

POST-BACCALAUREATE CERTIFICATE PROGRAM FOR INITIAL TEACHER LICENSE IN MODERATE DISABILITIES

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Admissions Requirements

Candidates for this program must hold a bachelor's degree from a regionally accredited school with a minimum grade point average (GPA) of 2.7. In addition, candidates must pass three MTEs.

Candidates who are seeking licensure P-8 must pass:

1. Communication and Literacy,
2. Foundations of Reading, and
3. General Curriculum – multi subject test and mathematic sub-test.

Candidates who are seeking licensure 5-12 must pass:

1. Communication and Literacy,
2. Foundations of Reading,
3. General Curriculum – multi subject test and mathematic sub-test
OR Subject Matter test.

To access online information about the program, including the application and admission requirements, please go to www.worcester.edu/graduate.

MA Department of Elementary and Secondary Education information: www.doe.mass.edu, www.mtel.nesinc.com

Items Needed to Apply:

- Online application found at www.worcester.edu/apply
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.7
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Evidence of passing scores on three MTEs: Communication & Literacy, Foundations of Reading, and General Curriculum (multi-subject and mathematics sub-tests)

The Initial Licensure Program Requirements

This program leading to an initial licensure in Moderate Disabilities (P-8 or 5-12), is a 21 credit, non-degree program. It consists of 18 credits of course work and a full time, three-credit practicum or practicum equivalent. Candidates who have the SEI endorsement from the

Massachusetts Department of Elementary and Secondary Education (DESE), are waived from taking ED-909 (3 credits) and only have to complete a total of 18 credits.

The program is designed so that candidates may complete it in a 12-18 month period while working in a school setting.

The courses are:

Code	Title	Credits
ED-921	Developmental Patterns of Children With Special Needs	3
ED-923	Development and Implementation of an Individualized Education Plan	3
ED-922	Analysis and Interpretation of the Behavior and Learning Environment of Children	3
ED-924	Strategies for Teaching and Assessing Students With Moderate Special Needs	3
ED-909	RETELL: Best Practices for English Language Learners	3
ED-926	Seminars Curriculum Development and Instructional Techniques	3
ED-928	Practicum for the Moderate Special Needs Teacher	3
Total Credits		21

Candidates begin by taking ED-921 as a pre-requisite before taking the other courses. ED-921 establishes central principles of the program which include high standards for all students based on issues pertaining to Special Education Federal and State Laws, categories of disabilities, celebration of diversity, family involvement, with an emphasis on inclusion and collaboration. Candidates must complete ED-921, ED-923, ED-922, ED-924 and ED-909 (if candidates do not have the SEI Endorsement from DESE) prior to doing the practicum and seminar. Extensive pre-practicum experiences are built into these courses, as candidates work individually or in groups with children with and without disabilities in regular and/or special education settings. Emphasis is placed on techniques to teach reading, language arts, and mathematics, as well as techniques for including students with special needs in general education settings.

In the final phase of the initial licensure program, candidates take ED-926, and complete a full semester practicum experience ED-928 that meets guidelines outlined in the Massachusetts Department of Education licensure regulations.

At the end of this sequence of experiences, candidates are evaluated orally and in writing using an instrument designed by college and clinical supervisors. They must demonstrate proficiency in the competencies listed in MA 603 CMR 7.06 26 (d) 1-6 [Subject Matter Knowledge Requirements for Teachers of Students with Moderate Disabilities] as well as the Professional Standards for Teachers outlined in MA 603 CMR 7.08 (2)].