THE COLLEGE OF EDUCATION

As the first teacher-training institution in Maryland, Towson University has a distinguished history in the preparation of classroom teachers, educational specialists and school leaders. Programs of study in the College of Education include baccalaureate degrees with teacher certification in early childhood education, middle school education, elementary education and special education. The College of Education offers a program leading to teacher certificates of advanced study (post-master's) in secondary education for those enrolled in baccalaureate degree programs in other colleges of the university.

Programs at the graduate level lead to master's degrees with initial or advanced certification in teaching, special education, school administration, reading specialist and media specialist. Master's degree programs in early childhood education, elementary education and secondary education are aligned with the certification standards of the National Board for Professional Teaching. Doctoral and master's degrees are offered in the area of instructional technology. Programs of study within the College of Education are constantly assessed and organized to provide students at all levels with a professional education based on current research, models of best practice and the needs of the larger professional community.

Faculty members in the College of Education actively participate in the academic community as teachers, scholars and advisers. They are dedicated to the mission of the college as it applies to all educators in all programs: to inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

Laurie Mullen, Dean
Karen Robertson, Associate Dean
Jeff Kenton, Assistant Dean

COLLEGE OFFICE
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Master's Degree Programs
- Early Childhood Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/early-childhood-education-mat)
- Educational Leadership (See Interdisciplinary Programs (http://catalog.towson.edu/graduate/degree-certificate-programs/interdisciplinary-programs) section)
- Elementary Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/elementary-education-med)
- Human Resource Development: Educational Leadership (http://catalog.towson.edu/graduate/degree-certificate-programs/education/human-resources-development-educational-leaderships)
- Instructional Technology (http://catalog.towson.edu/graduate/degree-certificate-programs/education/instructional-technology-ms)
- Reading Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/reading-education-med)
- Secondary Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/secondary-education-med)
- Special Education (http://catalog.towson.edu/graduate/degree-certificate-programs/education/special-education-med)
- Teaching (http://catalog.towson.edu/graduate/degree-certificate-programs/education/teaching-mat)

Certification
- Course work for Administration I Certification (http://catalog.towson.edu/graduate/degree-certificate-programs/education/administrator-i-certification)
- Library Media Specialist
- Reading Specialist (http://catalog.towson.edu/graduate/degree-certificate-programs/education/reading-education-certificate)

Post-Baccalaureate Certificate
- Action Research for School Improvement (http://catalog.towson.edu/graduate/degree-certificate-programs/education/action-research)

Essential Dispositions for Educators
At Towson University, we recognize the importance of preparing candidates who are worthy to join the education profession. All students enrolled in Professional Education Unit programs are expected to develop a professional conscience by demonstrating dispositions necessary to work with diverse and inclusive communities of learners. As candidates progress through course work and field experiences, they are expected to demonstrate increased understanding and eventual mastery of three essential dispositions:

1. commitment to professional practice;
2. caring for success and well-being of all students; and
3. collaboration with colleagues and stakeholders.

TEEB Professional Behavior Policy
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 conduct 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 behavior that is consistent with the university’s Code of Conduct and established professional practice in education and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.


Maryland Writing Project
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Co-Director: Diane R. Wood
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The Maryland Writing Project (MWP), a site of the National Writing Project, is housed in Towson University’s College of Education. The MWP is supported by the College of Education and the College of Liberal Arts. Established in Baltimore in 1981, the MWP is a teacher-driven professional development organization for teachers across the content areas in grades pre-K through university. Its mission is to identify, train and support excellent teachers so that they can share with others their knowledge and experience in teaching writing and in using writing as a learning tool. Teachers participate in an invitational Summer Institute to become teacher-consultants. They research, develop and share best writing practices in order to effect change in their classrooms, schools and school systems.

The MWP offers both undergraduate and graduate courses. Maryland Writing Project teacher-consultants serve as instructors for EDUC 301. They also teach SCED 399, which is offered during the summer in conjunction with a camp for young writers called the Student Writers’ Workshop. At the graduate level, MWP-trained teacher-consultants teach EDUC 610, the 6-unit Summer Teacher Institute; EDUC 734, the Teacher Inquiry Institute; EDUC 667; and EDUC 661. They also teach special topics courses at the graduate level throughout the year.

Finally, the MWP offers Maryland State Department of Education-approved, in-service professional development workshops and graduate courses in school systems across the state.