

TOWSON UNIVERSITY EDUCATION PROGRAM PROFESSIONAL BEHAVIOR POLICY

INTRODUCTION and RATIONALE

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. Those entering the teaching profession are required to have academic preparation, demonstrable pedagogical knowledge and skills, 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 document is to help candidates know and demonstrate professional behaviors in a school environment. This document sets forth the essential professional behaviors for Educator Preparation Programs and applies to candidates from the time of acceptance into the professional education program through completion of the program. Please note that the expectations apply throughout a candidate's time in the program, even when not formally enrolled in coursework.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing expectations regarding professional and ethical behaviors for those pursuing careers in education; (b) serving as the basis for feedback provided to candidates throughout their preparation program regarding their progress toward mastery of a program objectives; and (c) outlining fair and impartial procedures for managing and addressing candidate professional behavior issues.

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, practicum experiences, and the demonstration of professional and ethical behaviors that all educators should possess. The professional behaviors and conduct deemed compatible with Towson University and/or partner schools are outlined below. These professional behaviors are aligned with the expectations of the Model Code of Ethics for Educators (MCEE) published by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and required by the Maryland State Department of Education (MSDE). The MCEE is intended to support future and current educators in understanding the impact of their actions and decision making on the safety and well-being of students as well as on colleagues and school culture. All TU Educator Preparation programs require candidates to learn about the MCEE and candidates are expected to adhere to these ethical standards throughout their professional career.

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 candidate whose observed behavior is deemed incongruent with established guidelines of professional behavior.

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All teacher education candidates must exhibit behaviors consistent with [The University Code of Student Accountability](#) and established professional practice in educational and clinical settings. Successful completion of all practicum and academic experiences is a requirement for continuing the education program.

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For all requests for accommodations, students should contact Towson University's Accessibility & Disability Services (ADS) Office and follow established university policy and procedures. Candidates must inform ADS if they are requesting accommodations for a practicum experience, even if they already receive classroom accommodations, as practicum accommodations are subject to different criteria based on the essential job functions of teaching. Accommodations for practicum may more closely resemble job accommodations rather than academic accommodations. Candidates should be aware that practicum accommodations must also be approved by the hosting school district. Requests for accommodations require additional time due to the significant amount of interaction between the school system, the academic program, ADS, and the student. It is recommended that candidates submit requests for practicum accommodations to ADS at least two months prior to the start date of the practicum.

Unless a student has expressed a need for accommodations, candidates should not request accommodations for a practicum experience.

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