



School of Education and National Institute for Teaching Excellence (NITE)

Introduction

Cambridge College offers a variety of master of education programs that lead to educator licensure (certification) and professional advancement for teachers and school administrators. These programs can help educators renew their passion for working in schools and advance their careers.

Mission This Mission Statement is the first of its kind for the School of Education and serves as the blueprint for how the School prepares its students to become difference makers.

Our mission is to provide educators in public and private schools and colleges with the knowledge, skills and values necessary to enable their students to excel academically and socially. Its distinct programs offer educators a blend of theory and practice and experienced faculty who model what they teach. Educators are prepared to become agents of change in their schools, and in the local and global communities. The School's core values include:

- Innovation in Curriculum and Teaching Strategies
- Diversity
- Academic Excellence
- Social Justice
- Honesty and Integrity
- Building Community

Learning Community and Faculty

The Cambridge College School of Education is a broadly based, inclusive learning community. Our diverse faculty of scholar-practitioners includes experienced teachers, other educators, school administrators, and educational researchers. The School of Education attracts a highly diverse student body, providing a rich learning experience for all.

Effective Learning and Teaching

The education faculty has pioneered effective learning and teaching techniques such as accelerated learning and integrative teaching. Incorporated into elementary and secondary curricula, these effective teaching methods improve the performance of an increasingly diverse school population.

Choose Your Program Carefully

Students are responsible for being thoroughly informed about their respective states' licensure requirements, to verify acceptability of their academic program for the license sought, and to understand Cambridge College academic programs and policies, and how differences between non-licensure and licensure programs may affect plans for educator certification.

Advising and Professional Seminar

Admissions counselors give applicants an overview of the College's academic programs and assist with the application process. Program coordinators are available for academic counseling.

Professional Seminar — The faculty instructor leading the professional seminar will be the academic advisor and mentor to each student throughout the program. The seminar provides varied opportunities for self-assessment, peer assessment, and faculty guidance for pursuing growth and competencies related to success in the area of study and/or licensure. In licensure programs, the professional seminar also includes a clinical journal and professional growth plan. Students bring the wealth of their individual experiences to the seminar, and learn from the collective knowledge of all. They advise, support, and network with one another throughout their program and thereafter. The seminar leader is the supervisor of the final project (independent learning/research project, action research project, or doctoral dissertation) with responsibility for approval. The program coordinator is available to provide additional advising and information regarding licensure.

Writing Support

A major goal of Cambridge College is to produce graduates who think critically and communicate clearly—orally and in writing. Writing is a complex process that takes a lot of time and practice. Therefore, a writing assessment is conducted and students are referred to writing course work and writing support as needed. Students can improve their communication and literacy skills to get the most from their course work and write their independent learning projects. Writing faculty tutors guide students through the writing process.

Transfer Credit

Transfer courses must meet all general criteria for transfer and match current program requirements, especially for licensure programs. See Transfer of Credit for more information.

Licensure Programs and Policies

Educator Licensure Programs Approved

Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Dept. of Elementary and Secondary Education (DESE), are within current Massachusetts state guidelines, and are subject to its regulations.

Massachusetts has reciprocal agreements with many other states through the NASDTEC Compact. However, some states may not accept out-of-state teacher preparation programs.

Georgia, Tennessee, Virginia, Puerto Rico — Students may apply for licensure after completing an approved Cambridge College licensure program and meeting all other state requirements. Cambridge College has suspended new enrollment in these out of state licensure programs while pursuing national accreditation through the Teacher Education Accreditation Council (TEAC). Puerto Rico continues to accept enrollment in its certificate program with limited jurisdiction in Puerto Rico.

State Regulations Regarding Licensure Programs — Licensure requirements are governed by each state. Students are responsible for checking with the appropriate state licensure entity to determine whether Cambridge College programs are accepted for licensure in their state.

Licensure Practicum — Practicum students are guided and evaluated by a licensed/certified educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to state regulations and are to be approved by the academic/program coordinator or regional center director. Prospective students are responsible for discussing options for licensure practicum with academic/program coordinators or regional center directors prior to program enrollment.



Federal and Other State Regulations

Legal status as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621. This applies to teacher, administrator, and counseling licensures.

State requirements prior to practicum — Students seeking educator licensure are responsible for complying with all policies and procedures of the state and the school where they seek a practicum placement, including:

- Criminal Offender Record Information (CORI) check.
- Insurance.
- Immunizations.

Regulations and Programs May Change

To help our students meet evolving professional standards, our programs are subject to change and our program coordinators are available to counsel students.

Path to Licensure in Massachusetts

Students who wish to pursue licensure are responsible for following the procedures and requirements of the Massachusetts Department of Elementary and Secondary Education. Students must: complete an approved Cambridge College licensure program: all academic requirements, practicum; pass all applicable Massachusetts Tests for Educator Licensure (MTELEs; see www.doe.mass.edu/mtel) and complete the practicum in a school that uses the Massachusetts Curriculum Frameworks; submit official undergraduate and graduate transcripts to the Mass. Dept. of Elementary and Secondary Education, and meet any other state requirements.

Path to Licensure in Other States

Licensure requirements are governed by each state. Students are responsible for checking with the appropriate state licensure entity to determine whether Cambridge College programs are accepted for licensure in their state. Licensure program practicum locations are subject to state regulations and are to be approved by the academic/program coordinator or regional center director. Students are responsible for discussing options for licensure practicum with academic/program coordinators or regional center directors prior to enrollment in the practicum.

Practicum

Massachusetts — The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks.

- Under a licensed supervising practitioner (teacher or administrator) who holds the license for which you are preparing.
- With supervision and on-site visitation by licensed Cambridge College faculty.

The degree program and its practicum prepare students for licensure in **one** area and level of licensure. For example, students preparing for special education licensure must choose either PreK-8 or 5-12, not both. State regulations do not permit students to add a second practicum for a second license at the same time.

Practicum site — Licensure students are expected to locate a practicum site and a local educator who is willing to serve as the supervising practitioner. This educator must possess a license corresponding to the license the student is seeking. The student's program coordinator must approve the practicum and the practicum site. Cambridge College will select a licensed faculty supervisor to observe students in practicum.

Prerequisites — Before registering for practicum, you must:

- Pass all teacher tests required by your state for the license sought.
- Complete Pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses.
- Pass all required courses.

An Exit Performance Portfolio is required to pass the practicum seminar. It must show evidence of knowledge and skills in the area and level of licensure sought, and mastery of the Professional Standards for Teachers. It also documents:

- Nature and length of the pre-practicum.
- Courses.
- Clock hours fulfilling the role(s).
- Name and position of the College supervisor and supervising practitioner(s).
- Evidence of meetings between supervisors and the candidate.

Non-Licensure Options

Some initial licensure programs offer a non-licensure option.

Please note: ***Students who complete a non-licensure option cannot be endorsed for licensure.***

Academic requirements — All program components are required except the practicum, practicum seminar, and teacher tests. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

Career Advancement Programs and Policies

For Licensed/Certified Teachers and Other Education Professionals

Renewal, Advancement and Special Topics

These non-licensure academic programs are designed for educators who wish to advance or renew their careers by pursuing professional development opportunities, or for educators who work in settings where a license is not required.

These programs do not lead to educator licensure. *The School of Education cannot fill out state program verification forms, nor can the College endorse for educator licensure graduates of these programs.*

Non-Licensure Students Taking Licensure Courses

Students enrolled in non-licensure programs are invited to take licensure courses. These courses require more class time than other courses.

All students registering for courses that include pre-practicum hours of directed field-based training outside of class must complete all prepracticum hours in order to earn credit for the course **whether or not they intend to take a practicum or pursue licensure.**

Collaborations

The Evergreen Center and Beacon Services

The Cambridge College School of Education is partnering with the Evergreen Center and Beacon Services in Milford, MA to expand the special education opportunities for teachers working with students diagnosed with autism or other autism spectrum disorders. Through this collaboration, the College will offer a master's degree, an approved course sequence, and practicum fieldwork supporting our students' efforts towards earning board certification of behavior analysis (BCBA).

The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. At the Evergreen Center the standard for successful instruction is social competence. The agency believes that the achievement of social competence is 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 members have been reported at professional conferences throughout the country.

Behavioral 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 trainings 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 through presentations at regional, national and international conferences.

For more information, contact the Evergreen Center and Beacon Services, 345 Fortune Blvd., Milford, MA 01757
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