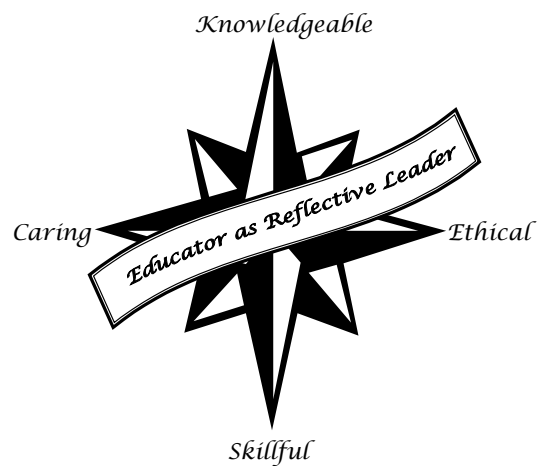




Master of Education Programs

Early Childhood
Elementary
Middle School



Graduate Student Handbook

2012-2013

Dear Graduate Students,

Welcome to the Master of Education Programs in Early Childhood, Elementary, and Middle School Education 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 a number of changes in policies.** If, after reading this handbook, you have any questions about the program, do not hesitate to contact your assigned program advisor, either Dr. Ian Bothwell (who advises Early Childhood and Elementary Candidates) at ibothwell41@comcast.net, or me (I advise Middle School Education Candidates) at rbeardmo@fitchburgstate.edu.

Please note that the information in this handbook is as accurate as the available information of September 1, 2012. Please refer to the latest university 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. Once that has been accomplished, it is essential that you contact your program advisor before registering for any electives.

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,

Richard Beardmore, Jr. CAGS

Chair of Graduate Programs in Early Childhood, Elementary, and Middle School Education

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Important Policies

For the Initial Licensure Tracks in Early Childhood Education, Elementary Education, and Middle School Education

- 1) Successful completion of all MTEs as of the **May** administration date is required for **fall** semester practicum and as of the **September** administration date for **spring** semester practicum. Please make note of these changes and work with your advisor to plan your MTEL timeline accordingly.
- 2) All practicum stations **MUST** be in the role of the license being sought. For example, this means that a teacher candidate in an elementary practicum must be responsible for the simultaneous and sequential development, implementation, and assessment of all four content areas (literacy, math, science, and social studies) within the same classroom with the same group of students in any grade from 1-6.
- 3) If you wish to conduct your practicum in a non-diverse setting, you **MUST conduct at least 2/3** of your pre-practicum 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 **2 full days** to observe and work with children in a diverse setting* during your practicum unless you can provide evidence of previous experience with diverse group(s) of children.

*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.
- Complete the Pre-Practicum Report Form.

For the Professional Licensure Tracks in Early Childhood Education, Elementary Education, and Middle School Education

- 1) All content electives **MUST** be pre-approved by your advisor. If a content elective is in doubt, your advisor will seek the approval of the Dean of Education.

For all Licensure Tracks in Early Childhood Education, Elementary Education, and Middle School Education

- 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 4 courses (12 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 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.

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
Early Childhood
Elementary
Middle School

Graduate Program Chair

Richard Beardmore, Jr. CAGS

Academic Advisors

Ian A. Bothwell, Ed.D., Program Advisor for Early Childhood, Elementary Tracks

Richard Beardmore, CAGS, Program Advisor for Middle School Tracks

Graduate Committee

Richard Beardmore, Jr. CAGS

Elaine Francis, Ed.D.

Shana Goldwyn, Ph.D.

Pamela Hill, Ed.D.

Anne Howard, Ph.D.

Randy Howe, Ed.D.

Nancy Murray, Ed.D.

The M.Ed. programs in Early Childhood Education, Elementary Education and Middle School Education offer 2 tracks: one for the Professional License in the selected licensure area and one 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.**

It is essential that candidates follow this sequence in order to gain the necessary knowledge and competencies for more advanced courses.

Professional Licensure Track

Early Childhood Education

Elementary Education

Middle School Education

Program Objectives

The M.Ed. in Early Childhood Education, M.Ed. in Elementary Education, and M.Ed. in Middle School Education Programs in the professional licensure track are designed for fully licensed teachers who wish to pursue advanced levels of reflection, knowledge, skill, and professionalism.

Program Descriptions

The M.Ed. in Early Childhood Education, M.Ed. in Elementary Education, and M.Ed. in Middle School Education Programs of study in the Professional Licensure Track enable educators to:

- 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
- Broaden curriculum content knowledge and skills
- Develop knowledge, skills, and dispositions of the Educator as Reflective Leader

Admissions Standards and Criteria

To apply for enrollment in the Master of Education in Early Childhood Education, Master of Education in Elementary Education or Master of Education in Middle School Education, a student must submit documents as outlined in the Graduate Admission section as well as:

- An appropriate teacher license (An Initial or Professional License is required for admission).
- 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, etc.?
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, Lisa Moison.

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 4 courses (12 credits) before matriculation. 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 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. 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.

Program Requirements

The Master of Education for Professional Licensure Programs in Early Childhood Education, Elementary Education, and Middle School Education 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 quality and provide flexibility to serve the variety of student interests and professional needs. A program advisor assists each student with the planned sequence and advises the selection of electives to meet individual goals, interests, and licensure requirements.

Each program is composed of:

- Three required common core courses

- Designated specialized courses from the selected disciplines of Early Childhood Education, Elementary Education, or Middle School Education
- Content elective courses to fulfill licensure or recertification requirements and to complete the 36-semester hour program



**Professional Licensure Track
3-Year Plan (Subject to Revision)
Fall 2012– Summer 2015**

COURSE #	COURSE NAME	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 15	SU15
EDUC 9005	Dynamic Perspectives in Education	X		X		X	X		X	X
EDUC 8310	Advanced Research in Education (*C)	X	X	X	X	X	X	X	X	X
EDUC 7300	Advanced Child Development (*A)	X	X		X	X		X	X	
EDUC 8200	Qualitative Reading Assessment and Analysis (*C)	X			X			X		
EDUC 8450	Literacy in Early Childhood Education (*B)			X			X			X
EDUC 8500	Developmental Assessment in Early Childhood Education (*C)		X			X			X	
EDUC 8270	Collaborating with and Involving Families in Early Childhood Settings (*B)	X			X			X		
EDUC 8400	Literacy in Elementary School Education (*B)			X			X			X
EDUC 8650	Adv. Strategies & Approaches for Teaching Critical Thinking in Content Areas (*C)		X			X			X	
EDUC 8600	Advanced Seminar in Child-Centered Issues (*C)		X			X			X	
EDUC 8150	Advanced Assessment, Design, & Evaluation of the Middle School Curriculum (*A)		X			X			X	
EDUC 8350	Middle School Instructional Strategies and Practices (*C)	X			X			X		
READ 8132	Content Reading and Writing: Fostering Literacy in Middle and High School (*B)	X			X			X		
EDUC 8750	Seminar in Early Adolescent Issues (*A)			X			X			X
EDUC 9150	Advanced Seminar in Reflective Practice and Action Research (*C)	X	X		X	X		X	X	

*Denotes order of classes. It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.

Note: The following courses are offered only once during an Academic Year: EDUC 8270 Collaborating with and Involving Families in Early Childhood Settings, EDUC 8200 Qualitative Reading Assessment and Analysis, EDUC 8450 Literacy in Early Childhood Education, EDUC 8500 Developmental Assessment in Early Childhood Education, EDUC 8400 Literacy in Elementary Education, EDUC 8650 Adv. Strategies & Approaches for Teaching Critical Thinking in Content Areas, EDUC 8600 Advanced Seminar in Child-Centered Issues, EDUC 8150 Advanced Assessment, Design, & Evaluation of the Middle School Curriculum, EDUC 8350 Middle School Instructional Strategies and Practices, READ 8132 Content Reading and Writing: Fostering Literacy in Middle and High School, EDUC 8750 Seminar in Early Adolescent Issues, EDUC 9150 Advanced Seminar in Reflective Practice and Action Research is offered fall and spring semesters. Please plan your program of study accordingly.



**Early Childhood Education
Professional Licensure Program**
(Must have Initial or Professional License)

REQUIRED CORE COURSES: (9 SH)

EDUC 9005	(*A)	Dynamic Perspectives in Education	_____	3 SH
EDUC 8310	(*C)	Advanced Research in Education	_____	3 SH
EDUC 9150	(*C)	Advanced Seminar in Reflective Practice and Action Research	_____	3 SH

SPECIALIZED COURSES EARLY CHILDHOOD EDUCATION: (15 SH)

EDUC 7300	(*A)	Advanced Child Development	_____	3 SH
EDUC 8450	(*B)	Literacy in Early Childhood Education	_____	3 SH
EDUC 8200	(*C)	Qualitative Reading Assessment and Analysis	_____	3 SH
EDUC 8500	(*C)	Developmental Assessment in Early Childhood Education	_____	3 SH
EDUC 8270	(*C)	Collaborating with and Involving Families in Early Childhood Education	_____	3 SH

ELECTIVE COURSES: (12 SH)

Note that all electives **MUST** be in content areas and **MUST** be approved by an advisor.

1. _____ 3 SH
2. _____ 3 SH
3. _____ 3 SH
4. _____ 3 SH

Total Credits for Program _____ **36 SH**

* Denotes order of courses. It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.



**Elementary Education
Professional Licensure Track**
(Must have Initial or Professional License)

REQUIRED CORE COURSES: (9 SH)

EDUC 9005	(*A)	Dynamic Perspectives in Education	_____	3 SH
EDUC 8310	(*C)	Advanced Research in Education	_____	3 SH
EDUC 9150	(*C)	Advanced Seminar in Reflective Practice and Action Research	_____	3 SH

SPECIALIZED COURSES ELEMENTARY: (15 SH)

EDUC 7300	(*A)	Advanced Child Development	_____	3 SH
EDUC 8400	(*B)	Literacy in Elementary School	_____	3 SH
EDUC 8600	(*C)	Advanced Seminar in Child-centered Issues	_____	3 SH
EDUC 8200	(*C)	Qualitative Reading Assessment	_____	3 SH
EDUC 8650	(*C)	Advanced Strategies and Approaches for Teaching Critical Thinking in Content Areas	_____	3 SH

ELECTIVE COURSES: (12 SH)

Note that all electives **MUST** be in content areas and **MUST** be approved by an advisor.

1.	_____	_____	3 SH
2.	_____	_____	3 SH
3.	_____	_____	3 SH
4.	_____	_____	3 SH

Total Credits for Program _____ **36 SH**

* Denotes order of courses. It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.



**Middle School Education
Professional Licensure Track**
(Must have Initial or Professional License)

REQUIRED CORE COURSES: (9 SH)

EDUC 9005	(*A)	Dynamic Perspectives in Education	_____	3 SH
EDUC 8310	(*C)	Advanced Research in Education	_____	3 SH
EDUC 9150	(*C)	Advanced Seminar in Reflective Practice and Action Research	_____	3 SH

SPECIALIZED COURSES: (12 SH)

EDUC 8150	(*A)	Advanced Assessment, Design, and Evaluation of Middle School Curriculum	_____	3 SH
EDUC 8750	(*A)	Seminar in Early Adolescent Issues	_____	3 SH
READ 8132	(*B)	Content Reading and Writing: Fostering Literacy in Middle and High Schools in the Content Areas	_____	3 SH
EDUC 8350	(*C)	Middle School Instructional Strategies & Practices	_____	3 SH

CONTENT ELECTIVES (15 SH)

Note that all electives **MUST** be in content areas related to the initial license and **MUST** be approved by an advisor.

1.	_____	_____	3 SH
2.	_____	_____	3 SH
3.	_____	_____	3 SH
4.	_____	_____	3 SH
5.	_____	_____	3 SH

Total Credits for Program _____ **36 SH**

* Denotes order of courses. It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.



Initial Licensure Track
Early Childhood Education
Elementary Education
Middle School Education

Program Objectives

The M.Ed. in Early Childhood Education, M.Ed. in Elementary Education, and M.Ed. in Middle School Education Programs in the Initial Licensure Track are 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 the selected program: Early Childhood Education, Elementary Education or Middle School Education.

Program Description

The M.Ed. in Early Childhood Education, M.Ed. in Elementary Education, and M.Ed. in Middle School Education Programs 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 Early Childhood Education, Master of Education in Elementary Education or Master of Education in Middle School Education, a candidate must submit documents as outlined in the Graduate Admission section as well as:

- Passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL #01)
- 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, etc.?
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, Lisa Moison.

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 4 courses (12 credits) before matriculation. These 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.

Upon completion of this program and endorsement of the candidate for the Initial License, the candidate may choose to matriculate into a post-master's 18-credit program for the Professional License.

Program Requirements

The Master of Education for Initial License in Early Childhood Education, Master of Education in Elementary Education, and Master of Education in Middle School Education require that **39 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.

Each program is composed of:

- Six required common core courses
- Designated specialized courses from the selected disciplines of Early Childhood Education, Elementary Education, or Middle School Education
- Field experiences and practicum experiences

Candidates in the M.Ed. Programs for the Initial License of Teachers of Early Childhood Education, Elementary Education and Middle School Education must complete or demonstrate:

- Passing scores on the Communications and Literacy Skills portion of MTEL (required for matriculation)
- Passing scores on the content portions of MTEL required for Initial License in the selected discipline
- 105-110 hours field experience (These field experiences should be conducted in diverse settings)
- 300 hours practicum

Admission to the practicum is dependent upon a passing score on all required portions of MTEL required for initial license in the selected discipline of early childhood education, elementary education or middle school education; 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 Candidates >Application for Practicum >>Practicum Placement 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. All forms must be turned in to the program chair so that copies of the forms may be filed in the candidate’s advising folder and the originals submitted to the FSU Licensure Office.

Forms may be 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 50-mile radius of Fitchburg. **Minimally, candidates will conduct one station in a diverse setting**

PREREQUISITES: Admission to the practicum is dependent upon a passing score on all portions of MTEL required for Initial License in the selected discipline, i.e. Early Childhood Education, Elementary Education or 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.**

- 1) Successful completion of all MTEs as of the **May** administration date is required for **fall** semester practicum and of the **September** administration date for **spring** semester practicum. Please make note of these changes and work with your advisor to plan your MTEL timeline accordingly.
- 2) All practicum stations **MUST** be in the role of the license being sought. For example, this means that a teacher candidate in an elementary practicum must be responsible for the simultaneous and sequential development, implementation, and assessment of all four content areas (literacy, math, science, and social studies) for a distinct group of children in any grade from 1-6.

If you wish to conduct your practicum in a non-diverse setting, you **MUST conduct at least 2/3** of your pre-practicum 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 take a minimum of **2 days** to observe and work with children in a diverse setting during your practicum unless you can provide evidence of previous experience with diverse group(s) of children.

*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.

- Complete the Pre-Practicum Report Form.

4)

Schedule:

The schedule for student teaching will be furnished at the beginning of each semester and is posted at www.fitchburgstate.edu/edunit.

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, 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 Candidates >Practicum Handbook

**Initial Licensure Track
3-Year Plan (Subject to Revision)
Fall 2012 – Spring 2015**

COURSE #	COURSE NAME	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14	SP 15	SU 15
EDUC 7023	Educational Foundations: Theory and Practice (A*)		X	X		X	X		X	X
EDUC 7003	Educational Issues in Child Development (A*)	X	X		X	X		X	X	
SPED 7650	Inclusion of Students with Disabilities in Regular Education		X	X		X	X		X	X
EDUC 7222	Language Arts and Literacy in Early Childhood Settings (B*)		X	X		X	X		X	X
EDUC 7120	Advanced Methods for Integrating Science, Math and Social Studies I (B*)		X			X			X	
EDUC 7123	Advanced Methods for Integrating Science, Math and Social Studies II (B*)			X			X			X
EDUC 8250	Family Involvement in Early Childhood (B*)	X			X			X		
EDUC 8360	Advanced Social Studies in Education (B*)		X			X			X	
EDUC 7040	Advanced Concepts and Methods of Elementary and Middle School Math (B*)	X			X			X		
EDUC 7025	Teaching Science in Elementary and Middle School (B*)		X			X			X	
EDUC 7015	Language Arts and Literacy in Elementary Education (B*)		X	X		X	X		X	X
EDUC 7013	Middle School Structures and Curriculum (A*)	X	X			X			X	
EDUC 7024	Educational Issues in Early Adolescent Development (A*)			X			X			X
READ 7014	Reading and Writing in the Content Areas (B*)	X			X			X		
EDUC 7225	Language Arts and Literacy at the Middle Level (B*)	X			X			X		
EDUC 7026	Studying Skillful Teaching (C*)	Arranged through Research for Better Teaching								
EDUC 7600	Strategies for Creating an Effective Learning Environment (C*)	X	X		X	X		X	X	
CRAR 8140	Creative Teaching (C*)		X	X		X	X		X	X
EDUC 8300	Research in Education (B*)	X	X	X	X	X	X	X	X	X
EDUC 9100	Reflective Seminar and Action Research (C*)	X	X		X	X		X	X	
EDUC 9400	Practicum I: Early Childhood Education (C*)	X	X		X	X		X	X	
EDUC 9450	Practicum II: Early Childhood Education (*C)									
EDUC 9600	Practicum I: Elementary Education (*C)	X	X		X	X		X	X	
EDUC 9650	Practicum II: Elementary Education (*C)									
EDUC 9700	Practicum I: Middle School Education (*C)	X	X		X	X		X	X	
EDUC 9750	Practicum II: Middle School Education (*C)									

* Denotes order of courses. It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.

Note: The following courses are offered only once during an Academic Year: EDUC 7120/7123 Advanced Methods for Integrating Science, Math and Social Studies I & II, EDUC 8250 Family Involvement In Early Childhood Settings, EDUC 8360 Advanced Social Studies in Education, EDUC 7040 Advanced Concepts and Methods of Elementary and Middle School Math, EDUC 7025 Teaching Science in Elementary and Middle School, EDUC 7013 Middle School Structures and Curriculum, EDUC 7024 Educational Issues in Early Adolescent Development, EDUC 7014 Reading and Writing in the Content Areas. Please plan your program of study accordingly.

**Early Childhood Education
Initial Licensure Program**

Core Courses for Licensure

EDUC 7023	(A)	Education Foundations: Theory and Practice <i>(15 hrs field experience)*</i>	3 SH _____
SPED 7650	(A)	Inclusion of Students with Disabilities in Regular Education	3 SH _____

Early Childhood Education

EDUC 7003	(A)	Educational Issues in Child Development <i>(10 hrs field experience)*</i>	3 SH _____
EDUC 7120	(B)	Advanced Methods for Integrating Science, Math and Social Studies in the Early Childhood Setting I <i>(35 hrs total field experience with II)*</i>	3 SH _____
EDUC 7123	(B)	Advanced Methods for Integrating Science, Math and Social Studies in the Early Childhood Setting II <i>(35 hrs total field experience with I)*</i>	3 SH _____
EDUC 7222	(B)	Literacy and Language Arts in Early Childhood Education Settings <i>(25 hrs field experience)*</i>	3 SH _____
EDUC 8250	(B)	Family Involvement in Early Childhood <i>(20 hrs field experience)*</i>	3 SH _____
EDUC 9400	(C)	Practicum I/Early Childhood Education	3 SH _____
EDUC 9450	(C)	Practicum II/Early Childhood Education	3 SH _____

** You may now apply for your Initial License!*

M.Ed. Advanced Core Courses

EDUC 7026	(C)	Studying Skillful Teaching OR	
EDUC 7600	(C)	Strategies for Creating an Effective Learning Environment	3 SH _____
CRAR 8140	(C)	Creative Teaching	3 SH _____
EDUC 8300	(C)	Research in Education	3 SH _____
EDUC 9100	(C)	Reflective Seminar and Action Research	3 SH _____

Total for program: 39 SH _____

Note: For Initial Licensure, candidates must also have evidence of the following:

Passing scores on:

1. Communications & Literacy MTEL (#01) **
2. Content test for Early Childhood Education licensure (#02) ***
3. Foundations of Reading (#90) ***

*105 field experience hours necessary for acceptance to practicum

**Passing score necessary for acceptance into the program

***Passing score necessary for acceptance to practicum.

It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.

**Elementary Education
Initial Licensure Program**

Core Courses for Licensure

EDUC	7023	(A)	Education Foundations: Theory and Practice <i>(15 hrs field experience)*`</i>	3 SH _____
SPED	7650	(A)	Inclusion of Students with Disabilities in Regular Education	3 SH _____

Elementary Education

EDUC	7003	(A)	Educational Issues in Child Development <i>(10 hrs field experience)*</i>	3 SH _____
EDUC	8360	(B)	Advanced Social Studies in Education <i>(20 hrs field experience)*</i>	3 SH _____
EDUC	7015	(B)	Language Arts and Literacy in Elementary Education <i>(25 hrs field experience)*</i>	3 SH _____
EDUC	7025	(B)	Teaching Science in the Elementary and Middle School <i>(20 hrs field experience)*</i>	3 SH _____
EDUC	7040	(B)	Advanced Concepts and Methods of Elementary and Middle School Math <i>(20 hrs field experience)*</i>	3 SH _____
EDUC	9600	(C)	Practicum/Elementary Education I	3 SH _____
EDUC	9650	(C)	Practicum/Elementary Education II	3 SH _____

** You may now apply for your Initial License!*

M.Ed. Advanced Core Courses

EDUC	7026	(C)	Studying Skillful Teaching OR	
EDUC	7600	(C)	Strategies for Creating an Effective Learning Environment	3 SH _____
CRAR	8140	(C)	Creative Teaching	3 SH _____
EDUC	8300	(C)	Research in Education	3 SH _____
EDUC	9100	(C)	Reflective Seminar and Action Research	3 SH _____

Total for program: 39 SH _____

Note: For Initial Licensure, candidates must also have evidence of the following:

Passing scores on:

1. Communications and Literacy MTEL (#01) **
2. General Curriculum Multi-subject and Mathematics subtests (#03) ***
3. Foundations of Reading (#90) ***

*110 field experience hours necessary for acceptance to practicum

**Passing score necessary for acceptance into the program

***Passing score necessary for acceptance to practicum.

It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.

**Middle School Education
Initial Licensure Program**

Core Courses for Licensure

EDUC 7023	(A)	Education Foundations: Theory and Practice <i>(15 hrs field experience)*</i>	3 SH _____
SPED 7650	(A)	Inclusion of Students with Disabilities in Regular Education	3 SH _____

Middle School Education

EDUC 7013	(A)	Middle School Structures and Curriculum <i>(15 hrs field experience)*</i>	3 SH _____
EDUC 7024	(A)	Educational Issues in Early Adolescent Development <i>(15 hrs field experience)*</i>	3 SH _____
EDUC 7014	(B)	Reading and Writing in the Content Areas <i>(20 hrs field experience)*</i>	3 SH _____

Choose 2 of the following (20 hrs field experience for each*)

EDUC 8360	(B)	Advanced Social Studies in Education and	3 SH _____
EDUC 7225	(B)	Language Arts and Literacy at the Middle Level	3 SH _____

OR

EDUC 7040	(B)	Advanced Concepts and Methods of Elementary and Middle School Math and	3 SH _____
EDUC 7025	(B)	Teaching Science in the Elementary and Middle School	3 SH _____
EDUC 9700	(C)	Practicum/Middle School Education	3 SH _____
EDUC 9750	(C)	Practicum/Middle School Education	3 SH _____

** You may now apply for your Initial License!*

M.Ed. Advanced Core Courses

EDUC 7026	(C)	Studying Skillful Teaching OR	
EDUC 7600	(C)	Strategies for Creating an Effective Learning Environment	3 SH _____
CRAR 8140	(C)	Creative Teaching	3 SH _____
EDUC 8300	(C)	Research in Education	3 SH _____
EDUC 9100	(C)	Reflective Seminar and Action Research	3 SH _____

Total for program: 39 SH _____

Note: For Initial Licensure, candidates must also have evidence of the following:

Passing scores on:

1. Communications and Literacy MTEL (#01) **
2. One of the content tests for Middle School licensure sought (Either Humanities #50 or Math-Science (#51) ***)

*105 pre-prac hours necessary for acceptance to practicum

**Passing score necessary for acceptance into the program

***Passing score necessary for acceptance to practicum

It is strongly advised that candidates take “A” courses before “B” courses and take “B” courses before “C” courses.

Action Research

The Action Research Inquiry is the culminating work for candidates in the M.Ed. in Early Childhood Education, Elementary Education and Middle School Education programs. The inquiry is connected to one of two courses, depending on the candidate's licensure track. For those in the professional track, the course is **EDUC 9150 Advanced Seminar in Reflective Practice and Action Research**. For those in the initial licensure track, the course is **EDUC 9100 Reflective Seminar and Action Research**. The action research inquiry provides the candidate with the opportunity to implement educational concepts and practices gained through earlier courses and the course(s) being taken simultaneously. Each candidate will be assigned a university supervisor/mentor for the action research.

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. In addition to implementing an action research inquiry designed during **EDUC 8310 Advanced Research in Education** or **EDUC 8300 Research in Education**, 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 theory or practice and complete an action research inquiry within the context of an educational setting before graduation. Each candidate will present the findings and final paper during a culminating event near 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
3. Completion of core courses and specialized courses
4. Successful completion of **EDUC8310 Advanced Research in Education** or **EDUC 8300 Research in Education**
5. 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 an action research inquiry
4. formally present the completed research during a culminating event near the end of the semester on an assigned date

ADVISING INFORMATION

All students in the Early Childhood, Elementary, and Middle School Graduate Programs 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.

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 advice or to refer you to another individual or office that can provide further information.

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

Scholarships
Campus Support
Policies & Procedures

Please note: Some offices listed below may be periodically relocated due to the building, renovations, and beautification of our campus.

SCHOLARSHIPS AND ASSISTANTSHIPS

Graduate students are advised to review the complete financial aid section of the catalog. Consult the Financial Aid Office for eligibility requirements.

Dorothy Holmes Toporeck '28 Graduate Scholarship Program

This scholarship recognizes students for their scholastic excellence in undergraduate studies who are pursuing a master's degree. Preference will be given to graduates of Fitchburg State University's undergraduate program (with a 3.25 cumulative GPA) who are accepted into a graduate program at the university. Currently enrolled students in the university's master's degree program must demonstrate an earned 3.75 cumulative GPA and receive the recommendation of their graduate advisors or graduate program chairs.

Graduate Assistant Program

Newly admitted and current graduate students are eligible to apply for Graduate Assistantships. The maximum amount of the award is \$5500 for the academic year. The appointment and award includes a tuition waiver for 18 semester hours of graduate course work for the academic year of the award (excluding independent studies, life-long learning courses, capstones, conferences, teleconferences, directed studies, internship, practica, fieldwork, LECAP, courses by arrangement or professional development seminars and lectures sponsored by Graduate and Continuing Education). Graduate Assistants must pay all fees.

Qualifications

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

Continuing Graduate students must have a graduate GPA of 3.5.

Application

A completed application form, resume, and an unofficial transcript must be submitted by the applicant to the secretary of Graduate and Continuing Education, Office of Graduate Studies, no later than the second week of May.

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
- Graduate Assistants are required to work up to 20 hours per week, which is considered a fulltime work schedule
- Graduate Assistants are not allowed to secure a second paid position on campus

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.

GCE Student Permit (Evening/Summer Only) (Gold)

GCE students who **only** attend classes in the evening and summer are eligible for this permit. This permit is only valid between the hours of 4:00pm to 12:00am (midnight). Motor vehicles bearing a GCE permit may park in designated red or blue lots during these hours. The permit is only valid when hung from the rear-view mirror (gold side out). This permit is free of charge and is valid from September 1, 2010 through August 31, 2011. * **ONLY during Summer classes, the GCE permit is valid from 7:00am - 12:00am (midnight)** *

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, etc.) 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.

Career Services Center

Hammond Bldg.

2nd Floor, Rm. 218

Phone: (978) 665-3151

The Career Services Center provides a variety of programs and activities to assist students and alumni in planning for career decisions during and after Fitchburg State University. The Career Center provides all aspects of career guidance and counseling, as well as assists students in the school-to-work and undergraduate-to-graduate transition. Counseling services include assistance with selecting a major, job search strategies, job seeking skills training, preparing for professional interviews, and assistance with changing careers. For more information, please contact the Office of Career Services at careersvs@fitchburgstate.edu.

The following lists the various services. For further information, go the Fitchburg State University Website www.fitchburgstate.edu and click on Career Services. Then click on any of the services listed below.

Student Services	Employer Services	Alumni Services
<ul style="list-style-type: none"> <u>Job Seeking Skills</u> <u>Post Your Resume</u> <u>Career Links</u> <u>Recruiters</u> <u>Job Opportunities</u> <u>Workshops</u> <u>Internships</u> <u>Mentoring Network</u> <u>University Central</u> <u>MAT / DANTES / GRE Tests</u> <u>Upcoming Events</u> <u>Graduate Schools</u> <u>Career/Job Fairs / Open Houses</u> <u>Part Time Employment Available</u> <u>NACELink Connect</u> <u>VAULT Online Career Library</u> <u>Teacher Licensure</u> 	<ul style="list-style-type: none"> <u>Fitchburg State Overview</u> <u>Post Your Jobs</u> <u>Help Sheet</u> <u>University Central</u> 	<ul style="list-style-type: none"> <u>Career Links</u> <u>Recruitment</u> <u>Alumni Career</u> <u>Alumni Relations</u> <u>Transcripts</u> <u>Job Skills</u> <u>Mentoring Networking</u> <u>University Central</u> <u>NACELink Connect</u>

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 3 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.

Student Health Insurance

Every graduate student registered for 6.75 or more credits is required by law to purchase health insurance. Students must purchase the school sponsored health plan or show proof of comparable coverage in an alternate health plan in order to enroll. For more details, see Student Health Services section in the catalog.

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 of 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.

Cancellation of Course

The university may cancel courses for insufficient enrollment or for other reasons deemed to be in the best interest of the university. Students who registered for a course which is canceled may transfer to another course or receive a full refund of tuition and fees.

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.

Thesis

Several of the graduate programs at Fitchburg State University include a thesis requirement or thesis option. Students completing a thesis must adhere to the policies and standards set forth in the thesis guidelines. Thesis guidelines can be obtained through the Office of Graduate and Continuing Education or the student's academic department.

Second Master's Degree

Students interested in obtaining a second master's degree from Fitchburg State University are encouraged to speak to their past or present advisor and the Graduate Program Chair of the program they are considering. In some cases a Certificate of Advanced Graduate Study (CAGS) program would be more appropriate. However, once having decided to pursue a second master's degree from Fitchburg State University students must in their application, include a recommendation from a professor or chair from their first master's degree from the university. Students should be aware that courses taken as part of the first master's program will not count toward a subsequent master's degree.

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 Dishonesty 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, including early childhood, elementary, middle school, secondary, special education, counseling, and school administration. 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, Lisa Moison.

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 ConnectEd 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.

No Smoking Policy

Effective July 1, 1994, Fitchburg State University became a smoke-free environment. Smoking is not allowed inside any university building, including residence halls.

Those members of the university community who have special difficulties in complying with a smoke-free environment are urged to seek the assistance of either the Human Resources Office or the Health Services Office.

Endorsement for Licensure Procedures


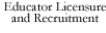
GRADUATE APPLICATION INSTRUCTIONS FOR INITIAL EDUCATOR LICENSES

www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Licensure Instructions

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will submit required documentation 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 Teacher Candidate Exit Survey and MA DESE application for licensure.

1. **Complete the Teacher Candidate Exit Survey-Initial** found at:
www.fitchburgstate.edu/edunit under PRACTICUM/LICENSURE CANDIDATES > 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. On the next screen, **ESE Security Portal**, choose **Create ELAR Profile** and complete the User Registration information. *Note: Once you have a user name, 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 license and level (initial) that you seek and provide 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 entitled **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 send your transcript, enter **Fitchburg State Licensure Office (not to your home..it must come to our office)**.
 - b. On that same page under **Delivery options**, click on **Processing Options**. Select **After grade is posted**.
 - c. In the box marked **Special Instructions**, enter **Do not send until after endorsement is posted**. Your transcript will be held by the Registrar until your endorsement has been posted and will be released upon request by the Licensure Office.
4. **Submit official transcripts of your Bachelor’s Degree** with your licensure packet to the Licensure Office, *if this is the first license of any type in Massachusetts*.

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET – ORIGINAL DOCUMENTS REQUIRED:


1. Teacher Candidate Exit Survey-Initial receipt (thank you page) which is found on-line at: www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Exit Surveys (receipt appears after you click SUBMIT). Do not send the entire survey as it is intended to be anonymous.
2. Copy of Application for Licensure (INQUIRY-Activity Summary) through 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. www.fitchburgstate.edu/registrar
4. Bachelor's Degree Transcript, if this is your first license in Massachusetts.
5. Pre-Service Performance Assessment (PPA)
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Practicum Forms
Please submit the **original** documents including the PPA cover, evidence pages and Summary Decision page. **Confirm that all requested information is complete including all signatures, initials and dates.** There should be no blanks. *We do not need your collection of evidence/evidence binder.*
6. Practicum Evaluation Report Form
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Practicum Forms
Please be sure your student ID is at the top of this form. *Submit original copies.*
7. Dispositions Assessments from the Practicum Supervisors
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Practicum Forms
These should come to the Licensure Office even if the advisor has not signed. Please be sure your student ID is at the top of this form. *Submit original copies.*
8. Lesson Plan Score Rubrics (submit all completed by your University Supervisor)
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Practicum Forms
Please be sure your student ID is at the top of these forms. *Submit original copies.*
9. Observation Reports
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Practicum Forms
Please be sure your student ID is at the top of these forms. *Submit original copies.*

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:

Ann M. Hogan
Director of Licensure

 **FITCHBURG STATE UNIVERSITY**
160 Pearl Street
Fitchburg, MA 01420


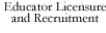
GRADUATE APPLICATION INSTRUCTIONS FOR PROFESSIONAL EDUCATOR LICENSES

www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Licensure Instructions

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will submit required documentation 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 Teacher Candidate Exit Survey and MA DESE application for licensure.

1. **Complete the Teacher Candidate Exit Survey-Professional** found at:
www.fitchburgstate.edu/edunit under PRACTICUM/LICENSURE CANDIDATES > 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.
 - Click on  **Licensure**
 - Click  on the right side of the page.
 - Proceed with your MA DESE Application for Licensure being sure to enter the license and level (professional) that you seek and provide payment information.
 - 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 entitled **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:
 - d. On the page where you select where you want to send your transcript, enter **Fitchburg State Licensure Office (not to your home..it must come to our office)**.
 - e. On that same page under **Delivery options**, click on **Processing Options**. Select **After degree is awarded**.
 - f. In the box marked **Special Instructions**, enter **Do not send until after endorsement is posted**. Your transcript will be held by the Registrar until your endorsement has been posted and will be released upon request by the Licensure Office.

FOR PROFESSIONAL EDUCATOR LICENSE

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET – ORIGINAL DOCUMENTS REQUIRED:


1. **Teacher Candidate Exit Survey-Professional** thank you receipt which is found on-line at:
www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE CANDIDATES > Exit Surveys
(receipt appears after you click SUBMIT). Do not send the entire survey as it is intended to be anonymous.
2. **Copy of Application for Licensure (INQUIRY-Activity Summary)** through 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.
www.fitchburgstate.edu/registrar.
4. **Verification of Employment**
A letter of verification from your principal or superintendent on school/district letterhead that documents 3 years of teaching experience is needed. If you have completed three years of experience, please send the letter to us and we will submit it with your endorsement. If you have not yet completed three years of employment, submit this letter directly to the Department of Education when you have completed three years of teaching

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:

Ann M. Hogan
Director of Licensure

 **FITCHBURG STATE UNIVERSITY**
160 Pearl Street
Fitchburg, MA 01420

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.