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
- English & Science
- English & Social Studies
- Math & Science
- Math & Social Studies
- Science & Social Studies

Requirements for Admission

1) TK20 Application
2) Paper Application

*Only when both portions of the application are complete will the application be accepted.*

1. **Please complete the TK20 Application**

   Please request instructions for completing a TK20 application by emailing Josie Irvine [jirvine@towson.edu](mailto:jirvine@towson.edu). Instructions will be sent to your email account. You will need to upload portions of the paper application into TK20.

2. **Please complete the Paper Application 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

**Complete applications include:**

1. **Application Form** – Complete and submit the department application form (This will look slightly different in TK20 and Paper).

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. **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](http://marylandpublicschools.org/about/pages/dee/certification/testing_info/praxis1.aspx)

   *Always keep a copy of any test scores.* You will need them for teaching.

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 2.75/3.0 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

   *Keep for your records*
## MIDDLE SCHOOL EDUCATION MAJOR

Administered by The Department of Secondary & Middle School Education

### Required Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 202</td>
<td>Historical And Contemporary Perspectives on America’s Urban Schools</td>
<td>3</td>
<td>(Core #10)</td>
</tr>
<tr>
<td>EDUC 203</td>
<td>Teaching and Learning in A Diverse Society</td>
<td>3</td>
<td>(Core #13)</td>
</tr>
<tr>
<td>SCED 304</td>
<td>Education, Ethics, and Change</td>
<td>3</td>
<td>(Core #14)</td>
</tr>
</tbody>
</table>

### INTRODUCTORY COURSES

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>Integrating Instructional Technology</td>
<td>3</td>
<td></td>
<td>None</td>
<td>Prerequisite: None. May be taken before being admitted to program or throughout the program</td>
</tr>
<tr>
<td>SCED 305</td>
<td>Adolescent Learning, Development, and Diversity</td>
<td>3</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SPED 301</td>
<td>Introduction to Special Education K-12</td>
<td>3</td>
<td></td>
<td>None</td>
<td>Prerequisite: None. May be taken before being admitted to program or throughout the program</td>
</tr>
</tbody>
</table>

### 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. |
| Level 1    | 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 |
| Level 2    | MSED 461 Teaching Reading in the Middle School Content Area | 3       | |
| Level 2    | Methods of Teaching Major Subject             | 3       | Required 2.75 GPA. Each subject area is rotated within one semester. |
| Level 2    | Methods of Teaching Major Subject             | 3       | Required 2.75 GPA. Each subject area is rotated within one semester. |
| Level 2    | English MSED 367                              |         | Mathematics MATH 424 & 425               |
| Level 2    | Science SCIE 381                              |         | Social Studies MSED 365                  |

| Level 3    | MSED 401 Analyzing Student Teaching           | 3       | concurrent with Final Internship          |

| Level 3    | FINAL INTERNSHIP (6)                           |         | |
| Level 3    | FINAL INTERNSHIP (6)                           |         | |
| Level 3    | English MSED 383                              |         | Mathematics MSED 426                     |
| Level 3    | Science MSED 393                              |         | Social Studies MSED 389                   |

### 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 238</td>
<td>SURVEY OF AMERICAN LITERATURE</td>
<td>3</td>
</tr>
</tbody>
</table>

#### British Literature Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 221</td>
<td>BRITISH LITERATURE TO 1798</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>BRITISH LITERATURE SINCE 1798</td>
<td></td>
</tr>
</tbody>
</table>

#### Diversity in American Literature Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 233</td>
<td>SURVEY OF AFRICAN-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 234</td>
<td>MAJOR WRITERS IN AFRICAN-AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 235</td>
<td>ETHNIC-AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 236</td>
<td>AMERICAN INDIAN LITERATURE, 1772-PRESENT</td>
<td></td>
</tr>
<tr>
<td>ENGL 239</td>
<td>MODERN JEWISH LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

#### Linguistics and Grammar

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 251</td>
<td>APPLIED GRAMMAR</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 243</td>
<td>INTRODUCTION TO CLASSICAL MYTHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 244</td>
<td>WORLD FOLKLORE</td>
<td></td>
</tr>
<tr>
<td>ENGL 248</td>
<td>LITERATURE OF GLOBAL EXPERIENCE</td>
<td></td>
</tr>
<tr>
<td>ENGL 341</td>
<td>HISTORY AND LITERATURE OF THE OLD TESTAMENT</td>
<td></td>
</tr>
<tr>
<td>ENGL 342</td>
<td>FOLKLORE AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 343</td>
<td>MYTH AND LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURE WRITTEN IN ENGLISH</td>
<td></td>
</tr>
</tbody>
</table>

#### Advanced Writing Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 310</td>
<td>WRITING ARGUMENT</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>ACADEMIC ESSAY</td>
<td></td>
</tr>
<tr>
<td>ENGL 316</td>
<td>WRITING ABOUT LITERATURE</td>
<td></td>
</tr>
<tr>
<td>WMST 333</td>
<td>WOMEN'S WORDS, WOMEN'S LIVES</td>
<td></td>
</tr>
</tbody>
</table>

#### Adolescent Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Content Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 367</td>
<td>TEACHING LANGUAGE ARTS IN THE MIDDLE SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 24

### Mathematics Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 215</td>
<td>RATIONAL NUMBERS AND PROPORTIONAL REASONING FOR MIDDLE SCHOOL MATHEMATICS TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 225</td>
<td>ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL MATHEMATICS TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 235</td>
<td>STATISTICS AND PROBABILITY FOR THE MIDDLE SCHOOL MATHEMATICS TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 255</td>
<td>GEOMETRY FOR MIDDLE SCHOOL MATHEMATICS TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 273</td>
<td>CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 325</td>
<td>MATHEMATICAL PROBLEM SOLVING FOR MIDDLE SCHOOL MATHEMATICS TEACHERS</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Content Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 424</td>
<td>SCHOOL-BASED METHODS FOR MIDDLE SCHOOL MATHEMATICS TEACHING</td>
<td>2</td>
</tr>
<tr>
<td>MATH 425</td>
<td>MATHEMATICS TEACHING IN THE MIDDLE SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 28

### Science Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 120</td>
<td>PRINCIPLES OF BIOLOGY [LECTURE]</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 120L</td>
<td>PRINCIPLES OF BIOLOGY [LAB]</td>
<td></td>
</tr>
<tr>
<td>BIOL 301</td>
<td>FIELD AND NATURAL SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>ALLIED HEALTH CHEMISTRY I LECTURE &amp; ALLIED HEALTH CHEMISTRY I LABORATORY</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CHEM 121L</td>
<td>ALLIED HEALTH CHEMISTRY I LABORATORY</td>
<td></td>
</tr>
<tr>
<td>GEG 101</td>
<td>PHYSICAL GEOGRAPHY</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 205</td>
<td>PHYSICS FOR MIDDLE SCHOOL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>PHSC 206</td>
<td>EARTH-SPACE SCIENCE FOR MIDDLE SCHOOL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>SCI 355</td>
<td>TEACHING ENGINEERING DESIGN IN ELEMENTARY &amp; MIDDLE SCHOOL SCIENCE</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Content Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 381</td>
<td>TEACHING SCIENCE AT THE MIDDLE SCHOOL LEVEL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 25
### Social Studies Content Required Courses

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

| Total Units | 33 |

### Content Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 365</td>
<td>TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Units | 33 |
Dr. Heather Haverback, Chair

hhaverback@towson.edu

Hawkins Hall 404 D

Questions? Please contact:

Josie Irvine

Administrative Assistant

Hawkins Hall 404 F

410–704–2562
TOWSON UNIVERSITY
Department Application Form
Complete as a fillable form on your computer or handwritten in either blue or black pen.

Towson ID #: ___________________________ Expected Graduation Semester: ____________ ☐ undetermined

Last Name ______________________________ First Name ______________________________

DOB: ________________ TU Email Address ___________________@students.towson.edu Personal Email Address ______________________________

Current Address: ______________________________

Perm Address (if different): ______________________________

SELECT ONE:

MIDDLE SCHOOL MAJOR
Select Two Areas of Study Below:

☐ English
☐ Mathematics
☐ Science
☐ Social Studies

UNDERGRADUATE TRACK/CONCENTRATION
Select One Area of Study Below:

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

Approved Post-Baccalaureate Non-Degree Area of Certification
Select One Area of Study Below:

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

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

<table>
<thead>
<tr>
<th>Undergraduate College/University</th>
<th>State</th>
<th>Degree?</th>
<th>Date Rcvd.</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate College or University</th>
<th>State</th>
<th>Degree?</th>
<th>Date Rcvd.</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PTS</th>
<th>HRS</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Application Received: ______________________________

Application Processed: ______________________________

SCED ADVISOR: ______________________________

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.
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.

(DO NOT SIGN UNTIL INSTRUCTED BY NOTARY)

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.

(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

Revised 4/2019
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 Acknowledgment 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.
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.
Unit Key Assessment:
Program Professional Dispositions
Reference Survey Form

Directions – This multiple-choice form should be completed by two people, such as a work supervisor (or other supervisor), which can speak to the professional commitment and behaviors listed below. A guardian, parent, or other relative should not complete this form.

What position do you hold?
How long have you known this applicant?
What position did the applicant have?

1. Demonstrates Effective Communication with Parents/Legal Guardians or Others
   A. The candidate communicates with parents/legal guardians or others in a professional manner AND provides information to promote understanding AND interacts with parents or legal guardians in ways that encourage progress
   B. The candidate communicates with parents/legal guardians or others in a professional manner AND provides information to promote understanding
   C. The candidate communicates with parents/legal guardians or others in a professional manner
   D. The candidate does not communicate with parents/legal guardians or others
   E. Not an opportunity to observe

2. Demonstrates Punctuality
   A. The candidate is on time or early for work AND other obligations
   B. The candidate is on time for work AND other obligations
   C. The candidate inconsistently reports on time for work AND/OR other obligations
   D. The candidate does not report on time for work AND/OR other obligations
   E. Not an opportunity to observe

3. Meets Deadlines and Obligations
   A. The candidate meets deadlines and obligations AND informs all supervisors, co-workers, etc. of absences prior to the absence AND completes duties without reminders
   B. The candidate meets deadlines and obligations AND informs all supervisors, co-workers, etc. of absences prior to the absence AND completes duties with reminders
   C. The candidate most of the time meets deadlines and obligations AND informs some supervisors, co-workers, etc. of absences prior to the absence AND completes duties with reminders
   D. The candidate frequently misses deadlines or obligations AND/OR does not inform supervisors, co-workers, etc. of absences prior to the absence AND/OR does not completes duties
   E. Not an opportunity to observe
4. Prepared to Work
   A. The candidate is prepared to work on a daily basis (with all materials/etc.) AND is organized AND prepared for the unexpected / flexible
   B. The candidate is prepared to work on a daily basis (with all materials/etc.) AND is organized
   C. The candidate is not consistently prepared to work on a daily basis (with all materials/etc.) AND/OR is organized
   D. The candidate is not prepared to work on a daily basis (with all materials/etc.) AND/OR is not organized
   E. Not an opportunity to observe

5. Demonstrates Collaborative Relationships
   A. The candidate demonstrates collaborative relationships with their supervisor AND/OR co-workers AND works with and learns from co-workers to meet the diverse needs of people (e.g. academic, physical, social, emotional, cultural needs)
   B. The candidate demonstrates collaborative relationships with their supervisor AND/OR co-workers AND attempts to work with and learn from co-workers to meet the diverse needs of people (e.g. academic, physical, social, emotional, cultural needs)
   C. The candidate demonstrates collaborative relationships with their supervisor AND/OR co-workers
   D. The candidate does not demonstrate collaborative relationships with their supervisor AND/OR co-workers
   E. Not an opportunity to observe

6. Advocates to Meet the Needs of Learners or for the Teaching Profession
   A. The candidate can discuss areas in need of advocacy, including the needs of learners (e.g. academic, physical, social, emotional, cultural needs) OR the needs of the teaching profession AND takes action based upon identified needs
   B. The candidate can discuss areas in need of advocacy, including the needs of learners (e.g. academic, physical, social, emotional, cultural needs) OR the needs of the teaching profession
   C. The candidate can discuss areas in need of advocacy, but does not know the needs of learners (e.g. academic, physical, social, emotional, cultural needs) OR the needs of the teaching profession
   D. The candidate does not know areas in need of advocacy, including the needs of learners (e.g. academic, physical, social, emotional, cultural needs) OR needs of the teaching profession
   E. Not an opportunity to observe

7. Responds Positively to Feedback and Constructive Criticism
   A. The candidate is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback to improve practice AND seeks opportunities for feedback from other professionals
   B. The candidate is receptive to feedback, constructive criticism, supervision, and responds professionally AND incorporates feedback to improve practice
   C. The candidate is receptive to feedback, constructive criticism, and supervision AND/OR incorporates feedback inconsistently
D. The candidate is not receptive to feedback, constructive criticism, and supervision AND/OR does not incorporate feedback
E. Not an opportunity to observe

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<th>What went well? Areas of strength?</th>
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<tr>
<td>Possible opportunities for growth</td>
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