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*This part  
of the  
web  
catalog  
includes*

## About This Catalog

This catalog presents Cambridge College's academic programs, courses, resources, policies and procedures. Some programs also have their own handbooks. This catalog has been compiled from the best information available at the time of publication. Programs and policies are subject to change; any changes will be effective after having been communicated in writing to the Cambridge College community.

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# Department of Educational Leadership Introduction & Policies

[www.cambridgecollege.edu/edleadership](http://www.cambridgecollege.edu/edleadership)

The Department of Educational Leadership is committed to making a systemic difference at the local, regional, and national levels of the educational system by developing a new generation of educational leaders who are able to work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems. The department offers a master of education in school administration, CAGS programs in school administration, curriculum & instruction, and special education administration, and a doctor of education (EdD) in educational leadership. All our programs are linked by three threads: transformational leadership, educational renewal, and social justice. All of our programs offer:

## Cohort-Based Education

Our cohort-based instructional model provides you with a built-in network of committed educators. The sequenced courses allows your cohort to develop professional relationships, support systems, and partnerships that will help sustain your learning, research, and professional development. All cohorts are guided by expert advisors who help students link coursework, practicum, research design, the culminating project, and contemporary educational issues.

## Master Practitioner-Scholars

Our programs are taught by outstanding faculty who have extensive scholarly and practical K-12 experience. Students take courses from expert researchers and practitioners who work collaboratively to support your growth and development.

## Justice-Oriented Education

Cambridge College is committed to fostering equity and social justice at all levels of the educational system. Our graduates are making a difference at the classroom, school, district, state, and national levels.

## Theory Into Practice

Our programs actively support the transformation of your research into meaningful change. Masters-level students complete a school improvement plan; CAGS-level students complete an action research project; and doctoral-level students complete (above and beyond their dissertation) a "white paper" that bridges dissertation research with concrete educational practice.

## Program Objectives

- Develop an in-depth understanding of schools—their actual conditions, problems and potential.
- Understand the role of schools in a community and a democratic society.
- Work with parents, communities, and political structures to ensure quality instruction for children.
- Acquire quantitative and qualitative research skills needed to gather and analyze data surrounding a specific problem or set of problems.
- Develop and implement data-informed strategies for addressing deeply rooted, complex problems.
- Develop the capacity to organize and communicate knowledge.
- Develop ability to work cooperatively yet think and act independently.
- Emerge as educational leaders proud and confident of their skills.

## Demographics

	MEd	CAGS	EdD		MEd	CAGS	EdD
<b>Average age</b> .....	34	41	43	<b>Race/Ethnicity</b> (percent)			
<b>Gender</b> (percent)				Black .....	36	39	57
Female.....	54	74	78	White.....	28	36	31
Male .....	46	26	22	Unreported.....	25	6	0
<b>Occupation</b> (percent)				International.....	8	3	0
Administrators.....	5	12	33	Hispanic .....	3	12	7
Teacher-leaders .....	69	46	45	American Indian .....	0	2	3
Other .....	26	42	22	Asian .....	0	2	0
				Multi-ethnic.....	0	0	2

## Administrator Licensure

Administrator licensure may be earned in the MEd, CAGS, or EdD. Course work is structured in accordance with the Massachusetts common standards for administrators. These competencies are embedded throughout the course work, practicum, and research project. For general information about practicum, teacher tests and licensure, see the School of Education introduction.

## Doctor of Education

The Doctor of Education in Educational Leadership equips practitioners to become more effective leaders and researchers. It develops community-oriented and culturally competent leaders. Our goal is to develop a new generation of educational leaders who are able to work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems.

**Education Theory & Research** — Courses in advanced educational theory and research methodology provides the basis for developing the competencies needed to conduct meaningful research. Coursework is integrated with the white paper and dissertation research.

**White Paper for Educational Reform** — The white paper links theoretical and policy perspectives of educational reform to doctoral students' dissertation research. It provides opportunities for students to formulate and implement educational reform initiatives at the classroom, school, and district level based on individual research. It is the practical culminating outcome of students' dissertation research and findings and synthesizes the programmatic features of social justice, educational renewal, and transformational leadership.

**Dissertation** — The dissertation is based on the student's systematic inquiry into an area of educational leadership. All doctoral students have a primary dissertation advisor who provides personalized and intensive guidance throughout the doctoral program. Advisement begins in the first dissertation seminar to facilitate timely planning and implementation of student research activities. The dissertation advisor oversees the content and process of dissertation development from proposal to final submission and defense of the dissertation. A primary component of the dissertation is the summer research residency, when a dissertation proposal is developed. This proposal, once approved by the dissertation advisor and dissertation committee, serves as the academic roadmap for research and writing through the forthcoming terms.



Educational Leadership

# Program Locations

at Cambridge College Centers

	Initial Licensure	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
<b>Master of Education</b>										
School Administration .....	●	●	●		●	●	●	●		●
<b>Certificate of Advanced Graduate Studies</b>										
School Administration .....	●	●	●		●	●	●	●		
Special Education Administrator.....	●	●	●				●	●		
Education Specialist in Curriculum & Instruction .....		●	●				●	●		
<b>Doctor of Education</b>										
With or without CAGS concentration .....	●	●	●							

If a CAGS concentration is part of your EdD program, you may do the concentration at any regional center that offers it. The rest of the doctoral program must be completed in Cambridge.

**CAGS and EdS**—A Certificate of Advanced Graduate Studies is comparable to an Education Specialist (EdS) degree, and many states consider them to be equivalent.

**Programs offered as of July 2009:** subject to change. See your regional center's web page for their current program list.

**Regional centers** offer only programs authorized by their state education authorities, with sufficient enrollment.

# Leadership Career & Degree Paths

After teaching for a time, the next steps in your career may become clear. Perhaps you find yourself a leader among your colleagues, and you have discovered a passion and ability to organize other people toward change in your school and community. School leadership — as a principal, superintendent or supervisor — may be your next career step.

After some years as a licensed principal or other school leader, you find that you're capable of expanding your reach beyond your school or your school system. Possibly, you find yourself with the drive and experiences necessary to teach and mentor others to be educators. Or, perhaps you have encountered a specific educational problem that you know you could solve if you were better equipped as a researcher.

The School of Education at Cambridge College can help you reach your goals of serving our children, our schools and our communities, through its Educational Leadership programs:

- Master of Education (MEd).
- Certificate of Advanced Graduate Studies (CAGS). The CAGS is comparable to an Education Specialist (EdS) degree, and many states consider them to be equivalent.
- Doctorate of Education (EdD).

## What can you do with a Master of Education?

- Prepare for initial licensure (credential) as a school administrator.
- If you are already a licensed school administrator (or are not yet seeking licensure), you can choose another concentration of interest and become more knowledgeable in a content area.

## What can you do with a CAGS?

- Prepare for licensure as a school administrator.
- Learn to do action-based research and prepare a school improvement plan.
- Increase your earning potential as an educator.
- Earn up to 33 credits toward your doctorate.
- Strengthen and lead school-wide and district-level educational reform.

## What can you do with a Doctorate of Education?

- Conduct original research, analyze findings, develop solutions based upon the data, and put them into action.
- Transform your schools and districts through meaningful, collaborative leadership.
- Expand the reach of your leadership from the classroom or school-level to the district and state level.
- Teach on the college level or become an educational consultant.

## Pathways From Your Master's to Your Doctorate

After completing your master's degree, you can work toward your doctorate. Talk with your Cambridge College admission counselor to devise a practical strategy most appropriate for your career goals.

### ONE BIG STEP may be best for you



**EdD and CAGS**  
70 credits

The doctoral program may include options for administrative licensure and/or opportunities to earn a CAGS while completing your doctorate. *This pathway is appropriate for you if:*

- You have the necessary field experience to begin doctoral-level research on a topic of importance to educational leadership.
- You have strong writing skills.
- You are at a point in your career when a doctorate will help you move forward.
- You have earned post-master's credits. (You may request evaluation of your credits for transfer.)
- You are already enrolled in a CAGS, second master's or EdS program but realize that you are ready for doctoral-level work now.

### Or TWO SMALLER STEPS may be best for you

**CAGS**  
36 credits



**EdD Program**  
37+ credits to finish degree  
with transfer of up to 33 CAGS credits

If you and your admission counselor conclude that you are not quite ready to apply for the doctorate, you can prepare yourself while completing the CAGS, apply to the doctorate during or after completing your CAGS, and if admitted, apply your CAGS credits towards the doctoral program.

*This pathway is appropriate for you if:*

- You want to be a licensed administrator, but you don't have the necessary field experience yet to begin doctoral work.
- You want to continue your education and increase your earning potential, but your career is not yet at the point where a doctorate is the next logical step.
- You need more time to develop a clear goal for research.

### ONE LAST STEP may be all you need



**EdD Program**  
37+ credits to finish degree  
with transfer of up to 33 CAGS credits

This option does not include options for administrative licensure. *This pathway is appropriate for you if:*

- You have earned 27 or more post-master's credits by completion of a second master's degree, a CAGS, or an EdS, **or** while enrolled in a terminal degree program, such as an EdD or PhD.
- You are fully credentialed as a school administrator or are not seeking to gain administrative license.
- You have the necessary field experience to begin doctoral-level research on a topic of importance to educational leadership.
- You have strong writing skills.
- You are at a point in your career when a doctorate will help you move forward.

Master of Education Leading to Massachusetts INITIAL LICENSURE

# School Administration

For licensure: 37 credits, 4 terms • Without licensure: 32 credits, 4 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels)  
• Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) • Supervisor/Director (at level of prerequisite license)



## Requirements

### Professional Seminar & Project..... 11 credits

EAD691N-694N Professional Seminar in School Administration  
-Initial Level — 4 terms @ 2 credits .....8  
Includes clinical journal, assessments, professional growth plan.  
EAD800 Independent Learning Project .....3

### Initial Licensure Courses ..... 21 credits

EAD662 Contemporary Issues & Topics in Educational Admin .....3  
EAD684 Selection, Development, & Supervision  
of Educational Personnel .....3  
EAD688 Legal Aspects of School Administration .....3  
EAD690 Finance & Business Admin for School Administrator .....3  
EAD712 Curriculum Development, Assessment &  
Improvement for the School Administrator.....3  
EAD782 Reconceptualization of Schools .....3  
EAD720 Advanced Systems Theory — for Supt/Asst Supt *or*  
One Elective — for Princ/Asst Princ or Superv/Dir — graduate course  
in education, counseling psychology, or management that supports  
competency development for the license sought, or a course  
approved for transfer by program coordinator .....3

### School Administration Practicum.....5 credits

#### Prerequisites

- Pass all teacher tests required by your state for this license.  
Massachusetts: Communication & Literacy (MTEL).
- Pre-Practicum — 75 hours .....0
- Pass all initial licensure courses.

**Practicum** — 300 hours in role & level of license sought .....5

EAD790A Supt/Asst Supt (all levels)  
EAD790B Princ/Asst Princ (PreK-6)  
EAD790C Princ/Asst Princ (5-8)  
EAD790D Princ/Asst Princ (9-12)  
EAD790E Superv/Dir (at level of prerequisite license)  
• Exit Performance Portfolio required for credit.

### Non-licensure option

All program components are required except the Practicum and teacher tests. Program will total 32 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

## Course Offerings Plan

### EVERY TERM

EAD691N-694N Professional Seminar sequence ..... start in first term  
Take Communication & Literacy test (MTEL) ..... first term  
EAD790 Practicum *and* EAD693N or 694N  
EAD800 Independent Learning Project ..... last term

### SUMMER With National Institute for Teaching Excellence

EAD662 Contemporary Issues & Topics in Educ Admin. .... NITE  
EAD684 Selection Dev Supervision of Educ Personnel ..... NITE  
EAD712 Curric Dev Assess & Improvement ..... NITE  
EAD782 Reconceptualization of Schools ..... NITE  
EAD690 Finance & Business Admin ..... Camb  
EAD720 Advanced Systems Theory *or* Elective ..... NITE

### FALL

EAD684 Selection Dev Supervision of Educ Personnel  
EAD688 Legal Aspects of School Admin .....DL  
EAD690 Finance & Business Admin  
EAD712 Curric Dev Assess & Improvement

### SPRING

EAD662 Contemporary Issues & Topics in Educ Admin  
EAD688 Legal Aspects of School Admin  
EAD690 Finance & Business Admin .....DL  
EAD782 Reconceptualization of Schools

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission requirements:** Bachelor's degree and other general requirements (see Admission) and:

**School Administration:** Three full years of employment.  
(See ESE website for exact requirements for the license you want.)

- Executive management/leadership role OR
- Supervisory, teaching, or administrative role in a public or private school, higher education OR
- District-wide, school-based, or other educational setting accepted by the dept.

Supervisor/Director: Initial or preliminary license in another educational role required; employment may be under this license.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

## CAGS in Educational Leadership

# Certificate of Advanced Graduate Studies

36 credits, 39 credits for Superintendent/Ass't. Superintendent • 4 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels)  
• Principal/Assistant Principal (PreK-6, 5-8, 9-12) • Supervisor/Director (at level of prerequisite license)

## Research .....7 credits

ECL800	Foundations of Social Science Research . . . . .	3
ECL801	Advanced Graduate Research Seminar . . . . .	3
ECL807	Action Research Project . . . . .	1

## Leadership Core ..... 12 credits

ECA725	Instructional Leadership: Supervision & Administration of Educational Personnel . . . . .	3
ECL802	Advanced Leadership . . . . .	3
ECL803	Advanced Technologies in Education . . . . .	3
ECL804	Advanced Leadership in Policy & Practice . . . . .	3

## CAGS Courses ..... 12 credits

### School Administration

ECA701	School Management & the Law . . . . .	3
ECA703	Managing Financial Resources . . . . .	3
ECC707	Meeting the Challenge of School Restructuring . . . . .	3
ECC710	Assess't & Developing & Evaluating Curriculum . . . . .	3
ECA720	Advanced Systems Theory (additional course for Supt/Asst Supt; program total 39 credits) . . . . .	3

### Special Education Administration

ECS712	Advanced Psycho-Educ Assess't & Educ Planning . . . . .	3
ECS713	Administration of Special Education Programs . . . . .	3
ECS714	Collaboration & Consultation Techniques . . . . .	3
ECS716	Philosophical & Psycho-Social Fndns of Education . . . . .	3

### Curriculum & Instruction (non-licensure) . . . . . choose 12 credits

ECA704	Effective Schools . . . . .	3
ECC705	Curriculum Design & Renewal for 21st Century . . . . .	3
ECC707	Meeting the Challenge of School Restructuring . . . . .	3
ECC708	Learning Theories & Instructional Design . . . . .	3
ECC710	Assess't & Developing & Evaluating Curriculum . . . . .	3

More electives may become available; see website.

## Practicum/Seminar I-II .....5 credits

Term I @ 3 credits • Term II @ 2 credits

### Prerequisites:

- Licensure candidates: Pass all licensure courses and all teacher tests required by your state for this license, if not previously passed. Massachusetts: Communication & Literacy (MTEL).
- All students: Pass ECL800-801.

**Practicum without licensure** — Adapted to individual professional needs with approval of faculty advisor, who also provides practicum assignments. No on-site supervision required.

ECA805N-806N	School Administration
ECC805-806	Curriculum & Instruction
ECS805N-806N	Special Education Administration

**Practicum for licensure** — 300 hours in role & level of license sought. Home state practicum site under a school administrator with the appropriate license, with Cambridge College supervision.

ECA805A-806A	Supt/Asst Supt (all levels)
ECA805B-806B	Princ/Asst Princ (PreK-6)
ECA805C-806C	Princ/Asst Princ (5-8)
ECA805D-806D	Princ/Asst Princ (9-12)
ECA805E-806E	Supervis/Dir (at level of prerequisite license)
ECS805-806	Special Education Admin (all levels)

- Exit Performance Portfolio required for credit.

**CAGS and EdS**—A Certificate of Advanced Graduate Studies is comparable to an Education Specialist (EdS) degree, and many states consider them to be equivalent.

**Admission requirements:** Master's degree and other general requirements (see Admission) and:

**School Administration:** Three full years of employment. (See ESE website for exact requirements for the license you want.)

- Executive management/leadership role OR
- Supervisory, teaching, or administrative role in a public or private school, higher education,
- District-wide, school-based, or other educational setting accepted by the dept.

Supervisor/Director: Initial or preliminary license in another educational role required; employment may be under this license.

### Special Education Administration:

- Initial license: special education, school psychologist, school social worker/school adjustment counselor, school principal/asst principal, or speech, language & hearing disorders teacher.
- Three full years of employment in a district-wide, school-based or other educational setting OR in law, public policy, higher education, or other related field accepted by the dept.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program.



# Doctor of Education in Educational Leadership

70 credits: 47 credits course work, 23 credits research • Up to 33 prior post-master's transfer credits accepted

This degree program may satisfy licensure requirements for K-12 public school educators.

## EdD Degree & Concentration Options

Concentration	Licensure Available	Credentials Earned	Transfer Credit Limits
• School Administration	yes	CAGS & EdD	12
• Special Education Administration	yes	CAGS & EdD	12
• Curriculum & Instruction	no	CAGS & EdD	12
• No concentration	no	EdD only	33

## YEAR 1 ..... 36/33 credits

### Research & Leadership Core ..... 19 credits

ECA725	Instruct'l Leadership: Supervision & Administration of Educational Personnel	3
ECL800	Foundations of Social Science Research	3
ECL801	Advanced Graduate Research Seminar	3
ECL802	Advanced Leadership	3
ECL803	Advanced Technologies in Education	3
ECL804	Advanced Leadership in Policy & Practice	3
ECL807	Action Research Project	1

### Practicum/Seminar ..... 5 credits

- **With concentration:** See CAGS chart.
- **No concentration:** Do applicable non-licensure practicum/semnar (see CAGS chart); adapted for individual professional needs.

### CAGS/Licensure Courses

See CAGS chart ..... 12 credits

(Additional course for supt/asst supt; program total 73 credits.)

## YEAR 2 ..... 34/37 credits

### Doctoral Electives ..... choose 6 credits

Students who complete the research and leadership core at Cambridge College are waived out of one doctoral elective. More electives may become available; see website.

EDL810	Transformational Leadership	3
EDL820	Collective Bargaining & Conflict Resolution	3

### Doctoral Required Courses ..... 15 credits

EDL830	Schools & Social Justice	3
EDL840	Social & Cultural Foundations of Educational Leadership	3
EDL850	Using Quantitative and Qualitative Research for School Improvement	3
EDL860	Advanced Qualitative Research Skills	3
EDL870	Advanced Quantitative Research Skills	3

### Dissertation & White Paper Advising ..... 16 credits

EDL900	Introduction to the Dissertation	1
EDL905	White Paper for Education Reform	3
EDL910, 920, 930, 940	Dissertation — 4 term sequence	12

**Transfer credit:** First year work (above, up to 33 credits) may be covered by transfer credit.

Post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer and current program requirements (see Transfer of Credit).

Acceptable transfer credits are determined as part of the admission process, based upon the content of prior course work and whether applicants seek a CAGS and/or licensure as part of the doctoral program.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

**Admission to the EdD is a competitive process** for one of the limited number of slots available. Therefore, meeting minimal standards does not guarantee admission.

**Admission requirements:** Master's degree in education or a closely related field, and other general requirements (see Admission). Further requirements as follows:

- Licensure candidates please see CAGS chart.
- Five years of progressively responsible professional experience.
- Comprehensive evaluation of your application.

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program.



# Course Offerings Plan for CAGS & EdD

## YEAR 1 • CAGS

### SUMMER..... Location

ECA725	Instructional Leadership	NITE
ECL800	Foundns of Social Sci Research	Camb, NITE
ECL801	Advc Research Seminar (req. ECL800)	Camb
ECL802	Advc Leadershp	NITE
ECL803	Advc Technol in Education	NITE
ECL804	Advc Leadershp in Pol & Pract	NITE
	Practicum/Seminar I (reqs. on program chart)	Camb
	Practicum/Seminar II <b>and</b> Research Project	Camb, NITE

ECA703	Managing Financial Resources	Camb
ECC707	School Restructuring	NITE
ECC710	Assess Dev Eval Curric	NITE
ECS713	Admin of Special Educ	NITE
ECS714	Collab & Consult Technq.	NITE
ECA720	Advc Systems Theory	NITE

### FALL

ECA725	Instructional Leadershp	Camb
ECL800	Foundns of Social Sci Research	Camb
ECL801	Advc Research Seminar (req. ECL800)	DL, Camb
ECL802	Advc Leadershp	Camb
ECL803	Advc Technol in Education	Camb
	Practicum/Seminar I (reqs. on program chart)	Camb
	Practicum/Seminar II <b>and</b> Research Project	Camb

ECA701	School Mgt & Law	DL
ECA703	Managing Financial Resources	Camb
ECC708	Learning Theories & Instructl Design	DL
ECC710	Assess Dev Eval Curric	Camb
ECS716	Philos & Psycho-Social Foundns	DL, Camb

### SPRING

ECL800	Foundns of Social Sci Research	Camb
ECL801	Advc Research Seminar (req. ECL800)	Camb
ECL803	Advc Technol in Education	Camb
ECL804	Advc Leadershp in Pol & Pract	Camb
	Practicum/Seminar I (reqs. on program chart)	DL, Camb
	Practicum/Seminar II <b>and</b> Research Project	Camb

ECA701	School Mgt & Law	Camb
ECA703	Managing Financial Resources	DL
ECA704	Effective Schools	DL, Camb
ECC705	Curriculum Design & Renewal	Camb
ECC707	School Restructuring	Camb
ECS712	Advc Psycho-Educ Assess't	DL, Camb

## YEAR 2 • doctoral

### SUMMER..... Location

EDL810	Transformational Leadership	NITE
EDL820	Collective Bargaining & Conflict Resolution	NITE
EDL840	Social & Cultural Foundns	NITE
EDL850	Quantitative & Qualitative Research	NITE
EDL900	Intro to Dissertation	NITE
EDL905	Educ Reform & White Paper (final summer)	NITE
EDL910	Dissertation I (req. EDL900)	NITE
EDL940	Dissertation IV (req. EDL930; final summer)	NITE

### FALL

EDL810	Transformational Leadership	Augusta
EDL830	Schools & Social Justice	Camb
EDL860	Qualitative Research Skills (req. EDL850)	Camb
EDL870	Quantitative Research Skills (req. EDL850)	Camb
EDL900	Intro to Dissertation	Augusta, Camb
EDL920	Dissertation II (req. EDL910)	Camb

### SPRING

EDL810	Transformational Leadership	Camb
EDL830	Schools & Social Justice	Augusta
EDL860	Qualitative Research Skills (req. EDL850)	Camb
EDL870	Quantitative Research Skills (req. EDL850)	Camb
EDL900	Intro to Dissertation	Augusta, Camb
EDL930	Dissertation III (req. EDL920)	Camb

#### Locations

- Camb-Cambridge main campus ● NITE-summer site
- DL-Distance Learning ● Augusta, GA regional center

**Course offerings plan subject to change.** See website.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).