

EVERYTHING YOU EVER WANTED TO KNOW ABOUT THE META ALTERNATIVE PROGRAM

Department of Special Education and Disability Policy Virginia Commonwealth University

Official title: Metropolitan Educational Training Alliance Alternative Licensure Program for Special Education

What is it?

A Partnership between Virginia Commonwealth University and Chesterfield, Hanover, Henrico and Richmond City school divisions **intended to help instructional assistants become special education teachers** of children and youth in one of three areas of special education.

What are these three areas of special education? (Your choose one of these areas.)

Emotional Disturbance (K-12)

Learning Disabilities (K-12)

Mental Retardation (K-12)

What academic levels are we talking about?

Since the endorsements areas are for **kindergarten through twelfth grade**, this program will prepare you to work at the elementary, middle and high school level.

What will I get out of this program?

The commonwealth of Virginia Department of Education has approved this program. Thus, upon completion of this program, you will **earn a collegiate professional license** in the area you have chosen (see above).

The knowledge and skills necessary to become a highly effective classroom teacher.

Take courses as a cohort with peers and colleagues who are also in the META program. (A number of the courses are sections for META cohort members only.)

High quality learning experiences in courses through Virginia Commonwealth University.

As a participant in this program, you will have a school-based mentor.

How long does it last?

Once begun (see prerequisite below), the program entails two summers and two academic years—one academic year of classes and one academic year of on-the-job teaching with seminars. The program consists of seven professional development courses plus two seminars.

Thus, once the program is begun, you will earn a collegiate professional teaching license in **21 months**.

What are the eligibility requirements?

Have a **contract as an instructional assistant** with one of the four school divisions.

Have **passed the PRAXIS I** test.

Have a written recommendation from the Human Resource Office of the school division where employed.

Have a **B.A. or B.S.** degree.

Have a **2.80 grade point average (GPA), or a 2.50 to 2.79 GPA with written support** from the employing school division for provisional admission.

NOTE: Once admitted into the META Alternate Licensure Program, continuation in the program is at the discretion of the respective META school division and is contingent upon successfully meeting the expectations and standards of said school division.

What prerequisites are required?

Experience (as determined by the Local School Division) in your chosen area (see above) OR the individual will participate in a year long experience in a classroom with students with the exceptionally chosen and will enroll in a practicum for 3 semester credit hours during the second semester prior to entering this program.

How will I be recommended for a license?

Recommendation will be made by the candidate's local school division for a provisional teaching license upon completion of the 21 hours of professional development courses (taken during the two summers and the first academic year). Later, upon completion of two semester long seminars (thus completing the entire program of 23 graduate level semester hours) the local school division then recommends you for a professional teaching license.

When will program courses be scheduled?

Typically, courses are scheduled during the week at 4:00 or later.

Two classes are scheduled for the (first) Summer semester, two classes are scheduled for the Fall semester, two classes for the Spring semester, one for the second Summer, and one seminar in the Fall and one seminar in the Spring. (The seminars are offered only during the Fall and Spring semesters).

Where will the courses be located?

Classes will meet on the VCU campus or in area schools and may also involve on-line (Web based) instruction.

Who will teach these courses?

Classes will be taught by VCU faculty, local teachers and administrators, mentors or a combination of any of these individuals depending on what instructional competencies are being developed.

What about technology?

The course work will include the teaching of technology skills in combinations with the course content when appropriate.

When does the program begin?

The series of courses in the program always begins in the (first) **summer**.

When and where do I apply?

Application to and selection for the program typically occurs during the Winter or Spring prior to the

beginning of the first summer courses.

Regarding application and selection, you should **contact the META representative for your school division.**

Dr. Judy Flythe	Chesterfield County
Ms. Melinda Stewart	Hanover County
Mr. Rich Hall	Henrico County
Ms. Dianne Watkins	Richmond City

What are the various programs of study?

There are three programs of study. Based upon the area of your choice, you will need to find the one program of study that pertains directly to you. The three programs, in alphabetical order, are:

Program of Study--Emotional Disturbance Option		
<u>Time Offered</u>	<u>Course Number and Name</u>	<u>Credits:</u>
Year 1 (a new cohort will begin each year)		
Summer		
	EMOD 500 Characteristics of Students with Emotional Disturbance	3
	TEDU 533 * Educational Assessment of Individuals with Exceptionalities	3
Fall		
	EMOD 501 Teaching Students with Emotional Disturbance	3
	TEDU 631 * Behavior Management of Students with Disabilities	3
Spring		
	TEDU 500 * Language and Reading Disabilities	3
	TEDU 632 Secondary Programming for Students with Disabilities	3
Year 2		
Summer		
	TEDU 681 * Investigation and Trends in Teaching: Special Education Law	3
Fall		
	TEDU 500 * Seminar I **	1
Spring		
	TEDU 500 * Seminar II **	1

Program of Study--Learning Disabilities Option		
<u>Time Offered</u>	<u>Course Number and Name</u>	<u>Credits:</u>
Year 1 (a new cohort will begin each year)		
Summer		
	SELD 600 Characteristics of Persons with Learning Disabilities	3
	TEDU 533 * Educational Assessment of Individuals with Exceptionalities	3
Fall		
	SELD 501 Methods of Clinical Teaching	3
	TEDU 631 * Behavior Management of Students with Disabilities	3
Spring		
	TEDU 500 * Language and Reading Disabilities	3
	SELD 677 Transition and Lifespan Issues for Individuals with Learning Disabilities	3
Year 2		
Summer		
	TEDU 681 * Investigation and Trends in Teaching: Special Education Law	3
Fall		
	TEDU 500 * Seminar I **	1

Spring	TEDU 500 *	Seminar II **	1
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Program of Study–Mental Retardation Option

<u>Time Offered</u>	<u>Course Number and Name</u>	<u>Credits:</u>	
Year 1 (a new cohort will begin each year)			
Summer			
	TEDU 632	Secondary Programming for Students with Disabilities	3
	TEDU 533 *	Educational Assessment of Individuals with Exceptionalities	3
Fall			
	MNRT 556	Introduction to Mental Retardation	3
	TEDU 631 *	Behavior Management of Students with Disabilities	3
Spring			
	TEDU 500 *	Language and Reading Disabilities	3
	MNRT 560	Curriculum Design for Students with Mental Retardation	3
Year 2			
Summer			
	TEDU 681 *	Investigation and Trends in Teaching: Special Education Law	3
Fall			
	TEDU 500 *	Seminar I **	1
Spring			
	TEDU 500 *	Seminar II **	1

* Indicates a “cohort” class that all META cohort members would take at the same time.

** After completing all required courses, seminars are taken concurrently with on-the-job teaching during the second year.

What are the IMPORTANT RULES that I will need to know and to follow?

Specific courses (or course sections) are offered for META participants. **META participants must take only META specified courses (or course sections).**

All META courses (and course sections) will have the following restriction on them:

Restricted to META Special Education Cohort only

META participants must sign up for those courses (or course sections) only.

The above insures that the group of META participants “travel” through the program as a cohort. Courses must be taken in the sequence and times prescribed. **Students who do not take the prescribed courses at the prescribed times are at risk of losing their META participant standing. Further, signing up for the wrong course or course section will incur additional cost that the student will have to bear.**

Once my school system has notified me of acceptance into the program, how do I register as a new student at Virginia Commonwealth University?

To register, you must contact VCU’s Office of Continuing Education in the School of Education. Contact Becky Aycock, Office Manager, at 828-1322 or braycock@vcu.edu.

What is a continuing student?

Continuing students are those students who have taken a class in any previous semester and are already on

VCU's student information system.

Where do I find the courses or course sections that I need to take?

Off-Campus course information can be found on the Web. Go to: www.soe.vcu.edu/ce
Then click on "courses"—the META courses are listed by cohort.

What about other information?

Other information, such as policies regarding withdrawal from classes, dates that grades are mailed, getting transcripts, etc. can be found in the sources listed below. Both the Schedule of Classes and the Undergraduate Bulletin can also be found online.

VCU Schedule of Classes

This Schedule of Classes is available in hard copy and provides the same information as the course information web site (give above). These schedules are available prior to the semester (Fall, Spring, or Summer) that the courses are offered.

VCU Undergraduate Bulletin

Hard copies are on sale at the VCU bookstore.

How do I register on the Web?

Web registration is available for continuing students (or new students who have been entered into the student information system). The site location is:

<http://server.adm.vcu.edu/students>

This site may be unavailable for short periods so that maintenance can be performed.

Where do I go for help once I am accepted into the META program at VCU?

For questions regarding course materials and course content, contact the instructor for that course.

For advising, once accepted into the program, see the following list of university advisers based upon area.

If your chosen area is **emotional disturbance**, you should contact:

Dr. Kevin Sutherland kssuther@vcu.edu

If your chosen area is **learning disabilities**, you should contact:

Dr. Joseph Boyle jrboyle@vcu.edu

If your chosen area is **mental retardation**, you should contact:

Dr. Colleen Thoma cathoma@vcu.edu

What about additional educational possibilities?

For full and additional information, contact a university advisor.

Participants in the Richmond Metropolitan Alternative Licensure Program for Special Education Instructional Assistants will be able to count certain hours from the META program toward the requirements for a master's degree in the School of Education at Virginia Commonwealth University.

Fifteen semester credit hours of these graduate courses with a grade of "B" or better will be accepted towards the Master of Education in a special education degree program in the School of Education at Virginia Commonwealth University.

Further, the "Language and Reading Disabilities" course may be counted as a prerequisite for a course in the Master of Education program.

All course work for the masters degree must be completed within five years of the beginning of the first

course taken.

Where are commonwealth of Virginia Department of Education competencies met?

<u>Course #</u>	<u>Course name</u>	<u>Competencies *</u>
Emotional Disturbance Program of Study Option		
EMOD 500	Characteristics of Students with Emotional Disturbance	2,3,6
TEDU 533	Educational Assessment of Individuals with Exceptionalities	3,1,6
EMOD 501	Teaching Students with Emotional Disturbance	4,3,6,7,8,9
TEDU 631	Behavior Management of Students with Disabilities	7,2,3
TEDU 500	Language and Reading Disabilities	5,3
TEDU 632	Secondary Programming for Students with Disabilities	8,1,4
TEDU 681	Investigation and Trends in Teaching: Special Education Law	1,6,2,8,9
TEDU 500	Seminar I	1,2,3,4,5,6,7,8,9
TEDU 500	Seminar II	1,2,3,4,5,6,7,8,9
Learning Disabilities Program of Study Option		
SELD 600	Characteristics of Persons with Learning Disabilities	2,3,6
TEDU 533	Educational Assessment of Individuals with Exceptionalities	(same as above)
SELD 501	Methods of Clinical Teaching	4,3,6,7,8,9
TEDU 631	Behavior Management of Students with Disabilities	
TEDU 500	Language and Reading Disabilities	
SELD 677	Transition and Lifespan Issues for Individuals with Learning Disabilities	8,1,4
TEDU 681	Investigation and Trends in Teaching: Special Education Law	
TEDU 500	Seminar I	
TEDU 500	Seminar II	
Mental Retardation Program of Study Option		
MNRT 556	Introduction to Mental Retardation	2,3,6
TEDU 533	Educational Assessment of Individuals with Exceptionalities	
MNRT 560	Curriculum Design for Students with Mental Retardation	4,3,6,7,8,9
TEDU 631	Behavior Management of Students with Disabilities	
TEDU 500	Language and Reading Disabilities	
TEDU 632	Secondary Programming for Students with Disabilities	
TEDU 681	Investigation and Trends in Teaching: Special Education Law	
TEDU 500	Seminar I	
TEDU 500	Seminar II	

* 1 = Overview of exceptional children; 2 = Characteristics; 3 = Psychoeducational assessment;
 4 = Instructional programming; 5 = Language development;
 6 = Research policies (including legal aspects and technology trends); 7 = Behavior management/social skills;
 8 = Career education (including transitioning); 9 = Consultation
 Competencies in bold are emphasized.

How do I plan my course of study?

On the following three pages are the course planning sheets for the three programs. **Even though the courses and sequence are given, you should confer regularly with a university advisor. Of the three programs below, refer only to the program in your chosen area.**

Emotional Disturbance (K-12) Program of Study
The Richmond Metropolitan Alternative Licensure Program for Special Education

<u>Course Number and Name</u>		<u>Credit</u>	<u>Grade</u>
Year 1--Summer			
EMOD 500	Characteristics of Students with Emotional Disturbance	3	_____
TEDU 533 *	Educational Assessment of Individuals with Exceptionalities	3	_____
Year 1--Fall			
EMOD 501	Teaching Students with Emotional Disturbance	3	_____
TEDU 631 *	Behavior Management of Students with Disabilities	3	_____
Year 1--Spring			
TEDU 500*	Language and Reading Disabilities	3	_____
TEDU 632	Secondary Programming for Students with Disabilities	3	_____
Year 2--Summer			
TEDU 681 *	Investigation and Trends in Teaching: Special Education Law	3	_____
Year 2--Fall			
TEDU 500 *	Seminar I **	1	_____
Year 2--Spring			
TEDU 500 *	Seminar II **	<u>1</u>	_____
Total:		23	_____

* Indicates a “cohort” class that all META participants in that cohort would take at the same time.

** After completing all required courses, seminars are taken concurrently with on-the-job teaching during second year.

Specific courses (or course sections) are offered for META participants. All META courses will have the following restriction on them:

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The above insures that the group of META participants “travel” through the program as a cohort. Courses must be taken in the sequence and times prescribed. **Students who do not take the prescribed courses at the prescribed times are at risk of losing their META participant standing. Further, signing up for the wrong course or course section will incur additional cost that the student will have to bear.**

Master’s Degree Credit Opportunities:

Only in consultation with a university advisor may participants in the Richmond Metropolitan Alternative Licensure Program for Special Education Instructional Assistants count the following courses: EMOD 500; EMOD 501; TEDU 533; TEDU 631; and TEDU 632 from the META program toward the requirements for the Master of Education (M.Ed.) degree in the School of Education. The “Language and Reading Disabilities” course may also be counted as a prerequisite for a course in the M.Ed. Thus, up to 15 semester credit hours of these graduate courses with a grade of “B” or better will be accepted towards the M.Ed. (in Emotional Disturbance) at Virginia Commonwealth University. All course work for the masters degree must be completed within five years of the beginning of the first course taken.

Learning Disabilities (K-12) Program of Study
The Richmond Metropolitan Alternative Licensure Program for Special Education

<u>Course Number and Name</u>	<u>Credit</u>	<u>Grade:</u>
Year 1--Summer		
SELD 600 Characteristics of Persons with Learning Disabilities	3	_____
TEDU 533 * Educational Assessment of Individuals with Exceptionalities	3	_____
Year 1--Fall		
SELD 501 Methods of Clinical Teaching	3	_____
TEDU 631 * Behavior Management of Students with Disabilities	3	_____
Year 1--Spring		
TEDU 500 * Language and Reading Disabilities	3	_____
SELD 677 Transition and Lifespan Issues for Individuals with Learning Disabilities	3	_____
Year 2--Summer		
TEDU 681 * Investigation and Trends in Teaching: Special Education Law	3	_____
Year2--Fall		
TEDU 500 Seminar I **	1	_____
Year 2--Spring		
TEDU 500 Seminar II **	<u>1</u>	_____
Total:	23	

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Master’s Degree Credit Opportunities:

Only in consultation with a university advisor may participants in the Richmond Metropolitan Alternative Licensure Program for Special Education Instructional Assistants count the following courses: SELD 600; SELD 501; TEDU 533; TEDU 631; and SELD 677 from the META program toward the requirements for the Master of Education (M.Ed.) degree in the School of Education. The “Language and Reading Disabilities” course may also be counted as a prerequisite for a course in the M.Ed. Thus, up to 15 semester credit hours of these graduate courses with a grade of “B” or better will be accepted towards the M.Ed. (in Learning Disabilities) at Virginia Commonwealth University. All course work for the masters degree must be completed within five years of the beginning of the first course taken.

Mental Retardation (K-12) Program of Study
The Richmond Metropolitan Alternative Licensure Program for Special Education

<u>Courses Name and Number</u>		<u>Credit</u>	<u>Grade</u>
Year 1--Summer			
TEDU 632	Secondary Programming for Students with Disabilities	3	_____
TEDU 533 *	Educational Assessment of Individuals with Exceptionalities	3	_____
Year 1--Fall			
MNRT 556	Introduction to Mental Retardation	3	_____
TEDU 631 *	Behavior Management of Students with Disabilities	3	_____
Year 1--Spring			
TEDU 500 *	Language and Reading Disabilities	3	_____
MNRT 560	Curriculum Design for Students with Mental Retardation	3	_____
Year 2--Summer			
TEDU 681 *	Investigation and Trends in Teaching: Special Education Law	3	_____
Year 2--Fall			
TEDU 500 *	Seminar I * **	1	_____
Year 2--Spring			
TEDU 500 *	Seminar II * **		<u>1</u> _____
Total:		23	

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Specific courses (or course sections) are offered for META participants. All META courses will have the following restriction on them:

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Opportunity for Master’s Degree Credit

Only in consultation with a university advisor may participants in the Richmond Metropolitan Alternative Licensure Program for Special Education Instructional Assistants count the following courses: MNRT 556; MNRT 560; TEDU 533; TEDU 631; and TEDU 632 from the META program toward the requirements for the Master of Education (M.Ed.) degree in the School of Education. The “Language and Reading Disabilities” course may also be counted as a prerequisite for a course in the M.Ed. Thus, up to 15 semester credit hours of these graduate courses with a grade of “B” or better will be accepted towards the M.Ed. (in Mental Retardation) at Virginia Commonwealth University. All course work for the masters degree must be completed within five years of the beginning of the first course taken.