



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:

English & Math
Math & Science

English & Science
Math & Social Studies

English & Social Studies
Science & Social Studies

Department of
Secondary & Middle
School Education

Towson University
8000 York Road
Towson, MD 21252-
0001

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

Dr. Molly Mee
Chair

Questions?
Contact: Josie Irvine
Administrative
Assistant
410 704 2562
jirvine@towson.edu

Requirements for Admission

- **Complete Application**
- No deadline

Please complete the following and mail to:

Towson University
Department of Secondary
and Middle School Education
8000 York Road
Towson, MD 21252

For Hand Delivery only:
Hawkins Hall 404
410-704-2562

Only complete applications will be accepted. A complete application includes:

1. **Application Form** – Complete and submit the department application form.
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 online. Please print the form and submit with your application. 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 will meet 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**-Include transcripts from ALL post-secondary institutions attended. Transcripts must be official and sealed. Have the transcripts mailed to you. Leave it sealed in its envelope and submit with application. Towson University transcripts may be unofficial printouts. Grades of “D” and below are not accepted.

5. **Test Scores Required** – Please provide a **copy** of your highest scores from **ONE** of the tests below.

- **ACT** - composite score of 24 **Subject to change **OR**
- **GRE** - (Graduate Record Examinations) revised General Test: composite of the combined verbal and quantitative score of 297. Candidates who took the GRE test prior to September 2011 will use the old composite score of 1000 math and verbal composite score of 1000 **OR**
- **PRAXIS I Scores** Minimum Composite score accepted is 527 **OR**
- **PRAXIS CORE:** Reading minimum =156, Writing minimum=162, Math minimum=150
- **ACCEPTABILITY OF BASIC SKILLS: PRAXIS I AND PRAXIS CORE**

Test takers must meet the criteria listed on www.mdcert.org.

Presented qualifying scores on:	PRAXIS I Reading	PRAXIS I Writing	PRAXIS I Math	Needs to present qualifying scores on:	PRAXIS CORE Reading	PRAXIS CORE Writing	PRAXIS CORE Math
	X					X	X
		X			X		X
			X		X	X	
	X	X					X
	X		X			X	
		X	X		X		

OR

- **SAT** – taken after 2005, math and critical reading composite score of 1100**Subject to change
- **SAT** - taken between 4/95 and 2005, math and verbal composite score of 1100
- **SAT** - taken prior to 4/95, math and verbal composite score of 1000

If you do not have scores that are applicable, please take the PRAXIS CORE www.ets.org

If you attended TU and submitted scores with your university application, you may submit a copy of scores listed on the bottom of your student center page in PeopleSoft. ***Always keep a copy of your scores.*** You will need them for teaching applications.

6. **Criminal History Disclosure Statement** –Must be notarized. Free Notary available in HH 404F and HH 303. Bring 2 forms of official picture identification, such as driver’s license/permit, college ID, passport, etc.
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 only and would be engaged by your PDS Liaison in discussion with you. 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 2.75 GPA.
9. **Courses you may take** - In anticipation of being accepted into the program, you may register for Introductory Education Classes which are 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) (Not required for Post-Baccalaureate students)
 - 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**
 - 2.75 minimum GPA in your major/content field
 - 2.75 minimum GPA overall
 - 3.00 minimum GPA in professional education courses

Keep for your records

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

UNDERGRADUATE

Required Education Courses

FOR STUDENTS MATRICULATING ON or AFTER FALL 2011

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.)

- SCED 305 **Adolescent Learning, Development, and Diversity** (3)
- ISTC 301 **Integrating Instructional Technology** (3) Prerequisite: None. (May be taken before being admitted to program or throughout the program)
- 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 provide acceptable Praxis I, Praxis Core, SAT, ACT or GRE scores with the application before receiving permission to take the following classes in sequence.

- MSED 342 **Principles of Middle Level Education** (4) –field experience included, transportation/travel time required. Prerequisite **SCED 305**
- MSED 460 **Using Reading and Writing in the Secondary School** (4) taken concurrent with MSED 342

T a k e n T o g e t h e r	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	P r o f e s s i o n a l Y e a r
	MSED 461	Teaching Reading in the Middle School Content Area (3)	
	<input type="text"/>	Methods of Teaching Major Subject (3) Required 2.75 GPA. Each subject area is rotated within one semester.	
	<input type="text"/>	Methods of Teaching Major Subject (3) Required 2.75 GPA. Each subject area is rotated within one semester. English <u>MSED 367</u> Mathematics <u>MATH 424 & 425</u> Science <u>SCIE 381</u> Social Studies <u>MSED 365</u>	

T a k e n T o g e t h e r	MSED 401	Analyzing Student Teaching (2) concurrent with Student Teaching	FINAL SEMESTER
	MSED 462	Seminar: Teaching Reading in the SCED Content Areas (1) concurrent with Student Teaching	
	<input type="text"/>	FINAL INTERNSHIP (6)	
	<input type="text"/>	FINAL INTERNSHIP (6) English <u>MSED 383</u> Mathematics <u>MSED 426</u> Science <u>MSED 393</u> Social Studies <u>MSED 389</u>	

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 2.75 Major 2.75 Overall 3.00 Professional Education

Middle School Major – Required Content Courses

English Content Required Courses (21)

I. American Literature (3 units)

One of the following:

- ENGL 230 Main Currents in American Literature (3)
- ENGL 231 American Literature to 1865 (3)
- ENGL 232 American literature from 1865 (3)

II. British Literature (3 units)

One of the following:

- ENGL 221 British Literature to 1798 (3)
- ENGL 222 British Literature since 1798 (3)

III. Diversity in American Literature (3 units)

One of the following:

- ENGL 233 African-American Literature (3)
- ENGL 234 Major Writers in African-American Literature (3)
- ENGL 235 Ethnic American Literature (3)
- ENGL 236 American Indian Literature (3)
- ENGL 239 Jewish Literature of the 19th and 20th Centuries (3)
- ENGL 471-477 Topics in Literature (when appropriate) (3)

IV. Linguistics and Grammar (3 units)

One of the following:

- ENGL 251 Applied Grammar (3)
- ENGL 350 Comparative Grammar (3)

III. World Literature/Non-Western Literature (3 units)

One of the following:

- ENGL 243 Introduction to Classical Mythology (3)
- ENGL 244 World Folklore (3)
- ENGL 248 Literature of the Global Experience (3)
- ENGL 336 Post-Colonial Literature (3)
- ENGL 341 History and Literature of the Old Testament (3)
- ENGL 342 Folklore and Literature (3)
- ENGL 343 Myth and Literature (3)
- ENGL 347 World Literature Written in English (3)

IV. Advanced Writing (3 units)

One of the following:

- ENGL 310 Writing Argument (3)
- ENGL 313 Academic Essay (3)
- ENGL 315 Literary Essay (3)
- ENGL 316 Writing about Literature (3)
- WMST 333 Women's Words, Women's Lives (3)

VI. Young Adult Literature (3 units)

- SCED 419 Young Adult Literature (3)

Mathematics Content Required Courses (21)

MATH 225	Algebra and Number Concepts for Middle School Teachers (3)
MATH 235	Statistics and Probability for Middle School Teachers (4)
MATH 255	Geometry for Middle School Teachers (3)
MATH 273	Calculus I (4)
MATH 274	Calculus II (4)
MATH 325	Problem Solving for Middle School Teachers (3)

Science Content Required Courses (22)

CHEM 121	
&	
CHEM 121L	Chemistry: for Allied Health Professions (4)
BIOL 120	
&	
BIOL 120L	Principles of Biology & Principles of Biology Lab (4)
PHYS 205	Physics for Middle School Teachers (3)
PHSC 206	Earth-Space Science for Middle School Teachers (3)
BIOL 301	Field and Natural Science (3) offered only during FALL semesters
SCIE 355	Teaching Engineering Design in Elementary and Middle Schools (2)
GEOG 101	Physical Geography (3)

Social Studies Content Required Courses (33 – includes core requirements)

Anthropology (3)

ANTH 207	Cultural Anthropology (3) <u>OR</u>
ANTH 209	American Culture (3)

Economics (6)

ECON 201	Microeconomic Principles (3)
ECON 202	Macroeconomics Principles (3)

Geography (6)

GEOG 102	World Regional Geography (3) <u>OR</u>
GEOG 105	Geography of International Affairs (3)
GEOG 109	Human Geography (3)

History (12)

HIST 145	History of the United States to the Mid-19th Century (3)
HIST 160	World History to 1300 (3)
HIST 161	World History Since 1300 (3)
HIST 146	History of the United States since the Mid-19th Century (3) <u>OR</u>
HIST 102	History of European Civilization through the 17th Century (3)

Political Science(3)

POSC 103	American National Government (3)
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Sociology (3)

SOCI 101	Introduction to Sociology (3)
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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 or any document that shows proof that you added Middle School Education Major

____ Essay

____ Transcript(s)

____ Criminal History Disclosure Statement – **Notarized**

____ Test Scores

____ Professional Behavior Policy--signed

- Complete applications can be mailed to:
Towson University
Department of Secondary & Middle School Education
8000 York Road
Towson, MD 21252

Or hand delivered to Hawkins Hall Room 404F

- Middle School Education Application Deadline: None - applications are accepted throughout the year.

TOWSON UNIVERSITY

Department Application Form

410-704-2562 Office

410-704-4600 Fax

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"/>	<input type="checkbox"/>
MIDDLE SCHOOL MAJOR Select Two Areas of Study Below:	UNDERGRADUATE SCED TRACK/CONCENTRATION Select One Area of Study Below:	Approved Post-Baccalaureate Non-Degree Area of Certification Select One Area of Study Below:
<ul style="list-style-type: none"> ___ English ___ Mathematics ___ Science ___ Social Studies 	<ul style="list-style-type: none"> ___ Biology ___ Chemistry ___ Earth Space Science ___ English ___ French ___ History ___ Mathematics ___ Physics ___ Social Science ___ Spanish 	<ul style="list-style-type: none"> ___ Biology ___ Chemistry ___ Earth/Space Science ___ English ___ French ___ German ___ History ___ Mathematics ___ Physics ___ Social Science ___ Spanish

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 SCED 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: 20%;">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;">PTS</td> <td style="text-align: center;">HRS</td> <td style="text-align: center;">GPA</td> </tr> </table>	SCHOOL	PTS	HRS	GPA	_____	_____	_____	_____	_____	_____	_____	_____	Total	_____	_____	_____		PTS	HRS	GPA	Notes: Application Received: _____ Application Processed: _____	SCED ADVISOR : _____ <i>PS</i> _____
SCHOOL	PTS	HRS	GPA																			
_____	_____	_____	_____																			
_____	_____	_____	_____																			
Total	_____	_____	_____																			
	PTS	HRS	GPA																			



CRIMINAL HISTORY DISCLOSURE STATEMENT, AUTHORIZATION AND RELEASE

Student: _____ Student ID No.: _____

Date: _____

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 judgment 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 their agents, employees and representatives to investigate, utilize and disseminate the Disclosure Statement, and any information contained therein or derived therefrom,

2/Criminal History Disclosure Statement

for any and all purposes associated with my field placement and education profession in the State of Maryland or any other jurisdiction.

I hereby release, discharge and exonerate Towson University and their agent, employees and representatives from any and all liability, loss, claims and/or damages or 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.

Student's Signature (do not sign until instructed by Notary)

Printed Name of Student

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

§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.

(Do not write below this line. To be completed by Notary)

STATE OF _____

COUNTY OF _____

Subscribed and sworn before me this _____ day of _____, 20 _____.

Notary Public

Read entire document.

TOWSON UNIVERSITY EDUCATION PROGRAM PROFESSIONAL BEHAVIOR POLICY¹

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. The teaching profession requires 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 demonstrate professional behaviors in a school environment. This document sets forth those 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 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 behavior that all educators should possess. These professional behaviors 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.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” 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. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated 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 experiences is a requirement for continuation in the education program.

¹Adapted from the University of Maryland, College Park (2005) *College of Education Technical Standards Policy*.
Used with permission

Program Expectations of Behavior

The Education Program's Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

Candidates enrolled in an education program must:

Communication/Interpersonal Skills

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

Emotional and Physical Abilities

- **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**
 - o Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
 - o Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
 - o Candidates possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.
 - o Candidates maintain composure and continue to function well in a myriad of situations.

Keep for your reference

- **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**
 - o Candidates exhibit motor and sensory abilities to attend and participate in class and practicum placements.
 - o Candidates tolerate physically demanding workloads and to function effectively under stress.

Personal and Professional Behavior

- **arrive on time for professional commitments, including classes and field experiences**
 - o Candidates 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.
- **seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive reviews of their work from supervisors**
 - o Candidates reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
 - o Candidates are flexible, open to new ideas and willing to modify their beliefs and practices to best serve the needs of their students.
- **demonstrate attitudes of integrity, responsibility, and tolerance**
 - o Candidates 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.
 - o Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences.
 - o Candidates must 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.
 - o Candidates demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.
 - o Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.
 - o Candidates protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.
- **show respect for self and others**
 - o Candidates exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.
 - o Candidates know cell phone use is prohibited during class hours (inc.texting).
 - o Candidates are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements. They are expected to abide by the Towson University Code of Student Behavior.
 - o 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.
 - o Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.
 - o Candidates realize their representations on the internet will be considered within the scope of their professional demeanor.

- **project an image of professionalism**

- Candidates demonstrate appropriate personal hygiene.
- Candidates dress appropriately for their professional contexts.
- Candidates possess maturity, self-discipline, and appropriate professional judgment.
- Candidates attend and assist as needed in lessons being observed.
- Candidates demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.

- **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.

Implementation and Review Procedures

Each program of education 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 the entry of the clinical experiences. Candidates in the programs will be required to submit an updated *Professional Behavior Policy Acknowledgement Form* prior to entry into the Professional Year.

At various points (e.g., field experiences) candidates will be notified of *Professional 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

Professional behavior 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 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 Disability Support Services (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of medical 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.

POLICY REGARDING CONTINUANCE OR REMOVAL FROM FIELD PLACEMENTS

As well as academic preparation and teaching skills, the teaching profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The “Education Professional Behavior Policy” (part 2 of this document) describes the professional behavior expected of teacher candidates in all placements. Candidates who fail to demonstrate appropriate professional behavior pedagogical skills, or mastery of content may be removed from the field placement after other options may be explored.

Should a school leader request the removal of an intern from a school placement, the placement at that school shall be ended immediately. The intern will proceed to step five of this policy if the school requests that the intern be removed from the setting. If a candidate’s actions are considered illegal activities, there is an automatic referral to step five of this policy. If a candidate fails to demonstrate competence in one or more expectations in the school placement, the following policy shall be implemented.

Procedure for Removing Candidates from Field Experiences and Concurrent Courses:

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional 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 intern and providing both oral and written feedback for each lesson observed. The mentor teacher should give written feedback to any candidate that is having difficulty after formative discussions with the candidate have occurred.
2. When an intern encounters difficulty in the school/classroom, it is the university supervisor’s responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the candidate is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor teacher and the intern, will finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the candidate will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director as a way to alert them that the candidate is experiencing difficulty. Should the candidate refuse to sign or fail to implement the Assistance Plan, the candidate will be removed from the placement and will proceed to step five of this policy.
3. At the end of the time frame set forth in the Assistance Plan, the intern is either allowed to proceed in the field experience as long as he/she is able to maintain all of the responsibilities expected of the experience, or he/she is removed from the field experience due to lack of progress on the Assistance Plan. This decision will be made by the university supervisor in collaboration with the department chair; the director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.
4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the internship course. If the withdrawal occurs before the deadline for officially withdrawing from courses, the candidate may be allowed to withdraw from the internship and receive a grade of W for the course. Candidates taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement. Candidates may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.
5. Candidates may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based

on university policy as stated in the appropriate catalog. If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.

6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.

Professional Year Assistance Plan

Student: _____ Towson ID# _____ Program: _____

Issues	Solutions	Action & Date
		<p><u>Failure to complete this plan satisfactorily may result in removal from internship.</u></p> <p><u>Follow-Up:</u></p>

TU Intern

University Liaison

Copy to: Dept. chair and _____
Center for Professional Practice _____
date

Read entire preceding document. Sign and date last 2 pages and submit with application.

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

Within the professional context to which each candidate aspires, all candidates must:

Communication/Interpersonal Skills

- be able to express themselves effectively in standard written and oral English in order to communicate 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 Requirements

- arrive (and be 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
- adhere to social media policy

I have read and acknowledge receipt of the Professional Behavior Policy. I understand that if the criteria listed above are not met satisfactorily, I may be recommended for dismissal from the Teaching Program and/or denied the opportunity to complete the internship and student teaching component of the curriculum.

Candidate Signature

PRINTED Name

Date

This document should be given to the **Department Chair**.

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Documented disability students seeking accommodations, should register with the University's Office of Disability Support Services and notify your course instructor, and/or academic advisor prior to the start of classes and/or field experience.

TOWSON UNIVERSITY
DEPARTMENT OF SECONDARY & MIDDLE SCHOOL EDUCATION
PROFESSIONAL BEHAVIOR POLICY
CANDIDATE'S SELF ASSESSMENT FORM

Candidate Name: _____ Program Area: _____

Instructions to candidate: Rate yourself according to the following professional behaviors.
 Complete the sentence, "I believe I am able to..."

Key: A – Frequently B – Sometimes C – Rarely Ever N/A – Not Applicable

A	B	C	N/A	Professional Behaviors
				Express myself effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff.
				Demonstrate communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments.
				Exhibit the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.
				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.
				Organize time and materials, prioritize tasks, perform several tasks at once, and adapt to changing situations.
				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 feedback from supervisors.
				Demonstrate attitudes of integrity, responsibility, and tolerance.
				Show respect for self and others.
				Project an image of professionalism.

I have reviewed the Department of Secondary Education Professional Behaviors Policy and understand that if the criteria listed below are not met satisfactorily, I may be denied the opportunity to continue in the professional preparation program and to complete the extensive internship component of the curriculum.

Candidate signature: _____ Date: _____