Dear Prospective Student:

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

The Department of Secondary and Middle School Education offers certification programs in the secondary subject areas of:

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<tr>
<th>Undergraduate Students</th>
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<tr>
<td>Biology</td>
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<td>Mathematics</td>
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Requirements for Admission

- Complete Application
- No Deadline
- Minimum cumulative 2.75 GPA
- Minimum of 45 completed college units

Towson University
Department of Secondary &
Middle School Education
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

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

1. **Application form** – Complete and submit the department application form.

2. **Change of Major Form** – Go to the registrar’s change major page. Log in and complete the change major form to add secondary education (SCED) as a concentration/track. Be sure to save and submit the form online. Please print the form and submit with your application.

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 ALL institutions attended after high school. Transcripts other than TU must be official. Have the transcript(s) mailed to you. Leave it sealed in its envelope and submit with application. Towson University transcripts may be unofficial print out from PeopleSoft. Grades of “D” and below are not accepted.

*Keep for your records*
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](http://www.mdcert.org).

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<th>Presented qualifying scores on:</th>
<th>PRAXIS 1 Reading</th>
<th>PRAXIS 1 Writing</th>
<th>PRAXIS 1 Math</th>
<th>Needs to present qualifying scores on:</th>
<th>PRAXIS CORE Reading</th>
<th>PRAXIS CORE Writing</th>
<th>PRAXIS CORE Math</th>
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**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](http://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*
SECONDARY EDUCATION PROGRAM

Required Undergraduate Education Courses
FOR STUDENTS MATRICULATING ON or AFTER FALL 2011

REQUIREMENTS (Department permission is not required. Any student may register.)

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) Prerequisite EDUC 202
HIST 145

OR

HIST 146

American History (3) (Core #11)

SCED 304 Education, Ethics, and Change (3) (Core #14) Prerequisite EDUC 203

INTRODUCTORY EDUCATION COURSES (Department permission is not required. Any student may register.)

SCED 305 Adolescent Learning, Development, and Diversity (3) Prerequisite PSYC 101
ISTC 301 Integrating Instructional Technology (3) Prerequisite None. Can be taken before being admitted to program or throughout the program.
SPED 301 Introduction to Special Education K-12 (3) Prerequisite None. Can be taken before being admitted to program or throughout the program.

PROGRAM COURSES Students must be accepted into the program, and provide acceptable Praxis I or Core, SAT, ACT or GRE scores to their advisor before receiving permission from advisor to take the following courses in sequence.

SCED 341 Principles of Secondary Education (4) – field experience including transportation & travel time Prerequisite SCED 305 required - also offered during summer semester.

SCED 460 Using Reading and Writing in the Secondary School (4) – taken concurrent with SCED 341

SCED 499 Internship in Secondary Education (6) Application Required. Taken at Professional Development School (PDS) immediately prior to Student Teaching and concurrent with Methods of Teaching Major Subject and SCED 461

SCED 461 Teaching Reading in the Secondary Content Area (3) Methods of Teaching Major Subject (3) Must be taken semester prior to student teaching Required GPA: 2.75

English SCED 357 Fall SCIE 380 French SCED 353 Physics SCIE 380
History SCED 355 ONLY Chemistry SCIE 380 Math MATH 423 Spanish SCED 353
SOSC SCED 355 Earth/Sp/Sci SCIE 380

Student Teaching (12) – Begins prior to start of TU semester. Follow your county’s school system schedule for the first day of class.

SCED 401 Analyzing Student Teaching (2) concurrent with student teaching
And

SCED 462 Seminar in Teaching Reading in the SCED Content Areas (1) Concurrent with student teaching

MARYLAND STATE DEPARTMENT OF EDUCATION – Teaching Certificate Requirement

PRAXIS II: Examination – Specialty Area and Principles of Learning

STUDENT TEACHING GPA REQUIREMENTS 2.75 Major 2.75 Overall 3.00 Professional Education
Secondary Education Application Checklist

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

- Application Form
- Change of Major Page or ANY document that shows SCED as concentration/track
- Essay
- Transcripts
- Test Results
- Criminal History Disclosure Statement
- Professional Behavior Policy & Assessment
  2 forms, completed & signed

- Complete application may be mailed to:

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

- Or, Completed packets may be hand-delivered to Hawkins Hall Room 404 F

- SCED Application Deadline: None - SCED applications are accepted throughout the year.
TOWSON UNIVERSITY
Department Application Form

410-704-2562 Office  410-704-4600 Fax

Towson ID #: ____________________  Expected Graduation Semester: ________  □ undetermined

Last Name  First Name

Cell Phone #: ____________________

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:

☐ 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:

English
Mathematics
Science
Social Studies

Biology
Chemistry
Earth Space Science
English
French
History
Mathematics
Physics
Social Science
Spanish

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:

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<tr>
<th>Undergraduate College/University</th>
<th>State</th>
<th>Degree?</th>
<th>Date Rcvd.</th>
<th>GPA</th>
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<tr>
<th>Graduate College or University</th>
<th>State</th>
<th>Degree?</th>
<th>Date Rcvd.</th>
<th>GPA</th>
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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
Dr. Molly Mee, Chair

mmee@towson.edu

Hawkins Hall 404 D

Questions? Please contact:

Josie Irvine

Administrative Assistant

Hawkins Hall 404 F

410-704-2562

410-704-4600 fax

Application Materials Website

www.towson.edu/coe/sced
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,
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 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) 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 ___________, __________

________________________________________
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

Keep for your reference
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.

*Keep for your reference*
• project an image of professionalism
  o Candidates demonstrate appropriate personal hygiene.
  o Candidates dress appropriately for their professional contexts.
  o Candidates possess maturity, self-discipline, and appropriate professional judgment.
  o Candidates attend and assist as needed in lessons being observed.
  o Candidates demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.

• social media policy
  o 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 Acknowledgment 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.

Keep for your reference
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.

*Keep for your reference*
**Professional Year Assistance Plan**

Student: ___________________________  Towson ID#: ________________  Program: ________________

<table>
<thead>
<tr>
<th>Issues</th>
<th>Solutions</th>
<th>Action &amp; Date</th>
</tr>
</thead>
</table>

Failure to complete this plan satisfactorily may result in removal from internship.

Follow-Up: ____________________________

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TU Intern ___________________________  University Liaison ___________________________  Copy to: Dept. chair and Center for Professional Practice ___________________________  date ___________________________

*Keep for your reference*
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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>N/A</th>
<th>Professional Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>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.</td>
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<td>Demonstrate communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments.</td>
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<td>Exhibit the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team.</td>
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<td>Work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies.</td>
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<td>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.</td>
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<tr>
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<td>Organize time and materials, prioritize tasks, perform several tasks at once, and adapt to changing situations.</td>
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<td>Arrive on time for professional commitments, including classes and field experiences.</td>
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<td>Seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive feedback from supervisors.</td>
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<td>Demonstrate attitudes of integrity, responsibility, and tolerance.</td>
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<td>Project an image of professionalism.</td>
</tr>
</tbody>
</table>

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: ____________
### Professional Year Assistance Plan

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Failure to complete this plan satisfactorily may result in removal from internship.

Follow-Up:

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TU Intern ____________________  University Liaison ____________________  Copy to: Dept. chair and Center for Professional Practice ____________________ date

*Keep for your reference*