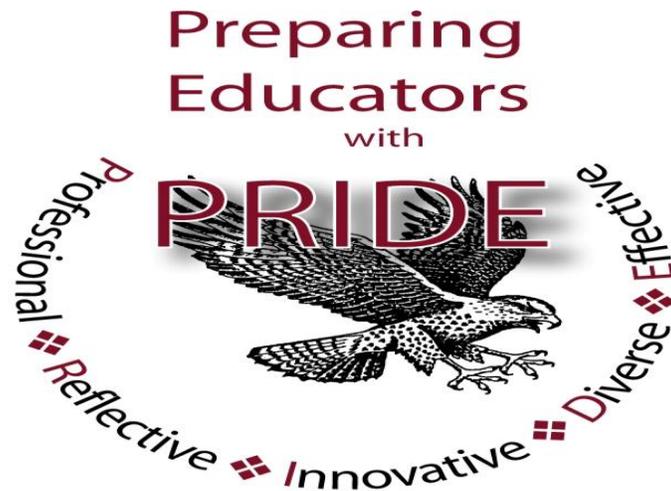


UNIVERSITY OF MARYLAND EASTERN SHORE



GRADUATE SPECIAL EDUCATION PROGRAM HANDBOOK

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DESCRIPTION OF THE PROGRAM

The Department of Education provides a Master of Education (M.Ed.) program in Special Education with emphasis on students with mild and moderate disabilities in grades 1-12. The Special Education Program is a Maryland state-approved program at both the undergraduate and graduate levels.

The graduate program is designed to develop and refine the graduate students' skills as classroom teachers, resource teachers, teacher consultants, academic coaches, or as specialists in alternative settings. Students without prior certification in Special Education **must** complete the M.Ed. degree with certification. The course of study varies with the experience and qualifications that individual students bring to the program.

PROGRAM GOALS

The overall goal of the Special Education Program is to prepare students to become effective special educators for students with mild and moderate disabilities in grades 1-12 and to meet the certification and professional standards of the Maryland State Department of Education (MSDE), National Council for Accreditation of Teacher Education (NCATE), the Professional Education Unit's Conceptual Framework, Interstate New Teachers Assessment Support Consortium (INTASC) and the Council for Exceptional Children (CEC). To accomplish this goal, there are four major objectives:

- 1) to help each student develop and refine the personal and interpersonal qualities and skills necessary to function intellectually, emotionally, and socially with others in the capacity as teacher or facilitator;
- 2) to prepare teachers and leaders who are knowledgeable in research, theory and practice related to effective classroom and program management;
- 3) to develop teachers and leaders who are committed, continuous learners and contributors to the enhancement of the teaching profession; and
- 4) to prepare teachers and leaders who demonstrate sensitivity and effective interpersonal skills in working with culturally diverse populations.

NATIONAL ACCREDITATION AND STATE APPROVAL

All undergraduate and graduate programs in the Professional Education Unit at both the initial and advanced levels are accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, these same programs are approved by the Maryland State Department of Education (MSDE) for state reapproval.

CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore's Professional Education Unit's programs prepares professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are **professionals** who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously **reflect** on and evaluate their practice and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are **innovative** in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing **diversity** centers on understanding and interacting with individuals in various educational, social and cultural environments. Finally, candidates demonstrate the knowledge, skills and dispositions that support **effective** student learning outcomes.

PROFESSIONAL STANDARDS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

The Council for Exceptional Children (CEC) is the professional organization whose standards special educators must follow. Course assignments and assessments in the Special Education Program are aligned with the standards of CEC. The standards of CEC outline knowledge and skills in ten different categories for both a General and Common Core of Standards. The CEC Standards are aligned with INTASC. The ten standards are:

- 1) Foundations of Special Education
- 2) Learner Development
- 3) Individual Differences
- 4) Instructional Strategies
- 5) Learning Environments and Social Interactions
- 6) Language
- 7) Instructional Planning
- 8) Assessment
- 9) Ethics and Professional Practice

10) Collaboration

INTASC PRINCIPLES

In addition to being aligned with the Conceptual Framework and CEC Standards, all special education programs at UMES are aligned with the principles of the Interstate New Teachers Assessment Support Consortium (INTASC). These principles are:

- #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- #2 The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- #4 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- #6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- #7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- #8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others

(students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- # 10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS)

The portfolio for all graduate special education candidates is now using the 2001 edition of the NBPT standards as the benchmark standards.

1. Knowledge of Students
2. Knowledge of Special Education
3. Communications
4. Diversity
5. Knowledge of Subject Matter
6. Meaningful Learning
7. Multiple Paths to Knowledge
8. Social Development
9. Assessment
10. Learning Environment
11. Instructional Resources
12. Family Partnerships
13. Reflective Practice
14. Contributing to the Profession and to Education

ENTRANCE REQUIREMENTS

Students wishing to pursue the Master of Education degree must meet the overall criteria for admission to the Graduate School at UMES. Students may be accepted with regular or provisional status. The *UMES Application for Graduate Admissions* contains all application materials.

Application deadlines for the Special Education Program are as follows:

Fall Semester	May 1
Spring Semester	November 1
Summer Session	April 1

Regular Admission

Admission to the Initial Special Education Graduate Program is based on criteria specified in the requirements of admission to the UMES Graduate School. These standards were devised to ensure that students accepted into the Graduate School are qualified and have a reasonable chance of successfully completing a graduate degree. Admission criteria include:

- 1) Baccalaureate degree from an accredited institution;
- 2) 3.0 grade point average (GPA) or better on a 4.0 scale in undergraduate work;
- 3) Three letters of recommendation from individuals who can professionally evaluate the applicant's potential for graduate studies and offer insight as to the professional dispositions of the candidate;
- 4) Maryland passing scores on the PRAXIS I or Maryland Certification Assessments for Educators (MCAE; ACT, GRE, SAT);
- 5) Interview with faculty including discussion of dispositions and diversity competencies; and
- 6) Background check (effective for all students for Spring 2009)

Advanced special education candidates must also show evidence of initial certification in either Special Education or another area.

Provisional Admission

Applicants who possess an overall grade point average (GPA) of between 2.75 to 2.99 may be admitted and given provisional status, provided they have passed the Praxis I. These students must maintain a 3.50 average in the first nine-approved credit hours, six of which must be in Special Education graduate level courses.

Provisional students may be required to take undergraduate prerequisites in the areas of education and psychology (or other general education areas) to remediate content deficiencies before being considered for regular status. Provisional status students may also be required to come for a personal interview before being admitted to the program.

Policy on Applicant Rejection

The University may review a number of different factors to determine whether or not to admit an applicant to a graduate program, including but not limited to academic achievement, personal and professional references, scores on admission examinations, writing samples, personal interviews, character and integrity, personality, and potential to perform as a graduate student and in the applicable profession (i.e., special education). Applicants should consider the licensing, registration, and credentialing requirements of a profession in which past personal history or conviction or a criminal record may restrict entrance to the program, completion of the degree program (i.e., the professional phase), and the eligibility to practice in a profession if graduated from a program.

ADVISING

Students are advised of their admission status by the UMES Office of Graduate Studies. If admitted to the Special Education Program, students are assigned an academic advisor who will assist in planning the appropriate graduate program. Students are encouraged to contact their advisors to set up conferences to set up their graduate program, preregister/register for classes, change schedules, communicate about grades and coursework, and review transcripts.

Progress regarding work in the program will be recorded on the Special Education Program Evaluation Sheet. It is important to periodically update this so that the University's timelines and deadlines for graduation are met. **It is the student's responsibility to keep informed about his/her individual program.**

Students will need to plan their program in advance with their advisors. Courses are not offered each semester so careful planning will need to be done so that students can fulfill all of the requirements of the graduate program in a timely manner.

RETENTION AND EXIT REQUIREMENTS

The course of study will vary with the experiences and qualifications that individual students bring to the program. A minimum of 30 semester hours will be required for the M.Ed. degree. All requirements for the Master's degree must be completed within a five-year period. This time limit also applies to any transfer work from other institutions which may be included in the student's overall program.

Students working toward certification, in addition to the M.Ed. degree, will need to complete additional coursework. All requirements must be completed within the five-year period. This time limit also applies to transfer work from other institutions which may be included in the student's overall program.

No more than 12 hours of coursework at the 400 level can be applied toward the M.Ed. requirements. Undergraduate methods courses and the internship (i.e., EDSP 400, EDSP 401, EDSP 402, EDSP 403, EDSP 416, EDSP 426, EDSP 442, and EDSP 450) may not be applied to the M.Ed. degree. However, these courses will be part of the student's overall program since they are essential to meet certification requirements.

To remain in good standing in the M.Ed. Special Education Program and to be eligible for certification (if this program is elected), each student must meet and maintain the following performance criteria:

- 1) Earn an overall grade point average of 3.0 or higher;
- 2) Earn no more than one "C" in all courses with no grade lower than "C."

In addition, an internship will be required for students applying for initial certification in Special Education. Before being accepted to enroll in the internship, students must take and pass PRAXIS II, meeting the passing scores for the state of Maryland. A professional portfolio is developed as part of the internship experience. For those advanced candidates with certification in an area other than Special Education, they too must take and pass PRAXIS II in Special Education.

PRAXIS I: Academic Skills Assessments
Basic Skills Tests (PRAXIS I, SAT, GRE, or ACT)

All students wishing to be admitted to the Professional Teacher Education Program must pass the one of the basic skills tests approved by the Maryland State Department of Education.

Academic Skills Assessments			
All beginning teachers in all content areas must take <i>Praxis I, SAT, GRE, or ACT</i> .	Pre-Professional Skills Tests (PPST or CPPST)	Test Code	MD Score
	PPST Reading (mc - 60 min.) or	0710	177
	Computerized PPST Reading (mc - 75 min.)	5710	177
	PPST Writing (mc & cr - 60 min.) or	0720	173
	Computerized PPST Writing (mc & cr - 75 min.)	5720	173
	PPST Mathematics (mc - 55 min.) or	0730	177
	Computerized PPST Mathematics (mc - 75min.)	5730	177
	SAT (prior to April,1995)	-	1000
	SAT (after April, 1995)	-	1100
	GRE	-	1000
ACT	-	24	

Applicants may meet the testing requirement in one of two ways by submitting: individual scores at or above the state qualifying scores on *Praxis I: Reading, Writing, and Mathematics* or a composite score that is at or above the state qualifying score on *Praxis I, SAT, GRE, or ACT*.

The composite score is the combined total of state qualifying scores on the three *Praxis I* assessments. The composite score for the *PPST* and *CPPST* is 527; the composite score for the *Computer-Based Test (CBT)* is 966. There is no composite score if the applicant took a combination of *PPST* and *CBT*. ETS no longer offers the *CBT*.

The composite score on the *SAT* taken prior to April 1995 is 1000; the composite score on the *SAT* taken after April 1995 is 1100. The composite score on the *GRE* is 1000; the composite score on the *ACT* is 24.

Please refer to ETS' website for more information www.ets.org

PRAXIS II: Subject Assessments

PRAXIS II: Subject Assessments – (Effective 9/1/08)

Education of Exceptional Students: Core Content Knowledge (20353) – 148*

Special Education: Application of Core Principles Across Categories of Disability (10352) – 147*

Composite Score -295*

Specialty Tests in Special Education Code Maryland Passing Score

Special Education: Code 20351 (Knowledge-Based Core Principles)

Passing Score = 155

Special Education: Code 10352 (Application of Core Principles Across Categories of Disability)

Passing Score = 147

Passing Composite Score for Both = 302

*Candidates in the Advanced Special Education Program must show evidence of passing both PRAXIS I and II. PRAXIS II tests in Special Education are an exit requirement for advanced candidates who enter the program certified in an area other than Special Education.

Comprehensive Examination and Seminar Paper

In order to be eligible for graduation with the M.Ed., all students must also pass a written comprehensive examination and successfully complete a seminar paper (i.e., SPED 678) during the last 6 semester hours in the program. The comprehensive exams are usually administered during the fall and spring semesters and are culminating questions related to the areas of current issues and trends, curriculum and instruction, and assessment. Students may retake any part of the comprehensive exam only once. Students need to apply to take the exam.

Specific requirements for the seminar paper are outlined in the course, SPED 678 - Master's Research Seminar, which is to be taken during the student's last 6 credit hours. The seminar paper is intended to be a culminating project, based on the most current research in the field of special education. Students who do not complete the seminar paper in the semester of the course must enroll for 1 credit of EDSP 499 – Independent Study in Special Education, each semester until the paper is completed and approved by the Seminar Advisor, Program Coordinator, and Chair of the Department of Education.

Portfolios

Students will be expected to develop a professional portfolio as part of their special education graduate program. Guidelines for the development of the portfolio will be discussed with the program advisor and course instructors. The final portfolio will

be presented to a group of PK-16 educators and peers.

Graduation

Eligibility for graduation is based on the completion of all coursework, passing the comprehensive examination, completion of the seminar paper (SPED 678) and portfolio. Application to graduate is made early in the semester of the anticipated graduation. Forms are available through the Office of Admissions.

Policy on Dismissal for Non-Academic Reasons

The University reserves the right to dismiss or fail to graduate any student who does not maintain standards of academic and professional integrity, ethics and conduct appropriate to the discipline/degree program during the student's course of study at UMES, including the field experiences, practica, and internships. Students should also consider licensing, registration, and credentialing requirements of a profession (i.e., special education) in which past personal history or conviction or a criminal record may restrict the completion of a degree program (the professional phase) and the eligibility to practice in a profession if graduated from a program.

SPECIAL EDUCATION COURSES

The Graduate Special Education Program has eight core courses, which are required of **all** students. All courses are 3 credits unless otherwise specified. A description of these courses can be found in the *Graduate Catalog*. They include:

CORE COURSES

SPED 600	Characteristics of Exceptional Individuals
SPED 615	Psychoeducational Assessment
EDSP 428	Communication Skills in Special Education
EDSP 430	Technology in Special Education
EDUC 610	Learning and Instructional Design
EDUC 625	Applied Behavior Analysis/Behavior Management
EDUC 690	Introduction to Behavioral Research
SPED 678	Master's Research Seminar

CERTIFICATION COURSES (for initial candidates without certification or advanced candidates with teaching certification in an area other than special education)

Students who are not certified in Special Education will need to take additional coursework in order to become eligible to apply for state certification. Usually the additional coursework consists of courses in psychology (e.g., abnormal and

developmental psychology), special education methods (e.g., generic methods, reading, transition, mathematics), and the internship (i.e., student teaching). This program is designed for each student, based on individual needs.

Graduate students have the option of working toward the certification requirements of grades 1-8 and/or grades 6-12. In order to meet requirements for both levels (i.e., grades 1-12), students will be expected to do two internships (i.e., elementary and secondary) as well as to do additional coursework. The courses include:

- EDSP 401 Processes and Acquisition of Reading and Language for Students with Disabilities
- EDSP 402 Instruction of Reading and Language for Students with Disabilities
- EDSP 403 Materials for Reading and Language for Students with Disabilities
- EDSP 404 Assessment, Diagnosis and Remediation of Reading for Students with Disabilities
- EDSP 416 Program Development and Instructional Delivery for Students with Disabilities
- EDSP 426 Instruction of Mathematics for Students with Disabilities
- SPED 650 Career Education for Students with Disabilities
- EDSP 400 Senior Seminar in Special Education
- EDSP 442 Internship in Special Education (Elementary)
- EDSP 450 Internship in Special Education (Secondary)
- EDUC 620 Advanced Human Growth and Development

Specific programming for Advanced Candidates include:

Advanced Candidates with Initial Certification in Special Education

- EDUC 610 – Learning and Instructional Design – 3 credits
- EDUC 690 – Introduction to Behavioral Research – 3 credits
- SPED 630 – Legal and Advocacy Issues in Special Education – 3 credits
- SPED 678 – Master’s Research Seminar
- Other Electives from Courses Below:
- SPED 603 – Characteristics and Programming for Individuals with Learning Disabilities – 3 credits
- SPED 605 – Characteristics and Programming for Individuals with Mental Retardation – 3 credits
- SPED 607 – Characteristics and Programming for Individuals with Behavioral Disorders – 3 credits
- SPED 608 – Characteristics and Programming for the Gifted – 3 credits
- SPED 609 – Characteristics and Programming for Individuals with Autism Spectrum Disorder * (new course; currently listed as SPED 698)
- SPED 638 – Current Trends in Special Education
- SPED 698 – Special Projects in Special Education – 1-3 credits

Advanced Candidates with Initial Certification in Area Other than Special Education

- SPED 600 – Characteristics of Exceptional Individuals – 3 credits
- EDSP 428 – Communication and Collaboration in Special Education – 3 credits
- EDSP 430 – Technology in Special Education – 3 credits
- SPED 615 – Psychoeducational Assessment – 3 credits
- EDUC 610 – Learning and Instructional Design – 3 credits
- EDUC 625 – Applied Behavior Analysis – 3 credits
- SPED 615 – Career Education (Prevocational/Vocational/Transition) – 3 credits
- SPED 640 – Internship – 3 credits
- EDUC 690 – Introduction to Behavioral Research – 3 credits
- SPED 678 – Master’s Research Seminar – 3 credits

Additional coursework is dependent on the area initial certification. Other courses include:

State Approved Reading Courses:

- EDSP 401 – Processes and Acquisition of Reading and Language for Students with Disabilities – 3 credits
- EDSP 402 – Instruction of Reading and Language for Students with Disabilities – 3 credits
- EDSP 403 – Materials for Reading and Language for Students with Disabilities – 3 credits
- EDSP 404 – Assessment, Diagnosis and Remediation of Reading for Students with Disabilities – 3 credits
- EDSP 416 – Program Development and Instructional Delivery in Special Education – 3 credits
- EDSP 426 – Instruction of Mathematics for Students with Disabilities – 3 credits

ELECTIVE COURSES

- SPED 603 Characteristics and Programming for Learning Disabilities
- SPED 605 Characteristics and Programming for Mental Retardation
- SPED 607 Characteristics and Programming for Behavior Disorders
- SPED 608 Characteristics and Programming for Gifted/Talented
- SPED 630 Current Legal and Advocacy Issues in Special Education
- SPED 638 Current Trends in Special Education
- SPED 640 Internship in Special Education (3-6 credits)
- EDUC 612 Advanced Educational Psychology
- EDUC 645 Transcultural Education
- EDUC 691 Introduction to Behavioral Statistics

Courses in EDGC are also recommended.

SCHOLARSHIPS AND FINANCIAL AID

Graduate students who need financial aid should consider applying for the scholarships offered by the Department of Education and Professional Education Unit. They should check the website www.umes.edu/Education for updated information and applications.

A limited number of Graduate Assistantships are also available for full-time Special Education majors. Support for course tuition remission, a stipend, and some benefits are offered to students who are selected. In return, Graduate Assistants work between 10-20 hours per week in the Department of Education. Applications for Graduate Assistantships are taken in the spring semester for the following fall and fall for the following spring. Applicants are interviewed by the faculty and recommendations are submitted the Chair and Graduate Dean.

PROFESSIONAL DEVELOPMENT SCHOOLS

The Department of Education at UMES has developed special partnerships with schools in Caroline, Somerset, Wicomico, and Worcester Counties. These partnerships are known as Professional Development Schools (PDSs) or partnership schools and are intended to provide benefits to both UMES and the PDSs. Teacher candidates who are doing internships are now required by the Maryland State Department of Education to complete 100 consecutive days at a PDS. This requirement is fulfilled through a complete semester of internship at a PDS along with completing a pre-internship at a PDS. The pre-internship is completed the semester prior to the internship.

STUDENT ORGANIZATIONS

In addition to campus organizations, the Department of Education sponsors two student groups open to graduate students majoring in Special Education. They include:

Kappa Delta Pi - This is an international honor society founded to recognize excellence in scholarship, leadership and service in the field of education. Graduate students who have earned 12 credits with a minimum of a 3.5 grade point average are eligible to apply.

Student National Education Association/Maryland State Teachers' Association (NEA/MSTA) – This organization is a student affiliate of the national (NEA) and state (MSTA) professional organizations.

Council for Exceptional Children – Students are encouraged to join the national professional association that advocates for the rights and needs of children and adults with special needs.

Student Complaints

If students feel that they have been treated unfairly or have a concern about advising, instruction, grading/evaluating, or supervision in a field experience or internship, the following steps would occur:

- 1) The student identifies the complaint issue to a faculty member or chair and completes the Formal Appeals/Complaint Form.
- 2) The student is referred to a personnel most closely associated with the complaint, either by responsibility or as the accuser. The purpose of the referral is to identify the complaint and to resolve the issue.
- 3) If unresolved, the student goes to the Department Chair or Director of Teacher Education who sets up a three-way conference to resolve the issue.
- 4) If this action does not result in resolution, the student can proceed to the dean of the appropriate school.
- 5) The dean can refer the candidate to the Vice President of Academic Affairs.

Candidate Formal Appeals/Complaint Form

TEACHER EDUCATION CANDIDATE FORMAL APPEALS/COMPLAINT FORM

Candidate Name: _____ Date: _____

Nature of Appeal/Complaint—describe the nature of your concern in the space provided below.

If your concern involves an Education Department faculty member, have you met with that individual to communicate the nature of your concern? YES or NO (circle one)

If YES, please indicate the date and nature of this interaction.

DATE: _____-Description of interaction:

If NO, please provide an explanation for why you did not meet with the faculty member.

NOTES:

Education Department Chairperson Signature/Date: _____

Candidate Signature/Date: _____

Criminal Background Checks

Effective in the Spring 2009 semester, all students who are enrolled in UMES' teacher and counselor education courses (i.e., EDCI, EDUC, EDSP, EMAT, SPED, PSYC) students of any status (i.e., pre-candidates, candidates, interns, undergraduate, graduate, regular and provisional admits, etc.) will be required to have a criminal background check in order to do any type of work (i.e., field or clinical experience including practicum and internships) in a school setting. You will be required to follow these steps:

1. Students will sign the release form in the presence of a witness from the Department of Education (specifically either the Director of Teacher Education, Director of Field Experiences, or Coordinator of Professional Development Schools. (see Release/Waiver Form below)
2. Two copies of the release form will be made; the original and a copy will be returned to the UMES student. The student will retain the copy and take the original to the UMES Department of Public Safety, after making an appointment.
3. The Department of Education official will give the student an application form/sample of the criminal background check to complete. The students will contact the UMES Police (410-651-6590) to schedule an appointment for fingerprinting between 10:00 am and 1:00 pm on Tuesdays or Thursdays.
4. The UMES Department of Public Safety will assist students with the preparation of the application. The student will forward the application for fingerprinting with a check or money order made out to CJIS in the amount of \$18 to cover the cost of the background check.
5. The UMES Department of Public Safety will review the results and notify the Director of Teacher Education, who, in turn, will notify the Director of Field Experiences and Coordinator of Professional Development Schools. Students will be notified in writing of the results. The estimated timeframe for this procedure is 6-12 week.
6. It is very important that students call to schedule an appointment in a timely way to ensure that the results will back in time for their clinical or field experiences.



**Professional Education Unit
2024 Hazel Hall
University of Maryland Eastern Shore**

Authorization for Release of Information

I, _____, authorize the release of any information regarding my employment and my criminal background, if any, from anyone, including but not limited to all of my former schools, employers, their employees or personnel, and/or any public safety agency, to employees of the University of Maryland Eastern Shore (“UMES”).

I further release the above-referenced entities including their employees and agents from all liability surrounding the release and use of this information for the sole purpose of verifying the student’s suitability for employment or educational training in a school setting that the University may deem appropriate for the student’s educational program.

I agree that executing this release is a requirement for my participation in the Professional Teacher and Counselor Education Program at the University of Maryland Eastern Shore. I also agree that this agreement will remain in full force and effect during my matriculation at UMES or until I revoke this authorization in writing and deliver it to the Chair of the Department of Education at UMES.

I agree that I have a continuing obligation to notify the University of Maryland Eastern Shore/Department of Education Chair of any arrests or convictions that occur during my matriculation at UMES.

I also agree that a photocopy of this release will have same effect as the original.

Student’s Name (Printed)

Student's Signature

Date

Witness or Notary Public

OTHER PROCEDURES

Graduate students should refer to the most recent *Graduate Catalog* and booklet entitled, *Guidelines for Graduate Student Academic Advisement*, for all other policies and procedures. Students should consult with their academic advisors regarding any questions related to the Special Education major and the University.