



EDITORIAL STAFF

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Message from the Acting Dean



N. Alan Sheppard, Ph.D.

Breaking New Grounds: Challenges and Opportunities for the School of Education

President Guerrero, Provost Lee, other members of the Executive Leadership Team, and the Cambridge College community, in general, and the School of Education faculty, staff, and students, in particular.

MY JOURNEY

As my journey begins as Acting Dean, School of Education, Cambridge College, I am pleased to tell you that the School of Education (SOE) continues to have a magnificent role and function in helping to fulfill Cambridge College's mission to provide academically excellent, time efficient, and cost-effective higher education for a diverse population of working adults for whom those opportunities may have been limited or denied. The challenges the School of Education must address are enormous but we remain steadfast, true to our cause, and true to our charge of providing and maintaining the best educator preparation programs in the Commonwealth of Massachusetts and **all** of New England.

As a School of Education, we have faced our share of adversity, but through sacrifice, hard work, and singleness of purpose, the School of Education can become the strongest it has ever been in many key areas. We know **who we are, whom we serve, what we have to offer** and have begun the dialogue among faculty, staff, and students on what we have to do to become a pre-eminent School for teachers, school administrators, education specialists and other individuals seeking certificate, licensure, and non-licensure programs.

Please allow me to address the three critical stakeholders in the School of Education. **First, our faculty**, the School's **heart and soul**. Please take note that I did not say "**Office of the Dean**," nor "**program administrators**," I very explicitly said, "**the faculty of the School of Education**."

FACULTY

As a faculty, you hold firm in your hands the magic wand of motivation, challenge, and scholarship. What you do with and to the customers we serve (our students) is the contribution that makes all achievements of the School possible. You must be a highly engaged faculty, which sets standards for excellence in teaching and scholarship, enriching your classrooms with innovative research and real-world experience, and sharing your expertise in the surrounding communities and region. Above all, you must continue to influence the intellectual climate of Cambridge College by raising the bar for academic excellence.

STAFF

Secondly, our staff, and the staff of Cambridge College serving the School of Education. Staff – your professionalism and love for the School of Education and Cambridge College will keep students, alumni, parents, the faculty and President Guerrero informed and happy. You are vital to the success of the School of Education and you must take pride in giving your best to the School and Cambridge College. Thank you for what you have given in the past and I am asking that you continue to exhibit the same commitment, dedication, and passion now and in the future. You must take pride in what you give Cambridge College. In the weeks and months ahead, like everyone else, you must give more.

STUDENTS

Lastly, our students. I make you last only to emphasize that you are first in our mission as a School. We will work even harder in the School to ensure that it is student-friendly; that it is a place where you will find personal attention and enjoy easy access to professors and/or staff when assistance is needed; and, that it will continue to be a place where faculty and staff will work closely with you to design an academic program that complements your professional goals and personal passions. We believe the School of Education is a place where you can live, explore, and grow. You must seize every opportunity the College gives you for excellence and even create opportunities Cambridge College and the School of Education might not give. You are our joy, our pride, and our hope for the true realization of academic excellence.

I am optimistic about our future because our past serves as a prologue and a mighty resource and foundation for the School of Education and Cambridge College.



ACCEPTING THE CHALLENGE

I accept the challenge of leading the School of Education which has been entrusted to me during this interim period. I am optimistic about our future because our past serves as a prologue and a mighty resource and foundation for the School of Education and Cambridge College. For the past four to six weeks I have had the opportunity to talk with School of Education faculty, staff, and students to develop a perspective for breaking new grounds and developing an agenda to move the School to the next level of academic excellence; or, at the very least, identify critical **short, immediate and long-term priorities**.

These priorities are listed below:

PRIORITIES

- Develop a clearly understood, driving, and encompassing School of Education mission statement consistent with the overall mission of Cambridge College.
- Develop and implement an **action plan** for the forthcoming review of licensure programs by the Massachusetts Department of Elementary & Secondary Education. (Expected visit to Cambridge College in Spring 2011).
- Begin the process of developing an **Enrollment Management Plan** which targets and monitors enrollment goals; and, makes recommendations concerning policies and procedures that impact student recruitment, retention and graduation. **(Recruitment! Recruitment! Recruitment!)**.

- Begin the process of identifying additional financial and physical resources to achieve targeted goals, enhance faculty and staff professional development, increase academic support services, and hire more full-time faculty. **(Raise money! Seek external funding! Write grant proposals! Raise money!!).**
- Develop and implement a **Rewards and Recognition** program that recognizes faculty and staff annually.
- Work with the College administration, Office of the Provost and other deans in addressing the need for more effective integration of part-time faculty into the institution's culture and academic programs, including opportunities for faculty development.
- Appoint a school-wide Curriculum Committee.
- Address NEASC concerns about continuing to develop the academic quality of the Ed.D. program.
- Improve communication (internal and external) and dissemination of timely and accurate information.
- Examine online coursework as an alternative vehicle in expanding the number of non-traditional students receiving advanced degrees in the School of Education.
- Continue to explore ways of working more closely with Regional Center Directors and Academic Coordinators to have a more effective system of academic oversight; thereby, assuring the quality of School of Education academic programs/courses whenever and however they are offered.
- Improve academic advising.
- Seek additional staff support to enable the Dean's office to more effectively and efficiently perform services needed by students and faculty as well as meet the

requirements/expectations of Cambridge College and external agencies.

- Begin the process of developing a **strategic plan** for the School of Education in conjunction with the overall updated strategic plan for Cambridge College.
- Create partnerships with selected local/area schools to foster collaborative efforts beneficial both to the individual schools and the School of Education.



TEAMWORK

The challenge to achieve the above priorities will require much work. Above all, it will require teamwork. It's through team work that dreams work. I believe that achieving success is always the result of a team effort. I ask, therefore, for your best efforts, understanding, and prayers so that we can each share in the breaking of new grounds for the School of Education.

Cambridge College has sailed through some rocky waters in recent years. The ship (i.e., Cambridge College) **did not sink, will not sink** and is **anchored** by faith, courageous individuals, and committed and dedicated men and women **who still believe in it**; still believe that Cambridge College is about fulfillment of dreams for many working adults for whom such opportunities have been limited or denied. **So do !!!** I believe that Cambridge College will continue to advance its legacy and that its days of greatest triumph and glory lie not in the past, but rather in the future.

In closing, Dr. Benjamin E. Mays, the distinguished President Emeritus of Morehouse College, once said, and I quote: **"A college must be judged, not only by excellent teachers but by the spirit and philosophy which permeate it from top to bottom"**.

Translated: We can have all the new and improved curricula, services, and buildings in the world, but none of those things will matter if we do not care for each other and our students.

PROGRAM COORDINATORS

- Dr. Fernando Padro
- Ed.D. Educational Leadership
 - Certificate of Advanced Graduate Studies (CAGS)
- Dr. Nicholas Rubino
- Mathematics
- Prof. Gloria Stanton
- Early Childhood Teacher
 - Elementary Teacher
 - Literacy Education
- Prof. John Papadonis
- General Science
 - Middle School Math & Science
- Prof. Hormoz Goodarzy
- Instructional Technology (all levels)
 - Library Teacher (all levels)
- Dr. Mary Garrity
- Teacher of Students/Moderate Disabilities
 - Autism Specialist
 - Autism/Behavior Analyst
- Dr. Lunine Pierre-Jerome
- English as a Second Language Teacher
- Dr. Shirley Handler
- Health, Family & Consumer Sciences
- Dr. Steve Maio
- School Administration; Superintendent /Asst. Superintendent (all levels)
 - Principal/Asst. Principal (levels PreK-6, 5-8, 9-12) Supervisor/Director
- Dr. Patricia E. Johnson
- School Nurse Education
 - Health Promotion
 - Health Education
- Dr. George Guasconi
- Professional Development (School Collaborative)
- Dr. JoAnn Testaverde
- Behavioral Management
 - History
 - Interdisciplinary studies
 - Teaching Skills & Methodologies

FULL-TIME FACULTY MEMBERS

- | | |
|---------------------|-------------------------|
| Dr. Sandra Bridwell | Dr. Ethlyn Davis-Fuller |
| Dr. John Grassi | Dr. James Horn |
| Dr. Stephen Maio | Dr. Fernando Padro |
| Prof. Lyda Peters | Dr. Nicholas Rubino |
| Dr. Kemoh Salia-Bao | |

PART-TIME FACULTY MEMBERS

There are many, many faculty serving in part-time positions who teach our students and provide services to Cambridge College. We thank you for your many contributions!

REGIONAL CENTERS

Gratitude is expressed to the Regional Center Directors, Academic Coordinators, staff and faculty for the instruction given, coordination provided, and management of School of Education programs.

IMPORTANT DATES TO REMEMBER

- April 29 – **Program Coordinators Meeting**
3:15 p.m., Room 108-109
80 Prospect Street
- May 15 - **Term Ends - Graduate Programs**
- May 15 – **School of Education: Program Coordinators meet with faculty (9:30 a.m. - 10:50 a.m.)**
General School meeting (11:00 a.m. – 1:00 p.m.)
- May 31 – **Memorial Day (Offices closed/No classes)**
- June 13 – **Commencement**
Bank of America Pavilion, Boston, MA
- June 14 – **Term Begins - Graduate Programs**
- June 26 – **NITE Program Begins at Emmanuel College – Boston**
- July 1 -- **Doctoral Admission Deadline (for Fall 2011)**
Look for upcoming spring and summer Dissertation Defenses, which are open to the Cambridge College Community.
- July 5 – **Independence Day (Offices closed/ No classes)**
- July 31 – **NITE Program Ends**
- August 2 – **Term Ends - Graduate Programs**

School of Education Seminars Summer 2010
The School of Education Seminars will meet at 1000 Massachusetts Avenue every Wednesday starting June 16. Please check with your seminar leader for times and room number.

Dates: 6/16, 6/23, 6/30, 7/7, 7/14, 7/21, 7/28