

Master of Education Program

Education 5-12

INITIAL LICENSURE AND NON-LICENSURE



Graduate Student Handbook

2020-2021

Dear Graduate Student,

Welcome to the Master of Education Program in Education 5-12 at Fitchburg State University. All program tracks are dedicated to the purpose of providing future generations of children and youth with highly qualified teachers. Our programs and courses are carefully crafted to provide the knowledge, skills, and dispositions needed to meet the educational challenges of the twenty-first century. The future of our nation depends upon the quality of education we provide our children and youths. In turn, we believe that future depends on the quality of our teachers.

This handbook has been developed to assist you in understanding the various aspects of each program, including the many forms and licensure requirements. It also outlines the process to follow in order to graduate and obtain the appropriate level of licensure. Please read this handbook carefully. **There are some changes in policies.** If, after reading this handbook, you have any questions about the program, do not hesitate to contact your assigned program advisor. I will be your advisor and can be reached at wcortezi@fitchburgstate.edu

Please note that the information in this handbook is as accurate as the available information of June, 2020. Please refer to the latest university online catalog once it is published. You are strongly urged to contact your program advisor upon acceptance so that you may outline your program of study. If you are a Professional Licensure candidate it is essential that you contact your program advisor before registering for any electives in your program of studies.

Each program of study is sequenced developmentally. It is recommended that you take “A” courses before taking “B” courses, and that you take “B” courses before taking “C” courses.

Wishing you much success throughout your program of study,

2015 – Original document created by Richard F. Beardmore Jr., CAGS

2017/2020 – Modified by William Cortezia, PhD. (Graduate Chair Education 5-12 Program).

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Important Policies

For the Initial Licensure Tracks in Education 5-12:

- 1) All original documentation for required field experiences attached to courses in Initial Licensure programs must be submitted to the Office of the Dean of Education following the completion of the course. A copy should also be submitted to the Program Chair. It is the responsibility of the candidate to acquire all necessary signatures on these documents and to submit them. Appropriate documentation forms will be provided by the appropriate course instructor at the beginning of each semester. In addition, candidates should complete a pre-practicum survey via Tk20 for each course that has a field experience requirement.
- 2) **Passing MTEL results must be received in the Office of the Dean of Education by August 1 for Fall practicum placement, and by December 1 for Spring Practicum Placement.** Please make note of these changes and work with your advisor to plan your MTEL timeline accordingly.
- 3) Initial Licensure candidates must successfully complete **EDUC 7096 Sheltered English Immersion** prior to or concurrently with the practicum experience.
- 4) All practicum stations **MUST** be in the role of the license being sought. For example, this means that a teacher candidate in the middle school practicum must become responsible for the simultaneous and sequential development, implementation, and assessment of your subject content areas (Biology, English, General Science, History, Mathematics, and Technology/Engineering) within the same classroom with the same group of students in any grade from 5-8 or 5-12 depending on concentration.
- 5) Be aware that school systems in the Commonwealth are now requiring students, for security purposes, obtain a Criminal Offender Record Information (CORI) and fingerprint background check. It is the responsibility of the teacher candidate, with guidance from the Field Experience Coordinator, to address both of these requirements. Failure to do so will result in a delay of the practicum experience.
- 6) If you wish to conduct your practicum in a non-diverse setting, you **MUST conduct at least 2/3** of your pre-practicum field experience **hours** in a diverse setting. If you are the teacher-of record and teach in a non-diverse setting, you will be permitted to conduct your practicum in your classroom (provided you are teaching in the role of the license you are seeking). Additionally, you will need to complete a minimum of **two full days** to observe and work with children in a diverse setting* during your practicum unless you can provide acceptable evidence of previous experience with diverse group(s) of children.

*Documentation of 2-day Diversity Experience (rubric found in Appendix #3):

- Using demographic information found at the Department of Elementary and Secondary Education website (<http://profiles.doe.mass.edu>), chart the comparison between your district and the diverse district you are visiting
 - For the diverse school you are visiting, document observable adaptations in staffing and curriculum for the diverse population. Comment on specific implications for instruction and assessment based on student population differences and characteristics
 - For the diverse school you are visiting, list appropriate adaptations of instructional planning to meet individual student needs. Include an explanation of why the modifications would improve students' learning.
 - Reflect on how this experience will inform or improve your practice.
 - Complete the Pre-Practicum Report Form securing the signature of the classroom teacher who you visited.
 - Submit your Diversity Experience document and Prepracticum Report Form to your Graduate Program Chair for review. The rubric must be submitted to Office of the Dean of Education for the endorsement process to proceed.
- 7) Graduate degree programs must be completed **within six years** of the date of the student's first course in the program, including transfer credits.

For all Licensure Tracks in Education 5-12

- 1) Each program of study is specifically designed so that courses build the knowledge, skills, and dispositions of effective teacher leaders in a specific developmental sequence. Therefore, candidates in all licensure tracks should take "A" courses before taking "B" courses and take "B" courses before taking "C" courses.
- 2) Graduate degree programs must be completed **within six years** of the date of the student's first course in the program, including transfer credits.

Please note: Non-matriculated students are permitted to take four Fitchburg State University courses (12 credits) or two courses from another institution (6 credits) before matriculation. Once admitted to the program, the candidate should make written application for the credits earned for those courses to be officially transferred to his/her graduate program transcript. These include courses taken at other institutions. However, it is strongly suggested that potential candidates apply and be admitted to the program as soon as possible, so that they may receive the advising necessary to proceed through their chosen program of study in an appropriate sequence, and so that they may receive advising concerning content electives and licensure requirements.

For Non-licensure Track in Education 5-12

- 1) The program of study is specifically designed so that courses build the knowledge, skills, and dispositions of effective teacher leaders in a specific developmental sequence. Therefore, candidates in all licensure tracks should take “A” courses before taking “B” courses and take “B” courses before taking “C” courses.
- 2) Graduate degree programs must be completed **within six years** of the date of the student’s first course in the program, including transfer credits.

Please note: Non-matriculated students are permitted to take four Fitchburg State University courses (12 credits) or two courses from another institution (6 credits) before matriculation. Once admitted to the program, the candidate should make written application for the credits earned for those courses to be officially transferred to his/her graduate program transcript. These include courses taken at other institutions. However, it is strongly suggested that potential candidates apply and be admitted to the program as soon as possible, so that they may receive the advising necessary to proceed through their chosen program of study in an appropriate sequence, and so that they may receive advising concerning content electives and licensure requirements.

IMPORTANT NOTIFICATIONS:

1. **28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH & EDUC 9510 CAPSTONE: IMPLEMENTING BEST PRACTICES and possible electives.**
2. **Candidates could take their electives within their disciplines covering our available concentrations:
ENGLISH/BIOLOGY/GENERAL SCIENCE/HISTORY/MATHEMATICS/TECHNOLOGY & ENGINEERING or a reasonable plan of study with their advisor. ALL courses HAVE TO BE AT A 7000 level and above.**

The Conceptual Framework of the Education Unit at



CONCEPTUAL FRAMEWORK OVERVIEW

Candidates who complete Education Unit preparation programs are knowledgeable, skillful, competent, ethical, and caring professionals. Fitchburg State University candidates use research, reflective thinking, and collaboration to provide leadership for effective educational practices in a diverse society and to provide successful leadership to affect policy development, research programs, instruction, and curriculum design.

KNOWLEDGE

Knowledgeable candidates are literate in and have a broad understanding of the academic disciplines and their modes of inquiry. They are cognizant of the kinds of thinking basic to the development of an active citizen in a democracy. Knowledgeable candidates are able to facilitate curriculum development and changes based upon changes in technology and the needs of an educated person in a diverse society.

Knowledgeable candidates are able to assess the developmental levels, social, emotional and academic needs of individual students and have the leadership capability to provide for these needs in their classrooms in their schools and in their communities.

Knowledgeable candidates create learning environments that maximize both learning and the desire to learn. Candidates demonstrate leadership ability to create classrooms and schools that are safe, friendly and stimulating by collaborating with everyone involved with the students.

Skillful

Another distinguishing characteristic of leadership is skill. Skillful candidates facilitate their students' understanding of important concepts in ways that are consistent with their experiences, developmental levels, learning styles and background knowledge.

Candidates are skillful in implementing sound pedagogical skills and are positive, fair, supportive and respectful. Skillful candidates model learning for their students and implement scientifically, research-based practices in literacy, mathematics, technology, science, the arts and the social sciences. Skillful candidates create safe environments where students are supported emotionally as well as physically. Skillful candidates are effective in obtaining resources for their classes and schools to insure quality support.

Caring and Ethical

Finally, the most important contribution to the tasks of leadership is that the candidates exhibit the qualities of caring and ethical behavior. Candidates strive for excellence but do so with consideration for their students, knowing that they act in “Loco Parentis”. As such, candidates’ interactions with students reflect not only their knowledge of research-based practices but also their compassion, caring, humanity and spirit. Candidates’ efforts to involve family and professionals involved in the lives of students reflect the candidates’ knowledge of the need for collaboration and the holistic nature of education. Candidates demonstrate empathetic, adaptable, open-minded behavior that reflects their concern for the welfare of their students and their passion for teaching/learning. Moreover, candidates take a leadership role in modeling high standards and ethical behavior in the classroom, in the school and in the community. They are committed to developing their knowledge of subject matter and methodology of instruction. They maintain confidentiality and professionalism. They demonstrate accountability regarding students’ success both to the students and to the public. The Fitchburg State University candidate is entering a large, diverse world condensed by a variety of communication networks. The candidate must take a leadership role in promoting appreciation of diversity, in developing safe, nurturing learning environments, in using research-based practices and in working collaboratively with professionals, parents and community representatives to ensure that attention, learning excellence and care are afforded all students of varied abilities and ethnic, cultural, linguistic and religious backgrounds.

Overview Programs of Study Master of Education in Education 5-12 Initial Licensure

The M.Ed. program in Education 5-12 offer seven areas: Biology 8-12, English 5-12, General Science 5-8, History 5-12, Mathematics 5-8, Mathematics 8-12, and Technology/Engineering 5-12 for the Initial License in the selected licensure area.

Each program of study is sequenced developmentally. **It is recommended that candidates take courses designated in the plan of study in a suggested order—that is take “A” courses before taking “B” courses and take “B” courses before taking “C” courses.**

Candidates will follow this sequence in order to gain the necessary knowledge and competencies for more advanced courses.

Initial Licensure Track

Education 5-12

Program Objectives

The M.Ed. in Education 5-12 Program in the Initial Licensure Track is designed for those individuals who have completed an appropriate baccalaureate degree but without an initial license who wish to acquire the competencies and requirements for the Initial License of Education 5-12.

Program Description

The M.Ed. in Education 5-12 Program in the Initial Licensure Track aim to enable candidates to:

- Acquire the competencies and habits of mind of effective teaching
- Reflect on historical, philosophical, and theoretical perspectives related to current educational issues and practice
- Examine empirical research and engage in the scientific reasoning process
- Acquire and apply advanced knowledge of child development, theory and research in the design and implementation of education curricula, practices, and environments
- Acquire knowledge of how children develop as thinkers and learners
- Acquire and apply advanced knowledge of emerging, research-based educational principles in the planning, implementation, and evaluation of the educational environment and instructional program
- Become more aware of societal demands on the curriculum as they relate to meeting the diverse needs of students
- Investigate effective educational partnership models, which focus on family strengths, circumstances, and cultural experiences
- Demonstrate effective strategies and techniques for working with diverse populations of students in integrated learning environments
- Examine the shared values, ethics, purposes, and commitments, which bond the educational community
- Acquire a professional orientation of collegiality and support, whereby contributions can be made to the improvement of education through the construction of knowledge and applications

Admissions Standards and Criteria

To apply for enrollment in the Master of Education in Education 5-12 Program, a candidate must submit documents as outlined in the Graduate Admission section as well as:

- Candidates must have evidence of passing scores on Communications and Literacy MTEL (#01) as well as have evidence of Passing Scores on content test for subject (Biology #13, History #06, English #07, Mathematics #49 [5-8] OR #09 [8-12], General Science #10, or Technology/Engineering #33) for acceptance into the program.
- Personal Statement

Students must complete an essay of **no more than one page** in response to **one of the following** questions:

1. Tell about a positive situation in which you helped a person and made a significant difference in that person's life.
2. What are the most important factors in establishing a long-term working relationship with students, friends?
3. Tell us about a significant event that involved you in a teaching or helping role.
 - Describe the situation as it occurred at the time.
 - What did you do in that particular situation?
 - How did you feel about the situation at the time you were experiencing it?
 - How do you feel about the situation now?
 - What would you change, if anything?

For more information regarding licensure requirements for teacher preparation programs or other questions about admission, contact the GCE Program Advisor and Retention Specialist.
Location: Graduate and Continuing Education Office, Anthony Building
Office Hours: Mondays-Thursdays, 9:30 a.m. - 6:30 p.m.; Fridays, 8 a.m. - 5 p.m.
Phone: (978) 665-3660
E-mail: gceadvisor@fitchburgstate.edu

Please note: Non-matriculated students are permitted to take four courses (12 credits) before matriculation. These may include courses taken at other institutions. Once admitted to the program, the candidate should make written application for the credits earned for those courses to be officially transferred to his/her graduate program transcript.

However, it is strongly suggested that potential candidates apply and be admitted to the program as soon as possible, so that they may receive the advisement necessary to proceed through their chosen program of study in an appropriate sequence, and so that they may receive advisement concerning content electives and licensure requirements.

IMPORTANT: The Massachusetts Department of Elementary and Secondary Education is now requiring that all candidates enrolled in a teacher preparation program forward their new MEPID number to their institution. Institutions are now required to report enrolled by MEPID rather than social security number. Please immediately forward your MEPID number to the Fitchburg State University Director of Licensure Jason Miles at jmiles6@fitchburgstate.edu.

Program Requirements

The Master of Education for Initial License in Master of Education in Education 5-12 require that **36 semester hours** be acquired in a suggested sequence **within six years** of the date of the student's first course in the program, including transfer credits. The course sequence has been designed to ensure a developmental approach to acquiring the necessary competencies of effective teachers. A program advisor assists each candidate with the planned sequence and advises the selection of courses.

The program is composed of:

- Four required common core courses
- Designated specialized courses from the selected discipline of the pedagogy of Education 5-12
- Field experiences and practicum experiences

Admission to the practicum is dependent completion of all field experience; and positive dispositions assessments, and a Stage 2 review.

Field Experiences

Candidates in the Initial Licensure Track must complete field experiences for selected courses in the programs of study. Each field experience has designated activities that complement course content and develop the essential knowledge, skills, and dispositions of effective teachers. Field experiences require that a certain number of hours be completed at the field experience school site. **Field experiences should be conducted in diverse settings.** The unit has identified diverse settings with whom we have partnerships. Please see the approved list which can be accessed at www.fitchburgstate.edu/edunit>Practicum/Licensure >Resources >>Partnership Schools (**indicates diverse settings*).

A number of forms must be completed in order for the field site to be considered complete. These forms include:

1. "Pre-practicum Report" form, indicating the course for which the field experience is being conducted, school site, and activities of the field experiences. This form must be signed by the course instructor and the supervising practitioner.
2. "Optional Pre-practicum Inventory" form, to be filled in by the supervising practitioner and signed by the practitioner and the candidate.
3. "Documentation of Field Based Activities" form, in which the candidate indicates the dates, hours and activities of the field experience. The supervising practitioner must initial each date on the timesheet.
4. Two Candidate Dispositions forms, one to be filled out by the supervising practitioner and the other to be filled out by the course instructor.

All field experiences must be successfully completed in order for the candidate to be admitted to the practicum. Copies of all forms must be turned in to the program chair for inclusion in the candidate's advising folder and the originals submitted to the FSU Licensure and Placement Office.

Completed course assignments should not be submitted to the Licensure and Placement Office.

It is the responsibility of the candidate to see to appropriate and timely submission of all forms (accessed at www.fitchburgstate.edu/edunit).

PRACTICUM

Candidates are assigned to partner schools for two eight-week stations or one sixteen-week station during the semester of student teaching. Candidates are assigned exemplary teachers in the districts located within a close proximity to Fitchburg. **Minimally, candidates will conduct one station in a diverse setting** (SEE Policy #6 on p.3).

PREREQUISITES: Admission to the practicum is dependent upon a passing score on all portions of MTEL required for Initial License in Middle School Education; successful completion of all field experiences; and completion of a Stage 2 Review. Candidates **MUST** apply to the practicum at least by midterm of the semester prior to the expected practicum so that candidates may be placed appropriately. For information on how to apply and for deadlines, visit the Education Unit Webpage at www.fitchburgstate.edu/edunit.

*Documentation of 2-day Diversity Experience (rubric found in Appendix):

- Using demographic information found at the Department of Elementary and Secondary Education website (<http://profiles.doe.mass.edu>), chart the comparison between your district and the diverse district you are visiting
- For the diverse school you are visiting, document observable adaptations in staffing and curriculum for the diverse population. Comment on specific implications for instruction and assessment based on student population differences and characteristics
- For the diverse school you are visiting, list appropriate adaptations of instructional planning to meet individual student needs. Include an explanation of why the modifications would improve students' learning.
- Reflect on how this experience will inform or improve your practice.
- Complete the Pre-Practicum Report Form securing the signature of the classroom teacher who you visited.
- Submit your Diversity Experience document and Prepracticum Report Form to your Graduate Program Chair for review. The rubric must be submitted to the Licensure Office for the endorsement process to proceed.

Candidates will:

1. attend a Practicum Orientation meeting at the beginning of the semester during which the practicum will be conducted;
2. attend a meeting conducted by the university supervisor to provide the candidate and supervising practitioner with departmental and university requirements;
3. participate in activities as outlined in the Practicum Handbook and any other activities deemed valuable by the school personnel or university supervisor on an individual basis;
4. participate in field site opportunities which may expand knowledge, skills, and dispositions of effective teachers and promote student exploration and learning;
5. align lessons, assessment, and curriculum to Massachusetts Curriculum Frameworks incorporating the Common Core, MCAS requirements, and “No Child Left Behind” Mandates in the following suggested areas (Note that this list is not inclusive. Other areas of curriculum and instruction may be included):
 - thematic unit or learning center development
 - discipline/classroom management issues
 - lesson plan development
 - technological use within the classroom/school
 - parental involvement/conferencing
 - grading procedures and assessments
 - special needs students within the classroom/school
 - homework issues
 - student assessment/why and how to use it
 - content areas/new ideas/reading integration
 - multicultural understanding
 - professional responsibilities
 - global education

The complete Practicum Handbook may be accessed at

www.fitchburgstate.edu/edunit

>Practicum/Licensure >Resources > Practicum Handbook 2014-2015



GRADUATE PROGRAM FOR INITIAL LICENSURE: EDUCATION (5-12)

BIOLOGY 8-12/ENGLISH 5-12/GENERAL SCIENCE 5-8/HISTORY 5-12/MATHEMATICS 5-8
MATHEMATICS 8-12/TECHNOLOGY/ENGINEERING 5-12

COURSE	PRE-PRACTICUM HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
EDUC 8029-8060 Special Methods for Instruction in the Content Areas. This is a four (4) credit course	20 BLOCK B	4 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
EDUC 7096 Sheltered English Immersion (SEI) → 10 Week Semester Hybrid	25 BLOCK B	3 SPRING 2
EDUC 9300 Educational Research → 100% ONLINE	0 BLOCK C	3 SUMMER
EDUC 9060 Practicum in Education 5-12 OR EDUC 9850 Practicum in Education 5-8 → FULL 16 WEEK SEMESTER (Monday- Friday full school day) w/ Univ. Supervisor and Teacher Practitioner.	SUCCESSFUL PASSING OF STAGE 2 BLOCK C	3 FALL 3
EDUC 9020 Practicum Seminar(TAKEN IN CONJUNCTION WITH EDUC 9060) → This is a two (2) credit course.	0 BLOCK C	2 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

- Candidates are to take “A Block” courses before “B Block” courses and take “B Block” courses before “C Block” courses.
- Block B & C courses HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS (5-8) INITIAL LICENSURE PROGRAM.
- 28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 7096 SEI, 9300 Educational Research, EDUC 9020 Practicum Seminar and EDUC 9060 Practicum 5-12 OR EDUC 9850 Practicum 5-8.
- Seven (7) week HYBRID courses – Five (5) weeks online plus Two (2) weeks face-to-face classes on selected Saturdays (9am-3pm).
- Candidates must have evidence of passing scores on Communications and Literacy Massachusetts Tests for Educator Licensure (MTEL#1) and have evidence of Passing Scores on content for subject MTEL (History #06) for acceptance into the program.
- *** Candidates MUST take EDUC 7116 Becoming a Teacher (5-12) first before taking the remaining BLOCK A courses.
- Stage 2 is an audit of completion of all courses (including field hours) prior to taking EDUC 9060/9020.
- Placement: If you are a teacher of record (Provisional License within the Licensure you are seeking) in History 5-12, you may complete your hours (field hours & Practicum) in your classroom. The program may assist you with placement for both field hours & Practicum should it be necessary.

Overview Programs of Study Master of Education in Education 5-12 Non-Licensure

The M.Ed. program in Education 5-12 Non-Licensure provide **program of study that is sequenced developmentally**. It is recommended that candidates take courses designated in the plan of study in a suggested order—that is take “A” courses before taking “B” courses and take “B” courses before taking “C” courses.

Candidates will follow this sequence in order to gain the necessary knowledge and competencies for more advanced courses.

Non-licensure Track

Program Objectives

The M.Ed. in Education 5-12 Program in the Non-Licensure Track is designed for those individuals who have completed an appropriate baccalaureate degree but are not seeking an Initial License of Education 5-12.

Program Description

The M.Ed. in Education 5-12 Program in the Non-Licensure Track aim to enable candidates to:

- Acquire the competencies and habits of mind of effective teaching
- Reflect on historical, philosophical, and theoretical perspectives related to current educational issues and practice
- Examine empirical research and engage in the scientific reasoning process
- Acquire knowledge of how children develop as thinkers and learners
- Become more aware of societal demands on the curriculum as they relate to meeting the diverse needs of students
- Investigate effective educational partnership models, which focus on family strengths, circumstances, and cultural experiences
- Demonstrate effective strategies and techniques for working with diverse populations of students in integrated learning environments
- Examine the shared values, ethics, purposes, and commitments, which bond the educational community
- Acquire a professional orientation of collegiality and support, whereby contributions can be made to the improvement of education through the construction of knowledge and applications

Admissions Standards and Criteria

To apply for enrollment in the Master of Education in Education 5-12 Program, a candidate must submit documents as outlined in the Graduate Admission section as well as:

- Personal Statement

Students must complete an essay of **no more than one page** in response to **one of the following** questions:

1. Tell about a positive situation in which you helped a person and made a significant difference in that person's life.
2. What are the most important factors in establishing a long-term working relationship with students, friends?
3. Tell us about a significant event that involved you in a teaching or helping role.
 - Describe the situation as it occurred at the time.
 - What did you do in that particular situation?
 - How did you feel about the situation at the time you were experiencing it?
 - How do you feel about the situation now?
 - What would you change, if anything?

For more information regarding licensure requirements for teacher preparation programs or other questions about admission, contact the GCE Program Advisor and Retention Specialist. Location: Graduate and Continuing Education Office, Anthony Building

Office Hours: Mondays-Thursdays, 9:30 a.m. - 6:30 p.m.; Fridays, 8 a.m. - 5 p.m.

Phone: (978) 665-3660

E-mail: gceadvisor@fitchburgstate.edu

Please note: Non-matriculated students are permitted to take four courses (12 credits) before matriculation. These may include courses taken at other institutions. Once admitted to the program, the candidate should make written application for the credits earned for those courses to be officially transferred to his/her graduate program transcript.

However, it is strongly suggested that potential candidates apply and be admitted to the program as soon as possible so that they may receive the advisement necessary to proceed through their chosen program of study in an appropriate sequence, and so that they may receive advisement in regard to content electives and licensure requirements.



GRADUATE PROGRAM FOR NON-LICENSURE: EDUCATION (5-12)

COURSE	FIELD HOURS/ BLOCK	CREDITS SEMESTER
EDUC 7116 Becoming a Teacher (5-12)***	15 BLOCK A	3 FALL 1
EDUC 7122 Introduction to Strategies for Teaching Students in Middle and High Schools	15 BLOCK A	3 FALL 1
SPED 7125 Teaching Students with Disabilities (5-12)	10 BLOCK A	3 SPRING 1
EDUC 7124 Creating a Positive Learning Environment	15 BLOCK A	3 SPRING 1
EDUC 8040 Family, School , and Community Collaboration (5-12)	10 BLOCK B	3 SUMMER
ELECTIVE 1	(Depending on the elective) BLOCK B	3 FALL 2
EDUC 8034 Formative and Summative Assessment for Differentiating Instruction	15 BLOCK B	3 FALL 2
READ 8132 Content Area Reading and Writing: Fostering Literacy in Middle and High School	0 BLOCK B	3 SPRING 2
ELECTIVE 2	(Depending on the elective) BLOCK B	3 SPRING 2
EDUC 9300 Educational Research - FULL SUMMER SEMESTER	0 BLOCK C	3 SUMMER
ELECTIVE 3	(Depending on the elective) BLOCK C	3 FALL 3
EDUC 9510 Capstone: Implementing Best Practices– FULL SEMESTER	0 BLOCK C	3 FALL 3
Total Credits Per Program		36

IMPORTANT NOTIFICATIONS:

- Candidates are to take “A Block” courses before “B Block” courses and take “B Block” courses before “C Block” courses.
- Block B & C courses **HAVE THE PRE-REQUISITE OF MATRICULATION IN THE MS PROGRAM.**
- 28-month schedule time of completion – Each course of Seven (7) week modules with exception of EDUC 9300 EDUCATIONAL RESEARCH & EDUC 9510 CAPSTONE: IMPLEMENTING BEST PRACTICES and possible electives.
- Seven (7) week HYBRID courses – Five (5) weeks online plus two (2) weeks face-to-face classes on selected Saturdays (9am-3pm).
- Candidates could take their electives within their disciplines covering our available concentrations: ENGLISH/BIOLOGY/GENERAL SCIENCE/HISTORY/MATHEMATICS/TECHNOLOGY & ENGINEERING or a reasonable plan of study with their advisor. ALL courses **HAVE TO BE AT A 7000 level and above.**
- *** Candidates **MUST** take EDUC 7116 Becoming a Teacher (5-12) first before taking the remaining BLOCK A courses.

Research for ALL M.Ed. Education 5-12 (Licensure and Non-Licensure)

Candidates will demonstrate advanced pedagogical knowledge, skills, understanding, and collegial orientation whereby they will contribute to the future improvement of education through the construction and application of knowledge during **EDUC 9300 Advanced Research in Education**. In this course, candidates will be involved in advanced seminar work for the purpose of reflecting on practice and integrating content area knowledge and pedagogy. Candidates will begin the investigation of some aspect of educational practice and complete an investigation within the context of an educational setting before graduation. Each candidate will present the findings and final paper during a culminating course event at the end of the semester. This culminating presentation will serve as evidence of the candidate's commitment to continuing professional growth and contributions to the field.

Prerequisites:

1. Permission of advisor
2. An initial or professional license ... AR being done following practica
3. Completion of core courses and specialized courses
4. Planned with advisor one semester in advance

The candidate will:

1. attend all seminars in connection with the action research experience, bringing to the seminars evidence of scholarly readings and research for discussion and critique purposes
2. participate in regular conferences with the university supervisor/mentor regarding progress of action research (written, dated records of these conferences will become part of the evidence of progress toward the attainment of objectives of the research inquiry)
3. design, implement, and evaluate investigation
4. formally present the results of the completed investigation during a culminating course event at the end of the semester on an assigned date

ADVISING INFORMATION

All students in the Elementary Graduate Program are advised by a program advisor. Your advisor helps plan the academic program that will lead to the completion of major requirements and graduation. The advisor approves the candidate's schedule of courses each semester, suggests alternative routes to the same academic goals, and refers the student to offices and people on campus who can provide information or assistance.

Please feel free to contact your advisor at any time during the semester for assistance or concerning any problems encountered. E-mail is often an efficient way to communicate with your advisor in a timely manner.

William Cortezia Ph.D. wcortezi@fitchburgstate.edu

Advisor Responsibilities

The advisor has the responsibility of assisting you in planning your academic program and of approving your proposed course work as it relates to your major. The advisor's function is to give program advice. The advisor will research program questions and work through resolution with the candidate.

In addition, your advisor will approve transfer credits, electives and waivers of any requirements of the program of study.

Student Responsibilities

The responsibility of meeting all academic and graduation requirements **rests ultimately with you**. You should take the initiative in planning course work which will meet graduation requirements and further your individual plans. Your advisor, however, is always willing to help you meet these goals.

You should sign up in advance for appointments, being sure to leave a daytime phone number and e-mail. It is essential that your advisor be able to contact you, should an advising session need to be rescheduled due to unforeseen circumstances. Likewise, if you need to cancel your advising appointment, you should contact your advisor's office as early as possible so that other students may be advised during that time slot. E-mail is often the most efficient route for this.

You should review the plan of study for your major prior to meeting with your advisor. If possible, you should bring a proposed class schedule to your advising appointment.

Please note: Candidates should seek advisor approval of **ALL** electives **BEFORE** registration. Your advisor will stay up-to-date of licensure requirements that may impact your program of study.

General Information

Newly accepted graduate students seeking appointments to Graduate Assistant positions must have an undergraduate GPA of 3.0.

Load and Academic Requirements to Maintain Assistantship

- Graduate Assistants must carry a load of six semester hours of graduate work per semester in their program, which is considered fulltime. Overloads/underloads may be petitioned to the Dean of Education

CAMPUS SUPPORT

OneCard

The OneCard is the official identification card of Fitchburg State University and issued to every student and employee. You will find that the OneCard is an essential key to campus life. Apart from being your official form of identification, it can be used for many other university services.

Here are some examples:

- Chartwells dining meal plans
- Library check out of books/equipment
- Recreation Center access/equipment rental
- Computer lab printing
- Student discounts
- Building and room access
- Door access to certain secure labs/rooms
- Admittance to the Underground
- Retail purchases on and off campus

The OneCard also allows you to avoid carrying loose change on campus. Once you have added money onto your OneCard account, it can be used to pay for any of the following:

- Vending machines
- Campus laundry
- Photo copying
- Postage
- Chartwells food
- Campus bookstore
- Software purchases featuring special educational pricing

The OneCard Office is located in the foyer of the Conlon Building and is open Monday – Friday, 8:00 AM – 5:00 PM with some extended hours. Please bring one form of a photo ID (license, passport, etc.) and your course confirmation receipt. For more information call the OneCard office (978) 665-3039 or email us at www.fitchburgstate.edu/offices/technology/onecard. You can also visit the Web site at www.fitchburgstate.edu/onecard.

The OneCard Office does set up in the McKay Campus School C-wing at the beginning of semesters. Look for them and get your OneCard then.

Student Parking Information

All vehicles parked on the Fitchburg State University campus must display a valid parking permit.

Students must have a valid OneCard (Fitchburg State identification card) in order to secure a parking permit. Permits can be obtained through the Office of Housing and Residential Services & Parking Services in Aubuchon Hall Monday-Friday from 8:00am-5:00pm. Call 978-665-3219 or email parkingservices@fitchburgstate.edu or visit <http://www.fitchburgstate.edu/parking/> for more detailed regulations and parking policies.

Handicapped Parking Permits

A number of parking spaces have been designated on campus for the handicapped. These spaces have been identified by signs and painted decals within each parking spot.

Vehicles displaying a valid handicapped license plate or official placard from a Registry of Motor Vehicles are allowed to park in designated handicapped parking spaces. Vehicles also need to display a valid Fitchburg State University parking permit.

Amelia V. Gallucci-Cirio Library

The Amelia V. Gallucci-Cirio Library, www.fitchburgstate.edu/academics/library, located in the Hammond Campus Center, is a comprehensive information center dedicated to the educational development of students. A knowledgeable staff and easily accessible print and electronic collection promotes the interaction between students and resources available to them. The main library serves the undergraduate and graduate programs. There is easy off-campus access to databases for all students and a wide variety of services for distributed learning students at <http://fitchburgstate.libguides.com/dl/services> including on-site instruction, document delivery, online and voice mail reference, and research guides.

Hours

Monday-Thursday, 8 a.m.-11 p.m.; Friday, 8 a.m.-5 p.m.

Saturdays, 12:00 p.m.-5 p.m.; Sundays, 1 p.m.-11 p.m.

Semester hours, holiday hours, exam hours, winter session hours, and summer hours are posted in the library and on the library Website.

Services

- Access to the library's services is available from any computer on and off-campus via the library Website
- Online Public Access Catalog, containing the listing of Fitchburg State University's 235,000 books and 2,100 periodical titles
- Easy access to 62,380 full text online periodical titles
- Free access to approximately 120 electronic online databases (encyclopedias, indexes/abstracts, directories) representing all disciplines on campus

- Education Resources Information (ERIC), a comprehensive updated education library system, including online access from 1995 to the present
- A distance learning link for library services on the library Web site
- Six month borrowing period for faculty
- Interlibrary loans for students and faculty
- Free borrowing privileges with the other 29 Massachusetts public higher education libraries and the academic libraries of Worcester County
- The Library Instruction Program, housed in a state of the art classroom
- Seventy-five hours of reference desk availability

Technology

The Technology Department supports computing, networking and information resources for the students, faculty, and staff of Fitchburg State University.

For the numerous services, including e-mail, Blackboard, Connect-Ed, Wireless, OneCard, and more, visit their website at <http://www.fitchburgstate.edu/technology/>. This user friendly website takes you to almost anything you might need in the way of technology support, including discounted software. You may also contact them at (978) 665-4500, (866) 520-7131, or helpdesk@fitchburgstate.edu

[Live Chat](#).

Computer facilities and services are offered in support of teaching and learning, research and public service. Access to the computer systems and networks, owned and operated by Fitchburg State University, imposes certain responsibilities upon users, in accordance with existing Fitchburg State University policies and local, state and federal law. Users accept the responsibility for utilizing services in ways that are ethical, that demonstrate academic integrity and respect for others who share this resource. This policy is established in an effort to help users understand what is expected of them. It sets guidelines regarding the issues of privacy and respect for property, ownership of data, system security, and misuse of the system.

Hammond Campus Center

The Campus Center serves as a gathering place for both commuter and resident students. Located in the Hammond Building, the Center's facilities include the Campus Information Center, Art Gallery, the Craft Center, the University Bookstore, and the Post Office. Meeting and function rooms are located in the Campus Center, which also houses the Student Government Association, *The Point*, and the Student Organization Club Room. All the facilities have been designed for easy access by people who are physically challenged.

The Campus Center's services, facilities, and programs are available to all graduate students. Students have free admission to the bi-weekly film series. Use of outdoor equipment such as cross country skis, tents, and tennis rackets is free. The Game Room offers free billiards and table tennis.

With a current OneCard, students have access to the Pub, Art Gallery, Comedy Nights, and other venues. Students also enjoy reduced rates for all university-sponsored programs, including the Performing Arts Series. Many graduate students and faculty bring their families to the programs

that are scheduled on evenings and weekends and are open to family members. Call the Campus Center Information Desk for more information at (978) 665-4636 or e-mail at infodesk@fitchburgstate.edu.

Disability Services

The primary objective of Disability Services is to empower qualified students with disabilities to engage in all facets of Fitchburg State University's academic, residential and student life.

What does Disability Services do?

Disability Services promotes equitable access to university opportunities by removing environmental and attitudinal barriers to the teaching and learning environment. To guide these efforts, Disability Services embraces the sociopolitical model of disability and the principles of universal design for the teaching and learning environment. To support equitable access to educational opportunities, Disability Services provides eligible students with individually tailored support services, academic skill-building, reasonable accommodations and training in the use of adaptive technologies.

Disability Services and the Adaptive Computer Lab are located on the third floor of the Hammond Building, Room 321. Contact 978-665-3562 or 978-665-3575 TTY for more information or our website at www.fitchburgstate.edu/disability.

Accommodations

Disability Services is responsible for verifying student eligibility for accommodations and for coordinating accommodations across campus. Students must request services themselves and must provide appropriate documentation to support the need for such services.

To obtain academic and/or environmental accommodations, please do the following:

Step 1: Obtain up to date copies of your medical documentation and complete the Office of Disability Services forms.

Once you have obtained copies of your disability documentation from your high school (or from the medical provider who is most familiar with your needs and your disability) complete and sign the Statement of Learning Needs and Release of Information forms. Documentation must clearly state your diagnosis, describe the symptoms which impact your ability to function in the educational environment and provide specific recommendations for accommodations. All documentation received by the university is strictly confidential and is held in accordance with the Family Educational Rights and Privacy Act (FERPA) and related regulations.

Step 2: Meet with the director and make a plan.

Bring forms, along with copies of your medical documentation, to Disability Services for processing. Based on information provided by you, in combination with information from your medical documentation, we will draft an Accommodation Agreement that outlines what specific accommodations you are eligible for. You can then present this plan to your course instructors each semester to advise them of your needs. Please be aware that some accommodations may take up to 12 weeks to obtain, so students are strongly advised to meet with the director and establish eligibility well before the semester begins. If you have any questions about Disability Documentation Guidelines or this process, please do not hesitate to contact us for support.

Academic Policies and Procedures

Course Registration

Students must register for courses within the curriculum requirements as set in the University Catalog of the year of their matriculation. However, it is the right of the university to alter the requirements to meet statutory, educational, or professional standards.

For regularly scheduled courses, students must register before the second class meeting. Early registration is recommended for all degree seeking graduate students and graduate applicants in order to secure seats in the courses needed to proceed in degree programs. The regular registration period ends two weeks prior to the start of the semester, with late registration and late charges commencing thereafter. Please refer to the current semester course bulletin for specific dates.

Course Load

Graduate students must register for a minimum of nine credit hours in fall and/or spring to be considered fulltime. Course load for part-time status is less than nine credit hours; halftime status is five credit hours.

Graduate assistants who work 20 hours per week and are registered for at least 6 credit hours are considered to have fulltime status. Students who are registered for at least six credits in thesis, continuation of thesis, or internship/practicum are also considered to have fulltime status. The maximum course load for any graduate student is 12 credit hours in fall, spring or the combined summer I/II sessions. The maximum course load for graduate students is three credits for the winter session. Students who want to register for credit beyond the normal load must have written approval from the dean of graduate and continuing education prior to registering. Forms are available from the Office of Graduate and Continuing Education or from the academic advisors.

Waiver of Course Prerequisites

Waivers of course prerequisites, when authorized, are not to be construed either as waivers of program matriculation requirements or as waivers of credit hours required to complete a program.

Retention in a Graduate Degree Program

To maintain enrollment in a graduate program, students must:

- Earn a 2.8 average in undergraduate prerequisite course work as designated by individual graduate programs. Students must earn a 2.0 in all other undergraduate prerequisite course work outside of their major. Undergraduate prerequisite courses must be finished before graduate coursework can begin.
- Maintain a cumulative average of 3.0 in graduate coursework counted toward the degree or certificate.
- Adhere to the ethical/professional standards as defined by the profession and/or the academic department.

Probation and Academic Dismissal

- A student will be placed on probation if in any semester the student's graduate GPA falls between a 3.0 and a 2.75 cumulative average.

A student will be dismissed from the program:

- If the graduate cumulative average falls below 2.75.
- If the graduate cumulative average of a student on probation remains between 3.0 and 2.75 for two consecutive enrollment periods.
- If the student has accumulated more than six semester hours of graduate credit with a grade of 2.0 even though the graduate cumulative average remains 2.75 or higher.
- If the student has received a grade of 0.0.
- If the student's cumulative average in designated undergraduate prerequisite coursework falls below 2.8.
- If the student's cumulative average in undesignated undergraduate prerequisite coursework falls below 2.0.
- If the student violates ethical/professional standards as defined by the profession and/or the academic department.

Continued Progress Toward Degree

Matriculated students who do not register for classes for a full academic year (fall, spring, and summer) must request a leave of absence by writing to the dean of graduate and continuing education. Without an approved request, a student is dismissed from the degree program.

Readmission to Degree Program

A student who has been dismissed from a program because of failure to request a leave of absence may reapply to the program.

A student who has been dismissed from a program for academic reasons may not register for further courses at Fitchburg State University. After a minimum time period of one year, a student may apply to Fitchburg State University for readmission.

Readmission is contingent on the capability of the student to maintain at least a 3.0 GPA and on evidence that there are sufficient courses remaining in the student's program to achieve a 3.0 GPA.

Students seeking readmission to a program must reapply by completing a Petition Form. For those seeking readmission into a different degree program, the admissions process must be completed after permission from the dean is secured.

The program/policies in effect at the time of readmission are those that the student must follow.

Grade Substitution Policy

Students who have been dismissed from a graduate program on academic grounds and who are subsequently readmitted to a program may retake courses in which they have received a 2.0 or a 0.0 grade. If the class is repeated, the new grade will be substituted for the original grade in calculating the student's cumulative GPA. The original grade, however, will continue to appear on the transcript. Transfer courses cannot be used to substitute for courses in which a grade of 2.0 or a 0.0 has been obtained.

Grading System

4.0.....	95-100.....	A
3.7.....	92-94.....	A-
3.5.....	89-91.....	A-/B+
3.3.....	86-88.....	B+
3.0.....	83-85.....	B
2.7.....	80-82.....	B-
2.5.....	77-79.....	B-/C+
2.3.....	74-76.....	C+
2.0.....	71-73.....	C
0.0.....	0-70.....	F
W.....		Withdrawn
IN.....		Incomplete
IP		In-Progress

Grades that fall between intervals will be rounded to the higher number.

Incomplete Course

An incomplete (IN) may be awarded with the recommendation of the instructor when the student has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The student must file a petition for an incomplete with the instructor prior to the last day of class. A student who has received an Incomplete in lieu of a course grade must make up the missing part or their coursework during the first four weeks of the following semester. Failure to do so will result in an automatic 0.0 for the course.

In-Progress Course

A grade of IP (In-Progress) may be awarded for thesis, practicum, internships, and clinical experience at the end of a given semester. Practicums and internships need to be completed within two semesters. The time limit for thesis is the six years allowed for the completion of a degree. If the thesis, internship and/or practicum are not completed within the allotted time then the IP grade will be changed to either an incomplete (IN) or a grade of 0.0.

Withdrawal from Courses

Withdrawal from courses may be made prior to the 11th class hour for regularly scheduled courses and prior to the 26th class hour for special scheduling or institute courses without academic penalty. Withdrawals may be initiated by phone by calling the Registrar's Office or by visiting that office in the Anthony Building. In either case, the student, the instructor and the advisor must receive a confirming copy of the completed course withdrawal form.

Students who withdraw by simply not attending class, automatically receive a failing grade for the course.

See tuition and fees refund policy in Tuition and Fees catalog section.

Course Changes

Changes to courses (drop/add) must be made by the second meeting (Class meeting time defined as 2.5 hours). No change in credit is permitted after the second class meeting. After the start of the second class meeting, the dropping of a class will be considered a withdrawal.

Audit

Students may enroll in courses on an audit (or non-credit) basis. The availability of seating in all classes is determined after all degree seeking students, program applicants and credit-seeking students have registered. Permission of the instructor and the dean is required prior to registration. Tuition and fees for audited courses are the same as those which apply to the courses when taken for academic credit. Students enrolled on an audit basis must have completed all applicable course prerequisites in order to have achieved the sufficient level of knowledge and expertise required by the course content. Students who elect the audit option may be required to complete course assignments, papers, presentations and other work. Final grades are not issued; however, courses audited will be so noted on the student's transcript. A change from credit to audit status, or from audit to credit status, must be made by the second class meeting of the course (Class meeting is defined as 2.5 hours).

Independent Study Credit Policy

Independent study allows degree candidates to step outside of course offerings and explore a specialized area of study in a challenging new environment. Students are encouraged to seek out independent study opportunities under the guidance and supervision of a professor in whose specialization they wish to study. A maximum of six independent study credits is allowed in a master's degree program. Vouchers, graduate assistant tuition waivers, tuition remissions and veterans' tuition benefits may not be applied to independent study. Before embarking on an independent study applicants must receive approval from the instructor, advisor, and the dean of Graduate and Continuing Education. Only on-campus faculty supervises independent studies. Independent study should not be substituted for any course listed in the current catalog.

Directed Study

Directed study allows a student to carry out a non-research project or participate in an activity under the direct supervision of a faculty member. In exceptional circumstances, it can be used to offer an existing course to an individual student. All directed studies require approval of faculty sponsor, advisor, program chair, and dean of graduate and continuing education.

Graduation Requirements

Students must:

- Maintain a minimum cumulative GPA of 3.0 in the degree program with no graduate coursework below a 2.0
- Successfully complete all program requirements
- Submit completed petitions/waivers for review to the Office of Graduate and Continuing Education no later than the eighth week of the spring semester prior to anticipated graduation
- Students who are writing a thesis should refer to the thesis guidelines for specific requirements

- An application for degree or certificate must be filed with the Registrar's Office no later than September 15 for May graduation or March 1 for January graduation.

Time Limits

Graduate degree programs must be completed within **six years of the date** of the student's first course in the program.

Petition for Review—Graduation

Students must request a review of their folder prior to the semester in which they will complete requirements for the degree. An application for degree or certificate must be filed with the Registrar's Office no later than September 15 for May graduation or March 1 for January graduation. Obtain forms from the Registrar's Office or at www.fitchburgstate.edu/registrar/regconf.html.

Academic Integrity Policy

Academic dishonesty in all its forms, including cheating, fabrication, plagiarism and the facilitating of academic dishonesty by aiding and abetting any of the aforementioned is not tolerated at Fitchburg State University. Violators will be subject to the university's Office of Academic Affairs established judicial process.

Student Complaints Policy

Right to Confer

- A student who is dissatisfied with a grade or any aspect of instruction has a right to confer with the instructor.
- A student who is dissatisfied with a grade, any aspect of instruction, or academic decision of a graduate program bearing on their status in a graduate program, has a right to confer with their advisor.
- A student who is dissatisfied with a grade, any aspect of instruction, or academic decision of a graduate program bearing on their status in a graduate program, has a right to confer with the program's graduate program chair and department chair.
- A student seeking advice on how to proceed with a complaint about a grade, any aspect of instruction, or academic decision of a graduate program bearing on their status in a graduate program, has a right to confer with the dean of student and academic life. International students also have a right to confer with the Office of International Education.

Department/Program Responsibilities

- Departments/programs will make their policies and procedures for mediating/arbitrating student complaints readily available to students as a part of a department/program handbook, or, as a separate document.
- Entering matriculated students will be apprised of the department's/program's policies and procedures for mediating/arbitrating student complaints as a part of their orientation to the program.
- Each department/program will file its policies and procedures for mediating/arbitrating student complaints with the Office of the Dean of Graduate and Continuing Education.

- Every effort should be made by the graduate program chair, in accordance with department/program policies and procedures, to informally mediate student complaints concerning academic matters.
- If informal mediation cannot be achieved, the complaint will be formally arbitrated at the department/program level in accordance with its policies and procedures for doing so. Usually, this will involve the participation of the department's Graduate Committee.
- The burden of proof rests with the student.
- Departmental/program decisions may be appealed on procedural grounds when bias is alleged.

Dean of Education or Dean of Graduate and Continuing Education Responsibilities

- A student alleging bias may contest a department's/program's decision on procedural grounds by filing a formal appeal in writing to the dean of education or dean of graduate and continuing education.
- In a timely manner, the dean's office will conduct an investigation and will forward its findings and the student's written appeal, to the Graduate Council.
- The Graduate Council will consider the appeal at its next available meeting.
- Within two weeks of the meeting, the chair of the Graduate Council will forward a written recommendation to the dean.
- The dean, then, will communicate a decision in writing to the student, the Graduate Council, and the graduate program chair.
- The final decision is made by the dean.
- If it is decided that the department/program failed to appropriately follow its procedures for mediating/arbitrating student complaints, the case will be reheard within the department with the dean serving ex officio as a nonvoting member of the committee.
- If it is decided that the department/program was unbiased—that it appropriately followed its procedures for mediating/arbitrating student complaints—the department's/program's decision will stand.

Non-Academic Student Complaints

When sexual harassment, racial discrimination or other prohibited/illegal behaviors are alleged by a student to have occurred, the student should address their complaint to the director of human resources/Affirmative Action.

Educator Licensure Programs

The Fitchburg State University Office of Graduate and Continuing Education offers courses which may be used for licensure purposes in several different areas. Although Fitchburg State University will handle endorsement for licensure for its program completers, licensure is the function of the Commonwealth's Department of Elementary and Secondary Education. Students are advised to address any additional questions regarding licensure to:

Massachusetts Department of Elementary and Secondary Education
 75 Pleasant Street
 Malden, MA 02148-5023
 (781) 338-6600
www.doe.mass.edu/educators

For more information regarding licensure requirements for teacher preparation programs or other questions about admission, contact the GCE Program Advisor and Retention Specialist
Location: Graduate and Continuing Education Office, Anthony Building
Office Hours: Mondays-Thursdays, 9:30 a.m. - 6:30 p.m.; Fridays, 8 a.m. - 5 p.m.
Phone: (978) 665-3660
E-mail: gceadvisor@fitchburgstate.edu

Transcripts

Unofficial transcripts are available to students online. Official transcripts may also be requested online. The cost for each transcript is \$5. For more information, see www.fitchburgstate.edu/registrar/

Inclement Weather Policy

Whenever inclement weather, usually in the form of snow and/or ice, makes driving conditions exceptionally hazardous, classes for that day will be canceled. In the event that day classes (on-campus or off-campus sites) are canceled, all evening classes and programs for that date are automatically canceled. Makeup sessions are required.

Usually, the university will announce the cancellation of classes or the closing of the university by 7:00 am on the radio/TV stations listed below:

WEIM	1280 AM	Fitchburg
WXLO	104.5 FM	Fitchburg/Worcester
WINQ	97.7 FM	Winchendon
WXPL	91.3 FM	FSU Campus Radio after 8:00am
WBZ Storm Center	1030 AM/ TV News 4	Boston
WCVB-TV 5		Boston
WRKO-7 News		Boston

Announcements are also sent through the Fitchburg State University Alert System. Enter your contact information into Blackboard to be notified of any school cancellation/delay. You may also call (978) 665-3006 (residence students), or (978) 665-4003 (off-campus, commuter students).

The decision to cancel classes scheduled for weekends or holidays rests with the instructor. Students should consult with their instructors for their class cancellation and make up policies.

Appendix #1

Endorsement for Licensure Procedures

APPLICATION FOR INITIAL EDUCATOR LICENSE INSTRUCTIONS

www.fitchburgstate.edu/edunit >PRACTICUM/LICENSURE >RESOURCES >Application for Licensure

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will compile all information and submit it directly to the Massachusetts Department of Elementary & Secondary Education to ensure that all documents are correct and complete, thereby expediting your licensure process. **Do not submit materials directly to the Massachusetts Department of Elementary & Secondary Education.**


Carefully follow the directions below to ensure that your licensure application will be processed as soon as possible. Missing documents may significantly delay your license.

Use a computer connected to a printer as you will need a printed page documenting completion of your 1) Teacher Candidate Exit Survey-Initial License and 2) MA DESE application for licensure.

1. **Complete the Teacher Candidate Exit Survey-Initial** which is found at www.fitchburgstate.edu/edunit under PRACTICUM/LICENSURE >RESOURCES >Exit Surveys. When finished, click **DONE**. A “thank you” page will display. **PRINT THIS PAGE** and submit with your licensure packet. Failure to include a copy of this page will delay processing of your application for licensure.
2. **Apply for Licensure through the MA DESE.** Go to www.doe.mass.edu/educators.

- a. Click on  **Licensure**



- b. Click  on the right side of the page.
 - c. If you have not previously created an ELAR profile, on the **ESE Security Portal screen**, choose **Create ELAR Profile** and complete the User Registration information. *Note: Once you have a user name and have created a password, write it down. You will be using ELAR frequently in your professional career.*
 - d. Proceed with your MA DESE Application for Licensure being sure to enter the initial license you seek, providing payment information.
 - e. Once you have submitted and paid for your license, **exit** your ELAR account, re-enter and click on *Check License Status and History*. **PRINT THE PAGE TITLED Inquiry-Activity Summary** and include with your licensure materials.
3. **Request an official transcript.** Transcripts can be ordered in person or on-line at www.fitchburgstate.edu/registrar **PLEASE FOLLOW THESE INSTRUCTIONS :**
The cost is payable with a credit card. When ordering, be sure to do the following:
 - a. On the page where you select where you want to mail your transcript, enter **Fitchburg State Licensure Office (not to your home...it must come directly to the Licensure office)**.
 - b. Select **After degree is awarded**.
 - c. In the box marked **Special Instructions**, enter **Do not send until after endorsement is posted**. The Registrar will hold your transcript until your endorsement has been posted and will be released upon request by the Licensure Office.
 - d. If you are ordering on-line be sure to send back the consent form. Transcripts will not be released until the consent form has been returned and received by the Clearinghouse.
 4. Official Bachelor’s Degree transcript if you are a Graduate student and this is your first MA initial license.

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET:

1. **Teacher Candidate Exit Survey-Initial** receipt (thank you page) which is found on-line at:
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE > RESOURCES > Exit Surveys
(receipt appears upon submission of your survey)
2. **Copy Inquiry-Activity Summary page** from ELAR, Department of Elementary and Secondary Education
www.doe.mass.edu/educators > **Licensure** > **ELAR**
3. **Transcript requested** as per the specific above instructions for delivery. Please provide copy of your order transaction that includes the order number.
www.fitchburgstate.edu/registrar

All of the required forms below can be found at www.fitchburgstate.edu/edunit:

PRACTICUM/LICENSURE > RESOURCES > FORMS LIBRARY > PRACTICUM FORMS

4. **Preservice Performance Assessment (PPA)**
Please submit the **original** cover sheet documenting that three meetings were held and initialed by you, your university supervisor and your supervising practitioner. Make sure all information is completed including all signatures. There should be no blanks. Also submit the evidence pages listing the evidence for each standard. Before submission to the licensure office, confirm that you and your supervisors have signed each page. *We do not collect your evidence/evidence binder; keep it for your permanent records.*
5. **Documentation of Practicum Hours** – signed by your practicum supervisors
6. **Dispositions Assessments from the Practicum Supervisors**
These should come to the Licensure Office even if the advisor has not signed them. Please be sure your student ID is at the top of this form. Submit *original copies*.
7. **Lesson Plan Scoring Rubrics (all)**
Check that your student ID is at the top of these forms. Submit *original copies*.
8. **Observation Reports (all)** Be sure your student ID is at the top of these forms. Submit *original copies*
9. **Practicum/Internship Evaluation Report Form and Candidate copy prepared prior to 3-way meetings.**
In addition to the final Practicum/Internship Evaluation Report, also submit *your copy* of this form that you completed in preparation for your mid-point and final conference with your supervisors. Please be sure your student ID is at the top of this and all forms form. Submit *original copies*.
10. **License Specific Evaluation Questions Rubric**

NAME CHANGE DOCUMENTATION

If you already hold a license and have had a name change since your prior license was awarded, please submit documentation of the name change (e.g. copy of marriage license or current driver's license). This form can be found at the state website at <http://www.doe.mass.edu/>

Submit the above application for licensure materials to:

Jason Miles, M.Ed. Director of Licensure



160 Pearl Street

Fitchburg, MA 01420

jmiles6@fitchburgstate.edu

978-665-329

Appendix #2

Forms

All forms can be accessed at <http://www.fitchburgstate.edu/edunit>. The following gives you an idea of the myriad of forms that you will need to submit throughout your program of study.

For both the professional and initial licensure tracks:

- The Candidate Dispositions Assessment Form. This checklist is used by course instructors for candidates in the professional and initial licensure tracks. In addition, the checklist is used for candidates in the initial licensure track and filled out by supervising practitioners during field experiences and the practicum.
- Lesson Plans. We have a specific format for lesson plans and a rubric to score the plan. Samples and guidance for developing effective lesson plans can be accessed at <http://www.fitchburgstate.edu/edunit>.

For the initial licensure track:

- Field Experience forms:
 - “Pre-practicum Report” form, indicating the course for which the field experience is being conducted, school site, and activities of the field experiences. This form must be signed by the course instructor and the supervising practitioner.
 - “Optional Pre-practicum Inventory” form, to be filled in by the supervising practitioner and signed by the practitioner and the candidate.
 - “Documentation of Field Based Activities” form, in which the candidate indicates the dates, hours and activities of the field experience. The supervising practitioner must initial each date on the timesheet.
 - Two Candidate Dispositions forms, one to be filled out by the supervising practitioner and the other to be filled out by the course instructor.
- Practicum Forms:
 - A Stage 2 Review must be completed with your program advisor to determine eligibility for acceptance into the practicum. The Stage 2 Review is typically submitted prior to or with your Application for Practicum and must be completed before permission to register for the practicum.
 - The Application for Practicum must be submitted and approved in order for you to be placed and assigned a university supervisor. **Applications for Practicum are due mid-semester the semester prior to the practicums semester. Watch the Education Unit website at www.fitchburgstate.edu/edunit for specific timelines.**
 - Practicum/Internship Evaluation Form is to be filled out by the supervising practitioner midway of each student teaching station and at the end of each station.
 - Lesson Plans are submitted in advance of the observational visit for scoring on the Lesson Plan Rubric Scoring Sheet.
 - Observation Forms are to be filled out by the university supervisor for selected lessons.
 - The Commonwealth of Massachusetts Department of Elementary and Secondary Education PreService Performance Assessment (PPA). The PPA is to be filled out by the candidate, documenting evidence of meeting the Professional Standards for Teachers. As part of the process, the candidate builds the evidence in a binder throughout the station(s). The university supervisor and supervising practitioner examine the evidence to finalize signing off on the candidate’s completion of requirements for licensure. It is filled out twice for 8-weeks stations, once at the end of each student teaching station; filled out once for a 16-weeks station. It is then submitted as a part of the licensure packet to the Fitchburg State Office of Educator Licensure.

Appendix #3

Documentation of 2-day Diversity Experience

- Using demographic information found at the Department of Elementary and Secondary Education website (<http://profiles.doe.mass.edu>), chart the comparison between your district and the diverse district you are visiting.
- For the diverse school you are visiting, document observable adaptations in staffing and curriculum for the diverse population. Comment on specific implications for instruction and assessment based on student population differences and characteristics.
- For the diverse school you are visiting, list appropriate adaptations of instructional planning to meet individual student needs. Include an explanation of why the modifications would improve students' learning.
- Reflect on how this experience will inform or improve your practice.
- Complete the Pre-Practicum Report Form securing the signature of the classroom teacher whom you visited.
- Submit your Diversity Experience document and Prepracticum Report Form to your Department Chair or designee for review. The the rubric below must be submitted to the Licensure Office for the endorsement process to proceed.

Rating Scale: 3=Comprehensive Answer 2=Acceptable Answer 1=Answer below expectation				
Criterion	Below Expectation	Acceptable	Comprehensive	Rating
Comparison of demographics between districts	Data not included and/or discussed	Data presented is minimal Data comparison is minimal.	Data from the DESE profiles page accurately presented with meaningful comparative discussion	
Observable adaptations in staffing and curriculum for the diverse population	Adaptations are not noted	Adaptations noted and appropriate	Adaptations stated and include observable impact on learners	
Specific implications for instruction and assessment based on student population differences and characteristics	Implications for instruction and assessment not included	Response includes general implications for instruction and assessment	Response includes specific implications for instruction and assessment	
List of appropriate adaptations/modifications of instructional planning to meet individual student needs	Adaptations/modifications are not noted	Specific adaptations to instructional planning for individual students are noted and appropriate	Specific adaptations are stated and include comments on student engagement and learning	
Explanation of why the modifications/adaptations would improve students' learning	Explanation of modifications/adaptations not provided	Explanations of modification/adaptations are adequately stated	Modifications/adaptations are stated and comprehensively discussed	
Reflection how will this experience inform or improve your practice	No ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment	Ideas for redesigning learning goals, instruction, and assessment but offers limited rationale for why these changes would improve student learning	ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning	
Overall Rating				

