objectives of field placement experiences, as specified by faculty.
- **Candidates have communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments. Candidates will:**
 - demonstrate communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments.
 - appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, political, religious, sexual, and/or cultural values on others.
- **Candidates possess the necessary interpersonal competencies to function effectively with students, faculty, colleagues, and parents/guardians and to function collaboratively as part of a professional team. Candidates will:**
 - demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents/guardians, and students.
 - express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.

2. Emotional and Physical Abilities

- **Candidates will be able to work appropriately with time constraints and deadlines, to concentrate in distracting situations, to make subjective judgments to best serve the needs of students, and to ensure safety in the classroom and in emergency situations. They will:**
 - work with frequent interruptions, respond appropriately to unexpected situations, and cope with variations in workload and stress levels.
 - multi-task and adapt to and display flexibility in changing situations.
 - make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.
 - maintain composure and continue to function well in a myriad of situations.
- **Candidates will demonstrate the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties. They will:**
 - exhibit motor and sensory abilities to attend and participate in class and practicum placements.
 - tolerate physically demanding workloads and function effectively under stress.

3. Personal and Professional Behavior

- **Candidates will arrive on time and stay for the duration of the planned experience for professional commitments, including classes and field experiences. They will:**
 - meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.

- **Candidates will seek assistance and follow supervision in a timely manner; modify and respond appropriately to constructive reviews of their work from supervisors. They will:**
 - reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
 - be flexible, open to new ideas and modify their classroom practices to best serve the needs of the students.
- **Candidates will demonstrate attitudes of integrity, responsibility, and tolerance. They will:**
 - demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
 - interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders, gender identities, or sexual preferences.
 - not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.
 - understand the perspectives of others and demonstrate the ability to separate personal and professional issues.
 - exhibit acceptance of and be able to make appropriate adjustments for all learners.
 - protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.

4. Respect for Self and Others

- **Candidates exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.**
- **Candidates respect the rule that cell phone for personal use is prohibited during class hours; possible exceptions for emergencies may be approved in advance.**
- **Candidates are free of the influence of illegal drugs and/or the abuse of legal drugs and/or alcoholic beverages on University premises and in field placements. Candidates are expected to abide by the Towson University Code of Student Conduct and the Student Academic Integrity Policy.**
- **Candidates demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.**
- **Candidates use sound judgment. They seek and effectively use help for medical and emotional problems (from resources such as the Towson University Health Center, Disability Support Services, and the Towson University Counseling Center) that may interfere with academic and/or professional performance.**
- **Candidates project an image of professionalism. They will:**
 - demonstrate appropriate personal hygiene.
 - dress appropriately for their professional contexts.
 - possess maturity, self-discipline, and appropriate professional judgment.

5. Social Media Policy

- **The same principles and guidelines that apply to students' activities in general also apply to their activities online. This includes all forms of online publishing and discussion, including blogs, user-generated video and audio, social networks and other social media applications. The Internet is neither anonymous nor forgetful, and there is no clear line between one's professional life and personal life on a social media site. Teacher candidates need to weigh every posting for how it affects their effectiveness as teachers.**
 - Candidates realize their representations on the internet will be considered within the scope of their professional demeanor.
 - Candidates/interns shall not engage (that is "friend") classroom students, mentor teachers, parents/legal guardians on any social media site or device.
 - Candidates shall not take photos of classroom students or students' work without specific written consent from the students' parents/legal guardian for the photos/work/oral presentations/activities.

Implementation and Review Procedures

Each program in the Education Unit will introduce this policy, and candidates will receive a copy of the *Program's Professional Behavior Policy* and sign a *Professional Behavior Policy Acknowledgement Form* prior to entry into all field and/or clinical experiences. Candidates in all Education Unit programs will be required to sign a *Professional Behavior Policy Acknowledgement Form* prior to entry into the Professional Year.

At various points in an Education program candidates will be notified of professional and/or academic behavior inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student's functioning will be sought before any action is taken. Candidates who experience deficiencies in any areas will be encouraged to seek appropriate professional help from Towson University or other sources. If the problem seems to be beyond remediation, the candidate's continuation in professional programs, graduation, or recommendation for certification may be denied.

Assistance for Individuals with Disabilities

Requirements of the Professional Behavior Policy may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, Towson University will endeavor to make reasonable accommodations with respect to its professional behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else's power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Accessibility & Disability Services (ADS) (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.

**TOWSON UNIVERSITY
PROFESSIONAL BEHAVIOR POLICY
EDUCATION STUDENT ACKNOWLEDGEMENT FORM**

Candidates enrolled in an education program must exhibit effective:

Communication/Interpersonal Skills

- be able to express themselves effectively in written and oral communication in regards to concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments
- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team

Emotional and Physical Abilities

- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies
- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties

Personal and Professional Behavior

- arrive on time for professional commitments, including classes and field experiences
- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors
- demonstrate attitudes of integrity, responsibility, and tolerance
- show respect for self and others
- project an image of professionalism

Respect for Self and Others

- respect for all TU and school/classroom personnel
- obey appropriate cell phone use
- remain drug and alcohol free on University and field/internship placements
- use sound judgment and deal with personal and professional stressors appropriately

Social Media Policy

- refrain from engaging (“friending”) classroom students, mentor teachers, parents/legal guardians on any social media site or device for non-academic purposes
- abide by all school and district policies related to the use of social media for academic purposes and ensure any accounts used for such purposes are “professional” accounts, keeping personal social content separate
- realize that candidates cannot take and/or post photos and/or videos of classroom students or students’ work without written consent from the students’ parents/legal guardian.

I have read and acknowledge receipt of the Professional Behavior Policy in its entirety. I understand that if the expectations outlined in the Policy are not met satisfactorily, I may be recommended for dismissal from the Education Preparation Program and/or denied the opportunity to complete course, field experience, and/or internship components of the Program.

Candidate Signature

Date

PRINTED Name

Date

This signed document should be given to the **Department Chair or Program Director**.

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Students seeking accommodations, should register with the University's Office of Accessibility & Disability Services (ADS) and notify course instructors prior to the start of classes, field experiences, or internships.

Revised 11/2019

Approved 11/19/2019

Education Application Workflow

Towson
Students



Navigate to myTU student page and log into Watermark. Select the application you want to apply for.

Non-Towson
Students



Fill out the Microsoft form [Towson University Watermark Student Application Account Request](#) and notify your supervisor.



Log into [Watermark](#) and select Forgot Password. You will get an email for setting up your password. Check your junk folder if you cannot see the email. Once you are in Watermark, Select the application you want to apply for.

If you are not a TU student, please reach out to the faculty member you have been in contact with. They will provide you with a link to a [Microsoft form](#) that you need to fill out. After completing the form, inform the faculty member so they are aware. We will then enter you into the Watermark system, allowing you to start your application.

Once you are in the system, the watermark administrator or faculty member will provide you with a [link](#) to access Watermark. If this is your first time logging in, select "Forgot Password" to set up your password. You will receive an email from no-reply@watermarkinsights.com with instructions to reset your password.

no-reply@watermarkinsights.com

Fri, Aug 16, 10:49AM (3 days ago) ☆ ☺ ↶

A request has been made to recover your password. Password security features are in place to ensure the security of your Watermark Student Learning & Licensure account information. To reset your password, please click the link below and follow the instructions provided.

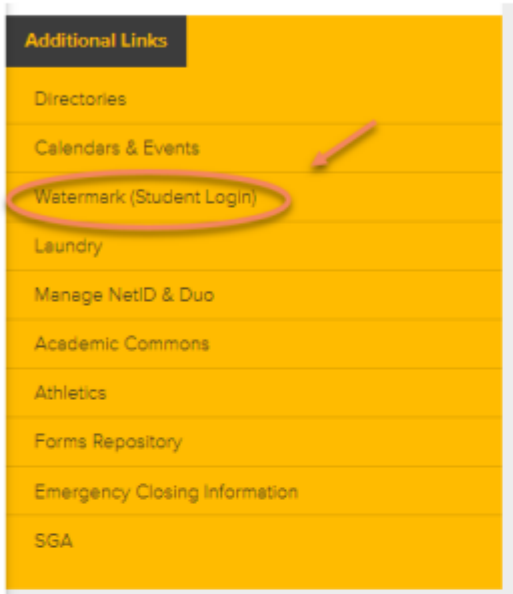
https://xll.watermarkinsights.com/login_reset_password?local=en&reset-password=true&token=MWRBIMzZlNTMwNjU1Ny0wNTFkIWhxMzAtMmJkYTU5OWY1MTY4

Use this link to set up your password.

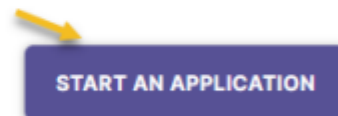
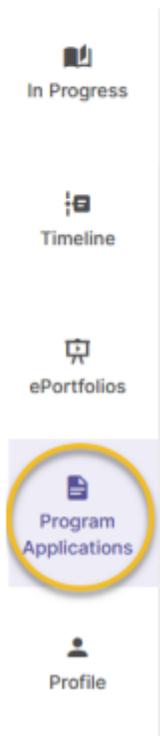
If you did not request your password to be reset please ignore or delete this email and your password will not be changed.

Start An Application

1. If you are a TU student, go to the myTU student page and select "Watermark Student Login."
If you are not a TU student, please reach out to the faculty member you have been in contact with. They will provide you with a link to a Microsoft form that you need to fill out. After completing the form, inform the faculty member so they are aware. We will then enter you into the Watermark system, allowing you to start your application.



2. Select 'Program Applications' on the left-hand side. You might need to scroll down to find it. Select 'Start An Application' on the top right corner.



FILL OUT APPLICATION

Choose Application

×

Search the program
you are applying to

🔍 Search application by title or description

Filter by

All Organizations



ECED Test Application → Check the application name

Early Childhood Education Program Application

The standards for entrance into the Early Childhood Education Program necessitate a screening application and approval process for all students prior to the professional program (beginning at the Preprimary level/Semester 6).

Please answer all required questions, indicated with an asterisk (*). When uploading files, do not use any special characters in the file name (For example, #, \$, %) Each document to be submitted should be scanned and uploaded as a separate file.

Please provide your first name, last name, and institution email (TU email). If you do not have a TU email, please provide your personal email instead.

First Name*

Last Name*

TU email

Institution Email* → Provide your personal email if you don't have a TU email

3. Fill out your overview information. **In the Academic History section, please read the acknowledgment carefully.**

ACADEMIC HISTORY

Current Cumulative G.P.A

List all other colleges and universities attended and G.P.A. Please list the undergraduate college/university, state, degree, date degree received and GPA.

- I am aware that a cumulative/overall GPA of 3.00 or higher is required for admission to an initial licensure teacher education program. If my GPA is between 2.50 and 2.99, I may be admitted conditionally if I provide evidence of passing scores on a Basic Skills Assessment as identified by the Maryland State Department of Education (e.g., SAT, ACT, GRE, Praxis Core) and receive approval from the department chairperson or program coordinator.

*

Basic Skills Assessment Requirement 



If your GPA is lower than 3.0, please click the link to see more information regarding Basic Skills Assessment Requirement.

If your GPA is between 2.50 and 2.99, and you have evidence of meeting the MSDE Basic Skills Assessment requirement, please upload it here.

0 of 5 Files
Maximum file size 50 MB

Accepted file types: .docx, .doc, .pdf, .jpg, .png, .gif, .pptx, .ppt, .xlsx, .xls, .csv, .txt, .log, .xml


4. Uploading documents


Based on the program you are applying to, you will need to upload different documents. Please read the instructions on the application carefully and upload required documents.

For Criminal History Disclosure Statement and Professional Behavior Policy Educations Student Acknowledgement Form -

Undergraduate applicants: After you finish the form, make sure to download the PDF using the "Download PDF" link. You will upload the PDF with your admissions application.

Graduate (MAT) students: After you finish the form, make sure to download the PDF using the "Download PDF" link. You will return the completed PDF to the MAT office along with your other Admission Packet documents.

[CRIMINAL HISTORY DISCLOSURE STATEMENT](#) 

 **Click the link to finish Criminal History Disclosure Statement.**


Use the link above to finish and upload your completed Criminal History Disclosure Statement.*

 **ATTACH FILES**

0 of 1 Files
Maximum file size 50 MB

Accepted file types: .docx, .doc, .pdf, .jpg, .png, .gif, .pptx, .ppt, .xlsx, .xls, .csv, .txt, .log, .xml

[CRIMINAL HISTORY DISCLOSURE STATEMENT](#) 

 **Click the link to finish Criminal History Disclosure Statement.**

Use the link above to finish and upload your completed Criminal History Disclosure Statement.*

 **ATTACH FILES**

0 of 1 Files
Maximum file size 50 MB

Accepted file types: .docx, .doc, .pdf, .jpg, .png, .gif, .pptx, .ppt, .xlsx, .xls, .csv, .txt, .log, .xml

5. Interest Survey

TELL US MORE

Please use the link below to tell us why did you choose to come to the College of Education at Towson University (TU)?

[Education Motivation Survey](#) 




Click the link to complete the survey. All applicants are required to fill it out.

I have finished the survey and understand that the information I have shared will be used for research and evaluation purposes.*

6. Once you have completed the application, you can always log in to see your application's status. If your application is conditionally accepted or denied and your supervisor is asking you to submit it again, please click 'Resubmit Application.'

Submitted Aug 27, 2024 1:31 PM **DENIED**

 Sorry, you were not accepted. Please contact your administrator or advisor for next steps.

[RESUBMIT APPLICATION](#)