Post-Baccalaureate Teacher Certification Program
In Elementary/Special Education

DESCRIPTION
The post-baccalaureate teacher certification program in elementary/special education is designed for individuals interested in teaching who already hold a bachelor’s degree in a liberal arts or science area and are now interested in teaching elementary and/or special education at the elementary (grades 1-6)/middle school level (grades 1-8). This program is recognized by the National Council for Accreditation of Teacher Education (NCATE) and is based conceptually on the CEC and ACEI standards.

BECOMING A CERTIFIED TEACHER
Upon completion of the program and achievement of acceptable scores on the Praxis I and II (www.ets.org/praxis/) assessments, the student is eligible for a Maryland certification in elementary education for grades one through six, and special education elementary/middle for grades one through eight. Some of the program courses may be taken at the graduate level if the student chooses to apply to and is accepted into the Hood College Graduate School.

Graduates of Maryland-approved teacher education programs are not only eligible for a Maryland teaching certificate, but are also eligible for initial teaching certificates in many other states, providing the states offer the same certificates as Maryland (i.e., Elementary, grades 1-6, and Special Education, elementary-middle grades 1-8).

The post-baccalaureate elementary/special education certification program includes robust coursework and a yearlong internship of student teaching in a Professional Development School (PDS). One student teaching experience is in an elementary school and one in a special education program. Candidates utilize Chalk and Wire, an online data system to warehouse coursework activities and portfolio items. Candidates are expected to be enrolled continuously in the program once they begin. The length of the program varies depending on the student’s background. The final two semesters must be fulltime.

EDUCATION DEPARTMENT INSTITUTIONAL OUTCOMES (IOs)
The Education Department believes that upon completion of the Elementary/Special Education program, students will possess six Institutional Outcomes or Dispositions. The department believes that it prepares educators that demonstrate proficiency in delivering content knowledge, in addressing diversity, in using assessment thoughtfully, in technology use, in communicating, and in reflecting on one’s teaching.

APPLYING TO THE PROGRAM
1. Submit the following to the Admissions Office:
   • Completed application for Post-Baccalaureate Teacher Certification Program.
   • Official transcripts of all undergraduate and graduate work sent directly from colleges/universities to the Admissions Office.
   Note: a minimum 2.75 G.P.A. on a 4.0 scale on bachelor’s degree work is required
   • Passing Praxis I (or ACT/SAT/GRE equivalents).
   • Two letters of recommendation from individuals who have known the applicant in a work-related capacity. Letters should be sent directly to the Admissions Office and must be received by the application deadline.
   • $30 application fee (waived if application is completed online)
2. Completed applications are processed by the Admission Office at Hood College. Applicants who meet the preliminary criteria are invited for an admissions interview.
3. Applicants participate in an admissions interview with the Hood College program coordinator(s) for the elementary/special education program. Applicants complete a short written essay in addition to the interview.

A final decision regarding admission to the program is communicated to the applicant. Students accepting admission into the program are assigned an advisor. The advisor will assist Requirements for the Elementary/Special Education Certification Program.

LIBERAL ARTS and SCIENCE REQUIREMENTS:
All post-baccalaureate students entering the elementary/special education certification program are required to have completed an undergraduate major in the liberal arts or sciences area. Furthermore, the candidate must either show satisfactory completion of the following or enroll in these courses as part of the Post-Baccalaureate program:
   • 9 credits in English
• 12 credits in science (at least one course in a biological science and at least one course in physical science)
• 12 credits in mathematics (to include fundamental concepts of mathematics and statistics)
• 9 credits in social sciences to include U.S. History and Introduction to Psychology

BECOMING A TEACHER AT HOOD:
Once admitted to the program, students progress through the program in a series of four sequential phases. Students first complete prerequisite courses as well as a ½ day per week PDS field experience in the prerequisite phase. Advancement through Phase I, II, and III is contingent upon fulfilling these

**standard requirements:**
1. successfully completing required courses;
2. maintaining a 2.75 G.P.A. in education courses with no grade lower than a “C” and an overall G.P.A. of at least a 2.75;
3. successfully performing in prerequisite field experiences;
4. meeting Maryland’s minimum passing score on Praxis I or MSDE acceptable equivalent (e.g. SAT, ACT),
5. submitting the next Phase’s application, and
6. receiving endorsement by the Program Advisory Council.

**PREREQUISITE PROGRAM and COURSEWORK:**
Students complete the following courses as well as ½ day per week of field experiences in designated schools.

- **EDUC 204:** Foundations of Education in a Diverse Society 3 credits
- **EDUC 223:** Child Development 3 credits
- **EDUC 224:** Processes and Acquisition of Reading 3 credits
- **EDUC 236:** Exceptional Children and Youth 3 credits OR
- **EDUC 581:** Historical, Philosophical, and Legal Foundations of Special Education 3 credits

**PHASE I PROGRAM and COURSEWORK:**
Before entry is granted into Phase I, all the standard entry requirements must be met plus the student must earn a score of “Emergent” or higher on the entry folio which is submitted by the end of Phase I. Phase II is the initial semester of the yearlong internship, and students spend 2 ½ days per week in a designated PDS. Phase II courses include:

- EDUC 317: Materials for Teaching Reading 3 credits
- EDUC 321: Mathematics Concepts, Curriculum, Methods, Materials, and Assessment 4 credits
- EDUC 340: Assessment for Reading Instruction 3 credits
- EDUC 347: Classroom Organization and Management 3 credits
- EDUC 360: Introduction to Teaching Seminar & Internship 3 credits

**PHASE III PROGRAM and COURSEWORK:**
Before entry is granted for Phase III, all the standard entry requirements must be met. Student teaching in the PDS is the culminating experience in the professional educational sequence and requires a full-time, five-days-per-week commitment. Toward the end of Phase III, the student submits an exit folio which must receive a score of “Proficient” or higher. Students ensure program completion and state certification eligibility by successfully completing Phase III and meeting Maryland’s minimum passing score on Praxis II tests specific to elementary education and special education.

Phase III courses include:

- EDUC 449: Teaching Internship in Elementary/ Special Education 12 credits
- EDUC 460: Professional Development Seminar 3 credits

**DEPARTMENT PROFESSIONAL CLUBS:**
The Hood College Student Education Association and the Best Buddies Club serve to bring together early childhood, special education, and elementary teacher candidates to discuss and explore current topics in education. These clubs also participate in local community activities that highlight children and youth. The enthusiasm and friendship that come naturally to an education student are qualities that make these clubs a unique blend of friends as well as of fellow students.

*The provisions of this publication are not to be regarded as an irrevocable contract between the applicant and Hood College. This publication contains updated information as of 9/3/13.*

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