SUCCESS AFTER HIGH SCHOOL

SEI Course Requirements[1] for SEI Stand Alone and Initial Licensure Coursework

Course Delivery	Requirements
For both the; 1) SEI Stand Alone Course (course approved to be offered to all individuals at your organization, including those within and outside your Initial licensure programs), **and 2) SEI Initial Licensure Course** (available only to candidates in your initial licensure program)	For **all** SEI courses, instruction can be delivered: ● All face-to-face instruction ● A mix of face-to-face and synchronous online instruction ● All synchronous online instruction For the SEI Stand Alone Course, any additional hours of instruction beyond the 45 hours, can be delivered in any format (e.g. face-to-face, synchronous online, and/or asynchronous online instruction). The 45 hours of required course instruction must be delivered: face-to-face and/or synchronous online instruction.
Course Expectations	**Reminder about Coursework Requirements**
Course Requirements for: SEI Stand Alone Course (course approved to be offered to all individuals at your organization, including those within and outside your Initial licensure programs)	See link here to detailed course requirements: - 45 hours of instruction (delivery described above) - Field Based Experience: Candidate should have at least four separate experiences to practice with students in a real classroom See link here for submission requirements
Course requirements for SEI Initial Licensure Course(s) (available only to candidates in your initial licensure program)	There are no new requirements for the initial licensure SEI course(s), this section of the advisory is here only as a reminder. If your organization is approved and requires the SEI Stand Alone Course for all candidates in your initial licensure program, this section is not relevant. **Course requirements include:** ● One or two (no more than two courses to ensure that content is not lost or minimized) courses for the SEI Teacher Endorsement and the SEI Administrator Endorsement. The Department recommends one dedicated course wherever possible.

---

[1] **As a reminder:** The expectations regarding SEI endorsement coursework remains closely monitored by the Department of Justice (DoJ). We want to ensure that we are meeting DoJ's expectations and communicating these expectations with our educator preparation programs.

	● Coursework must address the SEI Subject Matter Knowledge (SMK) Requirements as outlined [Regulations, 603 CMR 7.14 (1) and (2)](#) and the SEI Indicators outlined in the [Professional Standards for Teachers Guidelines](#) (see pages 4-6) **Field Experience:** ● Field-based experiences can be part of pre-practicum and/or practicum experiences/requirements.

Please see these definitions of Asynchronous and Synchronous Learning[2] as a point of reference when considering the above requirements:

> **Asynchronous Learning -** Its basic premise is that learning can occur in different times and spaces particular to each learner.

> **Synchronous Learning -** Synchronous learning refers to all types of learning in which learner(s) and instructor(s) are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities.

As a result of the ongoing impacts of the pandemic and as noted in the [October 2021 Advisory](#), for school years 2020-2021 and 2021-22 the following modifications are acceptable:

> **SEI Standalone FBE requirement**: As you know, SEI Endorsement requires a field-based experience where strategies are modeled and practiced in the course, then practiced with students (preferably ELs) in a classroom setting, and reflected on with the course instructor for feedback (peer feedback is also advised). Additionally, candidates should have at least four separate experiences to practice with students in a real classroom. For the 2021-22 school year, if a candidate cannot complete the required FBE in the standalone course due to school closures and restrictions, they can be provided student profiles of English Learners by the instructor (example profiles can be accessed [here](#)), and their peers can "become" the EL student to whom candidates deliver a mini-lesson and receive feedback. Alternatively, candidates can practice through [Mursion](#), teaching an English Learner avatar. Organizations should also consider identifying existing video resources candidates can use to observe teachers implementing high quality instruction to English Learners.

---

[2] [Asynchronous vs. Synchronous Learning: A Quick Overview | Bryn Mawr College](#)