

Special Education Program – Moderate Disabilities

Student Handbook

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**University of Massachusetts
Graduate College of Education
Department of Curriculum and Instruction**

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Table of Contents

| | |
|---|----|
| Programs of Study | 1 |
| Conceptual Framework of the Graduate College of Education | |
| Performance Expectations | 3 |
| CEC Code of Ethics | 6 |
| Licensure Levels | 7 |
| Learning Plans | 8 |
| Frequently Asked Questions for <u>Initial Licensure Students</u> | |
| Initial Licensure – Moderate Disabilities | 10 |
| Pre-practicum Hours | 11 |
| MTEL Tests | 12 |
| SPE-G 698: Moderate Practicum | 13 |
| Highly Qualified Status | 17 |
| Frequently Asked Questions for <u>Professional Licensure Students</u> | |
| Professional Licensure – Moderate Disabilities | 19 |
| Selected University Policies and Procedures | 20 |

Programs of Study

The Special Education Program offers courses of study leading to the following outcomes:

- M.Ed. in Special Education, without Licensure
- M.Ed. in Special Education, with Initial Licensure as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12).
- M.Ed. in Special Education, with Initial Licensure as a Teacher of Students with Visual Impairments
- M.Ed. in Special Education, with Professional Licensure as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Certificate in Orientation and Mobility
- Post-M.Ed. Certificate with Professional Licensure (PreK-8 or 5-12)

Learning Plans and other information about your program are available through your faculty advisor. Full information about our programs is available on the UMass Boston Graduate College of Education website: www.gce.umb.edu

Information about general university requirements, including topics such as transfers, Incomplete grades, registration, graduation forms, leaves of absence, and university services is available through the Graduate Bulletin (see the Registrar in the Campus Center) or online at www.umb.edu. Your advisor will help you with specific questions.

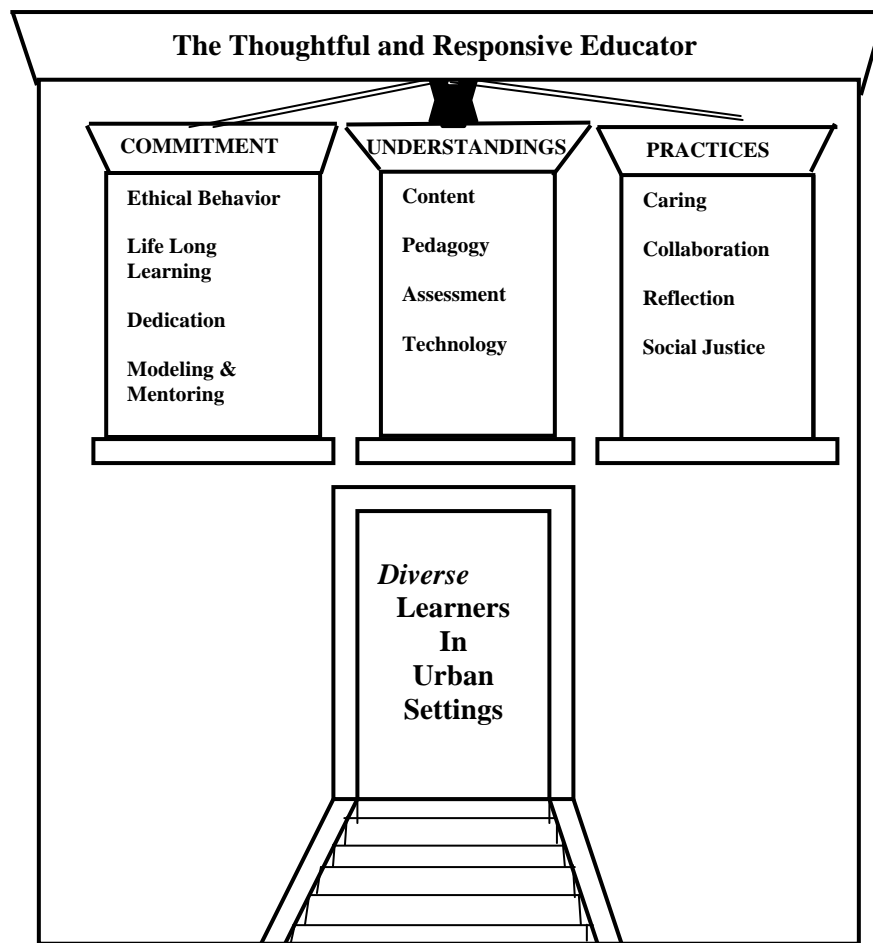
This handbook covers the programs for Moderate Disabilities. For information about Teacher of the Visually Impaired, or Orientation and Mobility, contact Dr. Laura Bozeman (laura.bozeman@umb.edu).

Please note: Programs are subject to change if Massachusetts Department of Elementary and Secondary Education (formerly as Massachusetts Department of Education) Licensure Regulations are amended.

*University of Massachusetts Boston
Professional Education Unit*

Conceptual Framework

THE THOUGHTFUL AND RESPONSIVE EDUCATOR



Conceptual Framework for the Professional Education Program Performance Expectations for Candidates

The knowledge bases for the professional education program learning outcomes are influenced by various sources: the Commonwealth of Massachusetts Standards for Licensure Teachers, INTASC Standards, national board standards, and the curricula guidelines from learned societies for the various disciplines. In addition, the knowledge bases for program outcomes are influenced by the professional literature on teacher education and on educating other school personnel. Upon program completion, graduates are **thoughtful and responsive educators** who demonstrate commitments, understandings, and practices. These program outcomes – knowledge, skills, and dispositions – are noted below.

- **COMMITMENTS** (by upholding ethical behaviors, pursuing life long learning, dedicating oneself to serve others, and by acknowledging human resiliency and capability to learn)
- **UNDERSTANDINGS** (by possessing breadth and depth in content and pedagogical knowledge, assessment practices, and the use of technology in practice)
- **PRACTICES** (by demonstrating caring behavior and by collaborating productively with others, reflecting on how to improve professional practices, and promoting social justice as a social change agent)

To demonstrate **Commitments** the **thoughtful and responsive educators** acquire and maintain:

Ethical behavior

- Knowledge of professional practices and ethical boundaries of profession
- Skills to work within codes of behavior
- Dispositions to recognize responsibility for engaging in and supporting appropriate professional practices for self and colleagues

Life Long Learning

- Knowledge of resources available for ongoing professional development
- Skills of participating in and taking advantage of professional growth activities
- Dispositions of willingness to give to and receive help from administrators, colleagues, students and communities
- Problem-solving strategies

Dedication

- Knowledge that professional educators have made a pledge to serve their constituency
- Skills to maintain an ideal of service
- Dispositions to a belief that a professional can positively learn from others and has enthusiasm for professional work

Modeling and Mentoring

- Knowledge of the various interpersonal and social models responsible for positive changes in different people
- Skills in facilitating observational learning and in developing interpersonal strategies as tools for learning
- Dispositions to recognize the potential of all people to learn and to acknowledge their capacity to be resilient

To demonstrate **Understandings** the **thoughtful and responsive educators** acquire and maintain:

Content

- Knowledge of central organizing concepts, theories, factual information, and current research in the field and its implications for practice
- Skills to create disciplinary and interdisciplinary learning experiences that promote growth
- Skills to understand and apply multiple perspectives to a range of experiences and situations
- Dispositions to realize knowledge is not fixed but is ever evolving

Pedagogy

- Knowledge about theory and research of effective practice
- Skills for applying theory and research of effective practice to promote growth and learning of individuals from diverse cultural and linguistic backgrounds and with special needs
- Skills for creating a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation
- Dispositions for affirming the belief that all individuals can achieve success

Assessment

- Knowledge about performance assessments
- Skills for applying assessment practices to promote the growth and learning of all individuals including those with cultural and linguistic diversity and with special needs
- Skills for gathering and using data for program improvement
- Dispositions to value ongoing assessment as essential to the instructional process and to recognize that many different assessment strategies are necessary for promoting student learning

Technology

- Knowledge about appropriate technology in effective practice
- Skills to model the use of technology for disseminating information, for communicating and for research and organizational management
- Skills for integrating technology into instructional activities as a means for enabling all students, including those with cultural and linguistic diversity and with special needs, to learn
- Dispositions that can promote procedures that will ensure equitable access to technology

The **thoughtful and responsive educators** acquire and maintain the following **Practices:**

Caring

- Knowledge of practices that reflect a nurturing, safe and healthy environment where all individuals can grow and prosper
- Skills to be attentive to listeners and willing to listen and withhold judgment
- A disposition that acknowledges the uniqueness of individuals yet respects their loyalty to their own community and culture

Collaborative

- Knowledge of how individuals work in groups productively
- Skills for working with students, administrators, parents, community members and colleagues
- Dispositions for valuing and appreciating the importance of working with others to create a community

Reflective

- Knowledge of methods of inquiry that provide a variety of ways to look at and improve practices
- Skills for evaluating critically his or her own teaching practices, beliefs and assumptions
- Dispositions to value critical and creative thinking as habits of mind to refine practices

Social Justice

- Knowledge that society exists with economic, social and educational inequalities and has both positive and negative impacts on students
- Skills for reducing social injustices and for promoting all dimensions of diversity, including exceptionalities
- Dispositions for becoming a social change agent in order to increase the accessibility to an excellent education for children and youth

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- Special education professionals exercise objective professional judgment in the practice of their profession.
- Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- Special education professionals work within the standards and policies of their profession.
- Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

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Retrieved January 23, 2006 from <http://www.cec.sped.org>

Licensure Levels

What are the levels of licensure for teaching?

There are 3 levels of licensure for teaching in Massachusetts:

- Preliminary
- Initial
- Professional.

Preliminary: Signifies a person has at least a Bachelor's degree and has passed all MTEL tests for the area in which he/she wants to teach. The person has not completed an approved program. Preliminary Licensure is good for 5 years of employment. If you meet the qualifications, you can apply for Preliminary Licensure on the DESE website (www.doe.mass.edu); look for the pull-down label for Educator Licensure.

Initial: Signifies a person has completed an approved program leading to licensure in that area. Once you complete our program, we will endorse you for licensure. Initial licensure is good for 5 years of employment.

Professional: Signifies that a person has Initial Licensure; has completed a district mentorship program; has worked successfully for three years as a teacher in the role; and has completed additional professional educational experiences that blend disciplines and pedagogy. UMass has an array of Professional Licensure programs for which you can apply. Information on these can be located at www.gce.umb.edu. Professional Licensure is good for 5 years of employment, and can be renewed by acquiring additional professional development points. If you are getting close to graduation, ask your advisor about the Professional Licensure programs we have at UMass.

What programs does UMass offer?

We offer programs leading to Initial and Professional Licensure. The full list is on page 1 of this handbook. See the Table of Contents for information about specific programs. You can also visit our website at www.gce.umb.edu.

Please note: Programs are subject to change if Massachusetts Department of Elementary and Secondary Education (formerly as Department of Education) Licensure Regulations are amended.

Learning Plans

What is a Learning Plan?

Each of our programs has a Learning Plan, regardless of whether or not you are in an initial licensure or professional licensure program. This plan details what courses you are expected to take; what tests you must pass; and any other information specific to your degree program at UMass Boston.

How do I get a Learning Plan?

Once you have been admitted to our programs, you will be asked to meet with a faculty advisor. When you first meet with your advisor, he/she will complete your first Learning Plan with you, outlining when you will take each course and test. A copy of this Learning Plan will be kept in your file and one will be given to you. Keep these for your reference. When you meet with your advisor in the future, you will update the grades in your courses and discuss any other issues regarding the program and your career goals. We are always happy to meet with you to talk about your work and your plans.

What if I need to change the order of courses?

Almost everyone needs to change the order or timing of the courses they take. Some courses have more flexibility than others, which depend more heavily on prerequisite knowledge and skills. Contact your advisor to be sure there are no difficulties with your choices.

What if I lose my Learning Plan?

Please try to hold onto it. It will guide your work throughout the program, and you will need it when you apply for your practicum. However, if you do lose the Learning Plan, contact your advisor to get another copy.

Will my advisor be able to help me if I have questions about jobs?

Indeed - we all enjoy talking to students about their careers. It is our pleasure. Be sure to talk to us about any jobs you plan to take that you would like to use for your Moderate Practicum experience.

When can I see my advisor?

Contact your advisor by email or phone to schedule a meeting. Their email and phone number are available on the university website. You can also contact our department secretary at 617-287-7591 for the info.

How often should I meet with my advisor?

Although you can meet with your advisor as often as you want, we recommend meeting with your advisor **at least once a year** to update your Learning Plan and discuss progress in the program.

Frequently Asked Questions for Initial Licensure Students

Initial Licensure - Moderate Disabilities

How many credits are in the program?

The master's degree leading to Initial Licensure is 36 credits long. Please see the Professional Licensure section for information on our M.Ed. and Post-Master's certificates for that level.

How long does it take to finish the program?

That depends on how many courses you take per semester and whether you take summer courses. Most people finish in less than three years.

How many courses can I take each semester?

Most people take no more than two courses per semester. A small number take more; many take less.

Do you offer courses in the summer?

We offer a limited number of courses in the summer. If you plan your program with summers in mind, you can take two courses each summer.

Can I transfer in courses?

According to University regulations, you can transfer in a maximum of 2 courses (6 semester credits) from another institution. In order to ensure that these courses are appropriate for you to take, you should have them approved in advance by your Advisor. Upon the completion of the courses, you need to bring **a sealed, official transcript** to your advisor.

Before being officially admitted to our program, students can also take 2 courses (6 semester credits) as a non-matriculated student. Please consult with the Special Education Program Area Leader regarding which 2 courses you can take. **All transferred courses must be relevant to our program and have a grade of B or better.**

Pre-Practicum Hours

The Learning Plan mentions pre-practicum hours. What are they?

The Massachusetts Department of Elementary and Secondary Education (DESE) requires each preservice teacher (someone in a teacher-preparation program) to observe and participate in activities before they experience student teaching. In the special education program, these are assigned to courses. You can see the approximate number in a column on your Learning Plan, which you will develop with your advisor.

What do I do in a pre-practicum assignment?

Each faculty member will assign particular tasks and expectations for the pre-practicum hours associated with his/her course. These are structured so that you gradually increase the complexity of your interaction with students. The activities are also designed to prepare you for the practicum by acquainting you with school and classroom environments and expectations. These activities include experiences in diverse school environments, most of which should be urban. School settings should include experience with a variety of students, including those of different race, linguistic, and socioeconomic backgrounds. The activities are designed to match with the Council of Exceptional Children (CEC) standards as well as Massachusetts DESE Professional Standards.

I work in a school. Can I do all the pre-practicum hours in my own school?

It is possible for you to do some of your hours in your school, but not all of them. The main goal of the pre-practicum hours is for you to see a range of program options, with a sizable portion in urban schools. Some people locate schools close to theirs that have different operating hours. Some students find schools that have a different calendar. Some use their preparation periods to visit.

I work, but not in a school – how can I do the pre-practicum hours?

This is always a challenge, but one that must be met. Most people have to take time off from work for this required pre-practicum activity.

How do I select a school to visit?

First, try your neighborhood school - after all, it's the one you are closest to. If you work in a district, try other schools in your district. If you are working in a group in your class, try to link with someone else's school. If all that does not provide you with some good leads, come to see the faculty member or your advisor. We will always have suggestions of schools that match our urban focus and complement your background, experience, and professional goals.

How do I document this work?

Pre-practicum forms are found online (<http://www.umb.edu/academics/departments/gce/surveys/>). Before you submit it online, be sure to print a hard copy for your record. You will need to submit it along with your application for SPE-G 698: Moderate Practicum.

MTEL Tests

What state tests do I have to take?

Regardless of whether you are seeking PreK-8 or 5-12 licensure, you must take and pass two particular tests, The MTEL Communication and Literacy Tests (which measure your skill in reading and writing) and the Foundation of Reading Test (which measures your knowledge of basic reading theory and practices).

Students seeking PreK-8 level licensing must also pass the General Curriculum Test, which measures their knowledge of pedagogy and the Massachusetts Curriculum Frameworks.

Students seeking Grades 5-12 licensure have a choice. You can take the General Curriculum Test, or you can take a Subject area test in one of the areas covered by the Curriculum Frameworks.

When should I take these tests?

Generally, your Communication and Literacy Tests need to be taken and passed no later than the end of your first year with us. General Curriculum Tests, or Subject area tests, need to be taken no later than the end of your first year as well. Foundations of Reading needs to be taken shortly after you take SPE G 602: Language Acquisition and Theories of Reading and EDC G 646: Understanding Reading. These courses introduce you to the concepts and knowledge you need to pass the test. The earlier you take the test, the better – just in case you need to try again.

What scores do I need to get?

You need to pass every required test before you are permitted to enroll in SPEG 698: Moderate Practicum.

Where can I get information on the tests?

There are several ways you can obtain the information: (a) MTEL program website (<http://www.mtel.nesinc.com>), (b) DESE website (www.doe.mass.edu) and look for the pull-down label for Educator Licensure Tests, (c) our Student Services Office, and (d) on the bulletin boards surrounding our offices.

Does UMass offer any help passing the tests?

The College offers free seminars in many of the MTEL tests. Check the Student Services Office or the bulletin boards on the second floor of Wheatley for information about these sessions. You can reach this office by visiting Wheatley 2nd floor Room 119, calling 617-287-7625, or emailing grad.teachered@umb.edu.

What if I have a disability and need accommodations on the MTEL?

There is a process through which you can request accommodations on the test. Information on this can be found in the Student Services Office.

Please note: Programs are subject to change if Massachusetts Department of Elementary and Secondary Education Licensure Regulations are amended.

SPE-G 698: Moderate Practicum, 6 credits

NOTE: *Be sure to check with your advisor or the Program Area Leader BEFORE you accept any position you would like to use for the Moderate Practicum.*

What is Moderate Practicum?

In some places, this experience is called student teaching. This is one of the culminating aspects of your program with us, meeting the expectations of the Massachusetts DESE definition:

A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the sponsoring organization and the supervision practitioner and evaluated in a Performance Assessment for Initial License. (603 CMR 7.02)

You will work full time in the role of a special education teacher of children with moderate disabilities for one semester. You will assume increasing amounts of responsibility until you are in full, supervised charge of the educational program for a group of students. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

The practicum has some specific requirements about working in an inclusive setting. Please see the section below describing inclusive settings. Successful completion of the practicum includes demonstrated abilities in accordance with DESE standards. The practicum is jointly supervised by a university program supervisor and a supervising practitioner (from the school), who jointly evaluate your work against CEC and DESE standards.

When am I ready to do the Moderate Practicum?

You must successfully complete all the courses indicated on your Learning Plan; submit documentation of 75 hours of pre-practicum experience; pass all required tests; and secure placement, approved by the Program Area Leader. Once all these steps are filled, you must complete an Application for Practicum, which must be approved. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

What are the requirements for Moderate Practicum?

To be eligible for Moderate Practicum, you must meet the following requirements:

1. GPA at least 3.0
2. All MTEL tests completed and passed
3. Required pre-practicum hours completed
4. Placement must be approved as satisfactory for DESE requirements

How do I sign up for the Moderate Practicum?

You need to complete a Practicum Application form no later than the 4th week of the semester before you want to do the Moderate Practicum. The target deadlines are close to October 1 (for spring placement) and close to March 1 (for fall placement). These deadlines are firm – check with faculty and on bulletin boards if you have questions.

This application needs to be approved by the Student Services Office; and the site needs to be approved by Program Area Leader before you will be given permission to register. Be sure to check with your advisor before you accept any position you would like to use for the Moderate Practicum.

Where is the Practicum Application form?

You can obtain the form at <http://www.umb.edu/academics/departments/gce/surveys/> or the Student Services Office, Wheatley 2nd floor Room 119. Be sure to check with your advisor before you accept any position you would like to use for the Moderate Practicum.

What kind of placement is appropriate?

The practicum site must be full-time as a Teacher of Students with Moderate Disabilities in the level (PreK-8 or 5-12) for which you are preparing. The DESE requires that at least 75 hours of this time involve delivering specially designed (IEP) instruction to students with disabilities in an inclusive setting, defined as in the general classroom, supervised by a general education, special education teacher, and university program supervisor. The placement must be approved in writing by the Program Area Leader before it is deemed acceptable for your Practicum. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

What is an “inclusive setting?”

The DESE requires that at least 75 hours of this time involve delivering specially designed (IEP) instruction, in the role of a special education teacher to students with disabilities in an inclusive setting, defined as in the general classroom, supervised by a general education, special education teacher, and university program supervisor. Your advisor will want to review your possible placement to ensure that this requirement is met. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

I already have a job. Can I use it for my Moderate Practicum?

Many students work while in their Moderate Practicum. It is essential that you talk with your advisor or the Program Area Leader to be sure your job meets the requirements for approval. It is essential that your job be to deliver special education services to students with moderate disabilities. Many placements work well. Others, like parochial schools or settings for students with severe disabilities, are not acceptable for DESE requirements. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum. (Review the remaining questions to see if your position matches the requirements.)

Does a resource room position meet the “inclusive setting” requirement?

Although this setting might be fine for your special education practicum hours, the DESE **does not** consider this to meet the 75 hour requirement for an inclusive setting. You will need to find a way to meet this 75 hour requirement within your school. Your advisor or the Program Area Leader will provide you with guidance on how to meet this requirement. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

Does a substantially separate class in a public school meet the “inclusive setting” requirement?

Although this setting might be fine for your special education practicum hours, DESE **does not** consider this to meet the 75 hour requirement for an inclusive setting. You will need to find a way to meet this 75 hour requirement within your school. Your advisor or the Program Area Leader will provide you with guidance on how to meet this requirement. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

How does the “inclusive setting” work for a placement in a separate school for students with disabilities?

Although this setting might be fine for your special education practicum hours, DESE **does not** consider this to meet the 75 hour requirement for an inclusive setting. You will need to find a way to meet this 75 hour requirement in a public school. This can be challenging, indeed, but your advisor and the Program Area Leader will share what has worked for others and help you create a workable option. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

Does an aide’s position meet practicum requirements?

That **depends** on the scope of the job. Some paraprofessional jobs involve delivering academic instruction to groups of students. This might meet the requirements. A job which focuses on intensive behavioral intervention with one student will not. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

What about an inclusion classroom, if I am the general education teacher?

If you are the general education teacher of record, the placement **does not** meet DESE requirements. Even if you have students with disabilities in your classroom, you must be responsible for filling the role of a special education teacher. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

What do I do if I have trouble finding a placement that fulfills the practicum requirement?

Speak with your advisor or Program Area Leader as soon as possible, at least two semesters before you plan to sign up for practicum.

Who supervises me?

Up to three people supervise you during this semester-long experience. One, called a university program supervisor, is from UMass Boston. He/she will visit your class at least 5 times and evaluate your work. The Primary Supervising Practitioner must be a fully licensed teacher of students with moderate disabilities (either Professional License or at least three years teaching with Initial License). That person will guide your work in the practicum and evaluate your progress toward state standards, in collaboration with the Supervising Practitioner. When you are in the inclusive setting, you will also be supervised by a general education teacher. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

The roles/responsibilities of the student teacher (you), the university program supervisor and the supervising practitioner will be outlined more extensively in documents you receive from the Student Services Office.

Is there a class that goes along with this?

Yes, there is a weekly seminar, conducted by the primary university program supervisor. The content of this course focuses on processing your experiences in the context of our college's Conceptual Framework and the Professional Standards held by the DESE and the Council for Exceptional Children. One of the products of this seminar will be a teaching portfolio that will document your philosophy, skills, and knowledge. Be sure to check with your advisor or the Program Area Leader before you accept any position you would like to use for the Moderate Practicum.

Highly Qualified Status

What does it mean to be a Highly Qualified teacher in special education?

No Child Left Behind and IDEA 2004 require that every teacher be Highly Qualified to educate children. To be highly qualified, you must be licensed by the state. There are different Highly Qualified requirements depending on the role you fill.

Special education teachers who are providing *elementary level services or consultative services at any level*, are Highly Qualified if they have passed all MTEL tests and received Initial Licensure. Subject matter competence is demonstrated through passing the General Curriculum MTEL.

Special education teachers who are the *teachers of record for any core subject* must be highly qualified in each of those core subjects.

What are consultative services?

Consultative services are defined as the following: providing adjustments to learning environments; modifications of instructional methods; adaptation of curricula; use of positive behavioral supports and interventions; and/or use of appropriate accommodations.

What does it mean to be the teacher of record for a core subject area?

If you are co-teaching with a licensed general education teacher, who is responsible for giving the grade in that subject area, you are considered to be delivering consultative services. However, if you are the one who issues the grade in that subject area, you must be Highly Qualified in that area.

How do I become Highly Qualified in a subject area?

DESE states that these are the roads to become Highly Qualified in a specific subject area: pass appropriate subject matter MTEL; OR complete HOUSSE plan (specific professional development plan focusing on the subject area); OR hold an academic major in the subject; OR hold a graduate degree in the subject, OR hold National or American Board Certification in the field.

Does my UMass Boston program prepare me to be Highly Qualified?

Successful completion of the programs leading to Initial Licensure in Teaching Students with Moderate Disabilities will secure your Initial Licensure. Depending on the subject area test you take, and your individual background, you may be Highly Qualified to be the teacher of record for a core subject area.

**Frequently Asked Questions for
Professional Licensure Students**

Professional Licensure - Moderate Disabilities

How many credits are in the program?

UMass offers two programs leading to Professional Licensure. A requirement for admission into the programs is a valid Initial License as Teacher of Students with Moderate Disabilities.

- **The M.Ed. in Special Education, with Professional Licensure as a Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)**, is a 36 credit program. It is appropriate for people who do not yet have their Master's degree in the field.
- **The Post-M.Ed. Certificate with Professional Licensure (PreK-8 or 5-12)** is appropriate for those who hold their Initial License and a Master's degree in the field. This option is 12 credits (4 courses) in length. It combines courses in literacy, special education and the education of English Language Learners and focuses on evidence-based instructional practice.

How long does it take to finish the program?

That depends on how many courses you take per semester and whether you take summer courses. Most people finish in less than two years. The certificate, of course, would take less time.

How many courses can I take each semester?

Most people take no more than two courses per semester. Some take more; many take less.

Do you offer courses in the summer?

We offer a limited number of courses in the summer. If you plan your program with summers in mind, consult with your advisor.

Can I transfer in courses?

According to University regulations, you can transfer in a maximum of 2 courses (6 credits) from another institution. In order to ensure that these courses are appropriate, you should have them approved in advance by your Advisor. When the courses are completed, you need to bring **a sealed, official transcript** to your advisor.

If I have completed my M.Ed. in special education at UMass Boston, do I have to apply all over again for the Professional Licensure option?

No, there is a special form that can be completed toward the end of your Master's work. If you have completed the program in good standing, you will be able to access this process and we welcome you to continue.

Selected University Policies and Procedures

All programs in the Graduate College of Education adhere to university policies and procedures as outlined in the Graduate Bulletin. You may obtain the bulletin at the One Stop or online at http://www.umb.edu/academics/graduate/graduate_bulletin.html. Please consult that document for detailed information. Some areas are highlighted below.

Fees and Payments

Please consult the UMass Boston website (www.umb.edu) or Bulletin, for the most up to date policies on fees and payments. These include tuition, program fees, commencement fees, lab fees and/or program fees to retain continuous registration in case you do not register for courses in any semester. Financial Aid information is available through the University's Office of Financial Aid Services.

Academic Honesty Policy

The Graduate Bulletin states, "It is the express policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner by graduate students. For complete information on university policy in this area, see the Code of Student Conduct."

Withdrawing from Courses

Please consult the Graduate Bulletin for updated information on these actions and their financial implications.

Incomplete (INC) Grades

The Graduate Bulletin states the following:

A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are usually awarded when satisfactory work has been accomplished in the majority of the coursework and the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete; a copy of a written agreement between the faculty member and the student specifying the work to be completed and the terms and deadline for completion must be kept on file in the program office.

Please note: The initiative in arranging for the removal of an "Incomplete" rests with the student.

After a one-year period, if a grade is not submitted by the faculty member, a Failure will be recorded, turning the grade on the transcript to an IF. After the end of this period, the student must re-register for the course, pay the course fee again, and complete all its requirements in order to receive credit and a grade.

Email Communications

All UMB students are given a UMB email account; all university communications will be sent to that account. If you currently use a different email account, you must log into your UMB email account and arrange for all UMass emails to be forwarded. Information regarding the UMB email system can be found at http://www.lms.umb.edu/webct_students-email.htm.