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Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

Licensure Only

TEACHER of STUDENTS with MODERATE DISABILITIES (5-12)

Leading to Initial Teacher License in Teacher of Students with Moderate Disabilities (5-12)

This program is for educators seeking an Initial license in Moderate Disabilities who already hold an Initial license in Middle School or High School Education. All Special Education programs at Lesley prepare skilled and reflective practitioners to work with children with a range of mild to moderate disabilities, and prepare teachers to work with culturally and linguistically diverse students with disabilities in the least restrictive environments in public and private schools, clinical settings, and collaborative programs.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Teacher of Students with Moderate Disabilities (5-12) in the Commonwealth of Massachusetts.

Program Prerequisite: Initial license in Middle School or High School Education

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
ESPED 5100	Contemporary Perspectives in Special Education*	3
ESPED 6014	Reading and Writing for Diverse Learners*	3
ESPED 6119	Technology in Communication and Curriculum*	3
EECLD 6116	Sheltered English Instruction (5-12)*	4
ESPED 6121	Classroom Management and Behavior Support*	3
ESPED 6105	Instructional Accommodations in Math and Science (5–12)*	3
ESPED 6124	Assessment in Special Education*	3
ESPED 6134	Designing Effective Individualized Education Programs*	3
ESPED 6129	Instructional Accommodations in English Language Arts and Social Studies (5–12)*	3
ESPED 6132	Collaboration with Professionals, Families, and Community*	3
Practicum		
ESPED 7718	Practicum and Seminar in Moderate Disabilities (5-12)	6

This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.
Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements.

TOTAL CREDITS	*Courses may be waived based on previous coursework. Courses waived may reduce the total number of program credits.*	**22-37**

** Must be completed prior to the practicum, and many courses include field-based assignments.*
*** As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
**** For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.*

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

ESPED 5100 Contemporary Perspectives in Special Education
This course provides an introduction to the profession of Special Education. From an inclusive perspective, the course examines the characteristics of disabling conditions, as well as the effects of societal attitudes, the historical context of special education, and state and federal law. The range of service delivery provided by schools and agencies will be addressed.

ESPED 6014 Reading and Writing for Diverse Learners
This course examines content and teaching approaches focusing on reading and writing for PreK-12 students with and without learning and other disabilities. Topics include approaches for promoting growth in word analysis, comprehension, vocabulary, and composition. Class participants work with educational standards and have the opportunity to address all content areas in developing a variety of specific modifications and interventions based upon individual needs and designed to address and remediate learning problems as specified by the IEP.

ESPED 6119 Technology in Communication and Curriculum
This course reviews the field of communication (verbal and augmentative), language development, and literacy for students with moderate and severely handicapping conditions. Connections between reading, writing, and communications are explored. Computer-assisted communication and instruction, adaptive devices, software, and dedicated communication devices are introduced. Instructional methods, designs, planning, and adaptations for students with a wide range of abilities and needs are implemented. This is a literacy/communication skills/social skills-based instructional methods and materials course for children with intensive special needs.

EECLD 6116 Sheltered English Instruction (5-12)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

ESPED 6121 Classroom Management and Behavior Support
This course addresses the social and behavioral aspects of the classroom. Course participants analyze a range of classroom management approaches, with particular focus on preventing and proactively addressing student behavior problems in culturally and linguistically diverse classrooms. Participants examine strategies for developing and maintaining appropriate standards of behavior and enhancing the emotional development of children. Central themes of the course include analyzing behavior, developing individualized strategies for addressing challenging behaviors, and creating opportunities for learning effective social skills. A range of environmental, social, behavioral, psycho-educational and cognitive theories and interventions are reviewed and critiqued. Effective strategies for collaborative problem-solving, conflict resolution, and family involvement are also addressed.

ESPED 6105 Instructional Accommodations in Math and Science (5–12)
This course focuses on developing specially designed curricula and teaching strategies in math, science, and technology for diverse learners at the middle and high school levels. Focus will be on cultivation of mathematical thinking and scientific problem solving. Students will work with Massachusetts Curriculum Frameworks, as well as a variety of materials and instructional technologies, to support learning in math and science for students with moderate disabilities.

ESPED 6124 Assessment in Special Education
Assessment is a legal and professional responsibility of all special educators. This course will focus on eligibility determination from assessment to program planning, including re-evaluation for the purpose of continued eligibility. The process of interpretation of test results to meaningful curricular decision making and professional communication of this information to team members will be a primary outcome of the course. Students will focus on assessment methods and procedures used in eligibility determination and program planning for students with disabilities as well as students who are culturally and linguistically diverse.

ESPED 6134 Designing Effective Individualized Education Programs
This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation, and progress reporting will be explored. Specialized programs for students with disabilities will be investigated.

ESPED 6129 Instructional Accommodations in English Language Arts and Social Studies (5–12)
This course emphasizes reading comprehension, writing, and study skills in English language arts, history, and social science for middle school and high school learners with a range of moderate disabilities. Students will work with state Curriculum Frameworks to identify and develop a variety of teaching strategies and curricular adaptations appropriate for content area classrooms.

ESPED 6132 Collaboration with Professionals, Families, and Community
This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

ESPED 7718 Practicum and Seminar in Moderate Disabilities (5–12)
Full-semester, full-time practicum in the role of teacher of students with moderate disabilities (5–12). The placement can either be full-time in an inclusive general education setting or 75 hours in an inclusive general education setting and a minimum of 225 hours in a setting for students with moderate disabilities. Practicum is under the supervision of a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field.
Prerequisites: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required.