



## School of Education

The **SCHOOL of EDUCATION** (SOE) offers graduate studies at the MEd and CAGS level designed for individuals seeking licensure in MA as teachers and principals within the state's PK-12 school districts. Students pursuing careers in other educational settings that do not require state-level certification may register for MEd non-licensure degree options. The SOE also provides a MEd in Interdisciplinary Studies tailored for those seeking self-selected study in specific areas related to education. In addition, the school houses programs for school nurses as well as professionals in a BCBA-related field seeking eligibility to take the national exam in this area.

### Professional Ethics & Core Principles

The SOE upholds the professional ethics valued in the field of education. These include an unwavering commitment to working with all learners, regardless of the educational setting, and to the profession itself in ways that engender public trust in our respective roles as teachers and leaders in both PK-12 and in higher education. The goal is that all graduates of the SOE will teach and lead well in their professional roles and be ethical, principled, and effective in working with the learners, families, and communities served. Core principles upheld by the faculty in the SOE related to this work include a commitment to:

- Innovation
- Diversity
- Academic Excellence
- Social Justice
- Integrity
- Building Community

### Learning Community

The SOE's learning community is comprised of a diverse group of students and faculty committed to the principles of academic excellence and equitable access to quality learning environments for all. Faculty are all experienced professionals in PK-12 who are scholar-practitioners passionate about their work and committed to making a difference in the lives of others. Classes led by faculty embody principles of adult learning with a rich focus on content and applications specific to the program-of-study. Faculty also share a commitment to establishing clear learning outcomes supportive of students' academic success, quality advising of program requirements and key assessments in courses offered, and have high expectations for the professional standards and ethical principles specific to the field. Classes offered also support critical thinking, communication, and decision-making skills reflective of the program and are designed to assist educators in being responsive, capable, and discerning leaders in the schools, districts, and communities served.

### Program Selection & Consultation

Applicants should carefully review all requirements for the academic program of interest before applying to SOE programs, then schedule an in-person or phone consultation with the program chair (CC-Boston), site coordinator (CC-Lawrence, CC-Springfield), or site director (in CC-California, CC-Puerto Rico). The consultation is designed to assist applicants with making informed choices for program selection and understanding all entry requirements prior to submitting the application. For those entering licensure programs, the consultation is also an opportunity for the SOE to discuss the required documents needed for the application and to clarify the academic and professional expectations required to successfully complete the program. (If planning to enroll at our CC-Boston location, please contact the SOE office to schedule appointments with program chairs.)

## New Student Orientation

Students entering SOE academic programs for the first time are required to attend the New Student Orientation offered prior to the term of initial enrollment. The orientation is a valuable opportunity to: (a) gain critical information about the support teams, services, and events available to students; (b) details required to successfully launch graduate studies; and (c) clarify academic and program expectations with department heads and faculty teaching in these areas.

## Academic Success Panels & Colloquia

A variety of events are held each term both at the College and SOE level supportive of students enrolled. These co-curricular events are designed to enhance the learning opportunities and assist with professional growth.

## Communication Competency

The SOE is committed to producing graduates who think critically and communicate clearly in verbal and written form. Performance expectations include positive communication with individuals, within teams, and when interacting with others online (e.g., via email and virtual learning environments). Upon application, the SOE uses the Personal Statement to assess entry-level writing skills. Additionally, licensure programs require successful completion of the MA Test for Educator License (MTEL) for Communication and Literacy prior to entry. Once enrolled, written assignments and papers, further assist students with obtaining the communication competency required for academic and professional success. To gain the most from the learning experience and to assist with writing skills, students in the SOE also have access to the College's e-tutors available through the Center for Learning and Teaching (CELТ) who can facilitate writing supportive of academic success. Students may also be referred to take a writing assessments, as needed, to facilitate their success.

## Transfer Credit & Analysis

Requests to transfer credit from graduate-level courses completed at other institutions must be submitted with the application for admission using the SOE's Transfer Credit Request Form. Courses accepted for graduate credit into SOE programs must meet the criteria, content, and academic requirements aligned to existing courses offered by the SOE. (See also SOE Admissions requirements.)

## Academic Program Requirements

All students must uphold College, SOE, and departmental policies, deadlines, and all requirements and practices related to academic program enrolled.

Once admitted into a SOE degree program, regardless of location, only the SOE's dean/designee (California and Puerto Rico) can approve a change of program. A Change of Program form, including an analysis of all remaining course requirements must be completed in consultation with and submitted by the program chair (CC at Boston), site coordinator (CC at Springfield, CC at Lawrence), or site director (CA, Puerto Rico).

Students admitted into the SOE program are responsible for self-monitoring academic progress, maintaining effective communications with faculty and staff, and understanding the requirements for the academic program enrolled.

## Licensure Programs

SOE programs offered for licensure are designed for those seeking licensure as teachers and leaders in PK-12 schools and districts located in MA. Programs offered are aligned to MA professional standards and state regulations and are subject to change. Teacher education programs are further awarded accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP).

Applicants to all licensure programs must meet SOE requirements for admissions in the program selected and complete all conditions specific to certification in MA.

Applicants who do not meet the admission requirements to enter a licensure program must enroll (and remain) in the non-licensure option aligned with the licensure area and type selected until all conditions for entry are met. Once met, a Change of Program form requesting entry into the corresponding licensure program can then be submitted for review.

All applications for entry must be reviewed and written approval received prior to entering a licensure program. Even when all conditions for entry are met, acceptance into the licensure program is not guaranteed. Applicants must demonstrate clear evidence of readiness to enter the program on all dimensions assessed.

Applicants who are not seeking licensure in MA must select (and remain in) the non-licensure program option in their chosen area.

Candidates accepted from non-licensure programs must enter the licensure program aligned only with the program previously enrolled, including the type and level of licensure.

An application to enter the practicum is required for all candidates in SOE licensure programs.

Candidates are required to purchase *TaskStream*, in which to maintain their electronic portfolio documenting all requirements for completion in the program enrolled. For certification purposes, the e-portfolio is assessed at several points during program completion by program chairs and site coordinators for advising purposes; and by the Coordinator of Pre-Practicum and Practicum Placements *upon program completion for licensure purposes*.

Candidates in licensure programs must, without exception, uphold professional ethics specific to the field of education and the SOE's core principles. At all times, candidates must demonstrate the conduct becoming of a teacher or leader, including the College's requirements for student conduct.

Consultation with the designated program chair (CC-Boston) or site coordinator (CC-Lawrence, CC-Springfield) is required prior to program entry and course registration. Unless all requirements are fully met, with evidence submitted to the appropriate department in the School of Education upon admission into the College, prospective candidates must first enroll in the non-licensure program that parallels that of the licensure area.

Candidates admitted into licensure programs must maintain a GPA of 3.0. Should the GPA drop below 3.0, an academic warning will be issued by the SOE and the candidate placed on academic probation. If not resolved within one term, the candidate must submit a Change of Program form and complete the non-licensure degree option.

## Legal Status

Legal status as a U.S. citizen or lawfully admitted resident is required for a license from any state agency; see Title 8, U.S. Code Section 1621. This rule applies to all licensure types.

## Fingerprinting and Criminal Offender Record Information (CORI)

Candidates in licensure programs are required to complete fingerprinting prior to entering schools for field experiences, pre-practicum, practicum, or clinical/internships. This includes all students, including those in early childhood classes and care centers or any of the SOE and SOPC licensure programs. See your program chair and advisor for details related to this process.

Additionally, all students are required to complete a CORI (Criminal Offender Record Information) check when entering schools. This is completed by visiting the Human Resources or Superintendent's Office in the school district of choice and is submitted directly at this level prior to entering a school for pre-practicum observations.

## Pre-Practicum and Practicum Placements

*Before entering the Practicum and Practicum Seminar*, candidates enrolled in licensure programs in teacher education must:

- Pass all required courses.
- Successfully complete the program-specific pre-practicum hours.
- Pass the state-required MTEL exams required for licensure
- Satisfy the SEI 605 requirement (SEI 705 for principal/assistant principal)
- Take EDU704 Practicum Readiness.
- Attend a *Practicum Orientation* session
- Complete an *Application for Practicum* and Placement Approval form at least one term prior to enrollment, and submit them to the Assistant Dean of Field Experiences.

Candidates in all licensure programs who are not employed in MA schools and districts must notify the Assistant Dean of Field Experiences for placement purposes by announced deadlines each term and no later than one week prior to the first day of class each term.

All placements for SOE licensure must be conducted in MA locations recognized by the MA Department of Elementary and Secondary Education (ESE) for licensure purposes.

Candidates must also attend and participate in the Practicum Seminar designed to facilitate successful application of MA professional standards for teachers and school administrators.

**Supervision and Assessment** — The Practicum is completed in its entirety, under the supervision of an educator with MA licensure in the area, level and type of licensure sought and a Cambridge College supervisor with the same licensure. Official assessment of candidate performance must be conducted by the supervising practitioner and the Cambridge College supervisor.

**Hours and Documentation** — Pre-Practicum and Practicum hours vary depending on the program enrolled. Candidates must be aware of and complete all required hours established by the program in which they enrolled.

All hours completed must be verified by licensed supervising personnel in the field working with the candidate, the College supervisor, and the program chair (CC-Boston) or site coordinator (Springfield, Lawrence).

Candidates must document the number of hours completed for the pre-practicum and practicum using SOE adopted forms for this purpose and upload these to their e-portfolio in *TaskStream* once all signatures are obtained.

**Principal/Assistant Principal** — Candidates seeking licensure as a principal or assistant principal are further required to have all four tasks for the MA Performance Assessment for Leaders (MA-PAL) completed no later than the end of their Practicum. All candidates in the CAGS program are further required to have the Action Research Project (ARP) completed by the end of their Professional Seminar IV.

## Partnerships

### Evergreen Center, Beacon Services, & Criterion Child Enrichment

The School of Education partners with the Evergreen Center, Beacon Services, and Criterion, Inc. in Milford, MA to offer expanded opportunities for experienced teachers and professionals working with students diagnosed with autism or other autism spectrum disorders to pursue MEd, BCBA, and professional development opportunities. Faculty hired by Cambridge College also actively practice within partnership settings. As scholar practitioners, these faculty teach courses, serve as program coordinators, and work in collaboration with colleagues in the SOE to guide curricular decisions for the MEd Autism/BCBA degree. Lead faculty assigned as program coordinators also teach and are responsible for maintaining the academic integrity of the approved course sequence designed specifically for professionals seeking eligibility to take the exam for national BCBA certification.

The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. The Center focuses on social competence as a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based, applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic, and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen staff, including scholar practitioners and lead faculty teaching at Cambridge College, are further shared at national presentations during professional conferences.

Behavior Education, Assessment, and Consultation (BEACON Services) is a private practice of behavioral educators founded on the principles of applied behavioral analysis (ABA). BEACON is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral

assessment, and training services for early interventionists, parents, and public schools. BEACON works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. BEACON is committed to the dissemination of applied research completed in educational settings, including studies conducted by lead faculty at Cambridge College, through presentations at regional, national, and international conferences.

Criterion Child Enrichment is a private, non-profit agency dedicated to providing high quality early childhood education and support to families with young children and serves over 7,000 families. The SOE provides professional development opportunities for highly qualified staff working within the agency in the area of literacy development.

## **MA Schools and Districts**

The School of Education partners with PK-12 schools and districts to provide professional development opportunities. Current work in this area highlights General Science and STEM-related programs. Additionally, the SOE is committed to advancing pipeline diversity within area districts and faculty serving as scholar practitioners are actively engaged in PK-12 schools. Faculty hired as scholar practitioners in certification programs also currently practice as licensed teachers, principals, and superintendents in area schools.



The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Master of Education

# Early Childhood Teacher (PreK-2) • CIP code 131210

For licensure: 31-34\* credits, 4 terms full-time • Non-licensure: 30-32 credits, 3 terms full-time  
• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

**Program Description** — The Early Childhood PreK-2 program is for students who plan to teach in public or private schools. They are prepared with the appropriate skills and knowledge that will assist them in pursuing their initial license in Early Childhood PreK-2 With and Without Disabilities. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They understand the principles of early childhood education, including developmentally appropriate lessons and activities for educators working with children in preK-grade 2 settings and utilize inclusive practices appropriate for children with learning disabilities and for diverse students (including but not limited to English language learners) to enhance the abilities of their children. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public or private preschool/kindergarten as well as in the early childhood arena.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. Two approved School of Education electives (total 4-6 credits) also required.

**\*Program credits:** 31 credits total if SEI is completed before enrollment, 34 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

## Courses — program chair will advise on sequence . . . . 26 credits

- EDU558 Introduction to Graduate School (1 credit) . . . every term
- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ECE612) . . . . .every term
- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . .every term
- ESP594 Collab & Consultation Technq (2 credits) . . . every term
- ECE600 Development of Young Children . . . . . Fall
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall
- ESP512 Inclusion & Behavior Management . . . . . Fall, Summer
- ELE656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric. . . . . Spring
- ECE612 Developmental Reading for Early Childhood Birth to Eight . . . . . Spring
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum . . . . . Spring
- MAT700 Inclusion in Math Class . . . . . every term
- ELE594 Integrating Physical Education into Early Childhood & Elementary Curriculum (1 credit) . . Summer

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, Early Childhood, and Foundations of Reading (MTEL).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) . . . . . 4 credits

- ECE794 Practicum**— 300 hours (2 credits) . . . . . Fall, Spring Guided and evaluated by a licensed/certified early childhood teacher in the classroom and a Cambridge College early childhood supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ECE791 Practicum Seminar** (2 credits) . . . . . Fall, Spring Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



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Master of Education

# Elementary Teacher (1-6) • CIP code 131202

For licensure: 32-35\* credits, 4 terms full-time • Non-licensure: 30 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

**Program Description** — The Elementary Teacher 1-6 initial licensure program is for students who plan to teach in public schools or collaboratives. Students are prepared with appropriate skills and knowledge that will assist them in pursuing their initial license as an Elementary Teacher 1-6. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated in regional, state and national accreditation bodies. They utilize best practices for teaching students with diverse abilities and languages and scientifically-based practices for teaching reading and mathematics; inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public schools and collaboratives, teaching elementary grades 1-6.

## Courses — program chair will advise on sequence . . . . 27 credits

- EDU558 Introduction to Graduate School (1 credit) . . . every term
- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. lab for ELE521) . . . every term
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall
- ELE630 Classroom Mgmt with Models of Teaching . . . . . Fall, Spring
- ELE510 Developmental Psychology . . . . . Spring
- ELE656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric. . . . . Spring
- ELE620 Integration of Children’s Literature in Early Childhood & Elementary Curriculum . . . . . Spring
- ELE521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . Fall, Summer
- MAT623 Common Core Math . . . . . Fall, Summer
- ELE594 Integrating Physical Education into Early Childhood & Elementary Education (1 credit) . . . Summer
- ELE593 Integration of Visual Arts for Early Childhood & Elementary Curriculum (1 credit) . . . . . Summer
- MAT700 Inclusion in Math Class . . . . . every term

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, General Curriculum, math sub-test, and Foundations of Reading (MTEL).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) . . . . . 4 credits

- ELE794 Practicum**— 300 hours (2 credits)  
Guided and evaluated by a licensed/certified elementary teacher in the classroom and a Cambridge College elementary supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ELE791 Practicum Seminar** (2 credits)  
Electronic exit portfolio (Taskstream) required for credit.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. One approved 3-credit School of Education elective also required.

\***Program credits:** 32 credits total if SEI is completed before enrollment, 35 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Master of Education

# English as a Second Language (PreK-6 or 5-12) • CIP code 131401

For licensure: 33 credits, 4-5 terms full-time • Non-licensure: 30-31 credits, 3-4 terms full-time  
• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Teaching English as a Second Language program prepares candidates with the disposition, knowledge and skills to create learning environments that enable English Learners (ELs) to become proficient in English and access the academic content area curriculum. The program meets all state regulations for licensing of Teachers of English as a Second Language, with the SEI Endorsement. Courses present nationally recognized research-based models for first and second language learning, address curriculum mandates, and the developmental characteristics of students in grades PreK-6, 5-12, and adult levels. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators as articulated by regional, state and national accreditation bodies. They understand language as a system, the structure and nature of language, and language variation and change. They understand language acquisition and literacy development, including practices for reading skills/comprehension in a first language at different levels; first and second language differences for reading instruction; English phonemic awareness for students not literate in their first language; effect of first language literacy on second language learning/literacy; role of oral language development in literacy development for ELLs; formal/informal reading assessment with English learners; listening/speaking/reading/writing vocabulary, and practices for developing writing skills/writing tools; formal writing elements; oral/aural English fluency at different proficiency levels; social and academic content English; metalinguistic skills and vocabulary for cognitive, academic, and language proficiency. They utilize research-based ESL approaches and best practices and apply socio-cultural and socio-emotional considerations. They understand the role of community, families, and schools in ELL education and the laws pertaining to education of ELLs.

ESL graduates utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. One approved 2- or 3-credit School of Education elective also required; total 30-31 credits.

**Program and course schedule subject to change.**

**SEI is inclusive to the MEd degree for initial licensure in ESL.**

**Program chair:** Betsy Tregar, EdD  
• [betsy.tregar@cambridgecollege.edu](mailto:betsy.tregar@cambridgecollege.edu)

**Careers** — Candidates who complete the ESL licensure program are able to teach ESL in public, private, and charter schools, educational collaboratives, and community programs. They are also eligible for the Massachusetts SEI Teacher Endorsement. Non-licensure M.Ed. graduates are able to provide ESL support and tutoring in schools; and to teach/tutor ESL in other settings including higher education intensive ESL, other countries, immigrant support programs, and workplace ESL.

**Courses — program chair will advise on sequence. . . . 28 credits**

- ESL500 Introduction to Education for English Learners (1 credit) . . . . . every term
- ESL610 Linguistics & Language Variations . . . . . Fall, Summer
- ESL615 Methods & Materials for ESL. . . . . Fall, Spring
- ESL620 Teaching Reading & Writing to ESL Students . . . . . Spring, Summer
- ESL625 Technology for Linguistically Diverse Classrooms . . . . . Fall, Summer
- ESL630 Equitable Assessment of ESL Learners . . . . . Fall
- ESL631 Second-Language Acquisition & Culture . . . Fall, Summer
- ESL635 Sheltered Instruction & Assessment . . . . . Spring
- ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . . Fall
- ESL650 Teaching Content to ESL Learners . . . . Spring, Summer

**Practicum Prerequisites . . . . . 1 credit**

- Pass all MTEls required by Massachusetts for this license: Communication & Literacy, and English as a Second Language (MTEL). Take MTEL in Year 2.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

**Practicum (licensure students only) . . . . . 4 credits**

**ESL794A Practicum (PreK-6) or ESL794B Practicum (5-12) 300 hours (2 credits)**

Guided and evaluated by a licensed/certified ESL teacher in the classroom and a Cambridge College ESL supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESL791 Practicum Seminar (2 credits) . . . . . Fall, Spring**  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate Certificate

English as a Second Language Certificate • CIP code 131401

12 credits, 3 terms part-time

**Program Description** — This certificate provides an opportunity to explore the field of teaching English as a second language. Participants learn ESL concepts, principles, theories, and classroom practices that are effective in helping English learners of all ages to learn English and succeed in a new culture. Note: If a student later enrolls in the Cambridge College ESL M.Ed. program, these courses will be considered for transfer toward meeting the program requirements.

The certificate, or individual courses, will provide key information and strategies (Sheltered English Instruction/SEI) that licensed K-12 teachers can use in teaching their content area to English language learners. With approval from a school or district, the courses may be included in the professional development documentation that supports a teacher's application for 5-year re-licensure.

- ESL631 Second-Language Acquisition & Culture
- ESL620 Teaching Reading & Writing to ESL Students
- ESL635 Sheltered Instruction & Assessment
- ESL630 Equitable Assessment of ESL Learners

(All courses @ 3 credits.)





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Master of Education

# General Science (1-6 or 5-8) • CIP code 131316

For licensure: 32-35\* credits, 5-6 terms full-time • Non-licensure : 30 credits, 4 terms full-time  
• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

**Program Description** — The General Science Education program provides essential science content, integrated with best practices in hands-on, inquiry-based science education. The curriculum is firmly rooted in the 2016 Massachusetts science education model with a balance of earth, life, physical and engineering sciences. The program focuses on candidates' understanding of how to integrate the eight Practices of Science with the Subject Matter Knowledge Content standards in PK-8 General Science. Students experience a blend of seated and online content science courses. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They use "best practices" in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate procedures as described in state standards. They set high expectations and create a safe and collaborative learning environment to engage all students in their learning. They implement well-structured lessons with measurable assessments of learning and engage in ongoing reflection on practice.

**Careers** — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams. Eleven credits of science content coursework are required. These courses must be selected in consultation with the program chair.

**\*Licensure program credits:** 32 credits total if SEI is completed before enrollment, 35 credits if SEI is completed at Cambridge College.

**Program subject to change.**

**Program chair:** John Papadonis, MS  
• john.papadonis@cambridgecollege.edu

## Science Methods..... 19 credits

- SCI680 Attaining Science Literacy..... Fall
- 1-6: or** ELE653 Teaching Sci & Technol in Early Childhood & Elem Curric..... Fall, Spring

### Methods & Materials for Teaching:

- SCI686 Physical Science..... Fall
- SCI690 Teaching Engineering & Technology (2 credits)..... Fall
- SCI692 Logistics of Teaching Science (2 credits)..... Spring
- SCI682 Life Science..... Spring
- SCI684 Earth Science..... Spring
- SCI688 Middle School Chemistry..... Summer

## Science Content..... licensure: select 8 credits

**non-licensure: select 11 credits**

Online courses @ 1 credit

*Students should select those courses that reflect their weakest area of preparation and support their abilities to teach the science content required for their area of licensure*

- SCI609 Transfer of Energy..... Fall
- SCI611 Ocean Science..... Fall
- SCI619 Teaching Project-Based Science..... Fall
- SCI627 Teaching Chemistry Through Inquiry..... Fall
- SCI603 Electricity & Magnetism..... Spring
- SCI607 Structure of the Earth..... Spring
- SCI613 Earth's Place in the Universe..... Spring
- SCI629 Practical Meteorology..... Spring
- SCI591 Intro to Online Science Learning..... Summer
- SCI601 Aquatic Ecology..... Summer
- SCI605 Water Quality..... Summer
- SCI615 Forces & Motion..... Summer
- SCI617 Earth's History..... Summer
- SCI600 Cell Biology..... Summer

All courses offered at least once/year.



(All courses @ 3 credits except as noted.)



MEd

Continued

# General Science (1-6 or 5-8)

## Practicum Prerequisites ..... 1-4 credits

- Pass all MTELs required by Massachusetts for this license:  
Communication & Literacy test and:  
1-6: Successful completion of coursework  
5-8: General Science 5-8 MTEL test
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) . . . . 4 credits

**Practicum** – 300 hrs in an elementary (1-6) or middle school (5-8) science classroom (2 credits)

SCI794A Practicum 1-6 • SCI794B Practicum 5-8

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

### SCI791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate Certificate

# Elementary Science Specialist (1-6) Certificate • CIP code 131316

17\* credits, 3 terms • Add a (1-6) science license for elementary classroom teachers

**Program Description** — The Elementary Science Specialist Certification in General Science is designed for classroom teachers who hold an initial license in elementary teaching, or another relevant field, who want to “add-on” an endorsement in General Science, 1-6. The program addresses the subject matter knowledge competencies in science content and scientific practices required for endorsement in General Science, grades 1-6 and integrates essential science content with best practices in hands-on, inquiry-based science education. The program includes a blend of seated and online content science courses. This certificate is firmly rooted in the Massachusetts 2016 Science/Technology and Engineering Standards. Students are required to submit completed coursework to the Massachusetts Department of Elementary and Secondary Education for the license endorsement.

**Learning Outcomes** — Teachers understand basic principles and concepts of the life sciences appropriate to the elementary school curriculum; basic principles and concepts of the physical sciences appropriate to the elementary school curriculum; philosophical theories in science, and identify common misconceptions; identify socially important issues including the impact of technology on our environment. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They teach science content through engaging learners in the scientific practices and the engineering design process. They use “best practices” in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate safety procedures as described in state standards.

**Careers** — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

*Courses required may vary based on transcript analysis.*

### Science Methods..... 14 credits

ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . .Fall, Spring

### Methods & Materials for Teaching:

SCI686 Physical Science. . . . . Fall  
SCI690 Teaching Engineering & Technology (2 credits). . . . . Fall  
SCI682 Life Science . . . . . Spring  
SCI684 Earth Science . . . . . Spring

### Science Content.....3 credits

Online courses @ 1 credit

<i>Select one course:</i>	SCI601	Aquatic Ecology
	SCI600	Cell Biology
<i>Select one course:</i>	SCI603	Electricity & Magnetism
	SCI609	Transfer of Energy
	SCI615	Forces & Motion
<i>Select one course:</i>	SCI607	Structure of the Earth
	SCI613	Earth's Place in the Universe
	SCI629	Practical Meteorology

### Admission requirements:

- School of Education requirements for certificate programs.
- Valid Massachusetts elementary PK-2 or 1-6 initial license. (No MTEL is required for General Science, Grades 1-6.)

**Transcript analysis:** Subject Matter Competency for General Science will be evaluated through transcript analysis by the program chair, following the Subject Matter Knowledge Standards for the Massachusetts 1-6 Science Specialist License (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

**\*Program credits:** Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any competencies have already been covered acceptably.

### Program subject to change.

**Program chair:** John Papadonis, MS  
• [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

(All courses @ 3 credits except as noted.)



For students with degrees in STEM fields

Graduate Certificate

General Science (5-8) Initial Licensure Teaching Certificate • CIP code 131316

For licensure: 20-23\* credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

Program Description — This program is designed for individuals who hold an undergraduate degree in science and are interested in teaching general science in the Massachusetts public school system at the middle school (5-8) grade level. This is a license-only pathway and does NOT result in a graduate degree; credits earned can be used toward the M.Ed. in General Science. The program will focus on the necessary pedagogical skills needed to teach in Massachusetts Public/Private Schools.

Learning Outcomes — Graduates teach science content through engaging learners in the elementary and middle grade level in the scientific practices and the engineering design process They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe.. They use “best practices” in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate safety procedures as described in state standards. They set high expectations and create a safe and collaborative learning environment to engage all students in their learning. They implement well-structured lessons with measurable assessments of learning and engage in ongoing reflection on practice.

Careers — Middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

Admission requirements
• School of Education requirements for certificate programs.
• Bachelor’s or master’s degree in a STEM field.
• Pass Communication & Literacy (MTEL).
Transcript analysis: Subject matter competency for General Science 5-8 will be evaluated through transcript analysis by the program chair, following the Massachusetts standards for the license (see www.doe.mass.edu). Only coursework completed within the last seven years, with grades of B or better will be considered.
\*Program credits: 20 credits total if SEI is completed before enrollment, 23 credits if SEI is completed at Cambridge College. Additional credits may be required for competencies not satisfied before enrollment; credits may be reduced if any science methods have already been covered acceptably.
Program subject to change.
Program chair: John Papadonis, MS
• john.papadonis@cambridgecollege.edu

Courses required may vary based on transcript analysis.

Science Methods..... 16 credits

Methods & Materials for Teaching:

- SCI686 Physical Science. . . . . Fall
SCI690 Teaching Engineering & Technology (2 credits). . . . . Fall
SCI692 Logistics of Teaching Science (2 credits). . . . . Spring
SCI682 Life Science . . . . . Spring
SCI684 Earth Science . . . . . Spring
SCI688 Middle School Chemistry . . . . . Summer

Practicum Prerequisites..... 1-4 credits

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy and General Science 5-8 tests.
• SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
• Pass all required courses.
• Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
• EDU704 Practicum Readiness (1 credit)
• Submit Practicum Application and Placement Approval Forms.

Practicum & Seminar..... 4 credits

SCI794B Practicum 5-8 – 300 hrs in a middle school (5-8) science classroom (2 credits)

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

SCI791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate Certificate

# STEM Certificate: Science, Technology, Engineering and Mathematics

• CIP code 131316 • 12 credits, 2 terms or more part-time

**Program Description** — The Stem Certificate in Science, Technology, Engineering and Mathematics provides early childhood, elementary, special education and middle school educators with the core background skills and content knowledge necessary to become highly-qualified mathematics, science and engineering educators serving our younger students.

The courses combine math, science and engineering content with methodology at the elementary and middle school levels. The 12 graduate credits include both seated and online courses, making for a very user friendly learning experience.

**Learning Outcomes** — Participating teachers will:

- Gain significant mastery of science content, preparing their students for the Massachusetts grade 5 and 8 MCAS exams and for science and technology challenges into their future.
- Integrate earth, life and physical science concepts to solve engineering problems.
- Apply design process steps to solving engineering and science problems.
- Recognize and use connections, relationships and patterns among mathematical ideas; and use representations to model and interpret physical and technical phenomena.
- Gain the necessary mathematical skills in order to become highly qualified and competent teachers of elementary and middle school mathematics.

**Careers** — After the completing the STEM certificate program, teachers may wish to add a Massachusetts state certification in Mathematics (1-6), Mathematics (5-8), General Science (5-8), or Mathematics/Science (combo 5-8) by taking and passing the appropriate Massachusetts MTEL exam.

## Science and Engineering Courses .....6 credits

- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum
- SCI619 Teaching Project Based Science (online, 1 credit)

Choose two science content courses (online, @1 credit):

- SCI 601 Aquatic Ecology
- SCI 613 Earth in the Universe
- SCI 617 Earth's History
- SCI 603 Electricity & Magnetism
- SCI 607 Structure of the Earth

## Mathematics Courses .....6 credits

- MAT605 Technology in Math Learning & Teaching
- MAT613 Discrete Math

COURSE SCHEDULE — All courses offered at least once/year.

**Satisfactory academic progress** — All students must maintain a minimum GPA of 3.0 or be placed on academic probation.

**Program subject to change.**

**Program chair:** John Papadonis, MS  
 • john.papadonis@cambridgecollege.edu



# Skills-Based Health/Social Emotional Learning

• CIP code 131307 • For licensure: 36 credits, 4 terms full-time  
Non-licensure: 31 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE) for Health/Family & Consumer Science (all levels) initial licensure

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Skills-Based Health/Social Emotional Learning (SEL) initial licensure program prepares health educators to be proficient in the Massachusetts Professional Standards for Teachers, the National Health Education Standards, and the CAEP health education teacher education (HETE) standards. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates demonstrate expertise in health education content, able to conduct a needs assessment, plan and implement curriculum, assess student learning, coordinate school health, advocate for health education, and serve as a resource to the school, students and their families, and the community.

They exhibit confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health; identify student risk factors and help young people reduce those behaviors to improve their personal health and academic performance. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They advocate for health/SEL by conducting, implementing, and sharing the results of action research.

**Careers** — Graduates teach (preK-12) and work as health educators in many settings: local health departments, hospitals and clinics, business and industry. In colleges, they also teach courses and conduct research.

**SEI endorsement optional** — Students are not required to be endorsed in Sheltered English Immersion. Students interested in SEI endorsement should take SEI605 (program total will be 39 credits).

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu

## Action Research.....7 credits

EHE695-698 Action Research I-IV  
(3 terms @ 2 credits; last term @1 credit). . . . .every term

## Courses ..... 24 credits

- EHE613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Fall
- EHE622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE632 Teaching About Human Sexuality . . . . . Fall
- EHE642 Promoting Wellness: Building Positive Health/Social Emotional Behavior . . . . . Spring
- EHE652 Preventing Unintentional Injury & Violence . . . . . Spring
- EHE682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Spring
- EHE662 Promoting Mental/SEL Health Through School-Based Intervention. . . . . Summer
- EHE672 Improving School Health/SEL Through Coordination . . . . . Summer

## Practicum Prerequisites.....1 credit

- Pass all MTEs required by Massachusetts for this license: Communication & Literacy, and Health/Family & Consumer Sciences
- Completed course in anatomy and physiology.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only).....4 credits

**HEA794 Practicum** – 300 hrs: 150 hrs in an elementary school setting & 150 hrs in a secondary setting (2 credits)  
Guided and evaluated by a licensed/certified educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**HEA791 Practicum Seminar** (2 credits)  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Graduate certificate

# Health/Social Emotional Education for School and Community Certificate • CIP code 131307

12 credits, 2 or more terms

**Program Description** — This Health/Social Emotional Education certificate is for physical educators, community and public health educators, wellness and fitness center employees who want current knowledge of health and how to teach it effectively. Students learn to teach skills-based health education based on the Massachusetts performance indicators and the National Health Education Standards.

Two courses are required and two are selected from the initial licensure courses of the Skills-Based Health/Social Emotional Learning master's program.

**Learning Outcomes** include increased competency in health education content and teaching skills.

**Pre-Practicum field experience:** Students completing the certificate do not need to complete pre-practicum field experiences. However, students who matriculate at a later time must complete all pre-practicum field experiences associated with these courses.

**Successfully completed courses** may be accepted into the Skills-Based Health/Social Emotional Learning (SEL) initial licensure program if taken within 5-7 years of matriculation (subject to change).

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
• [mary.c.connolly@go.cambridgecollege.edu](mailto:mary.c.connolly@go.cambridgecollege.edu)

**Required Courses** ..... 6 credits

- EHE622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE632 Teaching About Human Sexuality ..... Fall

**Electives in Health Education** ..... choose 6 credits

- EHE613 Principles of Health/Social Emotional Promotion & Public Health Issues ..... Fall
- EHE642 Promoting Wellness: Building Positive Health/SEL Behavior. .... Spring
- EHE652 Preventing Unintentional Injury & Violence ..... Spring
- EHE682 Health-SEL Skills for Risk Reduction & Positive Behavior Change ..... Spring
- EHE662 Promoting Mental/SEL Health Through School-Based Intervention. .... Summer
- EHE672 Improving School Health/SEL Through Coordination ..... Summer

(All courses @ 3 credits except as noted.)



Graduate certificate

# Skills-Based Physical Education/ Social Emotional Learning Certificate

CIP code 131307 • 12 credits online, 2 or more terms

**Program Description** — This Physical Education/Social Emotional Learning (SEL) certificate provides graduate course work based on SHAPE America's Grade Level Outcomes for K-12 Physical Education and the CASEL Social Emotional Competencies, for educators to enhance their knowledge of physical education content and pedagogical skills.

Students with a Massachusetts initial license in Physical Education may submit the credits earned in this program when applying for or renewing their Massachusetts professional license.

**Learning Outcomes** include increased competency in teaching physical/SEL education .

<b>Courses</b> .....	<b>12 credits</b>
EHE708	Adventure Education. . . . . Fall
EHE706	Assessment in Physical/Social Emotional Education. . . . . Spring
EHE702	Quality Programming in Physical/Social Emotional Education. . . . . Summer
EHE704	Best Practices in Physical/Social Emotional Education. . . . . Summer

**Please Note:** These programs have not yet been approved for Financial Aid.

**Program and course schedule subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
 • mary.c.connolly@go.cambridgecollege.edu

Graduate certificate

# Skills-Based Health/Social Emotional Learning Certificate • CIP code 131307

12 credits online, 2 or more terms

**Program Description** — This Health/Social Emotional Learning (SEL) certificate provides graduate course work based on the National Health Education Standards and the CASEL Social Emotional Competencies, for educators to enhance their knowledge of health content and pedagogical skills.

Students with a Massachusetts initial license in Health/Family & Consumer Science may submit the credits earned in this program when applying for or renewing their Massachusetts professional license.

**Learning Outcomes** include increased competency in teaching skills-based health/SEL education.

<b>Courses</b> .....	<b>choose 12 credits</b>
EHE716	Health/Social Emotional Education for the Language-Diverse Classroom . . . . . Fall
EHE703	New Perspectives in Teaching Human Sexuality . . . . . Fall
EHE705	Promoting Health-Social Emotional Wellness in Media-Saturated Society . . . . . Spring
EHE711	Evaluation of the School Health Program. . . . . Spring
EHE715	Cultural Proficiency in Health-Social Emotional Classroom . . . . . Summer
EHE701	Current Research on the Interrelations of Risk Factors . . . . . Summer
EHE707	Violence Prevention in Today's School Environment . . . . . Summer
EHE713	Assessing Health/Social Emotional Literacy. . . . . Summer





The Teacher Education Program at Cambridge College is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

Master of Education

# Mathematics (5-8 or 8-12) • CIP code 131311

For licensure: 35-38\* credits, 4 terms full-time • Non-licensure: 30 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

**Program Description** — The Mathematics Education program prepares students to effectively teach mathematics at the middle (5-8), and high school levels (8-12). Students learn the concepts, language, and procedures of mathematics; and develop competence in mathematics and interest in applying it to the world around them. The program builds on the College's successful student-centered curriculum that links theory and practice in a collaborative learning environment. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates have strong mathematical content knowledge and the skills to help students they teach in accessing and learning that content and support positive attitudes towards the subject. They understand and apply mathematical problem solving processes and construct rigorous mathematical arguments. They make connections among ideas in mathematics and other fields, using varied representations of mathematical ideas to communicate mathematical thinking and deepen students' understanding. They embrace technology as an essential tool for mathematics, are proficient in computation, understand relationships among quantities, use measurement concepts and tools, spatial visualizations and geometric modeling and understand data analysis, statistics, and probability. Graduates who teach in the secondary levels, understand the concepts, techniques and applications of calculus and discrete mathematics. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — The program is ideally suited for: a) adults who want to work with and help children learn the language of mathematics; b) current teachers who wish to add mathematics as a new subject area; c) those wishing to become National Board Certified mathematics teachers, mathematics coaches, mathematics specialists, and mathematics coordinators/directors; d) non-mathematics majors who wish to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who wish to pursue a more meaningful career in working with children. Teachers of mathematics at all school levels remain in high demand nationally; and individuals coming from careers in business, engineering, finance and the military are often very successful in relating the importance of the mathematics they teach, to the real world they have worked in for many years.

## Courses ..... 30 credits

Take courses for your licensure level ..... 5-8...8-12

- MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas ..... •
- MAT605 Technol in Math Learning & Teaching ..... •
- MAT607 College Algebra ..... •
- MAT609 Euclidean Geometry ..... •
- MAT623 Common Core Math ..... •
- MAT611 Calculus I ..... •
- MAT613 Discrete Math ..... •
- MAT615 History of Math ..... •
- MAT633 Probability & Statistics ..... •
- MAT708 Diagnosis & Remediation of Learning Problems in Mathematics
- or MAT700 Inclusion in Math Class ..... •
- MAT625 Number Theory ..... •
- MAT627 Abstract Algebra ..... •
- MAT629 Non-Euclidean Geometry ..... •
- MAT631 Calculus II ..... •
- MAT635 Applied Math ..... •

## Practicum Prerequisites ..... 1-4 credits

- Pass all MTEL teacher tests required for this license: Communication & Literacy, and Middle School Mathematics or Mathematics (8-12)
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only) ..... 4 credits

**Practicum in Mathematics** — 300 hours (2 credits)

Guided and evaluated by a licensed/certified math teacher in the classroom and Cambridge College mathematics supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

MAT794B Practicum 5-8

MAT794C Practicum 8-12

**MAT791 Practicum Seminar** in Mathematics Teaching (2 credits)

Electronic exit portfolio (Taskstream) required for credit.



(All courses @ 3 credits except as noted.)



# Mathematics Specialist Certificate • CIP code 131311

12 credits, 2 terms

MEd  
Continued **Mathematics (5-8 or 8-12)**

**Math placement test:** Applicants for levels 5-8 and 8-12 must take a Cambridge College math placement test. Based on test results and program chair's recommendation, selected lower level math courses may be required before initial licensure courses.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**\*Program credits:** 35 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** John O'Keefe, MEd  
• john.okeefe@cambridgecollege.edu

**Program Description** — This program is best suited for current classroom teachers who wish to add mathematics as a new subject area to their professional skills; and to new teacher candidates entering the teaching profession who are non-mathematics majors, and who wish to earn a highly qualified title to their academic experience and broaden their teaching careers as a mathematics specialist or mathematics coach.

Choose math specialist option in elementary/middle school or high school math, and take courses as outlined below.

3-credit courses for your Math Specialist choice		Elem/Middle School	High School
MAT603	Arithmetic to Algebra: Developing Math Patterns & Ideas. . . . .	•	
MAT623	Common Core Math. . . . .	•	
MAT615	History of Math. . . . .	•	•
MAT700	Inclusion in Math Class. . . . .	•	•
MAT611	Calculus I. . . . .		•
MAT609	Euclidean Geometry. . . . .		•

If a student wishes to cover both levels, one four-course certificate for one level must be completed, and then the student may re-enroll to complete a second certificate for the other level: Complete the remaining two courses above, and two more courses below, for a total of four courses:

- MAT605 Technol in Math Learning & Teaching
- MAT613 Discrete Math

The two certificates may not be taken concurrently.

### COURSE OFFERINGS PLAN / PREREQUISITES

MAT700	Inclusion in Math Class . . . . .	every term
MAT623	Common Core Math . . . . .	Fall, Summer
MAT605	Technol. in Math (preqs. 607, 609, 611, 613) . . . . .	Fall
MAT609	Euclidean Geometry . . . . .	Fall
MAT625	Number Theory (preq. MAT611) . . . . .	Fall
MAT611	Calculus I (preqs. MAT607, 609) . . . . .	Fall, Spring
MAT618	Math Essentials . . . . .	Fall, spring
MAT615	History of Math (preqs. MAT607, 609, 611) . . . . .	Fall, Spring
MAT708	Diagnosis & Remediation of Learning Problems in Mathematics . . . . .	Fall, Spring
MAT790-791	Practicum and Practicum Seminar . . . . .	Fall, Spring
MAT631	Calculus II (preq. MAT611) . . . . .	Spring
MAT613	Discrete Math (preqs. MAT607, 609) . . . . .	Spring
MAT635	Applied Math (preqs. MAT611, 631) . . . . .	Spring
MAT603	Arithmetic to Algebra . . . . .	Summer
MAT607	College Algebra . . . . .	Summer
MAT627	Abstract Algebra (preq. MAT607) . . . . .	Summer
MAT629	Non-Euclidean Geometry (preq. MAT609) . . . . .	Summer
MAT633	Probability & Statistics (preq. MAT613) . . . . .	Summer

Prerequisites as listed or program chair's approval.

Course delivery format of all courses is face-to-face (F2F).

(All courses @ 3 credits except as noted.)



Master of Education

# School Nurse Education • CIP code 130101

**32 credits, 4 terms full-time** • In Massachusetts, this degree may lead to school nurse professional licensure. In other states, this program does not satisfy licensure requirements. You must check with your state licensing/credentialing authorities.

**Program Description** — Inspired by increased responsibilities of school nurses in the past decade, our M.Ed. in School Nurse Education strengthens the knowledge of school nurse professionals. The curriculum focuses on nursing processes with school age children, management and evaluation of school health programs, leadership skills, research in the field, and legal and ethical issues in this unique nursing specialty.

The program builds upon the standards of the National Association of School Nurses and reflects competency requirements outlined by the Massachusetts Department of Elementary and Secondary Education (ESE).

**Learning Outcomes** — Students will discover their learning style and strengths, becoming lifelong learners. They will make sense of previous experiences and build on them to integrate new information, skills, and attitudes. They will gain competencies in research and analysis, and understanding of evidence-based health program outcomes, practice protocols and policies. They will serve more effectively as nurses and educators of children and adults from diverse backgrounds with diverse needs, creating learning environments and presentations. They will have a network of relationships with fellow learners, Cambridge College faculty, and the faculty of their own schools, a ready resource for their career growth in collaborative school health leadership.

**Careers** — Graduates will grow in confidence and competence in their professional role as an expert school health manager and leader in each of their school systems. They are encouraged to publish in professional journals, present at local and national conferences for educators and school nurses, develop and initiate new policies/health care protocols within their school districts, mentor new school nurse hires, and apply for and advance into formal leadership roles.

**Program and course schedule subject to change.**  
**Contact:** Patricia Johnson, RN, EdD  
• Patricia.Johnson@cambridgecollege.edu

**SUMMER 1 on site . . . . . 14 credits**

- ESN691 Professional Seminar I . . . . .2
- ESN660 Principles, Process, Practc of School Health Mgt . . . . .3
- ESN710 Dealing With Grief & Loss: Role of Educators & School Nurses. . . . .3
- ESN725 Legal Responsibilities & Ethical Issues for School Nurses . .3
- ESN780 School Nurse Leadership in School & Community. . . . .3

**FALL 1 online learning . . . . . 5 credits**

- ESN692 Professional Seminar II . . . . .2
- ESN750 Evaluation of School Health Programs. . . . .3

**SPRING 1 online learning . . . . . 7 credits**

- ESN693 Professional Seminar III. . . . .1
- ESN800 Independent Learning Project . . . . .3
- One elective . . . . .3

**SUMMER 2 on site . . . . .6 credits**

- Two electives . . . . .6

All courses 3 credits except as noted.

**Electives** must be in health, family & consumer sciences, instructional technology, counseling psychology, school guidance, special education, or teaching skills and methodologies. If courses in these areas are not available, other courses in education may be taken as electives with program chair's approval.

**Nine transfer credits** in education or nursing may be accepted as electives. Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

**Program changes** effective Summer 2012.

**No more than 15 credits** can be completed through Cambridge College online learning courses.

**If you enter in the fall or spring**, work with program chair to choose electives and begin research for the Independent Learning Project.

(All courses @ 3 credits except as noted.)



Master of Education

# Autism/Behavior Analyst • CIP code 422814

MEd: 38 credits, 6 terms • The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.

**Program Description** — Autism is becoming more prevalent in our society and the need for specialists dedicated to serving this population is growing rapidly. This program provides knowledge of the autism spectrum and the skills necessary to meet the needs of individuals with autism. By completing the Behavior Analyst program, students meet the course requirements to sit for the national BCBA examination, earning a credential that is in high demand.

**Learning Outcomes** — Students will demonstrate knowledge of applied behavior analysis (ABA) and associated scientific principles that govern human behavior and the treatment of individuals with autism spectrum disorders (ASD). Students will demonstrate knowledge of clinical, educational and ethical issues pertaining to the application of ABA across a broad range of treatment contexts and behaviors.

**Careers — Careers/BCBA certification** — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification and also to Massachusetts as a Licensed Applied Behavior Analyst (LABA). They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

**Required to begin the ABA course sequence:**

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Program and course schedule subject to change.**

**Program chair, Moderate Disabilities:**  
Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

**Program co-coordinators, ABA:**  
Bob Ross, Ed.D. • robert.ross@go.cambridgecollege.edu  
Joseph Vedora, Ed.D. • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)

## Autism & Special Education Courses ..... 19 credits

• This course sequence is strongly recommended.

		Fall Entry	Spring Entry
ESP610	Autism: History, Prevalence, Diagnosis & Characteristics . . . . .	Fall 1 . . .	Spring 1
ESP621	Assessment & Appraisal Process (ASD) . . . . .	Spring 1 . . .	Spring 2
ESP630	Social & Psychological Perspectives in Autism Spectrum Disorders . . . . .	Summer 1 . .	Summer 1
ESP615	Assistive Technology: Modifying Curric for Diverse Learning Styles . . . . .	Fall 2 . . .	Spring 2
ESP594	Collab & Consultation Technq (2 credits)	Fall 2 . . . . .	Fall 1
ESP800B	Supervised Learning Project (2 credits) . . . . .	Spring 2 . . . . .	Fall 2
ESP616	Communication Disorders (ASD) . . . . .	Summer 2 . . . . .	Fall 2

*Students must complete all autism and special education foundation courses above prior to entering into the ABA course sequence. Exceptions must be approved by ABA program chair. Consultation with ABA program chair required before entering the ABA course sequence.*

## ABA Course Sequence ..... 19 credits

• All courses 3 credits @ 45 contact hours, unless otherwise noted.  
• Courses **must** be taken in the order delineated here.

		Fall Entry	Spring Entry
ESP622	Basic Applied Behavior Analysis (ASD) . . . . .	Fall 1 . . .	Spring 1
ESP726	Advanced Applied Behavior Analysis (ASD) . . . . .	Spring 1 . . .	Summer 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis . . . . .	Summer 1 . . .	Summer 2
ESP724	Research Design in Applied Behavior Analysis - ASD . . . . .	Fall 2 . . . . .	Fall 1
ESP722	Clinical Applications of Applied Behavior Analysis (ASD) . . . . .	Spring 2 . . .	Spring 2
ESP705*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	Spring 2 . . . . .	Fall 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD) . . . . .	Summer 2 . . .	Summer 2

\*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.



Post-master's Certificate

# Behavior Analyst Certificate • CIP code 422814

19 credits, 6 terms • The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.

**Program Description** — The ABA program is designed specifically for those who are currently practicing in ABA-based treatment settings who wish to pursue national certification as a Board Certified Behavior Analyst (BCBA™). Formal access to BCBA supervision is essential to the academic requirements and is a prerequisite for program entry.

The ABA course sequence is delivered in a hybrid learning model that includes both live (in-person) and asynchronous course content. For successful completion of the program students must be both familiar with and able to effectively use technology-based instructional formats and be highly disciplined in meeting deadlines for required work assignments. Effective and timely communication skills are also essential to student success.

**Learning Outcomes** — Students in the ABA program will be able to demonstrate knowledge of applied behavior analysis and associated scientific principles that govern human behavior, which is achieved by completing a functional assessment project and a written behavior support plan under the guidance of the faculty and their BCBA field work supervisor and a literature review. Students will complete a range of behavior analytic projects during their ABA courses specific to the topics covered during each course and the current BACB task list. Finally, all students will demonstrate knowledge of the current BACB ethics standards as well as the current BACB Task List content specified in the course syllabus.

**Careers/BCBA certification** — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification and also to Massachusetts as a Licensed Applied Behavior Analyst (LABA). They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

## ABA Course Sequence ..... 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

		Fall Entry	Spring Entry
ESP622	Basic Applied Behavior Analysis (ASD) . .	Fall 1 . .	Spring 1
ESP726	Advanced Applied Behavior Analysis (ASD) . . . . .	Spring 1 . .	Summer 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 2
ESP724	Research Design in Applied Behavior Analysis - ASD . . . . .	Fall 2 . . . . .	Fall 1
ESP722	Clinical Applications of Applied Behavior Analysis (ASD) . . . . .	Spring 2 . .	Spring 2
ESP705*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	Spring 2 . . . . .	Fall 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD) . . . .	Summer 2 . .	Summer 2

\*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

**Required to begin the ABA course sequence:**

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

**Student responsibility:** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB

ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Program and course schedule subject to change.**

**Program chair, Moderate Disabilities:**

Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

**Program co-coordinators, ABA:**

Bob Ross, Ed.D. • robert.ross@go.cambridgecollege.edu

Joseph Vedora, Ed.D. • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Master of Education

# Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) & Applied Behavior Analysis • CIP code 131001

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

- For licensure: (PreK-8) 49-52\* credits, (5-12) 52-55\* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 44 credits, (5-12) 47 credits; 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)
- The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.
- Graduates are eligible to sit for the BCBA examination.

**Program Description** — The Teacher of Students With Moderate Disabilities & Applied Behavior Analysis program offers a unique opportunity for educators to become licensed special educators and certified behavior analysts. The program prepares special educators and behavior analysts to be caring and competent in the classroom with the essential and critical skills to understand the use of diverse curriculum design and development and also provide all the services necessary to implement behavior plans in schools. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities (preK-8 and 5-12). They are prepared to take the exams required by the Behavior Analyst Certification Board. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Outcomes** — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum. They are also prepared to become behavior analysts upon completion of the BACB exam. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program will be eligible for licensure to teach in grades Pre-K-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings. They will also be eligible to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in high demand.

(All courses @ 3 credits except as noted.)

## Special Education Foundation Courses . . . . . PreK-8: 25 credits 5-12: 28 credits

EDU558	Introduction to Graduate School (1 credit) . . . every term
ESP689	Theories of Typical & Atypical Human Development . . . . . Fall, Summer
ESP594	Collab & Consultation Technq (2 credits) . . . every term
ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . . every term
MAT700	Inclusion in Math Class . . . . . every term
ESP680	Pedagogy in Reading & Eng Lang Arts . Spring, Summer
ESP615	Assistive Technology: Modifying Curric for Diverse Learners . . . . . Summer, Spring
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Spring, Summer
ESP698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) . . . . . Spring
ESP800B	Supervised Learning Project (2 credits) . . . . . Spring
ESP662	Principles of Language Dev Bridging Differences & Disorders. . . . . Fall, Summer
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term

**One additional course for 5-12 (licensure and non-licensure):**  
SCI680 Attaining Science Literacy . . . . . Fall  
**or** ESP636 Teaching Social Science, History and Multicultural Education in Grades 5-12 . . . . . Spring

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTELs required by Massachusetts for the license:
  - PreK-8:** Communication and Literacy, General Curriculum (multi-subject) + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.)
  - 5-12:** Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.





# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

## Practicum & Seminar: Moderate Disabilities

(licensure students only) .....4 credits

Guided and evaluated by a licensed/certified special educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP794A Practicum (PreK-8) — 300 hours** in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (2 credits) ..... Fall, Spring

or

**ESP794B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. (2 credits) ..... Fall, Spring

**ESP791 Practicum Seminar (2 credits)** ..... Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

*Students must complete all special education foundation courses including the Practicum and Practicum Seminar prior to entering into the ABA course sequence. Exceptions must be approved by ABA program chair. Consultation with ABA program chair required before entering the ABA course sequence.*

## ABA Course Sequence ..... 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses **must** be taken in the order delineated here.

ESP622	Basic Applied Behavior Analysis (ASD).....	Fall 1
ESP726	Advanced Applied Behavior Analysis (ASD).....	Spring 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis.....	Summer 1
ESP724	Research Design in Applied Behavior Analysis - ASD.....	Fall 2
ESP722	Clinical Applications of Applied Behavior Analysis (ASD).....	Spring 2
ESP705*	Fluency Seminar ABA Certification Track (1 credit) required at end of program.....	Spring 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD).....	Summer 2

\*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

**Timely completion of ABA course sequence:** ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

### Required to begin the ABA course sequence:

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the ABA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

**Student responsibility (ABA):** A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**Endorsement:** Candidates are endorsed for licensure in moderate disabilities upon completion of the entire Moderate Disabilities/ABA program.

### Students are responsible for:

- Monitoring and understanding the requirements established by the Behavior Analyst Certification Board and for ensuring that their program of study complies with all requirements for BCBA certification.

- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.
- Supervision and field experiences specific to national standards at the time of application to the BCBA.

In addition, graduates must pass the BCBA examination to become a Board Certified Behavior Analyst.

**\*Program credits (PreK-8):** 49 credits total if SEI is completed before enrollment, 52 credits if SEI is completed at Cambridge College.  
**(5-12):** 52 credits total if SEI is completed before enrollment, 55 credits if SEI is completed at Cambridge College.

**Online courses, Moderate Disabilities only:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.\

### Program and course schedule subject to change.

#### Program chair, Moderate Disabilities:

Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

#### Program co-coordinators, ABA:

Bob Ross, Ed.D. • robert.ross@go.cambridgecollege.edu

Joseph Vedora, Ed.D. • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)





Master of Education • Graduate Certificate

# Autism Specialist • CIP code 131013

31 credits, 3 terms full-time • This program does not satisfy licensure requirements for K-12 public school teachers.

**Program Description (MEd)** — Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities. It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide.

**This is not a licensure program and does not lead to BACB certification.**

**Learning Outcomes** — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

**Careers** — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

## Courses ..... 31 credits

- EDU558 Introduction to Graduate School (1 credit) . . . every term
  - ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . . . Spring, Summer
  - ESP610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . . Fall, Spring
  - ESP695 Laws & Regulations Pertaining to Special Education . . . . . Fall, Spring
  - ESP689 Theories of Typical & Atypical Human Development . . . . . Fall, Summer
  - ESP621 Assessment & Appraisal Process (ASD) . . . . . Spring
  - ESP625 Behavior Management (ASD) . . . . . Fall, Summer
  - ESP616 Communication Disorders (ASD) . . . . . Fall, Summer
  - ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders . . . . . Summer
  - ESP635 Teaching & Curriculum Development for Students with Severe Disabilities . . . . . Summer
- One approved 3-credit School of Education elective.

## Autism Specialist Certificate ..... 18 credits



**Program Description** — The Autism Specialist Certificate provides an opportunity for teachers, administrators and parents to gain understanding and professional expertise to better support the growing numbers of K-12 school students with autism spectrum disorders. This course work supplements training/licensure for those employed in substantially separate classrooms. It is also very helpful for paraprofessionals working in special education classrooms.

Note: If a student later enrolls in the Autism Specialist M.Ed., these courses may be accepted into the degree.

- ESP610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . . Fall, Spring
- ESP621 Assessment & Appraisal Process (ASD) . . . . . Spring
- ESP625 Behavior Management (ASD) . . . . . Fall, Summer
- ESP616 Communication Disorders (ASD) . . . . . Fall, Summer
- ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders . . . . . Summer
- ESP635 Teaching & Curriculum Development for Students with Severe Disabilities . . . . . Summer

**Program and schedule subject to change.**

**Program chair:** Mary Garrity, EdD  
 • [mary.garrity@cambridgecollege.edu](mailto:mary.garrity@cambridgecollege.edu)

(All courses @ 3 credits except as noted.)





Master of Education

# Teacher of Students with Moderate Disabilities (PreK-8) • CIP code 131001

For licensure: 36-39\* credits, 4-5 terms full-time • Non-licensure: 31 credits, 3-4 terms full-time  
Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Teacher of Students with Moderate Disabilities program prepares graduates to be caring and competent special education teachers and leaders with the essential and critical skills to make the general education curriculum accessible to all students, especially those with moderate disabilities. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates are knowledgeable of the public school curriculum and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program are eligible to be special educators in grades preK-8 as a co-teacher, consulting teacher or teacher of record in resource room settings.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

**\*Program credits:** 36 credits total if SEI is completed before enrollment, 39 credits if SEI is completed at Cambridge College.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

**Program and schedule subject to change.**

**Program chair:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

## Courses — program chair will advise on sequence. . . . 31 credits

- EDU558 Introduction to Graduate School (1 credit) . . . every term
- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . every term
- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . every term
- ESP594 Collab & Consultation Technq (2 credits) . . . every term
- ESP512 Inclusion & Classroom Behavior Mgt . . . . . Fall, Summer
- ESP662 Principles of Language Dev Bridging Differences & Disorders. . . . . Fall, Summer
- ESP689 Theories of Typical & Atypical Human Dev. . . . . Fall, Summer
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Spring, Summer
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners . . . . . Spring, Summer
- ESP680 Pedagogy in Reading & Eng Lang Arts . . . . . Spring, Summer
- ESP695 Laws & Regulations Pertaining to Spec Ed . . . . . Fall, Spring
- MAT623 Common Core Math. . . . . Fall, Summer
- MAT700 Inclusion in Math Class . . . . . every term

Course schedule for Boston, subject to change.

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEs required by Massachusetts for the **PreK-8** license: Communication and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.)
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only). . . . . 4 credits

**ESP794A Practicum (PreK-8) — 300 hours** in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (2 credits) . . . . . Fall, Spring  
Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Master of Education

# Teacher of Students with Moderate Disabilities (5-12) • CIP code 131001

For licensure: 39-42\* credits, 4-5 terms full-time • Non-licensure: 34 credits, 3-4 terms full-time  
Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Teacher of Students with Moderate Disabilities program prepares graduates to be caring and competent special education teachers and leaders with the essential and critical skills to understand the use of diverse curriculum design and development. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities 5-12. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

**Learning Outcomes** — Graduates are knowledgeable of the public school curriculum at the secondary level and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

**Careers** — Students who complete this program are eligible for licensure to be special educators in grades 5-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings.

**Non-licensure option:** All program components are required (including pre-practicum) *except* for SEI, Practicum Readiness course, Practicum, Practicum Seminar, and MTEL exams.

\***Program credits:** 39 credits total if SEI is completed before enrollment, 42 credits if SEI is completed at Cambridge College.

**Online courses:** 50% or more of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

**Program and schedule subject to change.**

**Program chair:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

## Courses — program chair will advise on sequence. . . . 34 credits

EDU558	Introduction to Graduate School (1 credit) . . . every term
ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . every term
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . every term
ESP594	Collab & Consultation Technq (2 credits) . . . every term
ESP695	Laws & Regulations Pertaining to Spec Ed . . . Fall, Spring
ESP512	Inclusion & Classroom Behavior Mgt . . . . . Fall, Summer
ESP662	Principles of Language Dev Bridging Differences & Disorders. . . . . Fall, Summer
ESP689	Theories of Typical & Atypical Human Dev . . Fall, Summer
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Spring, Summer
ESP615	Assistive Technology: Modifying Curric for Diverse Learners . . . . . Spring, Summer
ESP680	Pedagogy in Reading & Eng Lang Arts . . . Spring, Summer
ESP636	Teaching Social Science, History & Multicultural Education in Grades 5-12. . . . . Spring
SCI680	Attaining Science Literacy. . . . . Fall
MAT700	Inclusion in Math Class . . . . . every term

Course schedule for Boston, subject to change.

## Practicum Prerequisites . . . . . 1-4 credits

- Pass all MTEs required by Massachusetts for the 5-12 license: Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- Pre-Practicum — Successfully complete program-specific hours in diverse settings (0 credit)
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

## Practicum & Seminar (licensure students only). . . . . 4 credits

**ESP794B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities (2 credits) . . . . . Fall, Spring  
Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

**ESP791 Practicum Seminar** (2 credits). . . . . Fall, Spring  
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



Master of Education

# Educational Leadership • CIP code 130401

For Principal/Assistant Principal 31-33\* credits • Non-licensure 32 credits • 4 terms full-time  
• Licensure program approved by the Mass. Dept. of Elementary & Secondary Education (DESE).

**Program Description** — The MEd in Educational Leadership is specific to leadership roles in P-12 settings. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education’s (ESE) Professional Standards for Administrators. The program supports the acquisition of prerequisite knowledge and professional skills to serve as competent, caring, ethical, and highly qualified leaders in the schools, districts, and communities served.

The degree supports career advancement for currently licensed practitioners in P-12 settings with at least three years of employment in a Massachusetts-approved school or district. The Principal/Assistant Principal license (PK-8 or 5-12) is for those seeking to lead schools. The non-licensure option is designed for seasoned professionals in educational settings or agencies that do not require the Massachusetts license.

**Outcomes** — With guidance of the program chair, seminar leaders, faculty, and licensed, current practitioners in schools and districts within Massachusetts, candidates for the MEd in Educational Leadership demonstrate an ability to engage in site-based leadership that: (a) promotes the learning and growth of all students, (b) cultivates a shared vision for effective schools, (c) ensures a safe, efficient, and effective learning environment, (d) ensures the effective use of resources, and (d) promotes the involvement of all stakeholders, and (e) promotes the success of all students. Effective leadership is further evidenced through written reflections, key assessments, tasks assigned and field experiences documented in an e-portfolio and submitted via TaskStream. Specifically, candidates must demonstrate the ability to:

### Principal/Assistant Principal

- Provide effective instructional leadership supportive of student learning and attainment of school achievement goals,
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school's and district's mission,
- Effectively and efficiently manage all school operations including curriculum implementation, personnel, facilities, schedules, and budgets.

**Careers** — Graduates typically pursue leadership or policy related positions in P-12 schools. Those in the Principal/Assistant Principal option typically become school leaders or pursue management positions in education-related organizations and agencies. Those in the non-licensure option typically lead private or charter schools and later return to pursue licensure through the CAGS program in order to pursue further advancement in Massachusetts public schools and districts.

## MEd—Licensure

**Program Entry** — Evidence of successful completion of the MA Communications and Literacy (MTEL) test and GPA requirement are required for program entry. If the MTEL is not available, students seeking licensure must first matriculate into the non-licensure pathway, then complete a Change of Academic Program signed by the program chair, educational leadership and dean, School of Education once this requirement is met. Evidence of current license as a practitioner in a Massachusetts approved school or district is also required.

**Practicum Prerequisites**—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought
- Successful completion of all courses with a grade of “B” or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

### Practicum Logs, Portfolios, MA PAL

- All practicum logs evidencing completion of all hours must be verified by the supervising practitioner, professional seminar advisor, and program chair before uploading logs into TaskStream.
- All candidates must submit an electronic portfolio by uploading all documents specific to licensure, including reflections, key assignments, practicum logs, and evidence of current licensure in TaskStream.
- Candidates for the Principal/Assistant Principal licensure option are required to have successfully completed all required tasks for the Massachusetts Performance Assessment for Leaders (PAL).

## Education Leadership—MEd Non-Licensure

If licensure is not desired, students must sign a form attesting that they understand that this option is not eligible for licensure upon degree completion.

All program components are required (including pre-practicum) **except** the licensure components: MTEL, MEPID, MA-PAL, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.



**\*Program credits:** 31 credits total if SEI is completed before enrollment, 33 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Stephen Maio, EdD  
• [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)



MEd

Continued

# Educational Leadership

## Principal/Assistant Principal Licensure

### Term 1

- EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
- EAD684 Selection, Dev & Supervision of Ed Personnel
- EAD691 Professional Seminar I (2 credits; *25 practicum hours*)

### Term 2

- EAD688 Legal Aspects of School Admin
- EAD690 Finance & Business Admin for the School Administrator
- EAD692 Professional Seminar II (2 credits; *50 practicum hours*)

### Term 3

- EAD662 Contemporary Issues & Topics in Ed Admin
- EAD782 Organizational Change for School Leaders
- EAD693 Professional Seminar III (2 credits; *75 practicum hours*)

### Term 4

- SEI705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- EAD694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum*)

**EAD790 H or J Practicum 500 hours Completion** (5 credits) and *all MA-PAL requirements*

- EAD790 **H** Principal/Asst Principal (PreK-8)
- EAD790 **J** Principal/Asst Principal (5-12)

*Total 31-33 credits with 500 hours of documented practicum.*

## Education Leadership—MEd Non-Licensure

### Term 1

- EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
- EAD684 Selection, Dev & Supervision of Ed Personnel
- EAD691 Professional Seminar I (2 credits)

### Term 2

- EAD688 Legal Aspects of School Admin (3 credits)
- EAD690 Finance & Business Admin for the School Administrator
- EAD 692 Professional Seminar II (2 credits)

### Term 3

- EAD662 Contemporary Issues & Topics in Ed Admin
- EAD782 Organizational Change for School Leaders
- EAD 693 Professional Seminar III (2 credits)

### Term 4

- EAD721 Supervision, Induction & Coaching of New Teachers
- EAD800 Independent Learning Project
- EAD694 Professional Seminar IV (2 credits)

*Total 32 credits; no practicum*

(All courses @ 3 credits except as noted.)



# Certificate of Advanced Graduate Studies • CIP code 130401

School Administration 36-38\* credits • Curriculum & Instruction non-licensure 36 credits • 4 terms full-time  
• Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE) for Principal/Assistant Principal (PreK-8 or 5-12)

**Program Description** — The Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership is a post-master’s option designed for educators to advance their knowledge and skills specific to leadership in P-12 schools and districts. The focus is to advance teaching and learning through school transformation, with a concentration in school administration or curriculum. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education’s (ESE) Professional Standards for Administrators. Emphasis is on the role power and politics play in schools and districts along with research skills and data analysis required to support and advance caring, competent, and qualified teachers and school leaders.

**Outcomes** — Graduates: (a) demonstrate a knowledge of and sensitivity to school and system organization; (b) understand that improving teaching and learning is an intricate process that requires a willingness to change, an educational vision, and persuasive communication; (c) pursue action research and data collection to inform decision making and create meaningful professional development for faculty; and (d) explore technology, inclusive strategies for reaching a diverse student body, and develop skills in teaching students with special needs and those for whom English is a second language. As a result, graduates perceive their educational setting as part of a larger system and are able to identify workable solutions for positive change supportive of teaching and learning.

**Careers** — Graduates enter into the full range of school leadership positions in public, private, and charter schools and in corporate and community education. Positions held include teacher-leaders, department chairs, assistant principal, and principal. In addition, graduates hold offices at the district level as coordinators and directors.

An administrator license is required for employment half-time or more as director, department head, or curriculum specialist.

**All students who enter CAGS** must select a concentration and level of licensure if desired, and submit a signed Declaration of Intent **by the end of their first term of enrollment**. All students must consult the program chair and have their approval *prior* to submitting the Declaration of Intent.

## CAGS-Licensure — Program Completion Requirements

- All CAGS requirements for licensure must be met, including those outlined for program entry, all CAGS courses, and field experiences (pre-practicum and practicum).
- Sheltered English Immersion or successful completion of the SEI RETELL or SEI MTEL offered through the ESE.
- A total of 500 hours of field experiences, including the Pre-Practicum and Practicum, in the role and level of licensure sought.
- Massachusetts Performance Assessment for Leaders (PAL) — required of candidates seeking licensure as a principal or assistant principal.
- Exit Performance Portfolio via TaskStream.

**Practicum Prerequisites**—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought
- Successful completion of all courses with a grade of “B” or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

## CAGS-Non-Licensure — Program Completion Requirements

All CAGS components are required except for those specific to licensure (e.g., the Massachusetts Communications and Literacy MTEL, SEI, MA-PAL).

**\*Program credits:** 36 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

**Program and course schedule subject to change.**

**Program chair:** Stephen Maio, EdD  
• [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)





CAGS  
Continued

# Certificate of Advanced Graduate Studies

## School Administration (licensure and non-licensure)

- Principal/Asst Principal

### Term 1

- ECL800 Foundations of Social Science Research  
 ECA725 Instructional Leadership: Supervision & Admin of Ed Personnel  
 ECA701 School Management & the Law

### Term 2

- ECL801 Advanced Graduate Research Seminar  
 ECL802 Advanced Leadership  
 ECA703 Managing Financial Resources

### Term 3

- ECL803 Advanced Technologies in Education  
 ECL804 Advanced Leadership in Policy & Practice  
 SEI705 Supervision of Sheltered English Immersion for Admin (2 credits) — only if needed.  
 ECC710 Assessment & Developing & Evaluating Curriculum

### ECA805 Practicum I (3 credits)

- ECA805 **H** Principal/Asst Princ (PreK-8) *300 of 500 hours*  
 ECA805 **J** Principal/Asst Princ (5-12) *300 of 500 hours*

### Term 4

- ECL807 Applied Action Research Project (1 credit)  
 ECC707 Meeting the Challenge of School Restructuring

### ECA805 Practicum II (2 credits)

- ECA806 **H** Principal/Asst Princ (PreK-8) *200 of 500 hours*  
 ECA806 **J** Principal/Asst Princ (5-12) *200 of 500 hours*

*Total 36-38 credits with 500 hours of documented practicum.*

### MA Department of Elementary and Secondary Education required practicum hours for licensure:

- Principal/Assistant Principal: 500 hours

## Curriculum & Instruction (non-licensure)

### Term 1

- ECL800 Foundations of Social Science Research  
 ECA725 Instructional Leadership: Supervision & Admin of Ed Personnel  
 ECC708 Learning Theories & Instructional Design

### Term 2

- ECL801 Advanced Graduate Research Seminar  
 ECL802 Advanced Leadership  
 ECC705 Curriculum Design & Renewal for 21st Century

### Term 3

- ECL803 Advanced Technologies in Education  
 ECC704 Effective Schools

### ECC805 Practicum I: Curriculum & Instruction (3 credits, 150 practicum hours)

### Term 4

- ECC807 Applied Action Research Project (1 credit)  
 ECL804 Advanced Leadership in Policy & Practice  
 ECC710 Assessment & Developing & Evaluating Curriculum  
 ECC806 Practicum II: Curriculum & Instruction (2 credits, 150 practicum hours)

*Total 36 credits with 300 hours of documented practicum.*

(All courses @ 3 credits except as noted.)



Master of Education

# Interdisciplinary Studies • CIP code 130101

32 credits, 3 terms full-time

**Program Description** — The Interdisciplinary Studies program enables students to develop their own program in consultation with a faculty advisor to augment their knowledge and professional skills and, in some instances, prepare for a career transition. Students select courses from among the College’s offerings in any or all disciplines. They are expected to articulate a rationale for each course selected. (Note: the program cannot prepare students for licensure.)

**Assessment** — Students meet with their faculty advisor to assess their progress in meeting their program goals as part of a formative evaluation process.

**Independent Learning Project** — Students will research and write about a topic that supports their post-graduate endeavors and/or personal growth.

**Learning Outcomes** — Students who complete the degree requirements for Interdisciplinary Studies will be able to:

- Integrate information and knowledge from interdisciplinary perspectives.
- Demonstrate advanced cultural competence.
- Improve higher order cognitive skills, capacity for independent thinking, and autonomous action.
- Employ meta-cognition in the classroom, the work place, and life circumstances.
- Demonstrate advanced critical thinking skills by making profound connections between and among seeming dissimilarities as required for effective analyses and performances in social, professional, and cultural contexts.
- Appreciate and enjoy questions, ambiguity, and paradox.
- Interrogate world views and become cognizant of ethical dimensions of human systems, institutions, issues, and dilemmas.

**Careers** — Our graduates pursue a wide variety of jobs that involve a significant element of educating. They are tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations and human services, the criminal justice system; religious organizations, community planning and development, and corporations.

**Professional Seminar & Project .....9 credits**

- EED691-693 Professional Seminar I-III (3 terms @ 2 credits)
- EED800 Independent Learning Project

**Theory & Practice .....2 credits**

- EED590-591 Theory & Practice of Education — Fall and Spring only (2 terms @ 1 credit)

**Preparing for Success .....3 credits**

- EED604 Graduate Level Writing for Social Science Research

**Foundation Courses..... choose 6 or more credits**

- EED564 Motivation & Teaching: Theories & Practices
- EED610 Strategies for Teaching Critical Thinking Across the Curriculum
- EED636 Rereading Global Oppression
- EED647 Human Brain, Human Learning
- EED705 Multicultural Diversity Issues in Workplace & Classroom

**Elective Courses: EED, EDU, ENG .....choose up to 12 credits**

Or, with prior approval of their seminar leader, appropriate dean, program chair, and the IS program chair, students may take no more than:

- Four 3-credit courses in any program outside the Interdisciplinary Studies program.
- Two 3-credit independent studies courses.
- Two 1-credit courses.

**Changing program:** If entering Interdisciplinary Studies from another Cambridge College graduate program, students must consult with the program chair to plan their program. The following (at minimum) must be taken within Interdisciplinary Studies:

- Final Professional Seminar: EED692 or 693
- Independent Learning Project: EED800
- One 3-credit course in EED, EDU, or ENG.

**Program NOT approved** by the Mass. Dept. of Elementary & Secondary Education (ESE).

**If 9-12 external transfer credits are accepted:**

- Professional Seminar is reduced to two terms: EED691-692
- EED800 Independent Learning Project required
- Theory & Practice is reduced to one credit: EED590 or 591
- Four 3-credit courses required: EED, EDU, ENG courses (others by permission)
- Program may be completed in two terms.

**Program chair:** Diane Harper, MA

- Diane.Harper@cambridgecollege.edu

All courses 3 credits except as noted.



Master of Education

# Teaching Skills & Methodologies • CIP code 130301

32 credits, 3 terms full-time • This degree program does not satisfy licensure requirements for K-12 public school teachers.

**TEACHING SKILLS & METHODOLOGIES** is a program for mid-career teachers.

**Outcomes** — Students gain *current*, strategic skills and knowledge that can revitalize teachers' classrooms.

Students effectively research, write and submit a professional, master's project that enhances the students' learning for post graduate endeavors;

**Careers** — K-12 teachers and college faculty will benefit from Teaching Skills and Methodologies. (The program does not lead to licensure.)

**12 transfer credits may be accepted:** Transfer courses must meet all general and *current* criteria for transfer (see Transfer of Credit). *Three credits must be in content courses*; nine credits must be in up-to-date teaching skills and methodologies.

**If nine or more transfer credits are accepted**, the Professional Seminar is reduced to two terms and the Theory & Practice of Education to one credit.

**Program subject to change.**

**Program chair:** Diane Harper, MA  
• Diane.Harper@cambridgecollege.edu

**Professional Seminar & Project .....9 credits**

- EED691-693 Professional Seminar (3 terms @ 2 credits)
- EED800 Independent Learning Project (take with Seminar III)

**Theory & Practice .....2 credits**

- EED590-591 Theory & Practice of Education — 2 terms @ 1 credit

**Skills & Methodologies ..... choose 12 credits**

Some of these courses are offered each term:

- EED503 Teaching Children With Different Learning Styles
- EED564 Motivation & Teaching: Theories & Practices
- EED610 Strategies for Teaching Critical Thinking Across the Curriculum
- EED615 Introduction to Integrative Learning & Learning Styles
- EED628 Effective Schools
- EED704 Seminar in Current Educational Issues
- EED705 Multicultural Diversity in Workplace & Classroom
- EED710 Strategies for Teaching Alternative Assessment Across the Curriculum
- EIT712 Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts
- ELE630 Classroom Management with Models of Teaching
- ESL625 Technology for Linguistically Diverse Classrooms
- ESP701 Students with Disabilities & the Visual Arts

**Content Electives ..... choose 9 credits**

Choose content courses in literature, English, social studies, mathematics, science, health, literacy, English as a second language.

Course offerings plan for Boston, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.

(All courses @ 3 credits except as noted.)





# Cambridge College Puerto Rico

## **School of Education—MED Programs**





Master of Education

# Elementary Education 4-6 (Puerto Rico)

• CIP code 131202 • 30 credits, 4 terms full-time • Program approved by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The program for elementary level teacher recertification admits students who aspire to teach in public schools or private institutions. Students are prepared with the appropriate skills and knowledge to help them find their first job as a fourth to sixth grade elementary educator. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Students learn the principles and knowledge elementary educators need, including teaching strategies for students with diverse abilities and languages in different academic areas. This includes, but is not limited to, working in collaborative learning groups and co-teaching exercises that transfer to the classroom. Students will investigate best classroom practices and creation of teaching reports. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates may request recertification from the Department of Education of Puerto Rico if they already possess certifications in other areas, and are qualified for employment in public and private schools, and/or to establish elementary teaching partnerships.

## Courses ..... 30 credits

**All courses are offered in Spanish**

- ELE510 Developmental Psychology
- ELE522 Teaching Reading & Writing Skills (Spanish) 4-6
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners
- MAT623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students
- ELE654 Teaching Science & Technology 4-6
- ELE621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum
- ELE630 Classroom Management with Models of Teaching
- ELE657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6
- EIT712 Using Educational Technology to Improve Teaching and Learning
- ELE600 Alternative Assessment: Theory and Practice

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area or discipline required.

**Program and courses subject to change.**

**Program chair:** Mary Garrity, EdD  
 • mary.garrity@cambridgecollege.edu

All courses 3 credits except as noted.



Maestría en Educación

# Nivel Elemental 4-6 (Puerto Rico) • CIP code 131202

30 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — El programa para la recertificación de los educadores del nivel elemental admite estudiantes que aspiran enseñar en las escuelas públicas o instituciones privadas. Los estudiantes son preparados con las habilidades y los conocimientos adecuados que contribuyan en la búsqueda de su primer empleo como educador del nivel elemental de cuarto a sexto grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los estudiantes aprenden los principios y conocimientos que necesitan los educadores del nivel elemental, incluyendo las estrategias para la enseñanza de los estudiantes con diversas habilidades e idiomas en las diferentes áreas académicas. Esto incluye, pero no se limita, a trabajar en grupos de aprendizaje cooperativo y ejercicios de coenseñanza que transfieren al salón de clases. Los estudiantes investigarán respecto a las mejores prácticas a desarrollarse en el salón de clases y la rendición de cuentas del maestro.

**Carreras** — Los graduados están preparados para solicitar la recertificación del Departamento de Educación de Puerto Rico si ya poseen certificaciones en otras áreas, y están calificados para el empleo en las escuelas públicas y privadas, y/o establecer alianzas en beneficio de la enseñanza para el nivel elemental.

**Cursos** ..... 30 credits

*Todos los cursos se ofrecen en español*

- ELE510 Developmental Psychology
- ELE522 Teaching Reading & Writing Skills (Spanish) 4-6
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners
- MAT623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students
- ELE654 Teaching Science & Technology 4-6
- ELE621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum
- ELE630 Classroom Management with Models of Teaching
- ELE657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6
- EIT712 Using Educational Technology to Improve Teaching and Learning
- ELE600 Alternative Assessment: Theory and Practice

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido como maestro del DEPR en otra área o disciplina.

**Programa y cursos sujeto a cambios.**

**Directora del Programa:** Mary Garrity, EdD  
 • mary.garrity@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# Teaching English as a Second Language

(Secondary Level • Puerto Rico) • CIP code 131401

30 credits, 4 terms full-time • Program approved by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — Puerto Rican and North American classrooms include students whose first language is not English. These English-language learners (ELLs) are faced with learning a new language and culture, while simultaneously receiving the same academic standards as their classmates whose first language is English. The Teaching English as a Second Language Program produces informed, compassionate, and committed educators who create learning environments that work for English-language learners (ELLs) and value their contributions. This program is for educators who want to get to know their students and who want to help them learn. The faculty members are professionals with extensive knowledge of language acquisition and the cultural factors that affect learning, and are experienced in using the best practices in the classroom. These teachers present relevant material and motivate their students to: value their prior knowledge as a basis for discussing new ideas; read and write critically; apply new skills; demonstrate and assess their own learning.

All English as a Second Language (ESL) program courses present nationally recognized research-based models that shape the curriculum and the development characteristics of students in grades Pre-K-6, 5-12, and adult levels. Participants explore the implications for teaching and learning at each level and apply the course concepts to the established goal. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Students will: understand what it means to acquire a language; be aware of the cultural factors that affect their academic achievements; grasp the current theories, research, and best practices for literacy in English. They will use research-based methodology to help English-language learners (ELLs) to achieve mastery of the language and know how to use Sheltered English Instruction (SEI) strategies to understand the class content standards. Students will plan a curriculum, teach effectively, manage their classroom, promote equality, and fulfill their professional responsibilities. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates may request recertification from the Department of Education of Puerto Rico if they already possess certifications in other areas, and are qualified to teach English as a Second Language (ESL) in public and private schools. They can provide ESL teaching support and tutoring in schools and in other settings including higher education intensive English as a Second Language.

**Courses** ..... 30 credits

- ESL600 Teaching Adolescent Literature to ESL Students
- ESL610 Linguistics & Language Variations
- ESL615 Methods & Materials for ESL for Secondary Students
- ESL620 Teaching Reading & Writing to ESL Secondary Students
- ESL625 Technology for Linguistically Diverse Classrooms
- ESL630 Equitable Assessment of ESL Learners
- ESL631 Second-Language Acquisition & Culture
- ESL635 Sheltered Instruction & Assessment
- ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling
- ESL650 Teaching Content to ESL Secondary Learners

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico certification as teacher of English (elementary level) or another area required.

**Program and courses subject to change.**

**Program chair:** Betsy Tregar, EdD  
 • [betsy.tregar@cambridgecollege.edu](mailto:betsy.tregar@cambridgecollege.edu)

All courses 3 credits except as noted.



# Enseñanza de Inglés Como Segundo Idioma (Nivel Secundario • Puerto Rico) • CIP code 131401

30 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — Las aulas de Puerto Rico y norteamericana incluyen estudiantes cuyo primer idioma no es el inglés. Estos estudiantes de inglés (ELLs) encaran el aprendizaje de un idioma y una cultura nueva, a la vez que, simultáneamente, reciben los mismos estándares académicos que sus compañeros de clases cuyo primer idioma es el inglés. El Programa de Enseñanza de Inglés Como Segundo Idioma prepara educadores informados, compasivos y comprometidos que crean ambientes de aprendizaje funcionales para los estudiantes del idioma de inglés (ELLs) y valoran sus contribuciones. Este programa es para educadores que quieren conocer a estos estudiantes y desean ayudarlos a aprender. Los facultativos son profesionales con amplio conocimiento en la adquisición del lenguaje y en los factores culturales que afectan el aprendizaje y son quienes han experimentado utilizando las mejores prácticas dentro del salón de clases. Estos maestros presentan la pedagogía relevante, motivan a sus estudiantes a valorar su conocimiento previo como base para discutir nuevas ideas, leer y escribir críticamente, aplicar nuevas destrezas y demostrar y evaluar su propio aprendizaje.

Todos los cursos en el programa de inglés como segundo idioma (ESL) presentan unos modelos basados en investigaciones reconocidas a nivel nacional que guían el currículo y a las características de desarrollo de los estudiantes en los grados de 7-12 y a nivel de adulto. Los participantes exploran las implicaciones en la enseñanza y aprendizaje de cada nivel y aplican los conceptos del curso al nivel de objetivo establecido. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultado del aprendizaje** — Los estudiantes entenderán lo que significa la adquisición de un idioma; los factores culturales que afectan sus logros académicos; las teorías actuales, la investigación y las mejores prácticas de alfabetización en inglés. Utilizarán metodología basada en investigaciones para ayudar a los estudiantes del idioma de inglés (ELLs) a lograr el dominio del idioma y saber utilizar las estrategias de *Sheltered English Instruction* (SEI) para permitirles conocer los estándares del contenido de las clases. Los estudiantes planificarán un currículo, impartirán una instrucción efectiva, dirigirán su salón de clases, promoverán la equidad y cumplirán con sus responsabilidades profesionales.

**Carreras** — Los graduados son capaces de solicitar la recertificación del Departamento de Educación de Puerto Rico si ya poseen certificaciones en otras áreas, y están calificados para enseñar inglés como segundo idioma en las escuelas públicas y privadas. Pueden proveer apoyo en ESL y enseñar o ser tutor de inglés como segundo idioma (ESL) en otros escenarios incluyendo inglés como segundo idioma (ESL) intensivo a nivel de educación superior.

**Cursos** ..... 30 credits

- ESL600 Teaching Adolescent Literature to ESL Students
- ESL610 Linguistics & Language Variations
- ESL615 Methods & Materials for ESL for Secondary Students
- ESL620 Teaching Reading & Writing to ESL Secondary Students
- ESL625 Technology for Linguistically Diverse Classrooms
- ESL630 Equitable Assessment of ESL Learners
- ESL631 Second-Language Acquisition & Culture
- ESL635 Sheltered Instruction & Assessment
- ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling
- ESL650 Teaching Content to ESL Secondary Learners

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR de maestro en inglés (nivel elemental) u otra área.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Betsy Tregar, EdD  
 • [betsy.tregar@cambridgecollege.edu](mailto:betsy.tregar@cambridgecollege.edu)

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education with Specialization in

# Health (Puerto Rico) • CIP code 131307

**31 credits, 4 terms full-time • Program approved** by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The program prepares health educators to be proficient in the Puerto Rico Professional Standards for Teachers. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Our graduates are experts in health education content, capable of performing needs assessments, planning and executing study plans, assessing student learning, coordinating health, advocating for health education, and serving as a resource for schools, students and their families, and communities.

Our students graduate with confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health. They know how to identify student risk factors and help young people to reduce risky behavior and improve their personal health and academic performance. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates can teach in grades preK-12, undergraduate level in Puerto Rico, and as health educators in many settings: local health departments, hospitals and clinics, businesses and industry. They can also teach courses and conduct research at universities.

**Action Research.....7 credits**

EHE695-698 Action Research I-IV (3 terms @ 2 credits; last term @1 credit)

**Courses ..... 24 credits**

**All courses are offered in Spanish**

- EHE613 Principles of Health/Social Emotional Promotion & Public Health Issues
- EHE622 Implementing Curriculum in the Health/SEL Classroom
- EHE632 Teaching About Human Sexuality
- EHE642 Promoting Wellness: Building Positive Health/Social Emotional Behavior
- EHE652 Preventing Unintentional Injury & Violence
- EHE682 Health-SEL Skills for Risk Reduction & Positive Behavior Change
- EHE662 Promoting Mental/SEL Health Through School-Based Intervention
- EHE672 Improving School Health/SEL Through Coordination

**Program for recertification** by the Puerto Rico Department of Education as a health educator.

**Program and courses subject to change.**

**Program chair:** Mary Connolly, CAGS, CHES  
 • mary.c.connolly@go.cambridgecollege.edu

All courses 3 credits except as noted.



Maestría en Educación con especialización en

# Salud (Puerto Rico) • CIP code 131307

**31 créditos, 4 términos a tiempo completo • Programa aprobado** por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — El programa prepara a los educadores de la salud para ser competentes en los Estándares Profesionales para Maestros de Puerto Rico. Los graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social. Además, puede ofrecer clases a nivel subgraduado en áreas de salud.

**Resultados del aprendizaje** — Nuestros graduados son expertos en el contenido de educación en salud, capaces de llevar a cabo una evaluación de las necesidades, planificar y ejecutar planes de estudio, evaluar el aprendizaje del estudiante, coordinar la salud escolar, abogar por la educación en salud y servir como recurso para las escuelas, los estudiantes y sus familias y las comunidades.

Nuestros estudiantes se gradúan con confianza en su capacidad para enseñar educación en salud integral basada en habilidades como un componente de la salud escolar coordinada. Ellos saben cómo identificar los factores de riesgo de los estudiantes y ayudar a los jóvenes a reducir su comportamiento de riesgo y mejorar su salud personal y el rendimiento académico.

**Carreras** — Los graduados pueden enseñar en grados preK-12, e instituciones de educación superior a nivel subgraduado, además como educadores en salud en muchos entornos: departamentos de salud locales, hospitales y clínicas, negocios e industrias. También pueden enseñar cursos y realizar investigaciones en las universidades.

## Investigación en acción.....7 credits

EHE695-698 Action Research I-IV (3 terms @ 2 credits; last term @1 credit)

## Cursos ..... 24 credits

**Todos los cursos se ofrecen en español**

- EHE613 Principles of Health/Social Emotional Promotion & Public Health Issues
- EHE622 Implementing Curriculum in the Health/SEL Classroom
- EHE632 Teaching About Human Sexuality
- EHE642 Promoting Wellness: Building Positive Health/Social Emotional Behavior
- EHE652 Preventing Unintentional Injury & Violence
- EHE682 Health-SEL Skills for Risk Reduction & Positive Behavior Change
- EHE662 Promoting Mental/SEL Health Through School-Based Intervention
- EHE672 Improving School Health/SEL Through Coordination

**Programa solamente para recertification** por el DEPR como educador en salud.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Mary Connolly, CAGS, CHES  
• mary.c.connolly@go.cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# Library Teacher (Puerto Rico) • CIP code 131334

For certification by the DEPR: 32 credits, 5 terms full-time

Without certification by the DEPR: 30 credits, 4 terms full-time

Program approved by the Puerto Rico Council of Education and offered in compliance with the certification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Library Teacher Program prepares candidates who are committed to improving student learning and providing exceptional school library programs that engage students and teachers in the development of information, media, and technology skills, as well as life-long learning. Twenty-first century school libraries provide learning environments that ensure students and employees are effective, ethical, and creative users of ideas and information. By working with teachers to plan, mediate, and assess student learning, library teachers play a crucial role in expanding on and delving into lessons given in the classroom using a variety of resources and specialized skills they have available. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Our Library Teacher Program candidates are prepared to develop and promote quality school library programs. They understand and use multiple technologies for individual and group learning, empowering students to be critical thinkers, enthusiastic readers, researchers, and ethical users of information. They understand the history and the present role of school libraries in education and learning. They are ready to assume a leadership role in education and information literacy, technology skills, and media literacy. They work in collaboration with other educators to promote a love of learning and reading, ensuring equal access to information resources, and to develop the knowledge and skills needed to stimulate and integrate quality reading and analysis skills in classrooms, laboratories, and libraries. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — Graduates choose from a number of library/technology-related careers, including school library teachers, technology and information center directors, and media literacy consultants, library technicians, assistant librarians, publicity assistants, education program vendors, and information services.

**Program for certification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Non-Certification option:** All program components are required, except for the practicum, practicum seminar, and the PCMAS.

**Program and courses subject to change.**

**Program chair:** Donna Guerin, MEd  
• donna.guerin@cambridgecollege.edu

## Required Courses ..... 24 credits

*All courses are offered in Spanish*

- ELM509 Overview of the School Library Program
- ELM532 New Technologies in the School Library
- ELM521 Reference Resources
- ELM533 Information Literacy
- ELM517 Literature for Young Adults
- ELM515 Evaluation, Selection, & Management of Learning Resources
- ELM561 Production of Instructional Materials
- ELM523 Children's Literature

## Elective Courses ..... 3/6 credits

Three credits for certification candidates (especially EAD600); six credits for non-certification students.

The following elective courses are recommended:

- EAD600 Advanced Technologies in Education for Puerto Rico Administration
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners

## Practicum Prerequisites

- Pass all teacher certification tests required by DEPR for this license.
- Pass all required courses.

## Practicum & Seminar (licensure students only)..... 5 credits

### ELM790 Practicum — 300 hours (3 credits)

In a school library, divided into two 150-hour experiences at two of the three school levels (elementary, middle, high school).

Guided and evaluated by a library teacher and a Cambridge College supervisor.

Practicum locations are subject to the regulations and must be approved by the program director. Students are responsible to discuss options for the practicum with the program director or regional center director.

### ELM791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

All courses 3 credits except as noted.





# Maestro Bibliotecario (Puerto Rico) • CIP code 131334

Para certificación del DEPR: 32 créditos, 5 términos a tiempo completo

Sin certificación del DEPR: 30 créditos, 4 términos a tiempo completo

Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — El programa de Maestro(a) Bibliotecario(a) prepara a los candidatos que comparten el compromiso para mejorar el aprendizaje estudiantil y proveer programas de bibliotecas escolares excepcionales que involucran a estudiantes y maestros en el desarrollo de información, medios y destrezas tecnológicas, así como aprendizaje de por vida. Las bibliotecas escolares del siglo 21 proveen ambientes de aprendizaje que aseguran que los estudiantes y empleados sean usuarios efectivos, éticos y creadores de ideas e información. Al trabajar con maestros para planificar, mediar y evaluar el aprendizaje estudiantil, los maestros bibliotecarios tienen un rol crucial en el proceso de amplificar y profundizar en las lecciones que se ofrecen en la sala de clases, con una variedad de recursos y destrezas especializadas disponibles para ellos. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados de Aprendizaje** — Nuestros candidatos del programa de maestro(a) bibliotecario(a) son preparados para desarrollar y promover programas de bibliotecas escolares de calidad. Ellos entienden y aplican múltiples tecnologías para el aprendizaje individual y en grupo, apoderando a los estudiantes para ser pensadores críticos, lectores entusiastas, investigadores y usuarios éticos en el uso de la información. Ellos entienden la historia y el rol actual de las bibliotecas escolares en la educación y el aprendizaje. Ellos están listos para llevar un rol de liderazgo en la educación y en la alfabetización de la información, destrezas tecnológicas y alfabetización de medios. Ellos trabajan colaborando con otros educadores para promover el amor al aprendizaje y la lectura, asegurar acceso equitativo a recursos de información y a desarrollar conocimiento y destrezas que son necesarias para estimular e integrar la lectura de calidad y destrezas de análisis en el salón de clases, laboratorios y bibliotecas.

**Carreras** — Los graduados seleccionan de entre un número de carreras relacionadas a bibliotecas y tecnologías, incluyendo bibliotecarios(as) escolares, directores de centros de tecnologías e información y consultores de alfabetización de medios, técnicos(as) bibliotecarios(as), bibliotecarios(as) auxiliares, asistentes de publicidad, vendedores de programas educativos y servicios de información.

**Programa aprobado para certification por el DEPR.**

**Opción de no certificación:** Todos los componentes del programa son requeridos, excepto la práctica, el seminario de práctica y las PCMAS.

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Donna Guerín, MEd  
• donna.guerin@cambridgecollege.edu

## Cursos requeridos ..... 24 credits

*Todos los cursos se ofrecen en español*

- ELM509 Overview of the School Library Program
- ELM532 New Technologies in the School Library
- ELM521 Reference Resources
- ELM533 Information Literacy
- ELM517 Literature for Young Adults
- ELM515 Evaluation, Selection, & Management of Learning Resources
- ELM561 Production of Instructional Materials
- ELM523 Children's Literature

## Cursos electivos ..... 3/6 créditos

3 créditos para candidatos que aspiran a certificación (especialmente EAD600); 6 créditos para candidatos que no aspiran a certificación.

Se recomiendan los siguientes cursos electivos:

- EAD600 Advanced Technologies in Education for Puerto Rico Administration
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners

## Pre-requisitos de Práctica

- Aprobar todos los exámenes de maestro requeridos por el DEPR para la certificación.
- Aprobar todos los cursos requeridos.

## Práctica y seminario

(estudiantes para la certificación únicamente) ..... 5 créditos

### ELM790 Práctica — 300 horas (3 créditos)

En una biblioteca escolar, dividido en dos experiencias de 150 horas en dos niveles de escuela (elemental, intermedia y superior).

Ser guiado(a) por un(a) Maestro(a) Bibliotecario(a) y un supervisor de Cambridge College. Las ubicaciones de los centros de práctica están sujetas a las regulaciones y deben ser aprobadas por el director del programa. Los estudiantes son responsables de discutir las opciones para la práctica con el director del programa o director del centro regional.

### ELM791 Seminario de Práctica (2 créditos)

Portafolio Electrónico de Salida (TaskStream) requerido para crédito.

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education

# Mathematics (7-12 • Puerto Rico)

• CIP code 131311 • 30 credits, 4 terms full-time • Program approved by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Mathematics program prepares students to teach mathematics at the secondary level (7-12). Students learn the concepts, language, and procedures of mathematics and develop competence in mathematics as well as an interest in applying the discipline to the world around them. The program is based on the successful student-focused curriculum which links theory and practice in a cooperative learning environment. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Teacher candidates will understand and apply mathematical problem-solving processing and construct rigorous mathematical arguments. They will understand how mathematics is learned and taught effectively, supporting positive attitudes towards the discipline. They will establish connections between ideas in mathematics and other fields. They will use diverse representations to communicate mathematical ideas and deepen students' understanding. They will use technology as an essential resource for mathematics. They will develop fluency in mathematical computations, understand the relationships between amounts, and will use measurement tools and concepts, spatial visualization, and geometric modeling. They will understand data analysis, statistics, and probability. For intermediate and upper levels, they will also be able to understand the concepts, techniques, and applications of calculus and discrete mathematics. Learning is personalized through independent projects that help to prepare the educator for the profession.

**Careers** — The program is ideal for: a) Adults who want to work with and help youngsters and adults learn the language of mathematics; b) current teachers who want to add mathematics as a new area of study; c) those who want to become National Board Certified mathematics teachers, specialist trainers, and mathematics coordinators/directors; d) non-mathematics majors who want to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who want to pursue a more meaningful career working with youngsters and adults. Mathematics teachers at all school levels continue to be in high demand nationally, and individuals coming from careers in business, engineering, finance, and the military are successful when relating mathematics to the real world where they worked for many years.

## First Required Course

According to the student's academic background in mathematics, the student will begin the master's program with one of the following courses. The academic director will decide which course each student will take.

- MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas
- or** MAT 607 College Algebra
- or** MAT 613 Discrete Mathematics

## Subsequent Courses ..... 30 credits

**All courses are offered in Spanish**

- MAT605 Technology in Mathematics Learning & Teaching
- MAT611 Calculus I
- MAT631 Calculus II (preq. MAT611)
- MAT604 Teaching Mathematics for the Secondary Level
- MAT633 Probability & Statistics
- MAT625 Number Theory (preq. MAT611)
- MAT627 Abstract Algebra
- MAT629 Non-Euclidean Geometry
- MAT635 Applied Math (preq. MAT611 y MAT633)

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Program and courses subject to change.**

**Program chair:** John O'Keefe, MS  
 • john.okeefe@cambridgecollege.edu

All courses 3 credits except as noted.



# Matemáticas (7-12 • Puerto Rico) • CIP code 131311

**30 créditos, 4 términos a tiempo completo • Programa aprobado** por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la *Inquiry Brief Commission del Council for the Accreditation of Education Preparation* (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — El Programa de Educación Matemática prepara a los estudiantes para enseñar matemáticas en el nivel secundaria (7-12). Los estudiantes aprenden los conceptos, el lenguaje y los procedimientos de las matemáticas y desarrollan las competencias en matemáticas y el interés en aplicar la disciplina al mundo que les rodea. El programa se basa en el éxito del currículo centrado en el alumno que vincula la teoría y la práctica en un entorno de aprendizaje cooperativo. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los candidatos a maestros entenderán y aplicarán los procesos de la solución de problemas matemáticos y construirán argumentos matemáticos rigurosos. Comprenderán cómo las matemáticas se aprenden y enseñanza de una forma efectiva, apoyando las actitudes positivas hacia la disciplina. Establecerán conexiones entre ideas en matemáticas y otros campos. Utilizarán diversas representaciones para comunicar ideas matemáticas y profundizar la comprensión de los estudiantes. Utilizarán la tecnología como un recurso esencial para las matemáticas. Desarrollarán fluidez en los cómputos matemáticos, comprenderán las relaciones entre cantidades, utilizarán herramientas y conceptos de medición, visualizaciones espaciales y modelos geométricos. Comprenderán el análisis de datos, estadística y probabilidad. Para los niveles intermedio y superior, también podrán comprender los conceptos, técnicas y aplicaciones del cálculo y matemática discreta. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

**Carreras** — El programa es ideal para: a) Los adultos que quieren trabajar con y ayudar a los jóvenes y adultos a aprender el lenguaje de las matemáticas; b) los maestros actuales que deseen añadir las matemáticas como una nueva área de estudio; c) aquellos que deseen ser certificados por la Junta Nacional de Profesores de Matemáticas, como maestros de matemáticas, entrenadores especialistas y coordinadores/directores de matemáticas; d) concentraciones no relacionadas con matemáticas que desean obtener un título altamente cualificado a su experiencia académica para mejorar y ampliar sus carreras docentes y e) los agentes de cambio que desean seguir una carrera más significativa en el trabajo con los jóvenes y adultos. Los profesores de matemáticas en todos los niveles escolares continúan siendo una carrera de alta demanda a nivel nacional y las personas procedentes de las carreras relacionadas con el comercio, la ingeniería, las finanzas y los militares son exitosos cuando relacionan la matemática con el mundo real que han trabajado por varios años.

## Rutas para ingreso — primer curso de requisito

De acuerdo al trasfondo académico del estudiante en áreas de contenido matemático, el estudiante iniciará su grado de maestría con uno de los siguientes cursos. El director académico decidirá en cuál curso debe matricularse el estudiante.

- MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas
- or** MAT 607 College Algebra
- or** MAT 613 Discrete Mathematics

## Cursos siguientes ..... 30 credits

**Todos los cursos se ofrecen en español**

- MAT605 Technology in Mathematics Learning & Teaching
- MAT611 Calculus I
- MAT631 Calculus II (preq. MAT611)
- MAT604 Teaching Mathematics for the Secondary Level
- MAT633 Probability & Statistics
- MAT625 Number Theory (preq. MAT611)
- MAT627 Abstract Algebra
- MAT629 Non-Euclidean Geometry
- MAT635 Applied Math (preq. MAT611 y MAT633)

**Programa para recertificación por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Programa y cursos sujeto a cambios.**

**Director del programa:** John O’Keefe, MS  
 • john.okeefe@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education

# Autism Specialist (Puerto Rico) • CIP code 131013

30-39\* credits, 4-5 terms full-time • Program approved by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities.

**Program Description** — It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide. **This is not a licensure program and does not lead to BACB certification.**

**Learning Outcomes** — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs.

**Careers** — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

**Program only for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**This program satisfies the licensure requirements for public and private schools (K-12).**

**Program and courses subject to change.**

**Program chair:** Mary Garrity, EdD  
 • mary.garrity@cambridgecollege.edu

**\*Program credits:**  
 39 credits for those who do not have Special Education teacher certification from the DEPR and who desire recertification as Autism Teacher.  
 30 credits for those who have Special Education teacher certification from the DEPR, or who do not aim to be recertified.

**All courses are offered in Spanish**

## Courses for Autism ..... 30 credits

- ESP610 Autism: History, Prevalence, Diagnosis & Characteristics
- ESP695 Laws & Regulations Pertaining to Special Education
- ESP621 Assessment & Appraisal Process (ASD)
- ESP689 Theories of Typical & Atypical Human Development
- ESP616 Communication Disorders (ASD)
- ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders
- ESP635 Teaching & Curriculum Development for Students with Severe Disabilities
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles
- ESP625 Behavior Management (ASD)
- ESP721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students

## Additional Courses for Special Education .... 9 credits

Only for those who aim to be recertified by the DEPR, who do not have a valid teacher certificate in special education.

- ESP662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP681 Pedagogy in Reading & Spanish Language Arts for Special Education Students

All courses 3 credits except as noted.



Maestría en Educación

# Especialista en Autismo (Puerto Rico) • CIP code 131013

30-39\* créditos, 4-5 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico (DEPR) y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

Los maestros en educación general y educación especial hoy día están trabajando con más y más estudiantes diagnosticados con el Desorden del Espectro Autista (DEA). Este programa responde a la creciente necesidad de una mayor comprensión y una mejor preparación para los que trabajan con estudiantes con discapacidades severas.

**Descripción del programa** — Está diseñado para maestros y para-profesionales con experiencia, para mejorar su conocimiento de trabajo en el campo. También ofrece oportunidades para explorar nuevas oportunidades que este conocimiento podría proporcionar. **Este no es un programa que conduce a la certificación BACB.**

**Resultados del aprendizaje** — Los graduados demostrarán conocimiento y comprensión del autismo, problemas de comportamiento y las necesidades especiales severas.

**Carreras** — Este programa fortalecerá las habilidades y la comprensión de:

- Maestros de educación especial con experiencia, con ganas de más información para servir mejor a las necesidades de esta población en crecimiento.
- Educadores de educación general quienes desean trabajar más efectivamente en sus clases inclusivas.
- Para profesionales que actualmente trabajan con estudiantes o personas con discapacidades severas, para obtener una mejor comprensión de las necesidades de niños con autismo y problemas de comportamiento de los estudiantes que sirven.
- Cualquier otra persona que quiera conocer más acerca de esta área en crecimiento.

**Programa solamente para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Este programa satisface los requisitos de licencia para escuela pública y privada del K-12.**

**Programa y cursos sujeto a cambios.**

**Directora del programa:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

**\*Program credits: / Créditos de programa:**

39 créditos para aquellos que no tienen certificado de maestro en Educación Especial del DEPR y aspiran a recertificarse como maestros de autismo.

30 créditos para aquellos que poseen el certificado de maestro en Educación Especial del DEPR o no aspiran a recertificarse.

**Todos los cursos se ofrecen en español**

**Cursos para Autismo . . . . . 30 credits**

- ESP610 Autism: History, Prevalence, Diagnosis & Characteristics
- ESP695 Laws & Regulations Pertaining to Special Education
- ESP621 Assessment & Appraisal Process (ASD)
- ESP689 Theories of Typical & Atypical Human Development
- ESP616 Communication Disorders (ASD)
- ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders
- ESP635 Teaching & Curriculum Development for Students with Severe Disabilities
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles
- ESP625 Behavior Management (ASD)
- ESP721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students

**Cursos adicionales para Educación Especial . . . 9 credits**

Solamente para aquellos que aspiran recertificarse por el DEPR, que no posean certificado de maestro de Educación Especial

- ESP662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP602 Teaching Numerical & Geometrical Structures for Special Education Students
- ESP681 Pedagogy in Reading & Spanish Language Arts for Special Education Students

(Todos los cursos son de 3 créditos excepto aquellos marcados)



Master of Education

# Special Education (Puerto Rico) • CIP code 131001

**32 credits, 5 terms full-time • Program approved** by the Puerto Rico Council of Education and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

The Teacher Education Program at Cambridge College is awarded **TEAC accreditation** by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

**Program Description** — The Special Education Teacher program prepares special education teachers and leaders to be caring and competent, with the essential and critical skills to understand how to develop and design different curricula. Graduates are prepared to become highly motivated teachers who are practitioners of educational innovation and meet the regulations for licensure of special education teachers for kindergarten through eighth grade students. Graduates are career-ready, technologically savvy, and culturally competent to advance social justice causes.

**Learning Outcomes** — Graduates demonstrate the necessary knowledge, skills, and values to enable their students to excel academically and socially. They understand how a moderate disability can affect progress in learning academic content in the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum.

**Careers** — Graduates are eligible to obtain the certificate to teach from pre-kindergarten through twelfth grade as full-time classroom teachers, consulting teachers, or resource room teachers.

**Program for recertification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Program and courses subject to change.**

**Program chair:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

## Courses ..... 32 credits

**All courses are offered in Spanish**

- ESP594 Collab & Consultation Technq (2 credits)
- ESP695 Laws & Regulations Pertaining to Special Education
- ESP689 Theories of Typical & Atypical Human Development
- ESP602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP681 Pedagogy in Reading & Spanish Language Arts for Special Education Students
- ESP662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP512 Inclusion & Classroom Behavior Management
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners
- ESP721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students
- EIT 712 Using Educational Technology to Improve Teaching and Learning

All courses 3 credits except as noted.



Maestría en Educación

# Educación Especial (Puerto Rico) • CIP code 131001

32 créditos, 5 términos a tiempo completo

**Programa aprobado** por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

**Descripción del programa** — El programa de Maestro de Educación Especial prepara a maestros de educación especial y líderes para ser sensibles y competentes, con las destrezas esenciales y críticas para entender el uso de diversos diseños y desarrollo de currículos. Los graduados se preparan para convertirse en educadores altamente motivados que practiquen la innovación educativa y cumplan con las regulaciones para obtener la licencia de maestro de educación especial para estudiantes de Kinder a octavo grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

**Resultados del aprendizaje** — Los graduados demuestran el conocimiento, las destrezas y los valores necesarios que permitan a sus estudiantes sobresalir académica y socialmente. Ellos entienden cómo una discapacidad moderada afecta el progreso en el aprendizaje del contenido académico del currículo general que aprenden sus pares sin discapacidad. Ellos entienden su responsabilidad de proveer estrategias para que sus estudiantes tengan acceso al currículo educativo regular.

**Carreras** — Los graduados son elegibles a obtener el certificado para enseñar desde pre-kínder hasta grado duodécimo como maestros, de salón a tiempo completo, maestro consultor o maestro de salón recurso.

**Programa para recertification por el DEPR.** Requiere poseer un certificado válido del DEPR como maestro en otra área.

**Programa y cursos sujeto a cambios.**

**Directora del Programa:** Mary Garrity, EdD  
• mary.garrity@cambridgecollege.edu

## Cursos ..... 32 credits

*Todos los cursos se ofrecen en español*

- ESP594 Collab & Consultation Technq (2 credits)
- ESP695 Laws & Regulations Pertaining to Special Education
- ESP689 Theories of Typical & Atypical Human Development
- ESP602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP681 Pedagogy in Reading & Spanish Language Arts for Special Education Students
- ESP662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP512 Inclusion & Classroom Behavior Management
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners
- ESP721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students
- EIT 712 Using Educational Technology to Improve Teaching and Learning

(Todos los cursos son de 3 créditos excepto aquellos marcados)



# School Administration K-12 (Puerto Rico) • CIP code 130401

For certification by the DEPR: 32 credits, 5 terms full-time (aspirantes a licencia de director o facilitador escolar)

Without certification by the DEPR: 30 credits, 4 terms full-time (aspirantes que no aspiran a licencia)

Program approved by the Puerto Rico Council of Education and offered in compliance with the certification regulations of the Puerto Rico Department of Education (DEPR).

**Program Description** — The School Administration Program reflects the current standards established by the Educational Leadership Constituent Council (ELCC) and Department of Education of Puerto Rico. The program prepares experienced leaders and PK-12 school and district director candidates who demonstrate leadership skills in teaching, management and operations, parent and community participation, and who promote a professional culture. The goal is to create competent, dedicated, and qualified educators, based on the principles of the Teacher Education Accreditation Council. The certification components are exclusively tailored for Puerto Rico.

**Learning Outcomes** — Graduates will be able to: (a) demonstrate a realistic understanding of the expectations and responsibilities of workplace administrators, (b) promote student learning, and (c) support professional development and personal success by cultivating a shared vision that puts the teaching and learning process at the center of education. They will also work effectively, safely, and efficiently by using resources to implement the curriculum, and programming, hire staff, create partnerships with families, community organizations, and other interested parties to support the school- and district-specific mission, and to encourage and maintain a culture of reflective practice, high expectations, and continuous learning for all involved.

**Careers** — Graduates will be qualified to obtain certification as an administrator, receive management- and policy-related duties in PK-12 public school contexts. In general, graduates become leaders for teachers, subdirectors, and directors or seek administrative positions in organizations and agencies specializing in education. Similarly, graduates without certification normally seek leadership positions in private institutions and charter schools, as well as positions where they provide workforce development through training of education policy.

Administrative licensure is required for part- or full-time employment as a director, department head, or curriculum specialist.

**Program for certification** by the Puerto Rico Department of Education. Prior valid Puerto Rico teacher certification in another area required.

**Admission requirements:**

- Bachelor's degree and other School of Education requirements for Education Leadership programs (see Admission)
- Valid Puerto Rico teacher certification in another area.
- Three consecutive years of employment as a teacher.
- 3.0 GPA required to enter the program for certification; must be maintained throughout the program.

**Program and courses subject to change.**

**Program chair:** Stephen Maio, EdD  
• [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)

## MEd — Certification

### Program entry:

GPA 3.00 required to enroll in the program. For certification as a director or school facilitator, the DEPR's criteria include possessing a regular teaching license.

### Practicum prerequisites:

- Provide evidence of academic certification.
- Pass all courses with a grade of "B" or higher.
- Document having completed all the practicum hours in the corresponding certification course areas.

### Practicum

Once all the prerequisites have been successfully completed, licensure candidates in one of the certification areas for the MEd in School Administration must complete a placement application to perform the Practicum and be approved by the Director. The candidate will be guided and assessed by a certified administrator practicing School Administration and a Cambridge College supervisor, the practicum includes documented evidence of practice, summary, and assessment of all the area-specific performance standards for certification: EAD790G Practicum for School Director PK-12

Note: The DEPR offers licensure for K-12 Director with no subdivision by level. Courses are assigned, so students have an opportunity to practice at the level that meets their needs and interests.

### Program completion

To complete the program, candidates must have completed all the program entry requirements, practicum prerequisites, and the practicum, including the Independent Learning Project (ILP).

All candidates for certification in Puerto Rico must present an electronic portfolio to the seminar leader.

## MEd — Without Certification

If candidates do not want to obtain certification, they sign a document indicating that they understand that they will not be eligible to obtain certification after completing the degree. All program components are required even though certification by the Department of Education of Puerto Rico is not sought, except the practicum, which will be replaced by the Independent Learning Program course (EAD800).







Continued

## School Administration K-12 (Puerto Rico)

*All courses are offered in Spanish*

### Term 1

- EAD684 Selection, Development, & Supervision of Educational Personnel
- EAD712 Curriculum Development, Assessment & Improvement for the School Administrator

### Term 2

- EAD690 Finance & Business Administration for the School Administrator
- EAD688 Legal Aspects of School Administration
- MMG525 Statistical Decision Techniques for Managers

### Term 3

- EAD662 Contemporary Issues & Topics in Educational Administration
- EAD782 Organizational Change for School Leaders

### Term 4

- EAD600 Advanced Technologies in Education for Puerto Rico Administration
- ESP695 Laws & Regulations Pertaining to Special Education

Only for non-certification:

- EED623 Classroom Management Using Accelerated Learning

### Practicum Prerequisites

- Pass applicable Puerto Rico teacher test, PCMAS, if not already passed at undergraduate level.
- Pass all courses.

### Term 5

**Practicum**—Only for candidates seeking DEPR Director certificate:

- EAD790G Practicum for School Director PK-12 (3 credits)  
*must be taken concurrently with EAD694*
- EAD694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum*)

All courses 3 credits except as noted.





# Administración Escolar K-12 (Puerto Rico) • CIP code 130401

**Para certificación del DEPR: 32 créditos, 5 términos a tiempo completo** (aspirantes a certificado de director o facilitador escolar)

**Sin certificación del DEPR: 30 créditos, 4 términos a tiempo completo** (aspirantes que no aspiran a certificado)

**Programa aprobado** por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

**Descripción del programa** — El Programa en Administración de Escuelas refleja las normas vigentes establecidas por el Educational Leadership Constituent Council (ELCC) y el Departamento de Educación de Puerto Rico. El programa prepara a líderes experimentados y aspirantes a directores de las escuelas y distritos en configuración PK-12 que demuestran habilidades en liderazgo instruccional, gerencia y operaciones, padres y participación de la comunidad y fomenta una cultura profesional. El objetivo final es crear educadores competentes, dedicados y cualificados, basados en los principios del Consejo de Acreditación de Educación Docente. Los componentes de la certificación están alineados exclusivamente para Puerto Rico.

**Resultados del aprendizaje** — Los graduados podrán: (a) demostrar una comprensión realista de las expectativas y responsabilidades de los administradores en el lugar de trabajo, (b) fomentar el aprendizaje de los estudiantes y (c) apoyar el desarrollo profesional y éxito personal mediante el cultivo de una visión compartida que hace del proceso de enseñanza y aprendizaje el foco central de la educación. También trabajan de manera efectiva, segura y eficiente al utilizar recursos para implementar el currículo, personal y programación, establecer alianzas con las familias, organizaciones comunitarias y otras partes interesadas en apoyo de la misión específica a la escuela y distrito y para nutrir y mantener una cultura de práctica reflexiva, altas expectativas y aprendizaje continuo para todos los involucrados.

**Carreras** — Los graduados cualificarían para obtener el certificado como administrador, recibir dirección y cargos relacionados con la política en contextos de escuela pública PK-12. Por lo general, los graduados se convierten en líderes de profesores, subdirectores y directores o aspiran a posiciones administrativas en organizaciones y agencias especializadas en educación. Del mismo modo, egresados sin certificación normalmente aspiran a posiciones de liderazgo en instituciones privadas y escuelas charter; así como a posiciones donde desarrollen la fuerza laboral mediante capacitación o política educativa.

Se requiere certificado administrativo para empleo parcial o tiempo completo como un director, jefe de departamento o especialista en currículo.

**Programa para certificación por el DEPR.** Requiere poseer un certificado válido del DEPR en otra área.

**Requisitos de admisión:**

- Bachillerato y otros requisitos generales (ver documento de admisión).
- Licencia de maestro del DEPR
- Tres años de empleo consecutivo como maestro.
- 3.0 GPA para entrar al programa con licencia; mantenido el mismo a lo largo del programa.

**Programa sujeto a cambios.**

**Director de programa:** Stephen Maio, EdD  
• [stephen.maio@cambridgecollege.edu](mailto:stephen.maio@cambridgecollege.edu)

## MEd — Certificación

### Para entrar al programa:

Requisito de GPA de 3.00 son necesarios para matricularse en el programa. Para certificación como director o facilitador docente, el DEPR establece sus criterios, entre los cuales está poseer un certificado regular de maestro.

### Requisitos previos a la Práctica

- Proveer evidencia de una certificación académica.
- Completar con éxito todos los cursos con una calificación de "B" o más.
- Documentar el haber completado todas las horas de práctica en los cursos correspondientes al área de certificación.

### Práctica

Una vez todos los prerrequisitos se completan con éxito, los candidatos para obtener el certificado en una de las áreas de certificación para el MEd en Administración Escolar deben completar una solicitud de ubicación para realizar la Práctica y ser aprobados por el Director. El mismo será guiado y evaluado por un administrador licenciado/certificado y con práctica en la Administración Escolar y un supervisor de Cambridge College, la realización de la práctica incluye evidencia documentada de la aplicación, síntesis y evaluación de todos los estándares de rendimiento específicos de un área de certificación:

EAD790G Practicum for School Director PK-12

Nota: El DEPR ofrece certificados para Director K-12, no subdivide por niveles. Los cursos se asignan para que el estudiante tenga la oportunidad de practicar en el nivel que satisfaga sus necesidades e intereses.

### Cumplimiento del programa

Para terminar el programa, los candidatos deben haber completado todos los requisitos de entrada al programa, requisitos previos de práctica y la práctica.

Todos los candidatos para la certificación en Puerto Rico deben presentar un portafolio electrónico al líder de seminario.

## MEd —Sin Certificación

Si no se desea obtener la certificación, los candidatos firman un documento indicando que entienden que no serán elegibles para obtener la misma al finalizar el grado. Todos los componentes del programa se requieren aunque no se aspire a obtener la certificación del Departamento de Educación de Puerto Rico; excepto la práctica, la cual se sustituiría por otro curso electivo dirigido a las necesidades de los líderes educativos contemporáneos.



*Todos los cursos se ofrecen en español*

## Término 1

- EAD684 Selection, Development, & Supervision of Educational Personnel
- EAD712 Curriculum Development, Assessment & Improvement for the School Administrator

## Término 2

- EAD690 Finance & Business Administration for the School Administrator
- EAD688 Legal Aspects of School Administration
- MMG525 Statistical Decision Techniques for Managers

## Término 3

- EAD662 Contemporary Issues & Topics in Educational Administration
- EAD782 Organizational Change for School Leaders

## Término 4

- EAD600 Advanced Technologies in Education for Puerto Rico Administration
- ESP695 Laws & Regulations Pertaining to Special Education

Solo para candidatos que no aspiran al certificado de Director del DEPR:

- EED623 Classroom Management Using Accelerated Learning

### Pre-requisitos de Práctica

- Haber aprobado las PCMAS (pruebas para la certificación de maestros), si no fue aprobada en el nivel subgraduado será necesaria para obtener su certificado de director o facilitador de parte del DEPR.
- Haber aprobado todos los cursos de esta concentración.

## Término 5

**Práctica** (estudiantes aspirantes a la certificación únicamente)

- EAD790G Practicum for School Director PK-12 (3 créditos; *debe ser tomado concurrentemente con EAD694*)
- EAD694 Professional Seminar IV (2 créditos; *incluye un escrito de 15 páginas referente a una investigación en acción íntimamente ligada a la práctica*)

(Todos los cursos son de 3 créditos excepto aquellos marcados)

# Master of Education Courses

Not all courses are offered every term or at every Cambridge College location. See online course schedules each term on the MyCC web portal.

## Autism . . . See Special Education.

## Education: Across Programs (EDU)

### EDU 558 Introduction to Graduate School - 1 credit

This course will assist the new student in planning and developing a graduate study program that is appropriate to the student's academic and professional needs. When a student is accepted into the program he/she should enroll immediately only in this course and work with an advisor to schedule additional courses. In addition, this course will offer opportunities for more direct advising, introduction to College protocols such as TaskStream and other opportunities for academic success.

### EDU 704 Practicum Readiness - 1 credit

This course is specifically designed to determine readiness for the practicum. It will assist the teacher candidate to develop his/her skills to be ready to assume the role of student teacher from the first day of practicum. Students will understand the requirements of CAP by engaging in and completing the forms for each of the "essentials" and completing their own goals. All of the TaskStream components, other than the practicum documents, will be completed. MTEs will be completed. Those having difficulty with the MTEs will be directed for support. Field work assignments will be required.

## Educational Leadership (EAD) (School Administration)

### EAD 600 Advanced Technologies in Education for Puerto Rico Administration - 3 credits

This course introduces students to actual and potential ways in which technology is used in school through a combination of practice-based theory and hands-on technology applications. Students will learn to evaluate the technology needs of their school or work organization, to plan for those needs, and to evaluate the success of technology programs. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform.

### EAD 662 Contemporary Issues and Topics in Educational Administration - 3 credits

The effective educational administrator actively pursues further study in his/her field. By so doing, the administrator strives to acquire a knowledge base which will help deal with contemporary issues that will affect students, staff, community and the organization of the

school. This course, therefore, features research and in-depth discussion of topics of immediate concern to the educational administrator. The topics may include, but will not necessarily be limited to strategic planning, organizational change, effective staff development, team building, outcomes based learning, the use of data for decision making, interpersonal skills necessary for site-based management, teacher evaluation, issues of equity, and community relationships. Practicum hours of directed field-based training required.

### EAD 684 Selection, Development, and Supervision of Educational Personnel - 3 credits

This course alerts students to the wide range of activities covered by the term "personnel management" and presents the best of current practices in the field. Students are prepared to select, develop and supervise teachers and other staff effectively. The school is presented as a learning organization - a place where all are supported in continuous growth and describes the administrator's role in creating that culture. Formative and summative techniques for feedback about performance are emphasized. The course also includes the topics of the legal and ethical aspects of evaluation, hiring and dismissal. The importance of the administrator's role as an instructional leader is emphasized. Practicum hours of directed field-based training required.

### EAD 688 Legal Aspects of School Administration - 3 credits

This course explores the legal principles which apply to current educational practice. It specifically deals with issues of students' rights and teachers' rights which impact and influence the operation of schools and the related tension created by multiple structures. Laws/ regulations and court decisions related to free speech, equal rights, and school discipline are studied. In addition, laws and policies dealing with IDEA (special education) and No Child Left Behind are examined in depth. Practicum hours of directed field-based training required.

### EAD 690 Finance and Business Administration for the School Administrator - 3 credits

This course prepares educators to understand and effectively manage the fiscal aspects of a school or school district. The work focuses on school finance as a matter of public policy and law, the different sources of school financing, and the funding mechanism at various levels of government. Proposition 2 1/2, the Massachusetts foundation budget process, financing procedures in other states, and the financing of charter, choice and voucher programs are examined. In addition, educators study school budgets, the role of the school's community in developing and establishing the budget, and different approaches to the budgeting process. Finally, educators address the issues of plant management, custodial care, building maintenance, preventive maintenance, scheduling, energy management, collective bargaining and purchasing of materials for plant management. Practicum hours of directed field-based training required.

**EAD 692 Professional Seminar II: Educational Leadership  
- 2 credits**

Prerequisite: EAD691. The second seminar emphasizes the development and functioning of organizations and the study of organizational behavior. Attention is paid to the leader's role in culture and climate. Students examine the culture and climate of their own work setting within frameworks reviewed in the seminar. Key concepts in finance and business administration relevant to school and district leaders will be introduced. Students are expected to identify a research topic and complete a proposal for the ILP or action research paper. Pre-practicum/Practicum hours of directed field-based training required.

**EAD 693 Professional Seminar III: Educational Leadership  
- 2 credits**

Prerequisite: EAD692. The third seminar emphasizes the study of introducing and supporting change efforts in schools. Topics include responding to the need for change, managing change, dealing with varying attitudes toward change and, finally, institutionalizing change. Supporting topics include the use of vision, goal setting, identifying priorities, allocating resources and collecting data on learning. Students should develop the initial draft of their ILP or action research paper this term. Those students completing a practicum this term will present for discussion issues and questions that arise during their field experience. Practicum hours of directed field-based training required.

**EAD 694 Professional Seminar IV: Educational Leadership  
- 2 credits**

Prerequisite: EAD693. The final seminar emphasizes linking practice and theory. Particular attention is paid to processing the issues and questions that arise during the practicum experience. Interpersonal aspects of leadership are revisited in the context of the field experience. Students discuss issues connected with obtaining a leadership position including resumes, the interview process and contracts. The ILP or action research paper is completed and presented to the members of the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform. Practicum hours of directed field-based training required.

**EAD 712 Curriculum Development, Assessment & Improvement for the School Administrator - 3 credits**

Pre-practicum: Fifteen hours of directed field-based training is required. Development, assessment and improvement of curriculum to engage students in the learning process and prepare them to be active contributors in the information age is a challenge for school administrators nationwide. This course familiarizes students with proven practical techniques, methods and strategies for developing, implementing and evaluating curriculum. Current theories, research and practices related to effective teaching, curriculum designs and frameworks, and national state standards are explored. Internet resources and research sites are examined to aid students in understanding the complexities of curriculum development. Students also address different learning styles, cultural awareness, ethnic minorities, equity issues, and the use of community resources while designing and evaluating curriculum. Practicum hours of directed field-based training required.

**EAD 720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the

system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required of all candidates for the license of Superintendent and Assistant Superintendent. Practicum hours of directed field-based training required.

**EAD 721 Supervision, Induction & Coaching of New Teachers  
- 3 credits**

This course is designed to build capacity among teacher leaders in the implementation of performance assessment systems tailored for the improved enhancement of teacher practice reflective of state regulatory requirements. The course is structured to support effective supervision and coaching of new teachers specific to professional practice in Pk-12 settings. Included are techniques designed to facilitate improved student learning and retention of school personnel.

**EAD782 Organizational Change for School Leaders - 3 credits**

This course emphasizes organizational theory and the varied forces shaping learning environments in P-12 schools, including the myriad contexts influencing the shifting roles and expectations of school leaders in responding to change at multiple levels. Also explored is the intentionality and collaboration required at the building, district, and community level to manifest constructive change supportive of teaching and learning and the use of data in designing, analyzing, reporting, and monitoring effective change initiatives.

**EAD 790A Practicum (Supt/Asst Supt) (All Levels) 300 hours  
- 5 credits**

Superintendent License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district superintendents/assistant superintendents. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 790E Practicum (Supervisor/Director) at level of prerequisite license - 5 credits**

Director License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility and some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure as supervisor/director. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 790F Practicum: Principal/Asst Principal (7-12, Puerto Rico Only) - 5 credits**

Effective Fall 2010: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district principal (7-12). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure.

**Puerto Rico only****EAD 790G Practicum for School Director PK-12 - 3 credits**

This course includes 150 hours of documented field-based experience specific to the application of professional practice as school directors and supervisors in PK-12 settings. The Practicum is required for the level of license sought and guided by a College supervisor and cooperating practitioner certified in the area. The Practicum must be taken simultaneously with EAD694 Professional Seminar IV and include reflection on professional growth and the application of theory in practice.

**EAD 790H Practicum: Principal/Asst Principal (Pre K-8) 500 hours Completion - 5 credits**

Principal License, levels PreK-8, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2014: 500 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (PreK-8). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 790J Practicum: Principal/Asst Principal (5-12) 500 hours Completion - 5 credits**

Principal License, levels 5-12, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2014: 500 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative

tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (5-12). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

#### **EAD 800 Independent Learning Project: Educational Leadership - 3 credits**

Prerequisites: EAD691-693. The Independent Learning Project (ILP) is a culminating learning experience required only for non-licensure students, that helps educational leaders integrate their personal and formal learning and their professional experiences into a meaningful whole and articulates the individual's educational and administrative philosophy. The project is research and action based on a focused topic chosen by the student within the area of intended practice. It engages students in sustained research into educational leadership.

## **Early Childhood Teacher (ECE)**

#### **ECE 600 Development of Young Children - 3 credits**

An introduction to the child, from birth to age eight, as a learner with needs to explore and communicate, as well as to develop social-emotional competencies. Explanation of current themes/theories of child development is provided with special emphasis on understanding children's developmental levels through childhood. Topics covered include: conception, heredity and prenatal development, infant development, the child in the family, toddlerhood and early childhood. The impact of developmental theories on the education of children with disabilities is examined. Formulation of a developmentally appropriate Individual Educational Plan is required. Observation in a childcare center or preschool setting is a requirement of this course.

#### **ECE 612 Developmental Reading for Early Childhood Birth to Eight - 3 credits**

This course emphasizes the development of children's reading and writing skills from pre-kindergarten to grade two and the learning environment that supports the development of such skills. Candidates examine relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing processes and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: balanced literacy, effective teaching strategies, use of research-based programs, Sheltered English Immersion, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, the Common Core, fiction, and non-fiction genres and differentiated instruction.

#### **ECE 692 Professional Seminar II: Early Childhood - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

#### **ECE 693 Professional Seminar III: Early Childhood - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar explores ways to create a standards-based, inclusive early childhood setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, math, and science and classroom management. The cohort continues to study the professional standards, subject matter knowledge for early childhood teachers, and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **ECE 791 Practicum Seminar: Early Childhood - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts, provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

#### **ECE 794 Practicum: Early Childhood PK-2 - 2 credits**

A 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

#### **ECE 800 Independent Learning Project: Early Childhood - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning with their professional experiences into a meaningful whole. It reflects the general guidelines for early childhood educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the

educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education.

## Elementary Education (ELE)

### **ELE 500 Teaching Phonological and Phonemic Awareness and Phonics - 0 credit**

This course is a prerequisite for ELE521. This course will emphasize the development of children's phonemic awareness, phonological awareness and phonics skills and the learning environment that supports the development of such skills. It will also cover concepts of print, explicit/implicit instruction, analytic/synthetic methods, word analysis skills, the alphabetic principle, and language development.

### **ELE 510 Developmental Psychology - 3 credits**

This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observations and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction. Formulation of a developmentally appropriate Individual Educational Plan is required. Pre-practicum hours of directed field-based training required.

### **ELE 521 Development of Reading & Writing Skills for the Early Childhood & Elementary Curr. - 3 credits**

Prerequisite: ELE500. This course emphasizes the development of children's reading and writing skills in the primary to upper elementary grades and the learning environment that supports the development of such skills. The relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: scientifically-based reading instruction, whole language, balanced literacy, effective teaching strategies, use of research-based programs, literature-based instruction, use of different assessment tools to inform instruction, standard-based instruction, federal funding, culture and democracy. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

#### **Puerto Rico only**

### **ELE 522 Teaching Reading and Writing Skills for Elementary Grades 4-6**

This course will emphasize the development of children's reading and writing skills in upper elementary grades and the learning environment that supports the development of such skills. The course reviews

and analyzes relationships between theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process, and assessment. Participants review and discuss whole language, balanced literacy, effective teaching strategies, use of research-based literacy programs, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, federal funding, culture, and democracy.

### **ELE 593 Integration of Visual Arts for the Early Childhood & Elementary Curr. - 1 credit**

The Arts enable teachers to better engage their students while also addressing student's different learning styles and allowing student creativity to flourish. This course will give participants an introduction to using the visual arts as a vehicle for learning in the classroom. Teachers will learn ways to use the arts and art materials as a pathway toward gaining knowledge and using higher order thinking skills. Presentation of material will be part reading, part lecture and part hands on participation and exploration. Students will leave the course with a deeper understanding of art materials, art language and how to use visual arts in the early childhood and elementary classroom that includes special needs and ESL students.

### **ELE 594 Integrating Physical Ed. in Early Childhood & Elementary Education - 1 credit**

This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines.

#### **Puerto Rico only**

### **ELE 600 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

### **ELE 620 Integration of Children's Lit. in Early Childhood & Elementary Curr. - 3 credits**

This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks/Common Core Standards. Many genres of literature are explored, along with basic literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.



## **Puerto Rico only**

### **ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum - 3 credits**

The goal of this course is to introduce participants to some of the best literature—children's, young adult, adult and contemporary, and as a result, help children become lifelong learners and readers. Participants acquire knowledge about Puerto Rico's Spanish language arts curriculum framework. They examine the standards and how they relate to reading instruction in the classroom. They look at many genres of literature including fiction, non-fiction, historical fiction, poetry, fairy tales, tall tales, multicultural selections, and current favorite authors. Participants will practice integrating literature into other disciplines, including math, science, social studies, and the fine arts. Participants apply the Puerto Rico required professional standards in planning, teaching, and assessing units of instruction in language arts.

### **ELE 630 Classroom Management with Models of Teaching - 3 credits**

In this course students learn the basic components of an effective inclusionary program. Participants learn strategies and techniques to fully include all students into the regular classroom. Students observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, non-directive teaching models and problem-solving. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures and working with content and process. The Massachusetts Frameworks and teacher licensure competencies are taught to fully support teacher/student learning and instruction techniques. Course assignments including lesson plans connect theories to classroom practice. Pre-practicum hours of directed field-based training required.

### **ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curr. - 3 credits**

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. Educators learn how to develop lessons that address student experimentation and design techniques using readily available materials. Safe laboratory practices for the classroom are also addressed. A standards-based approach to science education is our template for lesson development, covering the major domains in science: life, physical, earth, inquiry-applied and engineering technology; and historical scientific discoveries in each area. Alignment of curriculum is emphasized; national benchmark standards in elementary science are also supported. Analysis of elementary summative science assessments, based on the National Science Standards is incorporated in the coursework. Pre-practicum hours of directed field-based training required.

## **Puerto Rico only**

### **ELE 654 Teaching Science & Technology 4-6 - 3 credits**

Each student will learn a variety of methods for making elementary science a "hands-on" learning experience for their students. The primary objective of the course will be to provide each participant with the knowledge, tools and desire to make science an exciting learning experience. Special emphasis will be placed on alignment of curriculum with the Puerto Rico Frameworks in Science and Technology.

Students will also learn how to develop lesson plans that address student experimentation and design techniques. A standards-based approach to science education will serve as the template for the students' lesson development. Examples of open-response questions used on the Puerto Rico state test at grade five will be examined.

### **ELE 656 Teaching Soc. Sci. Hist. & Multicul. Early Childhood & Elementary Curr. - 3 credits**

This course prepares candidates to teach social studies that includes the multicultural contributions of the world. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum Frameworks/Common Core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure. Candidates produce and implement well-structured lessons that center of core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

## **Puerto Rico only**

### **ELE 657 Teaching Social Sciences, History & Multicultural Elementary Curriculum 4-6 - 3 credits**

This course prepares educators to teach social studies that includes the multicultural contributions of the world. They gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Puerto Rico Department of Education Curriculum Frameworks/Common core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography in Puerto Rico for grades 4-6.

### **ELE 692 Professional Seminar II: Elementary Education (Initial) - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

### **ELE 693 Professional Seminar III: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar explores ways to create a standards-based curriculum, education evaluation in an inclusive classroom setting. The seminar

explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, working with math manipulatives, and effective classroom instruction. The seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to study the professional standards and subject matter knowledge for elementary teachers and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished project.

**ELE 791 Practicum Seminar: Elementary Education - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in Task Stream.

**ELE 794 Practicum: Elementary Teacher (1-6) - 2 credits**

A 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

**ELE 800 Independent Learning Project: Elementary Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for elementary educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in elementary education.

## English as a Second Language (ESL)

**ESL 500 Introduction to Education for English Learners - 1 credit**

This course provides the new student with an initial introduction to the academic, linguistic, and cultural world of English learners. Building on the student's prior knowledge, this course will enable the student to read, observe and interact with English learners in academic settings, analyze what they see, and discuss issues that provide a foundation for understanding the academic and pedagogy content of future courses.

**Puerto Rico only**

**ESL 600 Teaching Adolescent Literature to ESL Students**

Course will focus on developing ESL teachers' knowledge of quality literature available for adolescents. Teachers will read various literary genres (essays, short stories, poetry, novels) to analyze and evaluate their content to be able to select those which will best adapt to their ESL students. Course promotes literature to motivate reading and writing about topics related to students' lives, culture and social issues. Strategies to improve students' reading comprehension and analytical skills will be studied.

**ESL 610 Linguistics and Language Variations - 3 credits**

Participants are introduced to language and linguistics (system, functions, registers, variation, change). They consider language structure (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss language acquisition and literacy: significant theories/practices for English first-language reading skills and comprehension at different grade levels, and the relevance of linguistic differences between first and second language for reading instruction in English. They understand socio-cultural and socio-emotional considerations in teaching ESL: regional, socioeconomic, and developmental factors influencing language variation and bilingualism/multilingualism

**ESL 615 Methods and Materials for English as a Second Language - 3 credits**

In this introductory course, participants reinforce and apply knowledge of structure and nature of language (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss and model instructional approaches and best practices for teaching ESL (instructional foundations, theories and sheltered strategies for developing English language skills in listening, speaking, reading and writing for English language learners in bilingual/multilingual classes from primary grades on and research-based practices for English language development.

**ESL 620 Teaching Reading and Writing to ESL Students - 3 credits**

Participants apply understanding of language and linguistics, reinforce knowledge of language acquisition and literacy: theories/practices to develop reading skills/comprehension in English as a first language at different educational levels; linguistic differences between first/second language for English reading instruction; differences in initial instruction for students not literate in their first language; first language literacy effects on second language literacy; formal/informal measures for assessing skill development with ESL learners; developing

listening/speaking/reading/writing vocabulary; approaches for developing writing skills and use of writing tools; writing process and formal writing elements; English oral/aural fluency; social/academic English and content language; metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.

**ESL 625 Technology for Linguistically Diverse Classrooms - 3 credits**

Participants develop knowledge of language and linguistics functions and registers of language, discourse varieties, aspects of social/academic language, rhetorical registers, and writing conventions. They reinforce knowledge of practices for development of listening, speaking, reading, and writing vocabulary, approaches for developing writing skills and use of writing tools. They reinforce knowledge of social/academic English and academic language for content areas. They apply knowledge of planning/implementing standards-based ESL and content instruction. They develop knowledge of instruction, assessments, resources, research, and advances in the field of ESL.

**ESL 630 Equitable Assessment for ESL Learners - 3 credits**

Assessment of English Language Learners (ELLs) is affected by federal/state regulations, including state-wide adoption of the WIDA ACCESS Test for ELLs. Course participants will understand laws and issues pertinent to the education of ELLs, and user of tests, performance tasks and self-assessments for identification, placement, and reclassification of ELLs. They will learn to interpret ACCESS results, consider the effects of socio-cultural, psychological, political, and individual learning variables, and apply these to design differentiated assessment measures that enable ELLs to use academic language in demonstrating content knowledge and English proficiency. Participants will have the opportunity to observe and interact with ESL students in field-based classroom situations.

**ESL 631 Second Language Acquisition and Culture - 3 credits**

Participants in this introductory course develop knowledge of language and linguistics: system, functions, registers, variations, changes. They discuss language acquisition theory/research; cultural/linguistic differences affecting reading instruction; ESL socio-cultural, socio-economic, socio-emotional, and developmental factors influencing bilingualism/multilingualism; cultural intersection with teaching and learning; cultural/racial/ethnic/linguistic identity; inter-cultural communication, role of community, families, and schools in ELL education. They apply theoretical, political, historical foundations of education for ELLs, and strategies for school collaboration, family outreach, and community involvement for English language learners. They consider curriculum and planning as well as family and community engagement.

**ESL 635 Sheltered Instruction and Assessment - 3 credits**

This course is designed for teachers and administrators experiencing the challenge of meeting the academic needs of multilevel, diverse classrooms PreK-12 that require sheltered instruction techniques and state mandated assessment instruments for English language learners (ELLs). This course will provide participants with multiple opportunities to learn and apply sheltering content instruction strategies to enable ELLs to meet grade level academic standards by utilizing the Sheltered Instruction Observation Protocol (SIOP) as demonstrated in national research on best practices for effective instruction. Pre-practicum hours of directed field-based training required.

**ESL 640 Identification and Instruction of ESL Learners with Disabilities - 3 credits**

This course will provide a framework for developing a comprehensive system for the assessment and instruction of ESL learners preK-12 with disabilities and/or limited or interrupted formal schooling. Participants will gain an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. They will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling, including under-representation and over-representation in special education, appropriate assessment measures, and legal responsibilities. Participants will have the opportunity to discuss the use of alternative assessment measures for distinguishing between disability, literacy development, and developmental process of second language learning. They will also develop appropriate second language instruction for ELLs with disabilities and/or limited formal schooling.

**ESL 650 Teaching Content to ESL Learners - 3 credits**

This course provides educators working with second language learners a theoretical and practical framework for integrating academic language development into content area instruction in grades preK-12. Students will be presented with an overview of instructional concepts and approaches that recognize the role that language plays as the major medium of instruction and learning including language across the curriculum, CALLA (cognitive academic language learning approach), process writing, cooperative learning and cognitive instruction. Participants will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. They will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher order thinking skills, and strategically apply learning strategies.

**ESL 692N Professional Seminar II: English as a Second Language (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model, grounding learning in a cohort group of students with a faculty leader experienced in teaching English language learners (ELLs). The seminar is a forum for discussion of professional issues in education of ELLs. Students integrate and reflect on their learning from classes, workshops, and experience. The seminar also supports students' work on their independent learning projects, from identifying topics that are relevant to teaching ESL, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESL 791 ESL Practicum Seminar - 2 credits**

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state's curriculum frameworks and become familiar with the current reforms and changes in state regulations on educator licensure.

### **ESL 794A ESL Practicum P-6 - 2 credits**

The practicum is a supervised field experience in which teacher candidates demonstrate proficiency in the Professional Standards for Teachers. The program supervisor and the supervising practitioner collaborate to help the candidate complete the minimum 300 hours, with a minimum of 100 hours of full teaching responsibility, at the practicum site. The practicum student is supported by the Practicum Seminar, ESL791, which is taken concurrently with this course. Each teacher candidate is assigned a supervisory team. Assessment follows the mandated Candidate Assessment of Performance (CAP) that includes a minimum of two announced and two unannounced observations, a mid-way formative assessment and a culminating summative assessment. An application is required.

### **ESL 794B ESL Practicum 5-12 - 2 credits**

The practicum is a supervised field experience in which teacher candidates demonstrate proficiency in the Professional Standards for Teachers. The program supervisor and the supervising practitioner collaborate to help the candidate complete the minimum 300 hours, with a minimum of 100 hours of full teaching responsibility, at the practicum site. The practicum student is supported by the Practicum Seminar, ESL791, which is taken concurrently with this course. Each teacher candidate is assigned a supervisory team. Assessment follows the mandated Candidate Assessment of Performance (CAP) that includes a minimum of two announced and two unannounced observations, a mid-way formative assessment and a culminating summative assessment. An application is required.

### **ESL 800 Independent Learning Project: English as a Second Language - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## **General Science** **See Science (ESE, sci)**

## **Skills-Based Health/Social Emotional Learning (EHE, HEA)**

Acronyms used in course descriptions below:

- MA PSTs — Massachusetts Professional Standards for Teachers
- SMKs — Subject Matter Knowledge (Massachusetts)
- NBPTS — National Board for Professional Teaching Standards
- SEL — Social Emotional Learning

### **Puerto Rico only**

#### **EHE 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

Candidates acquire the knowledge and skill to teach children to develop and maintain healthy behaviors and identify public and community health agencies, resources and prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include analysis of case studies, a literature review, health awareness campaign, public health unit, and a community service learning project. Course assessments are aligned with MA PSTs and SMKs.

#### **EHE 613 Principles of Health/Social Emotional Promotion and Public Health Issues - 3 credits**

Acquire the knowledge and health/social emotional skill to teach children to develop and maintain healthy behaviors, to identify public and community health agencies, resources and prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include analysis of case studies, a literature review, health awareness campaign, public health unit, and a community service learning project. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

### **Puerto Rico only**

#### **EHE 620 Curriculum Implementation in the Health Classroom - 3 credits**

Implementing skills-based health education in the health classroom provides teacher candidates with the knowledge and skill to design and implement skills-based health education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs.

#### **EHE 622 Implementing Curriculum in the Health/SEL Classroom - 3 credits**

Implementing skills-based health/SEL education in the health classroom provides teacher candidates with the knowledge and skill to design and implement skills-based health/SEL education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 630 Growth & Development, Human Sexuality and Family Management Skills - 3 credits**

Candidates learn how pre-natal development, infant and child care, parenting skills, consumer and environmental health issues affect adolescents and their families. Diversity in sexual orientation and gender identity are also examined. Demographic research, class discussions, activities, and development of a skills-based lesson prepare the candidate to teach age and culturally appropriate sexuality lessons that address reproductive health, family values, sexual orientation and gender identity. Course assessments are aligned with MA PSTs and SMKs. Prepracticum experience required.

**EHE 632 Teaching About Human Sexuality - 3 credits**

Learn how human growth and development, social emotional learning, and sexual health affect adolescents and their families. Diversity in sexual orientation and gender identity are also examined. Demographic research, class discussions, activities, and development of a skills-based lesson prepare the candidate to teach age and culturally appropriate sexuality lessons that address reproductive health, family values, social emotional learning, sexual orientation and gender identity. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 640 Promoting Wellness: Building Positive Health Behavior - 3 credits**

Candidates discover how nutrition, physical activity and fitness impact learning and prevent cardiovascular and pulmonary disease. The course identifies key nutrients, analyzes media messages, utilizes dietary and fitness guidelines, and designs strategies to develop and monitor progress in achieving personal goals for lifetime health behavior. Candidates conduct a mini-lesson, host a school-wide event, conduct a school health index, and build a skills-based unit. Course assessments are aligned with MA PSTs and SMKs.

**EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior - 3 credits**

Learn how nutrition, physical activity and fitness impact learning and prevent cardiovascular and pulmonary disease. The course identifies key nutrients, analyzes media messages, utilizes dietary and fitness guidelines, and designs strategies to develop and monitor progress in achieving personal goals for lifetime health/social emotional behavior. Candidates conduct a mini-lesson, host a school-wide event, conduct a school health index, and build a skills-based unit. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 650 Preventing Unintentional Injury & Violence - 3 credits**

Candidates learn to teach the knowledge and skills necessary to help youth avoid injury and violence. Candidates examine research, behavioral surveys, resources for students affected by violence, science-based curricula, negotiation and mediation skills, bullying, sexual harassment and assault, domestic violence, homophobia and racism. Assessments include evaluating curriculum, making group presentations, presenting a mini-lesson, creating a resource book,

and designing and implementing violence prevention curriculum. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**EHE 652 Preventing Unintentional Injury and Violence - 3 credits**

Learn to teach the knowledge and health/social emotional skills to help youth avoid injury and violence. Examine research, behavioral surveys, resources for students affected by violence, science-based curricula, negotiation and mediation skills, bullying, sexual harassment and assault, domestic violence, homophobia and racism. Assessments include evaluating curriculum, making group presentations, presenting a mini-lesson, creating a resource book, and designing and implementing violence prevention curriculum. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Intervention - 3 credits**

Candidates learn to identify youth who need school-based intervention and how to refer to professional counseling, psychological and social services. Candidates investigate and assess student assistance models, access to mental health services, and practice strategies that assist youth to build resilience, communicate constructively with peers and families, manage stress, and seek help. Through case studies, candidates acquire the knowledge and skills to promote mental health. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**EHE 662 Promoting Mental/SEL Health Through School-Based Intervention - 3 credits**

Learn to identify youth who need school-based intervention and how to refer to professional counseling, psychological and social services. Investigate and assess student assistance models, access to mental/social emotional health services, and practice strategies that assist youth to build resilience, communicate constructively with peers and families, manage stress, and seek help. Through case studies, acquire the knowledge and skills to promote mental/social emotional health. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

**Puerto Rico only**

**EHE 670 Improving School Health Through Coordination - 3 credits**

The effectiveness of skills-based health education is increased when it is part of a coordinated approach where school staff, administration, family and the community cooperate, collaborate and coordinate to support the health of students, staff, and the school community. Candidates build and implement a coordinated school health program by using data, information technology, research, and collaboration while recognizing the unique academic, cultural and language needs of students. Course assessments are aligned with MA PSTs and SMKs.

**EHE 672 Improving School Health/SEL Through Coordination - 3 credits**

The effectiveness of skills-based health/social emotional learning is increased when it is part of a coordinated approach where school staff, administration, family and the community cooperate,

collaborate and coordinate to support the health of students, staff, and the school community. Build and implement a coordinated school health program by using data, information technology, research, and collaboration while recognizing the unique academic, cultural and language needs of students. Course assessments are aligned with MA PSTs and SMKs.

#### **Puerto Rico only**

#### **EHE 680 Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits**

Candidates examine the factors that contribute to youth risk behaviors and positive behavior change. Using the state and national standards, candidates learn pedagogical strategies to reduce risk behaviors, increase protective factors, encourage positive behavior change, and promote the development of youth leadership and social responsibility. Assessments include the implementation of a mini-lesson and a community advocacy project.

#### **EHE 682 Health-SEL Skills for Risk Reduction and Positive Behavior Change - 3 credits**

Examine the factors that contribute to youth risk behaviors and positive behavior change. Using the state and national standards, candidates learn pedagogical strategies to reduce risk behaviors, increase protective factors and social emotional learning, encourage positive behavior change, and promote the development of youth leadership and social responsibility. Assessments include the implementation of a mini-lesson and a community advocacy project. Pre-practicum experience required.

#### **EHE 691-693 Professional Seminar I-III: Health/Family/Consumer Science (Initial) - 3 terms @2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in school health/family and consumer sciences education, current issues facing students, faculty and parents, ways in which educators can work in the organizational culture of schools today and contribute to social progress. Students integrate their learning from classes, workshops and experience. Transformed by thinking, reading and discussion, students become reflective practitioners and lifelong learners.

#### **EHE 695 Action Research I: Defining a Problem of Practice - 2 credits**

This course includes an introduction to action research and skills required to conduct an effective literature review supportive of the continuous improvement of professional practice specific to teaching and learning in PK-12 settings. Supportive of the capstone Action Research Project students review the literature, identify a problem, develop a research question, validate the project, and identify outcomes for a self-selected inquiry.

#### **EHE 696 Action Research II: Study Design and Implementation - 2 credits**

Prerequisite EHE695. In the course students identify the research design and submit a proposal for a self-identified action research project. Once approved, the proposal is implemented with guided practice of faculty. Progress is reported as a shared learning

community supportive of providing constructive feedback to peers and as a mechanism for deep thinking about the topic selected related to professional practice. Journaling and documentation of activities related to work as a reflective practitioner are central to the course.

#### **EHE 697 Action Research III: Research and Data Analysis - 2 credits**

Prerequisite EHE696. In this course students use qualitative and quantitative methods to analyze data collected in the previous course and prepare a preliminary paper of 16-24 pages that summarizes research findings as they relate to professional practice. Additionally, students present preliminary findings for their self-selected action research project to program cohort and faculty.

#### **EHE 698 Action Research IV: Conclusions and Recommended Action- 1 credit**

Prerequisite EHE697. In this course students finalize a written report for the action research project pursued over the three previous terms and prepare a presentation for the public dissemination of research findings. During the presentation, students are required to share the process of their research, resulting conclusions, and recommended actions for further development.

#### **EHE 701 Current Research on Interrelationship of Risk Factors - 3 credits**

This course examines youth risk behaviors and protective factors. Students analyze societal, psychological, family, and environmental influences on behavior as well as the inter-relationship between depression, tobacco use, drug and alcohol use, violent behavior and sexual activity. Students investigate strategies that build health/social emotional skills and identify support services available in the school and community. The course is aligned with MA PSTs.

#### **EHE 702 Quality Programming in Physical/Social Emotional Education - 3 credits**

Opportunity to learn, meaningful content including social emotional learning, and appropriate instruction are the three components of a quality physical education program. With these components in place, students improve mental alertness, academic achievement, social emotional learning and enthusiasm for learning. Assessments include the design of a quality physical/social emotional education program that includes a self-study, action plan, curriculum analysis, program evaluation, and advocacy presentation. The course is aligned with MA PSTs.

#### **EHE 703 New Perspectives in Teaching Human Sexuality - 3 credits**

Students investigate trends in comprehensive sexuality education such as: cultural and religious attitudes, gender identity, homophobia, strategies for building support for gay, lesbian, bisexual and transgender youth, and building acceptance and involvement of diverse family structures. Social emotional learning is integrated throughout the course. Assessments include a parent education project, skills-based health/social emotional sexuality lesson, examination of attitudes about teaching sexuality, and skills for supporting LGBT students. The course is aligned with MA PSTs.

**EHE 704 Best Practices in Physical-Social Emotional Education - 3 credits**

A key to successful quality physical/social emotional education programming is the implementation of best practices which include standards-based assessments, curriculum including social emotional learning, and instruction. Students use the National Standards for K-12 Physical Education and the Appropriate Instructional Practice Guidelines K-12, to identify and apply best practices. Assessments include class activities, a self-study, mini-lesson, literature review, and a standards-based unit. The course is aligned with MA PSTs.

**EHE 705 Promoting Health-Social Emotional Wellness in Media-Saturated Society - 3 credits**

Analyze how media influence youth decisions regarding alcohol and other drugs, injury, violence, tobacco use, nutrition, physical activity, and risky sexual behaviors. Learn to decrease these risk factors by implementing content and health/social emotional skills. Assessments include class activities, a literature review, investigative reporting, data analysis, a mini-lesson presentation, a reflective paper. The course is aligned with MA PSTs.

**EHE 706 Assessment in Physical-Social Emotional Education - 3 credits**

Learn to gather data from pre/post assessments and use the data to inform performance based assessment and instruction. Candidates implement and interpret a variety of formative assessments and design standards-based instruction and summative performance assessments. These pedagogical practices contribute to the improvement of teaching and learning in physical/social emotional education. Assessments include a mini-lesson, power point, testing protocol, and a standards-based unit. The course is aligned with MA PSTs.

**EHE 707 Violence Prevention in Today's School Environment - 3 credits**

Analyze school violence and learn effective ways to respond, investigate approaches to dealing with bullying and discuss policies and legal ramifications of school incidents. Materials and sample school policies are shared. Students review interactive strategies, including the integration of social emotional learning, to prevent or de-escalate bullying and harassing behavior, exchange ideas about strategies that work, and develop plans for the use of the strategies in their school. The course is aligned with MA PSTs.

**EHE 708 Adventure Education - 3 credits**

This course deepens knowledge of experiential learning by combining adventure education or a comparable workshop with a school implementation plan. Participants present, as a prerequisite, a certificate of completion of an adventure course or a confirmation that he/she teaches adventure. Assessments include literature reviews, written commentaries, consultations, online discussions and activities, an adventure education unit that includes the integration of social emotional learning, and a reflection paper. The course is aligned with MA PSTs.

**EHE 709 The Ecological Environment & Human Physical/Social Emotional Health - 3 credits**

Personal and society behavior affects individual, family, community, and global health through energy use, water use, waste disposal, food production and care of the natural environment. Students investigate strategies for teaching youth about conservation of the

environment and effects of inattention on the future physical and social/emotional health of all people. Assessments include a research/skills-based unit, lesson plans, and a poster. The course is aligned with MA PSTs.

**EHE 711 Evaluation of School Health/Social Emotional Programs - 3 credits**

The evaluation of school health/social emotional programs involves a comprehensive examination of the strengths and needs of a program and a design to address each. This course presents the theory and practice of program evaluation with an emphasis on coordinated school health design, implementation, diagnosis, and action plans. Assessments include class assignments, literature reviews, evaluation theory, key assessment and reflection. The course is aligned with MA PSTs.

**EHE 713 Assessing Health-Social Emotional Literacy - 3 credits**

To assess health/social emotional literacy, students design and implement skills-based health/social emotional curriculum. Through backwards design, students access and analyze youth risk behavior data, select standards to decrease the risk, then design assessment and skills-based health/social emotional instruction. Assessments include the design and implementation of formative assessments, including how to give effective feedback, and the design of summative performance assessments including criteria referenced rubrics. The course is aligned with MA PSTs.

**EHE 714 Assessment in the Health/Social Emotional Learning Classroom - 3 credits**

Assessment in the Health Classroom includes the application of cognitive and non-cognitive assessment in order to assess skills-based health and social emotional learning. Candidates develop learning goals and methods of assessing proficiency, use formative assessment, give effective feedback, and design skills-based health/social emotional performance tasks based on state and national standards. Assessments include a literature review, class activities, formative assessment demonstration, a summative performance task, and a non-cognitive assessment. The course is aligned with MA PSTs.

**EHE 715 Cultural Proficiency in Health-Social Emotional Education Classroom - 3 credits**

Candidates examine the range of cultures in their classrooms and how they impact student health/social emotional learning. Learn strategies and skills to create culturally relevant curricula by understanding cultural identity and examining racial, sexual, and gender identity models. Assess cultural competency and apply theory to practice. Assessments include readings, discussion, demographic analysis, cultural proficiency assessment, and a key assessment. The course is aligned with MA PSTs.

**EHE 716 Health-Social Emotional Education for the Language-Diverse Classroom - 3 credits**

Candidates gain the knowledge and skill to help youth, especially those for whom English is not their primary language, become proficient in the state and national standards. Because the language diverse classroom provides challenges for the health/social emotional educator educator, candidates learn to use their new skills to enhance teaching and learning and meet the needs of all students. Assessments include forums, field experiences, and a key assessment. The course is aligned with MA PSTs.

**EHE 717 21st Century Technology Skills for Health/Social Emotional Educators - 3 credits**

21st Century Technology Skills for Health/Social Emotional Educators provides the knowledge and skill to use technology to transform the health classroom into an interactive, student centered learning environment. Learn to use digital tools to capture student interest, meet health/social emotional and academic needs, and differentiate instruction to enhance learning for all students. Assessments include class activities, a key assessment, and a reflection paper. The course is aligned with MA PSTs.

**EHE 800 Independent Learning Project: Health/Family/Consumer Science - 3 credits**

The candidate defines a problem in health education, establishes a problem statement, and researches a solution. In this marriage of theory and practice, the candidate demonstrates the ability to apply learning to professionally work in the field. The professional seminar provides support to the candidate's progress in research and writing. The final product is a completed research document reflecting a current topic in comprehensive health education. The assessment is the completed research document and a presentation to the class.

**HEA 791 Practicum Seminar: Health/Family/Consumer Sciences - 2 credits**

The seminar for classroom experience supports student growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state and national curriculum frameworks, develop the skills necessary for the teacher tests, and become familiar with recent developments in local, state and global health education issues. Practicum required concurrently.

**HEA 794 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) - 2 credits**

A supervised field experience of a minimum of 300 hours (150 elementary, 150 secondary) in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, which Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback.

## Interdisciplinary Studies, Teaching Skills & Methodologies

(EDU, EED) See also Electives section (below).

**EED 503 Teaching Children with Different Learning Styles - 3 credits**

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

**EED 512 Inclusion and Behavior Management - 3 credits**

In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include students with disabilities in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students.

**EED 518 Effective Classroom Discipline Strategies - 3 credits**

Educators will evaluate their expectations for students' behavior and learn practical strategies to increase student responsibility, self-control and self-management. Teachers will learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities.

**EED 520 Civil Rights and Social Justice: The History of the Civil Rights Movement - 3 credits**

This course is an historical review of the civil rights movement. Participants come to understand the context and conditions under which African American children live. Topics covered include desegregation of public schools, the tactics of nonviolence, the role of young people in the movement, the struggles for the right to vote, the relationship between protest and legislative action, affirmative action, the 1967 uprising in Detroit, the founding of the Black Panthers, Malcolm X, the connections between the war in Vietnam and the problems of poverty in the United States, and the call for black power. Participants view the video series Eyes on the Prize and discuss the societal implications of the civil rights movement. Social justice and social responsibility are the key concepts which serve as a model for action. Participants create curriculum resources which can empower teachers and students.

**EED 544 The Teacher as Artist - 3 credits**

Materials fee. This course provides classroom teachers with the basic concepts and methodology of traditional art experience. This class has been a constant source of inspiration to those with "limited" art experience as well as to those who are practicing art teachers. The course is committed to the philosophy that you need not be an "artist" to take this course because you already are one. Activities include an introduction to drawing and color theory, creative visualization, and a final symbolic self portrait.



**EED 564 Motivation and Teaching: Theories and Practices - 3 credits**

The strategies teachers use in many classrooms to reinforce learning are based on the theory, "If you learn this, then I will give you that." Much of what is taught is reinforced by extrinsic rewards such as praise, kisses and hugs, or gold stars. However, many teachers feel frustrated because they want children to love learning and to see learning as a reward in and of itself. This course will examine current research and theoretical models which can help educators understand how to develop a child's intrinsic desire to learn by satisfying certain needs we all have within us.

**EED 584 Images and Information: An African American Woman's Notebook - 3 credits**

Literature-based curriculum can develop a student's critical reading and writing skills using entire novels as a method of discovery and a source of information. This course will explore novels written by African American women from autobiographical, historical, and cultural perspectives unique to the Black woman's experience. These novels trace the lives of contemporary African American women who made their marks on society.

**EED 590A/591A Theory & Pract of Educ: Parenting and Teaching Issues - 1 credit**

This course will address important issues in parenting and raising positive children. There will be discussions of parenting and teaching in the home and classroom. It will address development stages of children and adolescence. A key question for discussion, What do children expect from themselves and their parents in the area of education, social settings, familial relationships, friendships and getting along with siblings. All are welcome! Teachers are parents and parents are teachers with their various roles in children and young adult lives.

**EED 590B/591B Theory & Pract of Educ: Researching Your Independent Learning Project - 1 credit**

This course will focus on research methods, ILP requirements, and technology integration as you research and write the ILP. The following will be covered: identifying a topic; defining key words; searching the online library for journal articles; identifying scholarly sources for research; preparing a webliography; developing a research plan; writing a literature review; and using the American Psychological Association (APA) format for in-text citations and references.

**EED 590C/591C Theory & Pract of Educ: Diversity Issues in the Workplace - 1 credit**

The purpose of this course is to educate the public and create an environment that is appreciative of its diverse population and influence positive change. This course will address the following issues: national origin, age, sex discrimination, religion, disability, race, creed, ancestry and language. It is the hope of this course to help increase and heighten your level of awareness with regard to all the unique skills, cultural differences, one's presentation free from harassment of any kind and differences are accepted and valued.

**EED 590D/591D Theory & Pract of Educ: Resume Writing and Interviewing - 1 credit**

The course will cover the employment counseling aspect, preparation for the career change/opportunity, resume writing, direct and relevant

job hunting skills and interviewing techniques. There will be a series of group discussions, mock interviews regarding the resume format and specifically content to address direct and relevant skills, experience, qualifications and education. Please bring (2) copies of your resume for discussion.

**EED 590E/591E Theory & Pract of Educ: Brain Dominance, Key to Academic & Career Success - 1 credit**

Why is it that some students always do better than others? Why is it that some people do well in some careers but are a disaster in others? There are four quadrants in the brain and each one is wired to perform very specific tasks. Participants will learn the functions of each quadrant and will take an assessment to determine their own brain dominance. With this knowledge students will learn what careers they are best suited for, what their major should be, and specific strategies to be successful in school and life.

**EED 590F/591F Theory & Pract of Educ: Differentiated Instruction - 1 credit**

This workshop provides an understanding and application of the steps and strategies needed to enhance learning for academically diverse students. Using concepts from learning preferences frameworks and the taxonomies, participants will learn how to plan differentiated lessons to meet the needs of a variety of learning styles and cognitive abilities found in their classrooms.

**EED 590G/591G Theory & Pract of Educ: Reflective Practice for Educators - 1 credit**

This one-credit course is designed to help teachers improve their classroom practices through daily reflections on their work. By developing a greater level of self-awareness about the nature and impact of their performance, it is anticipated that they will understand the how and why of what they do as they teach, manage their classrooms, and develop curriculum. This will enable them to gather information about their professional practices and take major steps to improve their teaching.

**EED 604 Graduate Level Writing for Social Science Research: Writing your ILP**

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook. Enrollment limited to 20.

**EED 610 Strategies for Teaching Critical Thinking Across the Curriculum**

Critical thinking is approached through a holistic model that stresses creative and analytic strategies. Participants consider cognitive development issues informing the design of instructional materials and methods which promote higher-order thinking. Practical strategies for immediate classroom application are a priority. An open environment promotes collegial exchange that builds on professional experiences while cultivating new skills that engage students in active learning and independent thinking.

**EED 615 Introduction to Integrative Learning and Learning Styles - 3 credits**

This course introduces a full-spectrum, whole-brain learning and teaching method known as integrative learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different learning styles.

**EED 617 Foundations of Social Justice - 3 credits**

What are the norms and values that characterize a socially just society? This course is designed to explore this question. We will examine justice under the following contexts: theories of justice, principles and scope of social justice, why social justice matters, the machinery of social injustice, targeting injustices, identifying inequities on the basis of social group memberships, advocating for social justice, and teaching social justice. This course heightens awareness of contemporary social issues and helps learners develop action plans that foster action for socially just principles. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills necessary for engaging in social justice action for social change.

**EED 618 Integrative/Accelerated Learning: Classroom Applications - 3 credits**

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

**EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

**EED 628 Effective Schools - 3 credits**

This course helps students attain a basic understanding of the major dimensions of effective schools. The class examines research findings and personal reflections of noted educators on the determinants of effective schooling in which all children learn; where teacher and other school employee satisfaction is at a high level; and where public confidence in the schools is very strong. Particular emphasis is on the pivotal role of school administrators, teachers, parents and students in the development and maintenance of effective schools.

**EED 636 Re-Reading Global Oppression: the Last 500 Years - 3 credits**

This course examines, from a systems perspective, the last 500 years of socio-political, psychological, cross-cultural, educational, religious, and economic dimensions of various world atrocities that have led to and continue to sustain current oppression of diverse peoples across the globe. It is designed to prepare learners to be knowledgeable about and to challenge individual, group, and institutional biases and how these contribute to discrimination and oppression. Equally important, this course will examine the adaptive strategies and strengths of oppressed/marginalized groups and will assist students in understanding the complex nature of their own personal values, beliefs, and behaviors that may limit their ability to practice effective methodologies in their schools, communities, and areas of work. Students critically analyze both written and visual texts that include but are not limited to documentaries, film, poems, novels, essays, trade cards, advertisements, etc. This course is both reading and writing intensive; written and oral work challenge learners to move beyond reflecting on personal experience alone to identify and challenge contemporary systems of oppression.

**EED 644 Theories of Leadership for Educ. /s and Administrators**

Leadership is defined as working through and with people to accomplish organizational goals; it represents a blend of theory and experiential activities. Participants discuss leadership, motivation, effective use of personal and organizational power, and teacher empowerment. Learning is supported through sharing new ideas, debating current issues and understanding certain trends in managerial practice and leadership behavior.

**EED 647 Human Brain, Human Learning - 3 credits**

This introductory course in brain-compatible teaching and learning will entail a review of some of the latest research findings from the neurosciences, cognitive psychology, information science, psychobiology and neurolinguistic programming. The goal of this course is to provide educators and trainers with the opportunity to learn about the role of the brain / mind in the learning process so that they will be able to read and understand current brain / mind research and apply some of the findings to their teaching practice. Some time will also be spent on accelerated learning techniques. The course would be appropriate for educators of all grade levels and subject areas as well as for corporate trainers and other trainers of adult learners.

**EED 663 Teaching Social Studies: the United States Through the Media - 3 credits**

This intensive survey course explores social, political, economic, and cultural values of the United States from Colonial times to the present through an examination of electronic and print media. Topics include but are not limited to Colonial times, the pre-industrial North, the Antebellum South, the westward movement, the Civil War, Reconstruction, and immigration/migration, World War I and the Depression, Prohibition, the rise of the white gangster/hero, the Harlem Renaissance, World War II, Civil Rights, Vietnam, and the Women's Movement, the rise of domestic and global terrorism, etc.

**EED 680 America Through Its Literatures - 3 credits**

This intensive survey course explores literary depictions of America (the United States) through literature. The texts may include short

stories, poems, plays, books, film, music, advertising, television, political speeches, and comic strips. The class develops pedagogical strategies to introduce students to mythologies, dystopias, deconstruction, hauntologies, palimpsests, panopticism, hybridity, colonial and post colonial debates, and the ways in which authors create parallel universes to comment on the America we now inhabit. Students become aware of other *Americas* that exist in parallel with our own, realities from which many of our students come.

#### **EED 681 Visualizing Social Justice - 3 credits**

This intensive course explores the different ways that artists of different persuasions have treated the subject of social justice both at present and in the past. The term “visualizing” is meant to include all of the arts (i.e. the “visual arts,” drama, dance, literature and poetry, music, etc.). The class develops pedagogical strategies to introduce students to methodologies and philosophical vehicles and to integrate such methods into their own curriculum.

#### **EED 691-693 Professional Seminar: Education- three terms @ 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in education, such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners. The seminar also supports students’ work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **EED 699 Language and Literacy for Teachers K-12 - 3 credits**

This course considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing. It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

#### **EED 704 Seminar in Current Educational Issues - 3 credits**

This course defines some concepts, philosophies, that serve as foundations for structuring schools and learning environments, including: humanistic education, essentialism, perennialism, progressivism, social reconstructivism, and critical theory. The seminar also examines critical practical realities including: change, the economy, technology and science, leisure and work, communications, the human population, ecology, government and politics, values and lifestyles. Students explore and evaluate school / learning environment structures and teaching strategies, and they make compelling arguments for their professional points of view.

#### **EED 705 Multicultural Diversity Issues in the Workplace and Classroom - 3 credits**

This course studies (1) ethnic-cultural history, (2) prejudice, biases and value systems, and (3) the appreciation of diversity in professional skills and personal strengths. Students discuss teaching cultural diversity in various learning environments, and individuals’ power in realizing differences and similarities. Students explore ethnicity, race, gender and class from an historical and contemporary perspectives. The class looks at teaching styles and ways to manage culturally diverse classrooms. The importance of building students’ self-esteem and sensitivity to their varied learning styles are addressed. Students should come prepared with a brief overview of their ethnic/cultural history (e.g., photo albums, letters, journals, and family trees).

#### **EED 710 Alternative Assessment Strategies Across the Curriculum - 3 credits**

This course enhances educators’ ability to develop a conceptual framework of assessment procedures to improve their teaching techniques for the wide variety of learning styles found in the classroom today. Assessment is an important component of our educational system. However, many educators are now questioning the heavy emphasis on standardized tests and the decreasing attention to the value of classroom assessment. Dissatisfied with the current methods of assessment, and motivated by the desire to improve public education, educators, policy makers, parents, and community members are focusing increased attention on how we go about determining what our students know and can do, from kindergarten through grade 12.

#### **EED 800 Independent Learning Project - 3 credits**

The Independent Learning Project (ILP) is a comprehensive, culminating learning experience in the master’s program. Students relate their learning experiences in the Master of Education to their experiences as educators and to their professional development interests. The ILP may take a number of forms: a traditional thesis, a professional or curriculum project for use in the classroom, or a creative project with discussion of its pedagogical value. The Professional Seminar leader provides support, advice, and oversight throughout the ILP process; the seminar group and some of its activities provide additional support.

#### **ENG 701 Integration of Reading and Writing With Children’s Literature - 3 credits**

This course is designed to allow teachers to revisit literature as an expression of the imagination and creativity, as well as critical/expository writing and to assist teachers in integrating reading and writing skills/competencies with the teaching of children’s literature. By recognizing the value in teaching reading and writing with authentic, well-written literature, having rich and varied vocabulary, teachers will learn to integrate the teaching of reading and writing with both literary and expository written and “visual” texts. It will address language arts, specifically reading and writing, as primary areas of concern in the Massachusetts Common Core Standards and Teacher Licensure Objectives.

# Library Teacher (ELM)

## **ELM 509 Overview of the School Library Program - 3 credits**

The course introduces the vision, mission and role of the 21st century school library program in the teaching and learning process. It also examines the library teacher's anticipated roles and responsibilities as: teacher, information specialist, instructional partner with classroom teachers, and program manager. Emphasis is on the evolution of school library programs; the development of school library policies; the teaching of literacy, particularly information, media and technology literacy; collaboration strategies with teachers, community agencies and the public library; evaluation of the program and services. Other topics include: access to resources, facility design, budget, equity, ethics, needs assessment, strategic planning and advocacy to ensure a quality program. Pre-practicum hours of directed field-based training required.

## **ELM 515 Evaluation, Selection and Management of Learning Resources - 3 credits**

The course examines the collection development process, policies and procedures for the acquisition and maintenance of print, digital, online and government and community resources that support the teaching and learning process and best meet the needs of all learners, including English language learners. Emphasis is on organization of the collection including: the standards and systems for the creation and maintenance of records, the classification system, subject headings, bibliographic/authority control; MARC21, the components of automated library systems. Additional topics covered are: professional library selection tools; collection evaluation; identification of user needs; the relationship between the curriculum and the collection; cooperative collection development with faculty and the public library; funding; intellectual freedom; equity of access. Pre-practicum hours of directed field-based training required.

## **ELM 517 Literature for Young Adults - 3 credits**

This survey course introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educators with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Thematic approaches are explored along with practical activities to promote lifelong reading, writing and appreciation of literature. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

## **ELM 521 Reference Resources - 3 credits**

The course provides skills and knowledge needed to search and manage reference collection resources in print, digital, subscription and online web format that support the curriculum and the needs of diverse students and staff in a K-12 school environment. Library teacher candidates learn to evaluate and use text-based and electronic reference resources that support curriculum based learning projects. They also become familiar with numerous print and digital as well as government and community resources. The reference interview and information skills instruction methods are also considered.

## **ELM 523 Children's Literature - 3 credits**

The course enhances and extends students' knowledge of literature for children through in-depth involvement with books. The course focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and other media. Students read widely from a broad range of literature and develop methods of incorporating literature into classroom and library experiences. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

## **ELM 532 New Technologies in the School Library - 3 credits**

This hands-on course explores the role of technology in the teaching and learning process, particularly the ways technology can help teachers and students communicate and collaborate and become good consumers, contributors, and creators in a digital age. Topics include: access to online databases, educational use of the Internet, copyright and ethical issues, major issues in media literacy, and the role of the library teacher as a technology leader. Pre-practicum hours of directed field-based training required.

## **ELM 533 Information Literacy - 3 credits**

The course focuses on the integration of information literacy standards into the school library program and the teaching of information literacy skills, their theoretical foundations, and the strategies to teach these skills to K-12 library users. The library teacher candidate examines instructional design and strategies, national and state information literacy standards and skills, exemplary information search models, and learner assessment methods. Pre-practicum hours of directed field-based training required.

## **ELM 561 Production of Instructional Materials - 3 credits**

This hands-on course introduces multimedia technology and its instructional uses in designing authentic learning environments. Library teacher candidates gain experience creating multimedia projects for classrooms, school libraries, colleagues and students. They examine a variety of Web 2.0 tools, presentation software and tools for teaching. Basic production vocabulary and concepts of media literacy are also studied.

## **ELM 692 Professional Seminar II: Library Teacher K-12 - 2 credits**

## **ELM 693 Professional Seminar III: Library Teacher K-12 - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

## **ELM 790 Practicum: Library Teacher K-12 300 hours - 3 credits**

Prerequisites: Pre-practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts for this license. 300 hours

in a school library; divided into two 150 hour experiences at two of the three school levels (elementary, middle, high school). Practicum Seminar required concurrently.

The Practicum experience is in the role and at the level of the license sought, guided and evaluated by a professional licensed/certified library teacher and a Cambridge College supervisor. Practicum locations are subject to MA DESE regulations and must be approved by the program chair. Students are responsible for discussing options for practicum with the program chair. The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Library Teachers. Students reflect on their own professional growth and examine theory through actual practice. Exit Performance Portfolio required for credit.

#### **ELM 791 Practicum Seminar: Library Teacher - 2 credits**

Practicum ELM790 required concurrently. The seminar for classroom experience supports students' growth as they assume the library teacher's role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

#### **ELM 800 Independent Learning Project: Library Teacher - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for library teachers and articulates the individual's educational and administrative philosophy. The project is research and action based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## **Mathematics (EME, MAT)**

#### **EME 692N Professional Seminar I: Mathematics Education - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

#### **EME 693N Professional Seminar I: Mathematics Education - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

#### **EME 800 Independent Learning Project: Mathematics Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps mathematics teachers to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for mathematics teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure. It engages educators in sustained research into educational practice and curriculum development in mathematics; parts of the project may be implemented during the practicum.

#### **MAT 602 Differentiating Elementary Mathematics Instruction for Mixed Ability and English Language Learners - 1 credit**

This course will focus on selected mathematics Common Core concepts and the skills that students tend to have problems with in learning; and will contain concrete teaching activities and methodology suggestions that can increase student achievement. It will offer ideas on introducing students to the language of mathematics so that they are able to understand higher order concepts. Mathematics content instruction will be integrated with special education and ESL strategies such as differentiated Instruction (DI), Response to Intervention (RTI), and Sheltered English Immersion (SEI) to model effective co-teaching and inclusion techniques that could be implemented in the classroom setting.

#### **MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas (K-8) - 3 credits**

This course explores the relationship between the study of arithmetic and of algebra in grades K-8. Teachers explore selected mathematical concepts at an adult level and discuss how children develop an

understanding of it. They explore ways to facilitate classroom learning, and effective activities and materials that enhance learning of algebraic concepts and skills. They learn how to use vertical acceleration to connect arithmetic to algebra.

#### **Puerto Rico only**

#### **MAT 604 Teaching Mathematics for the Secondary Level**

Study of math curriculum content, methods, strategies and activities for teaching at the secondary level, according to Puerto Rico Department of Education current regulations. The course also includes the analysis of the new models based on the recent research in the teaching.

#### **MAT 605 Technology in Mathematics Learning and Teaching (K-12) - 3 credits**

Prerequisites: MAT607, 609, 611 & 613 or program chair's approval. This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-8. They develop and implement comprehensive lessons for teaching mathematical concepts and skills using calculators, graphing calculators, computer graphing, algebra and geometry software, and internet resources. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning. Pre-practicum hours of directed field-based training required.

#### **MAT 607 College Algebra - 3 credits**

This course focuses on the major components of a college level course in algebra: real, rational, and irrational numbers; linear, radical, and quadratic equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; and sequences and series. Pre-practicum hours of directed field-based training required.

#### **MAT 609 Euclidean Geometry - 3 credits**

This course emphasizes the fundamental ideas of Euclidean geometry with a focus on logic, observations, predictions, and conclusions. Significant geometric properties and concepts are explored through the systematic presentation of the axioms, definitions, constructions, and theorems of classical geometry. Major topics include: the foundations of geometry, direct proofing techniques, triangles, parallel lines, and polygons, right triangles and the Pythagorean theorem, circles, and solid geometry. Pre-practicum hours of directed field-based training required.

#### **MAT 611 Calculus I - 3 credits**

This course focuses on trigonometric and calculus concepts by providing numerical, graphical, and algebraic approaches for a clear understanding and mastering of the material. Course activities are placed in a context of real-world problems which enable students to create mathematical models that will help them understand the world in which they live. Major topics include: continuity, limits' derivative of a function, anti-differentiation, definite integral, and the Fundamental Theorem of Calculus. Prerequisites: MAT 607 and MAT 609 or program chair's approval.

#### **MAT 613 Discrete Mathematics - 3 credits**

Prerequisites: MAT607 & MAT 609 or program chair's approval. This course is designed to cover the major components of discrete mathematics by studying the connections among mathematics topics and real-life events and situations, emphasizing problem solving, mathematical reasoning and communications. Major topics include: counting and number systems; combinatorics; codes; recurrence relations; graphs and networks; and matrix operations. Pre-practicum hours of directed field-based training required.

#### **MAT 615 History of Mathematics - 3 credits**

This course will show how the historical perspective accentuates many different approaches to problem solving thus allowing mathematics to take on an international, multicultural flavor. It will illustrate how mathematics history creates a bridge from the past to the future and how students can learn to value mathematics more by being exposed to its historical and cultural contexts. Major trends in mathematical thought are introduced, as well as the interplay of mathematical and technological innovations, and the contributions of great mathematicians. Prerequisites: MAT 607, MAT 609, and MAT 611 or program chair's approval.

#### **MAT 618 Mathematics Essentials - 3 credits**

This course focuses on the essential components of algebra, probability and statistics. Major topics include: algebraic, linear and non-linear models; functions and graphs; collecting, organizing and displaying data; using appropriate statistical methods based on data; and applying basic concepts of probability theory to everyday situations. Observations of lessons in which any of these topics are taught would meet pre-practicum observational requirements for this course.

#### **MAT 621 Data Analysis - 3 credits**

This course focuses on how data analysis can reveal a more complete picture of the world, by emphasizing concepts and applications of probability and statistics from a wide range of fields. Major topics include: collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability. Pre-practicum hours of directed field-based training required.

#### **MAT 623 Common Core Math - 3 credits**

Course will address all Massachusetts Common Core State Standards in Mathematics.

#### **Puerto Rico only**

#### **MAT 623R Teaching Numeric and Geometric Structures 4-6**

This course covers the teaching pedagogy of the basic foundation of the mathematics grades 406 curriculum in terms of its numerical and geometric structures. Major topics include: number sense, numeration, estimation, mental math modeling operations using concrete objects, geometry, spatial sense and measurement. Aligned with Puerto Rico Department of Education standards.

#### **MAT 625 Number Theory - 3 credits**

This course focuses on integers and their application in a technology-rich world. Major topics include: prime numbers, Diophantine equations, congruences, quadratic-residues, order of a number mod

p, Fermat's Little Theorem, Euler's Theorem, and Gauss's Lemma. Applications to check-digits and encryption covered as well. Prerequisite: MAT 611.

#### **MAT 627 Abstract Algebra - 3 credits**

This course focuses on why no formula solution to the quintic equation is possible by presenting all the concepts necessary for the construction of Galois Theory. This includes the study of finite groups, fields, and field extensions. Consideration is also given to various morphisms; as well as rings and integral domains. Some time is spent on classical algebra including exact solutions to the cubic and quartic polynomials. Prerequisite: MAT 607 or program chair's approval.

#### **MAT 629 Non-Euclidean Geometry - 3 credits**

Prerequisite: MAT 609. This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformations, particularly isometries. Pre-practicum hours of directed field-based training required.

#### **MAT 631 Calculus II - 3 credits**

This course begins with a thorough review of the Calculus I. It then proceeds to cover integration techniques in some depth. This will include integration-by-parts, u-substitution, and trigonometric-substitution. Power series and their applications are covered as well. Prerequisite: MAT 611.

#### **MAT 633 Probability and Statistics - 3 credits**

Prerequisite: MAT 613. This course focuses on how probability and statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria. Pre-practicum hours of directed field-based training required.

#### **MAT 635 Applied Mathematics - 3 credits**

This course focuses on major areas of applied mathematics. This includes matrix theory, differential equations and Fourier analysis. Under matrix theory, linear transformations and diagonalization are covered in some depth, and the Cayley-Hamilton Theorem is proved. Under differential equations, linear versions are explored using an operator approach which motivates development and application of Laplace transforms. Finally we cover Fourier series after an advanced review of trigonometry. Prerequisites: MAT 611 and MAT631 or program chair's approval.

#### **MAT 700 Inclusion in Math Class - 3 credits**

Improving math instruction for students with disabilities: This course is designed to promote collaboration between mathematics and special educators to improve math instruction and outcomes for all students including students with disabilities. The course is intended to assist math instructors and special needs teachers by providing a structure for developing a shared vision, common language and foundational knowledge of mathematics instruction and the instructional needs of math students with disabilities. The course will focus on protocols

developed as the result of a four-year collaboration between DESE Offices of Science, Technology, Engineering and Mathematics and the Special Education Planning and Policy at the Department of Elementary and Secondary Education, EDC and math and special educators from the districts participating in the Massachusetts Urban Math support Network. High quality core curriculum and instruction begins with the Mathematics Curriculum Frameworks. These protocols address the conceptual understandings and mathematical practices that are an essential part of rigorous math expectations for all students with disabilities when planning mathematics instruction, educators will be better able to address the needs of all learners.

#### **MAT 708 Diagnosis & Remediation of Learning Problems in Mathematics (K-12) - 3 credits**

This course examines the nature of mathematics learning, major types of mathematics learning problems, and their etiology. It discusses possible causes of these problems and suggests remediation strategies that teachers and parents can use to help children learn mathematics more effectively. Teachers focus on selected areas of mathematics at the K-8 levels that challenge children, and on how to remediate and facilitate mathematics learning in classroom and one-to-one settings.

#### **MAT 791 Practicum Seminar: Mathematics - 2 credits**

Practicum required concurrently: Exit Performance Portfolio required for credit. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

#### **MAT 794B Practicum: Mathematics Teaching (5-8) 300 Hours - 2 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

#### **MAT 794C Practicum: Mathematics Teaching (8-12) 300 Hours - 2 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800;

pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

## School Nurse Education (ESN)

### **ESN 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

School Nurses are key leaders in implementing national and state regulations that impact school wellness. In this course, students will explore the implementation of the Coordinated School Health Model to analyze policies and procedure in their schools that promote health issues and health practices to strengthen partnerships within the school community. Students will also investigate the relationship between public health and school settings in relation to meeting the needs of diverse student populations as well as investigating local and national funding opportunities available to support school wellness initiatives.

### **ESN 660 Principles, Process, and Practices of School Health Management - 3 credits**

In this course, students will combine nursing theory and apply knowledge acquired in the practice setting. They will develop effective strategies using the nursing process to analyze the impact of significant medical, psychological, cultural and social problems on the population of school aged children. Consideration will be given to how the major cultural and societal issues affecting children impact the practice of nursing within the school practice setting. Students will engage in research from both a global and local perspective. Using the nursing process to define the issues, students will suggest effective short and long-term interventions, including public policy interventions to address these problems and devise an evaluation system that insures continued and progressive program improvement. In addition, students will become familiar with the eight major component categories of the Coordinated School Health Model and to recognize the importance of collaborating with professionals in other school service areas to provide effective and coordinated interventions aimed at individual children as well as the larger school population. The impact of school nursing services on student outcomes will be explored. Using the goals of "Healthy People 2020", students will analyze the relationship between specific data in relationship to the 2020 goals and design a health promotion/health education program to address the needs of a specific student population. Emphasis will be placed on the leadership role of the nurse as she/he interacts with other professionals and political leaders within her/his community and on the state and national level.

### **ESN 691 Professional Seminar I: School Nurse Education - 2 credit**

Professional Seminar I (PSI) establishes a learning community that addresses the problems of isolation of school nurses, as well as, identification of the future mission of the profession. This seminar provides the context in which a cohort of students can interpret their experiences and transform them into knowledge, constructs, skills, attitudes and values. The seminar is a developmental process challenging students' existing philosophies and practices. The PSI is a model of support to students' personal and professional lives, where current personal and professional growth issues are raised and discussed. Learning is facilitated in a supportive, risk-free environment. With guidance of the seminar leader, students will define and clarify the final project design of the independent learning project (ILP) and develop an action plan to ensure satisfactory completion.

### **ESN 692 Professional Seminar II: School Nurse Education - 2 credits**

Professional Seminar II (PS2) is conducted entirely online. It requires students to have and apply a consistently strong work ethic and a determined action plan for progressing according to the submission deadline schedule requirements established and provided to them during PS I. During PS2, students will be required to extend their ILP topic research to complete their literature review (minimum of 10 pages) to include a minimum of 10-12 scholarly sources, and to write their reference page. They will also be required to finalize and compose their methodology and design and create the body (stand-alone intervention or initiative) of their ILP during the PS2.

### **ESN 693 Professional Seminar II: School Nurse Education - 1 credit**

Professional Seminar III (PS III), in addition to allowing students to complete the remaining portions of the ILP, including the statement of learning/summary and conclusions, appendices, abstract and table of contents, will allow students to develop an assessment plan to use in evaluating the effectiveness of their projects. The assessment plan will specify the goals of the ILP project and establish reasonable and measurable evaluative criteria based on those goals. Students will also design a timetable for implementing their projects, along with identifying key stakeholders, those individuals who would be expected to lend support to the project and a rationale behind their motivation for such support. Students will also identify any barriers/blocks in the form of policies, regulations, people, current cultural standards/practices and traditions; and fiscal, time and space constraints, that need to be anticipated to ensure their ILPs' success. Students will post their abstracts so that they can obtain feedback on their ILP projects from their nursing colleagues, allowing them to expand the impact of their projects beyond their own schools' communities.

### **ESN 710 Dealing with Grief & Loss: Role of Educators, Counselors, and Nurses - 3 credits**

This course assists the professional school staff member in supporting students dealing with grief and loss. Course participants identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. Participants learn how our understanding of death and loss is influenced by developmental age, cultural and social factors. The course focuses on how issues of grief and loss are present in the school environment and explores approaches to help the students cope with loss in a variety of situations.



**ESN 725 Legal Responsibilities & Ethical Issues for School Nurses - 3 credits**

This course is an analysis of federal, state and municipal legal mandates which affect school health programs. It will include a review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

**ESN 750 Evaluation of School Health Programs - 3 credits**

Theory and practice of program evaluation with emphasis on how to focus an evaluation, design a program evaluation, use quantitative and qualitative methods in evaluation, assess program implementation, measure attitudes, measure performance and use tests, analyze data, and communicate evaluation findings. Special topics include needs assessment, cost-benefit analysis, and an introduction to grant and proposal development.

**ESN 780 School Nurse Leadership in the School & Community - 3 credits**

Overview of the professional roles of the school nurse. Introduction to leadership theory, process and outcomes with special emphasis on critical thinking, decision-making, and change. Examination of interdisciplinary initiatives within the school and community. Introduction to the National Association of School Nurses and state associations.

**ESN 800 Independent Learning Project: School Nurse Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps school nurse educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the school nurse educator. It engages the student in sustained research into educational practice and curriculum development.

## Science (ESE, sci)

**ESE 692 Professional Seminar II: General Science - 2 credits**

Professional Seminar 2 will continue to be directed to best practices in inquiry-based science in the middle school setting, the design process, engineering standards engineering standards (the integration of life, earth and physical sciences to the art of problem solving / engineering). In addition new topics including mapping and navigation, the integration of the museum in the curriculum, science of the compass, use and fabrication of a clinometer, seismology and the appropriate use of current hands-on technology in the middle school classroom. Special attention will be directed to the pedagogy related to science teaching (the professional standards for teachers). Those standards as identified by the National Science Teaching Standards will be covered. ProSem 2 continues to guide the research and writing of the Independent Learning Project to completion.

**ESE 800 Independent Learning Project: General Science - 3 credits**

The Independent Learning Project is a culminating learning experience for students at Cambridge College. It helps students define, re-define, and address a problem in general science education at the grade (1-6) or (5-8) level. They develop a problem statement and proceed to use research skills: library resources, computer databases; planning and organization; consultation with experts in the field to solve the problem. The Professional Seminar provides a vehicle for the gradual development of thinking about prominent issues in the field that are of concern to students. Students, through reading and discussion, as well as practical experiences in the classroom and in the school, develop the theme of the ILP and questions which need to be answered. The ILP represents a tangible, symbolic culmination of the Cambridge College learning experiences. It demonstrates the ability to apply learning derived from course work, seminars and workshops to professional work in education. It is a marriage of theory and practice, original thought and focused research. The ILP requires the student to create an original project which contributes to the body of knowledge on a topic and reflect on what he or she has learned from the entire experience. The project enables students to develop skills in time management, critical thinking and professional writing which they may not previously have had.

**SCI 591 Introduction to Online Science Learning - 1 credit**

This course introduces students to the principles of teaching and learning science as defined by the National Science Education Standards and the 2012 Framework for K-12 Science Education, and to the ways in which these principles can be implemented in an online environment. Students explore how online teaching and learning can capitalize on diverse learning styles and multiple intelligences. They assess their own experiences, abilities, learning styles and intelligences to evaluate the appropriateness of online learning in their own professional development. They analyze the standards which are used to guide instruction in their local districts and states, comparing them to the National Science Education Standards. Finally, they use the National Science Education Standards' vision of professional development to design their own plan for future professional growth including online learning where appropriate.

**SCI 600 Cell Biology - 1 credit**

This course examines the origin, evolution, fine structure and function of cells. Beginning with single celled organisms such as archaea and bacteria, the student looks at how cells conduct the processes necessary for life. Students examine the processes through which eukaryotic cells differentiate into tissues, organs and systems and review the basics of continuity and genetics. Enzyme function and physiology are linked to genes. Finally, students explore the future of cell biology.

**SCI 601 Aquatic Ecology - 1 credit**

Online course. This course leads teachers to investigate principles of ecology through examples from fresh water, marine, and other water environments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and interactive relationships among producers, consumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

**SCI 603 Electricity and Magnetism - 1 credit**

This course explores concepts in electricity and magnetism by addressing basic topics and fundamental misconceptions. Topics include electrostatic charging; charge separation and its role in electric pressure, current electricity, and the circuits through which it moves; Ohm's Law; schematic diagrams; and current that flows from wall outlets—all leading to exploration of the intimate relationship between magnetism and electricity.

**SCI 605 Water Quality - 1 credit**

The earth is covered with water, but the quantity available for use by earth's living inhabitants is limited. Natural and human impacts restrict our access to clean water. This course explores the factors that affect our water supply and solutions that may maintain it. Week one reviews the basic chemistry of water on earth, relating the effects of temperature, salinity, and climate to the availability of fresh water. Week two explores the sources of fresh water used by humans for their personal use, for industry, and for agriculture. In week three, the "water cycle" is examined, and human impacts are traced that can change the distribution and availability of water. Humans affect the quality of the water as well, and those effects are examined in week four. Week five investigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

**SCI 607 Structure of the Earth - 1 credit**

Online course. This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at rock formation and its characteristics. The second week explores sedimentary, igneous and metamorphic processes and their contribution to the rock cycle. Week three takes a close-up look at constructive forces of earthquakes and volcanoes and at weathering, erosion, and other

destructive forces that re-shape earth's surface. Finally, in week four, the learner digs deep into the inner depths of the planet to examine plate motion and plate tectonic theory and in week five a geological locale project pulls together greater understanding of the forces which help shape and drive our dynamic earth.

**SCI 609 Transfer of Energy - 1 credit**

Online course. This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one begins with common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to conservation of energy and fallacy of perpetual motion machines. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to sound waves as pressure waves and light, both sun and man made, and a review of electromagnetic spectrum. Week five opens with Rube Goldberg machines, looking at energy transfer devices and energy usefulness and efficiency.

**SCI 611 Ocean Science - 1 credit**

The oceans dominate our planet, influencing every aspect of Earth's environment. This course reviews the physical science, geology, and biology of the oceans emphasizing a systemic approach. Week one reviews the basic geography and geology of the Earth's oceans and the forces that shape and propel ocean waters. Week two looks at the water in the ocean, its chemistry, and what is dissolved in it. The mysteries of the ocean depths are explored in week three, with investigations of how humans explore the world beneath the ocean surface. Week four examines the effect of Earth's oceans on climate and on the land. In week five, learners examine ocean life and investigate the effects of ocean environments on the living things within the water.

**SCI 613 Earth's Place in the Universe - 1 credit**

This course examines Earth from the perspective of its place in space, its movements and examines Earth's relationship to the sun and moon, its place in the solar system and beyond. The first week is an exploration of earth bound celestial observations and the origins of modern astronomy. The second week we examine the movement of the Earth within our solar system including a look at gravity and orbits. Week three features an in-depth look at the moon and its motion including eclipses, phases and tides. In week four we explore the sun and the reasons we have seasons on Earth. Our final week we look beyond our solar system to explore that Earth and its solar system are one of many in the Milky Way galaxy. The course is cross-disciplinary when appropriate and is especially designed for teachers who are currently teaching or who are preparing to teach courses in earth science.

**SCI 615 Forces in Motion - 1 credit**

Online course. Focusing on conceptual understanding, Week one introduces kinematics, the study of how things move on a straight path. Week two advances this understanding into accelerated motion and introduces inertia. During this week, gravity is introduced within a multi-disciplinary arena. Week three introduces dynamics, the study of forces and why things move, and looks at inertia, mass, and weight. Week four presents opportunities to measure forces and to examine

their effects. Coverage includes Bernoulli's principles, friction, terminal velocity, and buoyancy. Week five explores the everyday world with its focus on mechanical advantage, work, and simple machines.

#### **SCI 617 Earth's History - 1 credit**

Online course. This course focuses on the basic geologic principles that have shaped the history of the earth, integrating thematic content in the life and earth sciences with a chronological approach. Week one sets the stage with a review of basic geological principles and field geology. Week two presents the earth's first billion years with the formation of the earth and moon. Reading the fossil record is covered in week three with evolution and extinction providing the major themes. The Proterozoic and Paleozoic eras are the focus of week four, and the Mesozoic and Cenozoic eras are covered in week five.

#### **SCI 619 Teaching Project-Based Science - 1 credit**

Online course. This course presents the advantages of project-based science, guidelines on how to succeed in using this instructional and assessment approach, and strategies for customizing for individual school settings. Week one presents comparisons between traditional and project-based science curriculum and includes management issues and requirements for student success. Week two deals with student projects that involve science, society and decision-making and connections to service learning. Assessment and evaluation of student projects are the focus of week three. In weeks four and five, teachers develop a unit of instruction for use with their own classes and to share with online colleagues.

#### **SCI 627 Chemistry Through Inquiry - 1 credit**

This course focuses on the national science education content standards for physical science and "science as inquiry". As teachers do hands-on science investigation, read science background, and participate in discussions, they will enhance their own science content knowledge and develop an inquiry-based approach to science learning.

#### **SCI 629 Practical Meteorology - 1 credit**

This course examines meteorology from a practical perspective. The course is cross-disciplinary when appropriate and is especially designed for educators who have degrees and backgrounds in sciences other than meteorology. The course combines technical explanations of weather and climate phenomena with practical guidelines for observing, evaluating and forecasting weather. The course content web pages are supplemented by images of weather phenomena, links to other web-based resources and self-directed reviews of literature on various weather and climate phenomena.

#### **SCI 680 Attaining Science Literacy - 3 credits**

This course addresses science literacy by (1) examining the development of the knowledge and skills needed to understand the natural world and to intelligently participate in decisions that affect it, (2) considering science as a way of knowing and as a basis for thinking and problem-solving, and (3) reviewing strategies for promoting science literacy in school programs. Course content includes practical and theoretical constructs with emphasis on connecting theory to practice, applying conceptual understandings to individual teaching

settings, and developing skills for independent professional development and scholarship. Pre-practicum hours of directed field-based training required.

#### **SCI 682 Methods and Materials for Teaching Life Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of natural science. Basic concepts in chemistry, biology, and ecology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that help their students construct understandings in these areas. Pre-practicum hours of directed field-based training required.

#### **SCI 684 Methods and Materials for Teaching Earth Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of earth science. Basic concepts in astronomy, geology, geography, and paleontology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experience that help their students construct understanding in these areas. Pre-practicum hours of directed field-based training required.

#### **SCI 686 Methods and Materials for Teaching Physical Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of physical science. Basic concepts in matter and energy will be illustrated and supplemented with a rich assortment of activities suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that best help their students construct understandings in these areas. Attention will be given to the construction and understanding of inquiry skills as they apply to traditional classroom experiments and activities. Pre-practicum hours of directed field-based training required.

#### **SCI 688 Methods and Materials in Teaching Middle School Chemistry - 3 credits**

Seated course: This course will focus on providing middle school science teachers with a clear understanding of scientific inquiry and basic chemistry concepts. Grade level appropriate activities will be highlighted with special consideration for the middle school classroom environment and safety issues. Fundamental chemistry concepts discussed and reinforced with experimentation will include: physical properties and physical change, states of matter, density, solutions, mixtures, compounds, chemical change and the applications our elements to technology. This will be a lab-centered course. Pre-practicum hours of directed field-based training required.

#### **SCI 689 Teaching Elementary/Early Childhood Science and Technology with Integration of Mathematics, Special Needs and ELL - 1 credit**

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. The framework for this course is based on

the Massachusetts Frameworks for Science Technology Standards (2013) for Elementary Classroom Educators. The integration of mathematics and science will receive special focus. Participants will learn how to utilize science and math tools of the trade in solving simple scientific problems. In addition to providing teachers with essential science content, suggestions for providing meaningful, science learning opportunities for students with moderate special needs and English Language Learners will be addressed.

#### **SCI690 Teaching Engineering and Technology – 2 credits**

This course is designed to support the 2017 Massachusetts Science/Technology and Engineering Standards, specifically aligned to the Technology and Engineering Standards. Students will be instructed utilizing best practices in engineering design processes, material, tools and manufacturing and technological systems at the intermediate level of understanding. Special focus will be directed in the integration of life, earth and physical sciences as they are used to solve problems and challenges in the field of engineering.

#### **SCI692 Logistics of Teaching Science – 2 credits**

This course is designed to provide the elementary science specialist (1-6) and the middle school science teacher (5-8) with the specialized skill set to meet the Massachusetts Professional Standards for Teachers, science safety standards, lab/classroom set-up and design, and management of science equipment. Students will also be guided in the opening of an electronic portfolio system (TaskStream) that will capture all of their academic and licensure requirements as highly qualified science teachers.

#### **SCI 791 Practicum Seminar: General Science (1-6) (5-8) – 2 credits**

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks for Science/Engineering Technology, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. The Next Generation of Science Standards reflecting the national science initiatives is also referenced as a guide to best practices in science education. As evidence of the Practicum experience, each student will develop an Exit Portfolio as an integral part of the Practicum Seminar. The Exit Portfolio will be contained and uploaded to a web-based evaluation program called Task Stream. Each student will open their own Task Stream account and contribute the necessary academic artifacts and evidence that demonstrates their competency as they complete their fieldwork experience in the science classroom. The artifacts and evidence can be viewed in Task Stream.

#### **SCI 794A Practicum General Science 1-6 - 2 credits**

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790. The practicum, required for all concentrations that lead to Massachusetts initial licensure, must

be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS). Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension. Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream. (3 formal assessment observations required by College supervisor)

#### **SCI 794B Practicum General Science 5-8 - 2 credits**

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790. The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS). Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension. Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream. (3 formal assessment observations required by College supervisor)

## Sheltered English Immersion (SEI)

### SEI 605 SEI (Sheltered English Immersion) Content License Endorsement Course - 3 credits

This Sheltered English Immersion (SEI) Content License Endorsement Course is designed for educator licensure candidates in all core academic areas, to prepare them to address the needs, and build on the multilingual and multicultural assets, of a diverse and ever-changing student population in Massachusetts. The course is a key element of the Massachusetts RETELL initiative (Rethinking Equity and Teaching for English Language Learners). RETELL also includes statewide implementation of the WIDA ELD (English Language Development) standards, and the WIDA-ACCESS assessment tools.

Participants will be introduced to ELD standard and WIDA tools, and will practice applying research-based SEI instructional strategies as they teach their content to English language learners (ELLs). They will also be introduced to a variety of professional growth opportunities to prepare them to extend their learning by making SEI the focus of professional practice within the new educator evaluation process.

### SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators - 2 credits

Participants in the Cambridge College Administrator License program will be prepared to effectively serve English language learner students (ELLs). Participating students will be knowledgeable and able to administer, supervise and promote effective classroom strategies that maximize learning for ELLs. Participants in the Cambridge College Administrator License program will evidence an understanding of major trends in the twenty-first century language teaching and recognize the domains of listening, speaking, reading, writing and form focused instruction (grammar) for ELLs.

## Special Education (ESP)

### ESP 510 Introduction to Applied Behavior Analysis (ABA) - 1 credit

This is a 1-credit overview of the discipline of Applied Behavior Analysis (ABA) as it applies to the treatment of autism and other developmental and intellectual challenges. The course will serve as an introduction to the ABA program for those new to the field. The focus of the course will be on establishing an understanding of basic terms and definitions that are critical concepts in the discipline and essential to successful participation in the program.

### ESP 512 Inclusion and Classroom Behavior Management - 3 credits

In this course students learn the basic components of an effective inclusionary program. They acquire knowledge of the etiology of learning problems and specific techniques to fully include special education students into the regular classroom. Course assignments connect theories to classroom practice. Emphasis is on learning behavior management skills that are effective with both regular and special education students. Pre-practicum hours of directed field-based training required.

### ESP 592 Adapting Materials for Students W/Disabilities in Gen Ed Classrooms - 1 credit

In this course students adapt materials and modify curriculum to meet students' Individual Education Programs (IEP). Models of inclusion and teaching techniques for students with disabilities in general education classrooms are explored. Students examine academic interventions in mathematics, reading and writing and develop strategies to increase participation of their students in inclusive classrooms by acquiring teaching strategies to create a positive learning environment. They design reasonable classroom accommodations, identify realistic alternatives, propose classroom management techniques, routines and rituals to promote positive behavior, and adapt assessments to meet learners' diverse needs. Students demonstrate understanding through case study analysis and lesson presentation.

### ESP 594 Collaboration and Consultation Techniques - 2 credits

The course explores the concept of school and community working together as partners to support each other in a strong coalition. A school district serves several smaller communities in one, and rarely does a community act as a single entity. To establish and sustain community and school linkage is critical to an effective partnership. The course explores the core mission of public schools and creates an environment that helps young people learn and achieve at high standards. The community school approach supports young people's academic, social, and interpersonal goals by creating an effective learning atmosphere. Schools are a microcosm of societal values and community philosophy that daily affects students' lives. The power structure of a community — its formal and informal networks and the people in them — that makes things happen is studied.

### ESP 600 Treating Children with Language Delays - 2 credits

Key techniques to treat children with language delays will be presented along with instructional strategies that enhance communication skills. Approaches such as joint attention skills, turn taking, language stimulation, and play skills will be explored. Since families and care givers play a primary role in a child's language development, ways to involve and provide assistance to these important adults will be emphasized.

### ESP 601 Typical Development of Language and Communication Skills - 2 credits

Theories of language development and the communication process will be explored. A focus on typical language growth and development in children birth to five years of age will correlate with techniques designed to facilitate acquisition of language skills. Milestones such as language form, language content and language use will be discovered and analyzed through observing and listening to young children.

### Puerto Rico only

### ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students

This course is designed to cover the basic foundation of the mathematics curriculum in terms of its numerical and geometrics structures for special education students in Puerto Rico. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement.

**ESP 607 Psycho-Educational Assessment for Teaching Exceptional Students - 3 credits**

This course prepares candidates to assess various educational test instruments, understand outcome data, analyze various data sets and make hypotheses, and formulate academic goals and objectives. Candidates develop a conceptual framework to understand student's academic needs and develop appropriate interventions based upon testing outcome data. Test construction is introduced for evaluating various assessment instruments and the appropriateness of their use. Students utilize formal and informal assessments, standardized instrumentation, and screening instrumentation to gather data and formulate appropriate interventions and accommodations for various educational plans. Specific practices include formative assessment, academic feedback, and questioning. Pre-practicum hours of directed field-based training required.

**ESP 610 Autism: History, Prevalence, Diagnosis and Characteristics - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding the child with autism in terms of psychological, intellectual, social, and physical development. The historical problem of biological versus psychological causation of autism will be examined along with trends in autism research that continue to this day. This course will focus on autism as a neurological developmental disorder characterized by an impairment in social interaction, communication skills, and in behavior. Autism is acknowledged as a "spectrum" disorder meaning that children with autism may range from extremely low cognitively to highly intelligent with little or no language to communicate to being highly verbal. The cause(s) of autism is not known at this time, with 9 out of 10, for whom the cause is idiopathic. Autism Spectrum Disorder is the fastest growing developmental disability with 1 in 150 children now being diagnosed with autism. It is more common than Cerebral Palsy, Down Syndrome, and Childhood cancers combined.

**ESP 615 Assistive Technology: Modifying the Curriculum for Diverse Learners - 3 credits**

How do we as educators implement the mandated requirements of the Individuals with Disabilities Education Act that calls for assistive technology to be considered in each Individualized Education Program (IEP)? Candidates examine assistive technologies and the federal laws impacting the education of students with disabilities and investigate assistive technologies addressing seating and positioning, access to the technology, augmentative and alternative communication (low-tech and high-tech). Candidates examine curriculum modifications using technology, and software that addresses these modifications and individual learning styles. The course provides a comprehensive understanding of the various augmentative and alternative communications (AAC) methodologies, including the appropriate use of aids and devices. Course assignments connect assistive technologies to classroom practice.

**ESP 616 Communication Disorders - ASD - 3 credits**

Communication-based disabilities are a diagnosing criteria of Autism spectrum disorders, diagnoses with similar characteristics, and are commonly seen in severe levels of developmental delay. Not only do communication difficulties greatly impact life-long educational, social, and vocational opportunities, they are closely associated with the presence of challenging behaviors such as aggression and self-injury.

Following a review of typical and atypical language development, physiological, environmental, and psychological theories of language development will be presented. This course will examine criterion-based and peer-normed communication assessments, effective language-based teaching strategies for children with severe disabilities, and alternative communication forms such as picture exchange communication system, sign language, and other non-vocal communication systems. In addition, students will be introduced to the following: Provision of family-centered services; impact of culture on work with individuals with disabilities and their families; and recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

**ESP 621 Assessment and Appraisal Process -ASD - 3 credits**

Effective instruction is difficult to implement in the absence of effective assessment and appraisal data. The goal of this course is to introduce candidates to several educational and functional assessments that are frequently used to establish skill strengths and deficits in children with autism spectrum disorders and diagnoses with similar characteristics. Such tools as the Psycho-educational Profile, 3rd edition (PEP-111), Assessment of Basic Language and Learning Skills Revised (ABLLS-R), and the Vineland Adaptive Behavior Scales, classroom edition, will be reviewed and interpreted. Along with an emphasis on these assessments, this course will stress considerations of student specific goals including variables such as, needs in the home setting, activities of daily living, vocational training, and an independent and self determined adult life.

**ESP 622 Basic Applied Behavior Analysis ASD - 3 credits**

The basic principles of applied behavior analysis relevant to the design and implementation of behavioral interventions in educational and human service environments will be presented in this course. Behavioral principles such as schedules of reinforcement, measurement techniques, analysis and interpretation of behavioral data, ethical, and pragmatic issues will be covered. Students will critique the validity and usefulness of behavioral research to applied problems. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

**ESP 625 Behavior Management - ASD - 3 credits**

Individuals diagnosed with autism spectrum disorders and diagnoses with similar characteristics frequently manifest challenging behaviors that inhibit learning and access to many life long opportunities. This course will introduce students to the functional behavior assessment (FBA) process and intervention through the use of positive behavior intervention and support (PBIS). The dynamic intervention formats utilize the scientifically supported techniques of PBIS across a three tier level of need that includes school wide support, secondary support for at – risk students, and individual interventions. Individual interventions will be developed utilizing the principles of applied behavior analysis (ABA). The course will emphasize the use of least restrictive, non-aversive, researched supported techniques that take into account a whole child perspective, intervention for teaching functional equivalent skill deficits, increasing appropriate behavior, and decreasing challenging behaviors.

**ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders - 3 credits**

Social deficits are one of the defining characteristics of autism,

including Asperger's syndrome, and most are almost always associated with other autism spectrum disorders and similar diagnoses. This course will introduce candidates to social skills intervention through a whole family approach focusing on both students with deficits associated with global delay as well as higher functioning students who demonstrate deficits primarily or exclusively in the area of social skills. This class will take into account the needs of not only the student, but also the siblings, parents, separated parents, extended family relationships, household economic needs, and culturally specific variables that make up the landscape of the dynamic American family.

**ESP 635 Teaching and Curriculum Development/Students with Severe Disabilities - 3 credits**

This course will emphasize diagnosis, assessment and best educational practices in teaching persons who are diagnosed with severe intellectual disabilities, multi handicaps and autism. A focus on legal provisions, regulations and program standards in unbiased assessment as well as work on specialized terminology used in assessment of this special population will be noted. A special focus on the Massachusetts Alternate Assessment preparation will be developed. Adaptive behavior scales will be discussed. Students will be apprised of the specialized policies regarding students with extensive disabilities concerning referral and placement procedures.

**ESP 636 Teaching, Social Science, History and Multicultural Education in Grades 5-12 - 3 credits**

This course prepares candidates to co-teach and consult with general educators in the area of social studies. Topics investigated are taken from the Massachusetts Curriculum Frameworks/Common Core in history and social studies. Candidates produce and implement well-structured lessons that center on core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking.

**ESP 662 Principles of Language Development Bridging Differences and Disorders- 3 credits**

Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language has constant neural reorganization. Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced. Candidates examine different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with learning differences including dyslexia as well as other communicative disabilities are also discussed. Pre-practicum hours of directed field-based training required.

**Puerto Rico only**

**ESP 662R Principles of Spanish Language Development Bridging Differences and Disorders- 3 credits**

Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language has constant neural reorganization.

Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced. Candidates examine different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with learning differences including dyslexia as well as other communicative disabilities are also discussed.

**ESP 680 Pedagogy in Reading and English Language Arts - 3 credits**

In this course students acquire knowledge of scientifically-based reading instruction. Topics include: oral language development, explicit systematic and sequential instruction in phonological processing and phonemic awareness, phonics instruction, spelling; fluency, comprehension; vocabulary instruction to include morphology, grammar/syntax. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

**Puerto Rico only**

**ESP 681 Pedagogy in Reading & Spanish Language Arts - 3 credits**

The course is designed to develop a thorough understanding of the Fundamental principles of Spanish/Language Arts, focusing on the interrelationship of reading, writing, speaking, and listening. The course focuses on the student as learner, and the processes involved in content reading and literacy. There is a direct correlation between the growing social and cultural diversity in today's classrooms and the tie to information on literacy. Since high levels of literacy are expected in today's contemporary society, children and families need to expand literacy activities to provide a range of options available to them in work and life. Diagnostic tools and classroom techniques for assessing, decoding, encoding, comprehension, literacy, and fluency skills are explored, along with related theories and research, and developmentally appropriate practices. The language arts are incomplete without making connections to all parts of the curriculum. Children require dynamic role models to emulate so that they are apprenticed into literate behavior. A variety of reading programs are discussed and researched, including philosophy, teaching techniques and materials. Information on how to plan and implement instruction in content area classrooms is included. Frameworks are provided for teaching and learning subject matter and planning lessons.

**ESP 689 Theories of Typical and Atypical Human Development - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding children's psychological, intellectual, physical and socio-emotional development. Piaget's theory of cognitive development is examined along with recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The impact of developmental theories on the education of children with disabilities is examined.

Formulation of a developmentally appropriate Individual educational Plan is required. Pre-practicum hours required.

**ESP 691S Professional Seminar I: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 692 Professional Seminar II: Special Education - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

**ESP 692N Professional Seminar II: Special Education (Initial) - 2 credits**

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

**ESP 692S Professional Seminar II: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students'

work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 693 Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693N Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693S Professional Seminar III: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 695 Laws and Regulations Pertaining to Special Education - 3 credits**

This course reviews all special education laws (IDEIA, 2004, and specific regulations such as 34 C.F.R. 300; 603 CMR 28:00) regarding the pre-referral and referral of a student, and the development of an Individual Education Plan (IEP). Additionally, the course examines the relevance of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA, 1990), the Family Education Rights and Privacy Act (FERPA), as well as the procedures for Special Education Appeals relating to public schools' obligations to provide Free and Appropriate Public Education (FAPE) for students with disabilities. Additional emphasis is placed on students with a diagnosis of Autism and developing IEPs for these students in the Least Restrictive Environment (LRE), using theories and strategies for including students in



general education classrooms. Special attention is paid to legislation governing special education. Pre-practicum hours of directed field-based training required.

**ESP 698 Laws and Regulations Pertaining to Behavioral Intervention and ABA - 1 credit**

This course reviews special education laws and specific regulations regarding behavioral intervention and applied behavioral analysis (ABA) including early intervention (EI) for infants until age 3, the public school referral process, for special education services, referral, evaluation and eligibility determination for children with disabilities on the autism spectrum, and the development of an Individual Educational Program (IEP).

**ESP 701 Students with Disabilities and Visual Arts - 3 credits**

This course is for teachers who work with students with special needs. It focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills. This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple print-making techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts. A visit to the Fogg Museum is included.

**ESP 704 Ethics and Professionalism in Applied Behavior Analysis - 3 credits**

This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of ethical and professional behavior to ensure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board Guidelines for Responsible Conduct will be reviewed in detail. Ethical dilemmas and case studies will be presented for behavior analysts working in a variety of educational and therapeutic settings. Professional issues such as representation of one's self and the field of behavior analysis, collaboration with other professionals, relationships with colleagues and clients, the evaluation of treatment and instructional procedures, and interpersonal communication will be explored. Learning activities will include synchronous instruction (lectures, group exercises, role play), asynchronous instruction (video lecture, responding online to questions and peer review of responses) and project-based instruction (writing exercises or papers). Students will take an active part in forums and problem solving ethical issues.

**ESP 705 Fluency Seminar ABA Certification Track - 1 credit**

This one-credit course is designed to strengthen students' ability to demonstrate key core knowledge competencies in the field of applied behavior analysis. During the course of the semester students will engage in a number of fluency based instructional activities that will enable them to demonstrate knowledge in all of the BCBA task list content areas. Students will be required to practice these skills both

during class sessions and via software specifically designed to support fluency training and competence demonstration. Students must demonstrate proficiency in each of the task list content areas in order to successfully pass this course.

**ESP 721 Using Multiple Intelligences and Accelerated Learning in Teaching English Language Arts, Math, History and Science - 3 credits**

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

**Puerto Rico only**

**ESP 721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students - 3 credits**

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

**ESP 722 Clinical Applications of Applied Behavior Analysis - ASD - 3 credits**

Contemporary developments and issues in ABA including behavior change strategies, recent developments in ABA, generalization and ethical use of treatment methodologies are addressed. Part of the educational qualifications required to sit for the behavior analysis certification examination.

**ESP 723 Implementing Behavior Analysis in Educational Settings - ASD - 3 credits**

Focuses on the clinical practice of applied behavior analysis in a variety of settings. The application of the principles of Applied Behavior Analysis in educational and treatment settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These issues include functional behavior assessments, ethics of practice, staff/parent training, and behavioral education in public schools.

**ESP 724 Research Design in Applied Behavior Analysis - ASD - 3 credits**

This course focuses on research design and study of human behavior. You will learn about the characteristics of science and the rationale for having behavior as the focus. You will be exposed to issues related to measurement, specific research designs, and the important issues (such as variability) associated with designs. You will learn how to accurately analyze and interpret research data from a

variety of research experiments. Related issues relevant to identifying functional relations among environmental and behavioral variables in behavior analysis will also be explored. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification examination.

#### **ESP 726 Advanced Applied Behavior Analysis - ASD- 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; and ESP622. Extends the study of basic applied behavior analysis. Concentration on behavior change strategies. Specific strategies for accelerating and decelerating behaviors will be reviewed. Issues of generalization of behavior change will be explored. A focus on research strategies will be included. You will also write a review of the literature focusing on a particular procedure designed to develop new behavior or to decrease behavior.

#### **ESP 794A Practicum: Special Education (PreK-8) 300 hours - 2 credits**

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

#### **ESP 794B Practicum: Special Education (5-12) 300 hours - 2 credits**

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

#### **ESP 791 Practicum Seminar: Special Education - 2 credits**

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts and those of the Council for Exceptional Children (CEC), provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

#### **ESP 800 Independent Learning Project: Special Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

#### **ESP 800B Supervised Learning Project - 2 credits**

The Supervised Learning Project is a culminating learning experience that helps educators/behavior analysts integrate their personal and formal learning, along with their extensive field work into a meaningful whole. Students will integrate their experiences into a field-based research document which reflects the area of study and of licensure. It is project-based and is combined with a poster demonstration.

## **Electives Offered in the School of Education (EDU, EED, ENG, EIT, etc.)**

### **General Educational Studies**

#### **EDU 612 From Writing to Reading - 3 credits**

This introductory course gives an overview of basic perspectives on writing instruction in 8-12 classrooms, emphasizing the use of writing as a bridge to reading. The focus is on technical features of language, movement between the particular and the global, making of sentences, and text structure.

#### **EDU 622 Active Assessment for Active Reading - 3 credits**

This course offers an overview of formative and summative reading assessments for middle and high school students. Educators are provided with practical information on developing, interpreting, and scoring alternatives to traditional tests to inform reading instruction. This course combines practical discussion with theoretical information on the rationale for active assessments. It enables educators to explore questions and gain ideas that they can immediately use in their classrooms.

#### **EED 503 Teaching Children with Different Learning Styles - 3 credits**

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

#### **EED 536 Moral Development in Children - 3 credits**

What is "excellent" moral behavior? Is it natural biological inclination?

Divine/"natural" gift? Culturally learned behavior? A combination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, Vygotsky, and others, especially in regard to children's moral development from birth through puberty, especially children in grades K-6. Students prepare a short case study from their own teaching, parenting or counseling, illustrating the adult's role in cultivating some aspect of moral development in a child. The class puts together an informal guide for colleagues that challenges our ingenuity — especially in our republic's strict separation of church and state and teachers having taken on, in many cases, the roles of parents and clergy.

#### **EED 560 Models of Teaching - 3 credits**

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

#### **EED 586 How to Teach and Reach All Students Using Multiple Intelligences - 3 credits**

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

#### **EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated Learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

#### **EED 642 Succeeding with the Resistant Student**

Teachers are excellent because of how they teach, not what they teach. Students learn the "hows" to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

## **Instructional Technology**

#### **EIT 711 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

#### **EIT 712 Using Educational Technology to Improve Teaching and Learning - 3 credits**

Through discussion, use of the latest hardware and software, participants explore computer based multimedia and communications technologies that enhance classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the classroom with emphasis on math, science and language arts. Software and Internet applications are explored, including best practice applications. Focus is on developing technology-based thematic units that integrate theory, practice and standards in the language arts, science, and math classroom. Recent developments in technology integration regarding math and language with the No Child Left Behind Act are discussed.

## **Literacy**

#### **EDU 632 Understanding Reading K-5 - 3 credits**

This course introduces theoretical and instructional issues in reading development. Participants will engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis will be given to the social nature of reading, thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: a study of reader capacities that help explain variations in comprehension outcomes (e.g. short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

#### **EDU 635 Developing Writing Skills in the Early Childhood Years - 3 credits**

In this course teachers and pre-service teachers are introduced to the writing components essential to a balanced literacy program. Topics include: interactive writing, writing workshop, conferring with student authors, content area writing, reading-writing connections, writing with special education and bilingual students, and assessing student writing. Students take part in a writing mini-workshop, keeping a writing notebook to gather seed ideas, developing one idea into a piece of writing, meeting in response groups, revising and publishing the piece in a group anthology. Throughout the semester, they draw from their experience to inform their teaching. Students are expected to complete readings, keep a reflection journal and a writers' notebook and design a unit of study for writing workshop.

# CAGS Courses

## School Administration (ECA)

### **ECA 701 School Management and the Law - 3 credits**

This course focuses on the understanding of the local, state and federal laws which guide the successful administration and management of a comprehensive school system including fiscal responsibilities and collaborative structures. Attention is also paid to federal and state laws and issues associated with collective bargaining. Particular emphasis is given to Massachusetts laws relevant to education including the Education Reform Act of 1993, NCLB, its revisions and other such laws. Students will examine legal issues to develop understandings and skills needed to be an effective school administrator during these times of challenging change. Practicum hours of directed field-based training required.

### **ECA 703 Managing Financial Resources - 3 credits**

This course focuses on fiscal management issues in schools and school systems. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and accounting, budgeting, cost containment, and strategic planning. Proposition 2 1/2 of Massachusetts, the Massachusetts foundation budget process and such financial support structures and funding formulas will also be examined. The financing of charter, choice and voucher programs will be studied as well as importance of and the methods for addressing issues of plant and equipment maintenance. Practicum hours of directed field-based training required.

### **ECA 704 Effective Schools - 3 credits - 3 credits**

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school. Practicum hours of directed field-based training required.

### **ECA 720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required for all candidates for the Superintendent/Assistant Superintendent license. Practicum hours of directed field-based training required.

### **ECA 725 Instructional Leadership: Supervision & Admin. of Ed. Personnel - 3 credits**

Educational leaders in all roles must see their purpose as improving student learning. This course focuses on practices that curriculum leaders can use to create a culture where all educators see their role as improving student learning. Best practices in formative and summative evaluation of staff are investigated. Students learn methods and laws connected with the selection, hiring, support and dismissal of staff. Particular attention is given to the role of professional development and its implementation, including mentoring for new teachers. Pre-practicum hours of directed field-based training required.

### **ECA 805 Practicum Seminar I: School Administration Non-Licensure - 3 credits**

Students who are not seeking administrative licensure but who wish to complete a school administrative CAGS are required to complete a two-term, non-supervised practicum. This is the first course in the sequence. The student and research advisor will design an individualized plan for completing this practicum requirement, but the College will not provide an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

### **ECA 805A Practicum I: Supt/Asst Supt (All Levels) 300 of 500 hours - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows for the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

### **ECA 805H Practicum I: Principal/Asst Principal (PreK-8) 300 of 500 hours) - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal position at the PreK-8 of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of

the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 805J Practicum I: Principal/Assistant Principal (5-12) 300 of 500 hours - 3 credits**

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 805E Practicum I: Supervisor/Director (All Levels) 150 of 300 hours- 3 credits**

This is the first of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows the development of administrator competencies specific to the supervisor/director position. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director position. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 806 Practicum Seminar II: School Administration Non-Licensure - 2 credits**

Students who are not seeking administrative licensure but who wish to complete a school administration CAGS are required to complete a two term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECA 806A Practicum II: Superintendent/Asst Supt (All Levels) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field

experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 806H Practicum II: Principal/Asst Principal (PreK-8) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at all levels at the PreK-8 level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experience. Evaluation is based on current standards for licensure.

**ECA 806J Practicum II: Principal/Asst Principal (5-12) 200 of 500 hours - 2 credits**

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

**ECA 806E Practicum II: Supervisor/Director (All Levels) 150 of 300 hours - 2 credits**

This is the second of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the supervisor/director position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director.

**ECA 807 Applied Action Research Project: School Administration - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

# Curriculum and Instruction

## **ECC 705 Curriculum Design and Renewal for the 21st Century - 3 credits**

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development. Practicum hours of directed field-based training required.

## **ECC 706 Critical Thinking and Problem Solving - 3 credits**

This course explores critical thinking and problem solving as corner stones of education reform movements and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints and methods of assessing higher order critical thinking skills.

## **ECC 707 Meeting the Challenge of School Restructuring - 3 credits**

This course focuses on the practice of continual school renewal. Emphasis is placed on building the collaborative relationships necessary to bring about significant school change that leads to school improvement. Participants focus on building strong teams within the school community and on techniques for problem solving and negotiation leading to positive outcomes for all parties. Participants also explore methods for effectively communicating with various stakeholders who impact student learning. Practicum hours of directed field-based training required.

## **ECC 708 Learning Theories and Instructional Design - 3 credits**

This course for experienced educators provides a forum to examine a wide range of learning theories. Students learn instructional designs using a models that is both robust and flexible, making them appropriate for use throughout K-12. Students explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant. In addition, students examine developments in collaborative and cooperative learning as they relate to the design process. Using concepts from their own curriculum, students complete an instructional design project. Students then present their projects to the class, explaining their experience with the particular design process used and share the learning theories incorporated into the design. Practicum hours of directed field-based training required.

## **ECC 709 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

## **ECC 710 Assessment, Developing and Evaluating Curriculum - 3 credits**

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, this course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, data to inform decisions about instruction, and current issues that impact teaching and learning. Practicum hours of directed field-based training required.

## **ECC 805 Educational Leadership Practicum I: Curriculum & Instruction - 150 hours - 3 credits**

Prerequisites: ECL800 and ECL801.

This is the first half of a 300-hour individually structured field experience in a school setting that emphasizes a commitment to continued learning. This practicum is completed in the third semester and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in the design, implementation and assessment of curriculum development. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites. With a cooperating practitioner, students design learning opportunities consistent with their professional development goals for leadership in curriculum and instruction. The seminar advisor must approve the design. Students continue work on their Action Research Project, begun in ECL800 and 801, with a focus on conducting such research at the school site.

## **ECC 806 Educational Leadership Practicum II: Curriculum & Instruction - 150 hours - 2 credits**

Prerequisite: ECC805 and completion of all concentration courses, or permission of the coordinator.

This course is a continuation of ECL805 and requires attendance at four seminar meetings. During this course, students work to complete the Action Research Project.

**ECC 807 Applied Action Research Project: Curriculum & Instruction - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

## Educational Leadership

**ECL 800 Foundations of Social Science Research - 3 credits**

The information in this course supports the research design and analysis of data for completion of the Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. Students will learn commonly used statistical procedures, including introductory computer applications for data analysis. Each student designs an Action Research Project which includes: identifying a topic relevant to his or her field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan. Pre-practicum hours of directed field-based training required.

**ECL 801 Advanced Graduate Research Seminar - 3 credits**

Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECL800. They systematically organize inquiries demonstrating connections between theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace. Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress. Students complete a culminating capstone learning project in the form of an Action Research Project or a program evaluation. Capstone projects are presented to the class for review.

**ECL 802 Advanced Leadership - 3 credits**

This advanced leadership issues course merges leadership theory with practice to examine leadership roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current leadership issues that impact the ability of educational institutions to fulfill their public trust. State and professional educational leadership standards are examined. Topics include practical considerations of collective bargaining, managing student and staff diversity, budgeting, legal issues, and implementing

school reforms from the perspective of an educational leader. Practicum hours of directed field-based training required.

**ECL 803 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform. Practicum hours of directed field-based training required.

**ECL 804 Advanced Leadership in Policy and Practice - 3 credits**

This course explores the educational policy making process at the federal, state and local level. Students examine the educational leader's role in policy design, advocacy and formulation. Simulations and scenarios from class members, practitioners and research are used to inform the creation of educational policy in complex situations involving competing constituencies. Leadership skills are challenged by the opposing perceptions of stakeholders vying for scarce resources and by the need to identify an appropriate theoretical context from which to work toward policy formation to solve problems. Students gain skills in identifying educational issues in the context of practical problems, and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments. Practicum hours of directed field-based training required.

**ECL 807 Applied Action Research Project: Educational Leadership - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

## Special Education Administration

**ECS 712 Advanced Psycho-Educational Assessment & Education Planning - 3 credits**

Students learn to select, use, and interpret appropriate evaluation techniques, instruments, and technologies. A case study approach is used to administer and interpret formal and informal assessments. The results of various evaluative procedures are used to assess and improve the effectiveness of programs and personnel. Students learn to use developmentally appropriate formal and informal assessments for mild and moderate special needs children. Practicum hours of directed field-based training required.

**ECS 713 Administration of Special Education Programs - 3 credits**

This course uses various service delivery models as they relate to children and young adults with handicapping conditions in a school setting. This course emphasizes facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of a team approach. Field trips to observe and evaluate programs

may be required. Students become well versed in the requirements of federal and state laws and regulations related to special education. Practicum hours of directed field-based training required.

**ECS 714 Collaboration and Consultation Techniques - 3 credits**

This course introduces interpersonal communication skills for working with teachers, outside agencies, and families of students from diverse backgrounds. Students are exposed to political structures and regulations for improving a school and/or community. Students review research findings on public relations programs involving educational systems, businesses, industry, and governmental agencies. This course emphasizes the role of the administrator in developing a comprehensive program of school community relations for the administrative unit. Practicum hours of directed field-based training required.

**ECS 716 Philosophical and Psycho-Social Foundations of Education - 3 credits**

Participants study the basic assumptions underlying educational goals, content, and process. They explore the relationship between knowledge, learners, and metacognition. The functioning of educational institutions in their social and cultural milieu is examined from anthropological and sociological perspectives. A school is viewed as a social system. Students examine the influences upon the educational enterprise of the stratification system, youth cultures, race, religion, language, and values. Practicum hours of directed field-based training required.

**ECS 805 Practicum/Seminar I: Special Education Admin. Non-Licensure - 3 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the first course in sequence. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS 805S Practicum/Seminar I: Special Education Administration (300hrs) Licensure - 3 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS 806 Practicum/Seminar II: Special Education Admin. Non-Licensure- 2 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS 806S Practicum/Seminar II: Special Education Administration (Licensure) - 2 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS 807 Applied Action Research Project: Special Education Administration - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.



# Doctor of Education Courses

## **EDL 805 Educational Evaluation and Assessment Systems - 3 credits**

In the current age of accountability, educational leaders are required to be more skilled in assessment and evaluation than their predecessors were" (Williamson & Redish, 2009, p. 77). Educational leaders in today's educational world, irrespective of level are expected to develop assessment and accountability systems to monitor student progress and monitor the impact of educational programs through the evaluation processes embedded within the accountability system (cf. ELCC Standard 2). The same applies for management and operational systems (ELCC Standards 3 and 4). To paraphrase comments regarding knowledge management in the Malcolm Baldrige National Quality Award Education Criteria (2009-2010), in simplest terms, how knowledge is generated, used, accessed, and managed acts as core competencies for the institution's "brain center," particularly in terms of aligning programs and offerings with strategic objectives (cf. p. 41). This course provides students with a detailed background on assessment evaluation processes and techniques in order to be able to implement, maintain, generate, and analyze data to create meaningful information that assists in institutional decisionmaking and provide assurance that performance expectations are met.

## **EDL 810 Transformative Educational Leadership - 3 credits**

This course surveys a range of leadership theories that have influenced and continue to influence American society in various ways. The course provides opportunities to understand and apply leadership principles to influence educational decisions that advance social justice. This course challenges leaders to serve as catalysts for the establishment of learning communities designed to promote a sense of mutual care, social responsibility, and moral courage. Students will study change and how to anticipate, understand, plan and implement change to achieve goals. This course will build leadership capacity and enable the creative leader to use his or her talents to help empower others to identify and use their talents. Students will read both primary source materials and critically analyze leadership theories.

## **EDL 815 Instructional & Curricular Leadership - 3 credits**

In today's world, Instructional and curricular leadership is the responsibility of all, administrators and teachers. Teachers, other educational professionals, and administrators need a strong understanding of and set of skills encompassing many of the activities previously thought to be only the responsibility of administration such as program and teacher evaluation, the formulation of learner outcomes and the evaluation of how these outcomes are met, research informed instruction, community partnering and relationships, and advocating for teacher learning. This course focuses on providing students with a background in teaching as well as administration those competencies that allows them to be effective leaders within the classroom, the school, the district, and the community.

## **EDL 820 Collective Bargaining & Conflict Resolution - 3 credits**

School leaders report that much of their interaction takes the form of problem solving, conflict resolution and negotiating. This course presents the principles necessary for effective behaviors in these areas in both formal and informal situations. In addition, the role of

the administrator in collective bargaining and in the interpretation and maintenance of contract and personnel policies is addressed. Topics addressed include: school/community culture, conflict resolution, collective bargaining and contract maintenance (grievance, mediation and arbitration), as well as principles of power, justice and fairness. The course will examine how collective bargaining may be used as a tool for advocating socially-just policies and practices and balancing conflicting interests in pursuit of fairness and equity.

## **EDL 825 Leading Learning Organizations and Adult Learners - 3 credits**

Ever since Senge's seminal work came out (1990) on learning organizations, one of the key aspects of leadership preparation is learning the intricacies of what the term actually means. In an educational setting, the concept of learning organization can mean slightly different things to different people based on the focus of attention. This course explores the characteristics of learning organizations emphasizing the role teachers and other professionals play within the educational system. Working with adult learners requires different approaches and thinking regarding how they learn and perform their duties; therefore, prominence is given to how to create a culture of learning that leads to excellence. Creating and maintaining a learning culture takes great effort and a special commitment on the part of all within the educational system, which is why specific techniques and theories are presented in detail.

## **EDL 830 Educational Leadership and Social Justice - 3 credits**

Schools have long been regarded as a key instrument in the struggle for social justice in American life. Horace Mann described public schools as the great "balance wheel in the social machinery," and public schools were founded on the belief that equal educational opportunity could preserve social harmony and bring to fruition democratic goals. This course asks how well the schools and the societal values that schools mirror have accomplished this task, while exploring ways that leaders can more effectively develop strategies to challenge the roots of oppression and injustice. We will discuss what the expression, "all children can learn," means in theory and practice, and we will analyze organizational, social, and economic policies to determine how they support or undermine this commonly held belief. We will discuss how school leaders can collaborate with parents, community agencies and other institutions to work for social justice, and we will examine ways leaders can. Finally, we'll consider the challenges faced by school leaders as they apply policies and resources so that all children have equal opportunities, expectations, and encouragement to learn.

## **EDL 840 Social and Cultural Foundations of Educational Leadership - 3 credits**

This course will support students' understanding of and engagement in the process of becoming informed educational leaders and effective scholar-practitioners. Through sustained investigation and dialogue grounded in the philosophical, social science, and historical literature on American schooling, the class will examine the changing purposes of schooling and the evolving roles of educational leaders. Readings of classic and contemporary texts will align with substantive in-class discussions and written analysis to prepare educational leaders to

view schools within the larger context of American ideological commitments and political realities. Additionally, this course serves to support students' dissertation scholarship through a close examination of ideas and events that are foundational to the forming of theoretical and conceptual frameworks for a variety of research areas.

### **EDL 850 Contexts for Qualitative and Quantitative Research Methodologies - 3 credits**

Educational leaders must be able to make sound decisions based on meaningful data and proven research. In this course students learn the quantitative and qualitative research skills needed in today's climate of school accountability. Students will review the core strategies of both quantitative and qualitative methodologies and consider how these strategies may be used to inform school/district decision making. Students will study the meaning of data-driven decision making. Students will be introduced to the concept of research as a powerful force for achieving social justice.

### **EDL 860 Qualitative Research Methods and Design - 3 credits**

Prerequisite: EDL 850. This course introduces first year doctoral students to the foundations and methodologies of qualitative research. Course topics include philosophical underpinnings of qualitative research; planning for a qualitative research project; negotiating entry to the field; ethics of conducting research, data collection and analysis techniques (i.e. interviewing, observations, content analysis, focus groups); and writing/presenting qualitative research. The course includes field based exercises and assignments involving participant observation and interviewing. It also includes the analysis and presentation of qualitative research data.

### **EDL 870 Quantitative Research Methods and Design - 3 credits**

Prerequisite: EDL 850. This course is designed to introduce first year doctoral students to the quantitative research skills required of effective executive educational leaders. Students study the descriptive and inferential statistical methods often used in research in education. Areas of study will include sampling, probability, variables, reliability and validity, confidence intervals, hypotheses testing, correlation and regression. Students will be introduced to data analysis techniques using a computer and statistical software package (e.g., SPSS). The goals of the course are to: provide students with the analytical tools necessary to become effective, critical consumers of educational research; and to enable students to oversee and supervise staff in the preparation, development, and dissemination of evaluative research.

### **EDL 880 Advanced Qualitative Research - 3 credits**

This course is designed for second year doctoral students who have identified qualitative research as the appropriate methodology for their dissertations. This seminar style course will delve in greater depth into specific qualitative traditions selected by each student for his or her dissertation. Students will read primary source methodology literature, while exploring the foundations of the selected methodology and the scholarly debates surrounding the evolution of underlying philosophies and techniques. Students will also explore in-depth qualitative techniques and examine how specific qualitative traditions influence the nature of the research problem, the articulation of research questions, and the application of common qualitative research techniques. Data analysis will be explored in depth, and students will be expected to demonstrate competence in advanced analysis techniques and

writing. The course includes field based exercises and assignments, culminating in the development of a methodology section for their dissertation proposal. Prerequisite: EDL 860.

### **EDL 890 Advanced Quantitative Research - 3 credits**

This course is designed to provide students who are pursuing research or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course begins with a review of descriptive and inferential statistics, ANOVA and MANOVA, linear regression, and other techniques presented in EDL870, the pre-requisite for this course. The focus is to provide doctoral students with an advanced understanding of these statistical techniques to allow for a better understanding of which technique to select and better understand the analysis that results from utilizing these techniques when conducting your research.

### **EDL 891 History: Education Policy and Reform - 3 credits**

This course provides historical perspectives on the social forces and ideological commitments that shape contemporary educational issues and problems. In so doing, the course offers students as future leaders a deeper sense of context and process when faced with the prospect of educational policy change. While providing a basis for understanding the historical development of education policy and reform efforts in terms of political, social, economic, and ideological change, the course provides an introduction, too, to historical research practices and historicographical issues that pertain to American education. Numerous opportunities are provided for deeper insights into the issues of educational exclusion/inclusion of various groups (cultural, racial, religious, ethnic, gender, national, disabled), as well as the social justice implications that accrue from a thorough examination of our educational past.

### **EDL 892 Systems Approaches to Educational Leadership - 3 credits**

This course will combine elements of organization, leadership, decision making and change theory. A focus will be on the identification of the major teaching and learning systems of schools and school districts and the related complex network of subsystems. An educational leader must be able to identify major and support systems all of which exist in social, economic, legal, cultural and political contexts. Positive transformation of education is a function of leadership style, communications, group dynamics, motivation, power and the change process. The school leader's knowledge of the school system and the outside environment as a whole will inform decision making that is sensitive to all levels of the educational organization.

### **EDL 893 School Finance and Fiscal Management - 3 credits**

This course is designed to provide a comprehensive review of economic and financial management issues in p-12 educational systems. The course will review traditional sources of funding for schools (local, state and federal) and nontraditional sources such as foundations and school/community partnerships. The major emphasis will be on budget administration and facility management, applying these issues to different educational environments and concerns impacting educational systems in this current social and political environment.

**EDL 894 Policy, Power, and Politics Seminar - 3 credits**

This course provides an advanced discussion of discipline based frameworks to analyze policy formation, steering, and impacts. The course emphasizes purposes, processes, contents and outcomes of policy and power relationships through the context of political interactions in the education sector. The perspectives are selected based on currency (timeliness), pervasiveness of the issues impacting education, how the interpretation of policy impacts the status quo as well as frames alternatives for change, and provides insights as to how educational leaders will need to respond in order to influence policy and act as advocates for students and staff. Therefore, the course considers the power and limits of policy and ways people in different positions inside and outside the educational systems/institutions might influence policy.

**EDL 895 Ethical Leadership in Education Systems - 3 credits**

Educational leaders are faced with ethical dilemmas and difficult decisions on a daily basis as they work to balance the educational needs of students with the interests, influences and demands of multiple stakeholders within schools and communities at large. The need for ethical leadership in educational organizations and communities has never been greater. Through scholarly reading, case studies, discussion and other formats, this course provides doctoral students with the opportunity to discover how educational praxis and social justice can provide a powerful moral compass for educational leaders facing complex demands in school organizations, as well as at the local, state and national level.

**EDL 896 Special Topics - 1-4 credits**

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director. Project requirements are based upon agreement between the student and faculty member with whom the student will be working.

**EDL 896A Special Topics: Contemporary Issues in Education - 1-4 credits**

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director.

This special course designed to meet the students' needs will focus on the contemporary and controversial policy issues which are facing education at the federal and state level and the manner in which educational leaders across the country are handling these issues. The Guidelines for the Preparation of Administrative Leaders issued by the Massachusetts Department of Elementary and Secondary Education will be studied to determine to what extent the skills promulgated by the Guidelines are practiced by the principals studied.

**EDL 896B Special Topics: Quantitative Systems - 1-4 credits**

This course is designed for students who are pursuing research and/or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course addresses specific needs requested by the student to help complete the student's dissertation project or quantitative

research skills. Doctoral students will be provided with an advanced knowledge base of selected statistical techniques to allow for a deeper understanding of which technique(s) to select, and to better understand the analysis that results from utilizing these techniques when conducting their own research.

**EDL 900 Introduction to Doctoral Studies - 1 credit**

This course serves as an introduction to the dissertation process for all Cambridge College doctoral students. It provides an opportunity for students to explore both the big picture of what it means to be a doctoral student and the specifics of the doctoral process at Cambridge College. This course is meant to complement doctoral coursework in general and the doctoral seminar in particular. Readings, seminars, and online coursework (individual and collaborative) will provide the student with the opportunity to develop a solid grounding for future research, reflection, and action in their doctoral studies.

**EDL 910 Doctoral Research Seminar One: Strategies and Tactics - 3 credits**

The goal of this course is to introduce the new doctoral cohort to the realities that are part of the transformative doctoral experience. Although previous degrees were "earned," one "takes" a doctoral degree, reflecting the transformation from student to practitioner-researcher through a three-year experience that culminates in the completion of a research project that makes an original contribution to educational praxis. In support of this journey, this course introduces the student to a variety of topics, including but not limited to understanding scientific and social scientific research paradigms; tools of inquiry and search strategies; research problems that matter; sorting through the social scientific body of literature relevant to researchable educational problems. The course will be grounded by an interactive pedagogic discussion approach based on advance reading of assigned text by the students, focused summation of main points by study groups and professors, and continuing dialogue grounded by questions brought by class members and professors.

**EDL 920 Doctoral Research Seminar Two: Research in the Public Interest- 1 credit**

(formerly Dissertation Seminar II) This course helps students understand and appreciate the difference between social advocacy and social research in the public interest. The first step that we will be to examine the history of educational research and how educational leadership research came to the place we are today among other academic niches. Education and the study of education have historically occupied a contentious and shifting ground between social science and the humanities, and the early 20th century history of educational research as a sub-discipline indicates that it was prone to emulate the sciences in the early days in order to carve out an area of academic respectability in academe. This course is designed to allow doctoral students to continue exploration of potential topics leading to a researchable question that may become the basis for the dissertation. It also introduces discussion of the "Why bother?" questions that relate to purpose and significance of research: 1) are you considering a topic that has value as measured by its potential contribution to the public interest, 2) does your research interest have social justice implications?

**EDL 930 Doctoral Research Seminar Three: Reflective Inquiry as Stance - 1 credit**

Self-reflection and reflection on experienced phenomena as the starting point of practitioner research are the foci of this seminar. Based in epistemology and ontology, this course assists the student in discovering how he or she perceives and understands experience, and then frames it for use in practice, praxis, and research. With this self-knowledge the student develops a position—a stance—from which he or she will initiate dissertation research. Prerequisite: 920.

**EDL 940 Prospectus Development for Doctoral Candidacy - 3 credits**

In this course, students will pull together theory and methodology from their first year of study and will develop a prospectus for their doctoral dissertation. The prospectus will be comprised of an articulated and organized plan for the dissertation that includes the introduction with research problem, preliminary research question(s), significance for educational leadership, and social justice implications of the proposed research. The prospectus will also include a review of the most important scholarly research and a preliminary discussion of methodology, with a rationale for the methodology selected. The prospectus will become the basis for the dissertation proposal and for the selection of the doctoral chair and committee.

**EDL 950 Dissertation Proposal Seminar I—Fall (Asynchronous and In-Person) - 2 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.

**EDL 960 Dissertation Proposal Seminar II—Fall (Asynchronous and In-Person) - 2 credits**

A dissertation proposal is generally considered as the bedrock for doctoral research, development and writing of an academic dissertation. It functions as a “work plan, justification for the study, evidence of ability, request for commitment, contract, and as partial dissertation draft, depending on the kind of inquiry. The purpose of this seminar is therefore to guide students to identify and explain the components of a dissertation proposal; assist them in constructing the needed elements and guide them in combining the pieces to produce a complete and convincing proposal based on their areas of study” (David & Nick, 2005). The seminar is specifically for those doctoral students who have completed their prospectus and have been moved to doctoral candidacy. The course will be evaluated through class participation, and a final draft proposal based on their dissertation topics.

**EDL 970 Dissertation Research and Writing - 4 credits**

This course is for the student who requires additional time to complete the dissertation

**EDL 980 Dissertation Completion and Defense - 4 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.