



School of Education

The **SCHOOL of EDUCATION** (SOE) offers graduate studies at the M.Ed., CAGS and Doctoral level designed for individuals seeking licensure or certification in MA as teachers, principals and support staff 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 M.Ed. non-licensure degree options. The SOE also provides a M.Ed. 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. The SOE also offers Master's and PhD programs for those professionals interested in seeking certification as Board Certified Behavior Analysts (BCBA).

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 educators 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:

- Diversity
- Innovation
- 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 to 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. Distance learning is now available in all of our programs, either completely or in a hybrid format.

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.)

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 an educator 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.

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) clarify academic and program expectations with Program Chairs and faculty teaching in these areas; (b) share details required to successfully launch graduate studies; and (c) gain critical information about the support teams, services, and events available to students.

Academic Success Panels

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

Upon application, the SOE uses the Personal Statement to assess entry-level writing skills. If applicants have not taken or passed the Communications and Literacy MTEL they may enter the non-licensure program until they successfully complete the above MTEs.

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 writing assessments, as needed, to facilitate their success.

The SOE is committed to producing graduates who think critically and communicate clearly and respectfully in verbal and written form. Performance expectations include positive communication with instructors, classmates, individuals, and within teams. This also applies to interacting with others online (e.g., via email and virtual learning environments).

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 *Cambridge College Admission Requirements School of Education* on page 15.)

Academic Program Requirements

All students must uphold College policies and SOE 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. In order to do this more effectively, students and advisors are asked to communicate through the *Starfish Student Success* portal.

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 have successfully passed the Communications and Literacy MTEs are immediately entered into the licensure program of their choice. Those who have not taken or have not passed the Communication and Literacy MTEs must enroll in the licensure program of their choice (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.

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.

Non-Licensure

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.

Practicum

An application to enter the practicum is required for all candidates in SOE licensure programs. All teacher licensure candidates must complete EDU 704 Practicum Readiness prior to being accepted into practicum. Those in Ed Leadership must complete an application prior to enrolling in practicum.

From the beginning of the program, candidates are required to purchase *TaskStream*, an electronic portfolio used to document 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 Assistant Dean of Field Placements *upon program completion for licensure purposes*.

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)
- Complete EDU 704 Practicum Readiness requirements (Teacher Licensure)
- Submit a practicum application and practicum placement form to the Field Experience Office for approval at least one term prior to the practicum.

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.

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.

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.

Partnerships

Evergreen Center, Beacon ABA Services, & Criterion Child Enrichment

The School of Education partners with the Evergreen Center, Beacon ABA 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 M.Ed. and Ph.D. degrees, BCBA certification, and professional development opportunities. Staff who actively practice within the partnership hold faculty appointments with Cambridge College. These faculty teach courses, serve as program coordinators, and work in collaboration with colleagues in the SOE to guide curricular decisions for the Autism/Applied Behavior Analysis (ABA) programs 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, and may be published in behavior analytic journals.

Beacon ABA Services is a private practice of behavioral educators founded on the principles of applied behavior analysis (ABA). Beacon ABA Services 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 and publications in behavior analytic journals.

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 speech and language 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.

Inactive Programs

We are no longer admitting new students into the following programs as of Fall 2020:

- English as a Second Language Certificate
- Curriculum & Instruction track of the CAGS in Educational Leadership

If you are enrolled in a program that is no longer active, please confer with your academic advisor and continue to follow your program plan as outlined in the Academic Catalog published in the year you entered your program. All back issues of the Academic Catalog may be found at <https://www.cambridgecollege.edu/academic-catalogs-back-issues>.



Master of Education

Autism/Applied Behavior Analysis

- CIP code 422814 • 38 credits, 6 terms
- ABAI Verified Course Sequence meets coursework eligibility criteria for the Behavior Analyst Certification Board exam.

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 Applied Behavior Analysis (ABA) program, students meet the academic 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, supervised fieldwork, and successfully pass the BCBA examination will earn a national certification and also be eligible for licensure in Massachusetts. 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:

- Bachelor's degree required for the master's program. Individuals with a master's degree may enroll in the ABA coursework only.
- 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 director: Daniel Almeida, Ph.D.
 • daniel.almeida@cambridgecollege.edu

Program chair:
 Joseph Vedora, Ed.D., BCBA-D, LABA
 • joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)

Autism & Special Education Courses 14 credits

- This course sequence is strongly recommended.

	Fall Entry	Spring Entry
ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics	Fall 1 . . .	Spring 1
ESP 630 Social & Psychological Perspectives in Autism Spectrum Disorders	Spring 1 . . .	Spring 2
ESP 616 Communication Disorders (ASD)	Summer 1 . . .	Summer 1
ESP 615 Assistive Technology: Modifying Curric for Diverse Learning Styles	Fall 2	Fall 2
ESP 594 Collaboration & Consultation Techniques (2 credits)	Fall 2	Fall 1

ABA Course Sequence 24 credits

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

	Fall Entry	Spring Entry
ABA 715ABasic Applied Behavior Analysis I (4 credits)	Fall 1 . . .	Spring 1
ABA 715BBasic Applied Behavior Analysis II (4 credits)	Spring 1 . . .	Summer 1
ABA 726 Ethics in Applied Behavior Analysis	Summer 1 . . .	Summer 2
ABA 716 Behavior Assessment	Fall 2	Fall 1
ABA 718 Research Methods	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions	Spring 2 . . .	Spring 2
ABA 722 Supervision & Management in Applied Behavior Analysis	Summer 2 . . .	Summer 2
ABA 721* Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	Summer 2	Fall 2

*Students who do not pass ABA721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

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.



Master of Education

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

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
 - ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . every term
 - ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics Fall, Spring
 - ESP 695 Laws & Regulations Pertaining to Special Education Fall, Spring
 - ESP 689 Theories of Typical & Atypical Human Development Fall, Summer
 - ESP 621 Assessment & Appraisal Process (ASD) Spring
 - ESP 625 Behavior Management (ASD) Fall, Summer
 - ESP 616 Communication Disorders (ASD) Fall, Summer
 - ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders Summer
 - ESP 635 Teaching & Curriculum Development for Students with Severe Disabilities Summer
- One approved 3-credit School of Education elective.

Program and schedule subject to change.

Program chair: Louise Andrews, Ph.D.
 • louise.andrews@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-Master's Certificate

Autism Specialist Endorsement Certificate

• CIP code 13100

15* credits, 2 terms, part-time • Endorsement program for Massachusetts licensed educators

Program Description — This DESE endorsement recognizes specialized study in Autism by individuals with an Initial or Professional license and two years' teaching experience. This program provides educators in special education with a contextual and practical understanding of the Autism Spectrum and how to support families and schools while meeting the needs of students. The endorsement is not required for licensure or employment in schools. This program requires four courses and a 150-hour field-based experience.

The program and coursework are available in a hybrid format.

Learning Outcomes —

- Meet the unique and complex educational needs of students on the Autism Spectrum.
- Assist public schools in including students on the Autism Spectrum in developing and implementing IEPs and participating in regular education settings.
- Assist families of students on the Autism Spectrum to participate meaningfully in their children's education.

Careers — Career options are defined by the educator's original certificate. However, the Autism Specialist Endorsement indicates that the educator has acquired specialized knowledge and skill in assisting students on the Autism Spectrum. School districts have authority to require candidates to hold or be eligible for the Autism Specialist Endorsement in addition to the original license.

Courses required may vary based on transcript analysis.

Courses 15 credits

ESP 610	Autism: History, Prevalence, Diagnosis & Characteristics — required first course	Summer
ESP 625	Behavior Management (ASD)	Summer
ESP 616	Communication Disorders (ASD).	Fall
ABA 702	Field Experience Internship and Seminar: Autism Specialist	Fall
*ESP 607	Psycho-Educational Assessment for Teaching Exceptional Students	Fall

*If students have already completed ESP607 outside of this program, students are instead required to take ESP630:

ESP 630	Social and Psychological Perspectives in Autism Spectrum Disorder
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Admission requirements:

Candidates are expected to enter the program based on prerequisite criteria to ensure that they have the prerequisite skills to be effective in the licensure role:

- Valid Massachusetts initial or professional license as: Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing.
- School of Education requirements for certificate programs.

***Program credits:** Other educators interested in participating in these courses are welcome, but will not receive the DESE endorsement unless they meet the requirements listed above.

Courses already taken in this program at Cambridge College will be accepted. One 3-credit graduate-level course from another college or university will be considered.

Please note: This program has been approved for financial aid.

Program subject to change.

Program chair: Louise Andrews
• louise.andrews@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-master's Certificate

Behavior Analyst Certificate

• CIP code 422814 • 24 credits, 6 terms

• ABAI Verified Course Sequence meets coursework eligibility criteria for the Behavior Analyst Certification Board exam.

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, supervised fieldwork, and successfully pass the BCBA examination will earn a national certification and also be eligible for licensure in Massachusetts. 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 24 credits

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

	Fall Entry	Spring Entry
ABA 715A Basic Applied Behavior Analysis I (4 credits)	Fall 1 . . .	Spring 1
ABA 715B Basic Applied Behavior Analysis II (4 credits) . . . . .	. . . . .	Spring 1 . . Summer 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	. . . . .	Summer 1 . . Summer 2
ABA 716 Behavior Assessment	Fall 2	Fall 1
ABA 718 Research Methods . . . . .	. . . . .	Spring 2 . . Spring 2
ABA 719 Behavioral Interventions . . . . .	. . . . .	Spring 2 . . Spring 2
ABA 722 Supervision & Management in Applied Behavior Analysis . . . . .	. . . . .	Summer 2 . . Summer 2
ABA 721* Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program . . . . .	. . . . .	Summer 2 Fall 2

*Students who do not pass ABA 721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

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 director: Daniel Almeida, Ph.D.
• daniel.almeida@cambridgecollege.edu

Program chair, ABA:
Joseph Vedora, Ed.D., BCBA-D, LABA
• joseph.vedora@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-Master's Certificate

Digital Literacy Computer Science Certificate

• CIP code 130501 • 15 credits, 2-3 terms •

Program Description — The Digital Literacy Computer Science Certificate (DLCS) serves licensed science, math and library teachers who seek this additional add-on license. The course work provides the necessary depth and content knowledge needed to support the expectations outlined in the Massachusetts Curriculum Framework 2016 and addresses the subject matter knowledge as outlined by the Massachusetts Dept. of Elementary and Secondary Education for the new Digital Literacy and Computer Science licensure (K-12).

The demand for this license is great since the state government has issued guidelines for all schools to integrate digital and computer science literacy and courses K-12 to prepare students for high tech working environments.

The program and coursework are all online. Two courses are offered each term.

Learning Outcomes — Graduates demonstrate the knowledge and skills expected of professional educators by regional, state and national accreditation bodies. They understand the principles and concepts of computing and society, including cyberbullying, safety security issues, and technology laws as well as recovery strategies. They evaluate the impact of technology and assistive technologies in people's lives, commerce and society. They demonstrate advanced research skills and strategies to identify and evaluate and credit sources and information. In addition, they utilize digital tools and resources to enhance communication and collaboration, solve problems, and publish online by demonstrating an understanding of computer systems, programming and computational thinking.

Careers — Computer science teacher (5-12)

Courses required may vary based on transcript analysis, reviewed by Program chair.

Courses 15 credits

- SCI 634 Computational Thinking: Data Structures & Algorithms
- SCI 636 Computers, Software & Networks
- SCI 637 Computers & Society
- SCI 638 Computer Programming
- SCI 640 Network Security & Safety

Admission requirements:

- School of Education requirements for certificate programs.
- Master's degree required.
- Massachusetts teachers who hold an initial or professional license may elect to add this digital literacy license by submitting this coursework on their own to the Massachusetts Department of Elementary and Secondary Education (DESE) for transcript approval. Part of the approval process will include 150 hours of teaching digital literacy in a school setting; this can be submitted by a school principal on official letterhead. There is no MTEL for this license.

Transcript analysis: Subject Matter Competency for Digital Literacy will be evaluated through transcript analysis by the program chair, following the Subject Matter Knowledge Standards for the Massachusetts Digital Literacy 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:** 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
• john.papadonis@cambridgecollege.edu

All courses 3 credits except as noted.



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 (DESE)

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: Christy Reynolds, Ed.D.
 • christy.reynolds@go.cambridgecollege.edu

Courses — program chair will advise on sequence 26 credits

- EDU 558 Introduction to Graduate School (1 credit) . . . Fall, Spring
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ELE 521) Fall, Spring
- ELE 521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . Fall, Spring
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) every term
- ESP 594 Collab & Consultation Technq (2 credits) every term
- ECE 600 Development of Young Children Summer
- ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum Fall, Spring
- ESP 512 Inclusion & Behavior Management Fall, Summer
- ELE 656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric. Spring
- ELE 620 Integration of Children’s Literature in Early Childhood & Elementary Curriculum Fall, Summer
- MAT 700 Inclusion in Math Class every term
- ELE 594 Integrating Physical Education into Early Childhood & Elementary Curriculum (1 credit) . . . Summer

Practicum Prerequisites 1-4 credits

- Pass all MTEls required by Massachusetts for this license: Communication & Literacy, Early Childhood, and Foundations of Reading (MTEL).
- SEI 605 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)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

Practicum & Seminar (licensure students only) 4 credits

- ECE 794 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ECE 791 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 M.Ed. 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 (DESE) 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 M.Ed. 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

- Create a physically and emotionally safe school environment.
- 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 PreK-12 schools. Principal/Assistant Principal graduates 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.

M.Ed.—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, PreK-8 or 5-12
- 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—M.Ed. 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, Ed.D.
 • stephen.maio@cambridgecollege.edu



MEd

Continued

Educational Leadership

Principal/Assistant Principal Licensure

Term 1

- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits; *25 practicum hours*)

Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits; *50 practicum hours*)

Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits; *75 practicum hours*)

Term 4

- SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- EAD 694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum*)

EAD 790 H or J Practicum 500 hours Completion (5 credits) and *all MA-PAL requirements*

- EAD 790 **H** Principal/Asst Principal (PreK-8)
- EAD 790 **J** Principal/Asst Principal (5-12)

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

Education Leadership—M.Ed. Non-Licensure

Term 1

- EAD 712 Curriculum Principles and Practices for Educational Leaders
- EAD 684 Selection, Development & Supervision of Educational Personnel
- EAD 691 Professional Seminar I (2 credits)

Term 2

- EAD 688 Legal Aspects of School Administration
- EAD 690 Finance & Business Administration for the School Administrator
- EAD 692 Professional Seminar II (2 credits)

Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 783 Leading Antiracist Schools
- EAD 693 Professional Seminar III (2 credits)

Term 4

- EAD 721 Supervision, Induction & Coaching of New Teachers
- EAD 800 Independent Learning Project
- EAD 694 Professional Seminar IV (2 credits)

Total 32 credits; no practicum

(All courses @ 3 credits except as noted.)



Educational Leadership - CAGS

- CIP code 130401 • School Administration 36-38* credits • 4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE) 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 (DESE) 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 the knowledge and ability to create a physically and emotionally safe school environment, (b) demonstrate a knowledge of and sensitivity to school and system organization; (c) understand that improving teaching and learning is an intricate process that requires a willingness to change, an educational vision, and persuasive communication; (d) pursue action research and data collection to inform decision making and create meaningful professional development for faculty; and (e) 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 DESE.
- 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, PreK-8 or 5-12
- 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, Ed.D.

- stephen.maio@cambridgecollege.edu





Educational Leadership - CAGS

School Administration (licensure and non-licensure)

- Principal/Asst Principal

Term 1

- ECL 800 Foundations of Social Science Research
- ECA 725 Structural and Institutional Barriers to Equality in Education
- ECA 701 School Management & the Law

Term 2

- ECL 801 Advanced Graduate Research Seminar
- ECL 802 Advanced Leadership
- ECA 703 Managing Financial Resources

Term 3

- ECL 803 Advanced Technologies in Education
- ECL 804 Advanced Leadership in Policy & Practice
- SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.
- ECC 710 Assessment & Developing & Evaluating Curriculum

ECA 805 Practicum I (3 credits)

- ECA 805 **H** Principal/Asst Princ (PreK-8) *300 of 500 hours*
- ECA 805 **J** Principal/Asst Princ (5-12) *300 of 500 hours*

Term 4

- ECL 807 Applied Action Research Project (1 credit)
- ECC 707 Leading Educational Change and School Renewal

ECA 805 Practicum II (2 credits)

- ECA 806 **H** Principal/Asst Princ (PreK-8) *200 of 500 hours*
- ECA 806 **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

(All courses @ 3 credits except as noted.)



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 (DESE)

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.

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: Christy Reynolds, Ed.D.
 • christy.reynolds@go.cambridgecollege.edu

Courses — program chair will advise on sequence 27 credits

- EDU 558 Introduction to Graduate School (1 credit)Fall, Spring
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. lab for ELE521)Fall, Spring
- ELE 521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum Fall, Spring
- ELE 653 Teaching Science & Technology in Early Childhood & Elementary CurriculumFall, Spring
- ELE 510 Developmental Psychology Spring
- ELE 656 Teaching Social Science, History & Multicultural Educ in Early Childhood & Elementary Curric.Spring
- ELE 620 Integration of Children’s Literature in Early Childhood & Elementary Curriculum Fall
- MAT 623 Common Core Math Spring, Summer
- ELE 594 Integrating Physical Education into Early Childhood & Elementary Education (1 credit) Summer
- ELE 593 Integration of Visual Arts for Early Childhood & Elementary Curriculum (1 credit)Spring
- MAT 700 Inclusion in Math Class every term
- ESP 512 Inclusion & Behavior ManagementFall, Summer

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

- ELE 794 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.
- ELE 791 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

ELE 653 Teaching Science & Technology in Early Childhood & Elementary CurriculumFall, Spring

Methods & Materials for Teaching:

SCI 686 Physical Science. Fall
 SCI 690 Teaching Engineering & Technology (2 credits). Fall
 SCI 682 Life Science Spring
 SCI 684 Earth Science Spring

Science Content.....3 credits

Online courses @ 1 credit

Select one course:	SCI 601	Aquatic Ecology
	SCI 600	Cell Biology
Select one course:	SCI 603	Electricity & Magnetism
	SCI 609	Transfer of Energy
	SCI 615	Forces in Motion
Select one course:	SCI 607	Structure of the Earth
	SCI 613	Earth's Place in the Universe
	SCI 629	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). 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, M.S.
 • john.papadonis@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



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 (DESE)

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 ELs; 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 EL education and the laws pertaining to education of ELs.

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 included within the M.Ed. degree for initial licensure in ESL.

Program chair: Leba Heigham, M.Ed.
• leba.heigham@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

- ESL 500 Introduction to Education for English Learners (1 credit) Fall, Spring
- ESL 610 Linguistics & Language Variations Fall, Summer
- ESL 615 Methods & Materials for ESL. Fall, Spring
- ESL 620 Teaching Reading & Writing to ESL Students Summer
- ESL 625 Technology for Linguistically Diverse Classrooms Summer
- ESL 630 Equitable Assessment of ESL Learners Fall
- ESL 631 Second-Language Acquisition & Culture Spring, Summer
- ESL 635 Sheltered Instruction & Assessment Spring
- ESL 640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling Fall
- ESL 650 Teaching Content to ESL Learners Spring

Practicum Prerequisites 1 credit

- Pass all MTEs 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)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

Practicum (licensure students only) 4 credits

ESL 794A Practicum (PreK-6) or ESL 794B Practicum (5-12)
300 hours (2 credits)

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

ESL 791 Practicum Seminar (2 credits) Fall, Spring
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



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 (DESE)

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, M.S.
 • john.papadonis@cambridgecollege.edu

Science Methods..... 19 credits

- SCI 680 Attaining Science Literacy. Fall
- 1-6: or** ELE 653 Teaching Sci & Technol in Early Childhood & Elem Curric Fall, Spring

Methods & Materials for Teaching:

- SCI 686 Physical Science. Fall
- SCI 690 Teaching Engineering & Technology (2 credits). Fall
- SCI 692 Logistics of Teaching Science (2 credits) Spring
- SCI 682 Life Science Spring
- SCI 684 Earth Science Spring
- SCI 688 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

- SCI 609 Transfer of Energy. Fall
- SCI 611 Ocean Science. Fall
- SCI 619 Teaching Project-Based Science. Fall
- SCI 627 Teaching Chemistry Through Inquiry Fall
- SCI 603 Electricity & Magnetism. Spring
- SCI 607 Structure of the Earth Spring
- SCI 613 Earth's Place in the Universe. Spring
- SCI 629 Practical Meteorology Spring
- SCI 601 Aquatic Ecology Summer
- SCI 615 Forces in Motion. Summer
- SCI 617 Earth's History Summer
- SCI 600 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
- SEI 605 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)
- EDU 704 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)

SCI 794A Practicum 1-6 • SCI 794B 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

SCI 791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)



General Science (1-6 or 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 (DESE)

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 (1-6 or 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 1-6 or 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 1-6 or 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, M.S.
• john.papadonis@cambridgecollege.edu

Courses required may vary based on transcript analysis.

Science Methods..... 16 credits

Methods & Materials for Teaching:

SCI 686	Physical Science.	Fall
SCI 690	Teaching Engineering & Technology (2 credits).	Fall
SCI 692	Logistics of Teaching Science (2 credits).	Spring
SCI 682	Life Science	Spring
SCI 684	Earth Science	Spring
SCI 688	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.
- SEI 605 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)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

Practicum & Seminar..... 4 credits

- SCI 794A Practicum 1-6** – 300 hrs in a middle school (1-6) science classroom (2 credits)
- SCI 794B 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

- SCI 791 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

Required Courses 6 credits

- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching About Human Sexuality Fall

Electives in Health Education choose 6 credits

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues Fall
- EHE 642 Promoting Wellness: Building Positive Health/SEL Behavior. Spring
- EHE 652 Preventing Unintentional Injury & Violence Summer
- EHE 662 Promoting Mental/SEL Health Through School-Based Intervention. Spring
- EHE 672 Improving School Health/SEL Through Coordination Summer
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change Summer

(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 does not 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 & Project9 credits

- EED 691-693 Professional Seminar I-III (3 terms @ 2 credits)
- EED800 Independent Learning Project

Theory & Practice2 credits

- EED 590-591 Theory & Practice of Education — Fall and Spring only (2 terms @ 1 credit)

Preparing for Success3 credits

- EED 604 Graduate Level Writing for Social Science Research

Foundation Courses choose 6 or more credits

- EED 564 Motivation & Teaching: Theories & Practices
- EED 610 Strategies for Teaching Critical Thinking Across the Curriculum
- EED 636 Rereading Global Oppression
- EED 647 Human Brain, Human Learning
- EED 680 America Through its Literatures
- EED 705 Multicultural Diversity Issues in Workplace & Classroom

Elective Courseschoose up to 12 credits

- EED, ENG Any EED or ENG course(s)
- ELM 517 Literature for Young Adults
- ELM 523 Children’s Literature
- EDU 612 From Writing to Reading
- EDU 622 Active Assessment for Active Reading
- EDU 632 Understanding Reading K-5
- EDU 635 Developing Writing Skills in the Early Childhood Years
- EIT 711 Advanced Technologies in Education
- EIT 712 Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts

Or, with prior approval of the 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: EED 692 or 693
- Independent Learning Project: EED 800 or EED 801
- One 3-credit course in EED, EDU, ELM, or ENG.

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

If 9-12 external transfer credits are accepted:

- Professional Seminar is reduced to two terms: EED 691-692
- EED800 Independent Learning Project required
- Theory & Practice is reduced to one credit: EED 590 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, M.A.
• Diane.Harper@cambridgecollege.edu

All courses 3 credits except as noted.



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 (DESE)

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

- MAT 603 Arithmetic to Algebra: Developing Math Patterns & Ideas •
- MAT 607 College Algebra •
- MAT 609 Euclidean Geometry •
- MAT 615 History of Math •
- MAT 623 Common Core Math •
- MAT 605 Technol in Math Learning & Teaching •
- MAT 611 Calculus I •
- MAT 613 Discrete Math •
- MAT 633 Probability & Statistics •
- MAT 708 Diagnosis & Remediation of Learning Problems in Mathematics
- or MAT 700 Inclusion in Math Class •
- MAT 625 Number Theory •
- MAT 627 Abstract Algebra •
- MAT 629 Non-Euclidean Geometry •
- MAT 631 Calculus II •
- MAT 635 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)
- SEI 605 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)
- EDU 704 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

- MAT 794B Practicum 5-8
- MAT 794C Practicum 8-12
- MAT 791 Practicum Seminar** in Mathematics Teaching (2 credits)
 Electronic exit portfolio (Taskstream) required for credit.



(All courses @ 3 credits except as noted.)



Graduate Certificate

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 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
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MAT 603	Arithmetic to Algebra: Developing Math Patterns & Ideas.	•
MAT 623	Common Core Math.	•
MAT 605	Technol in Math Learning & Teaching	•
MAT 700	Inclusion in Math Class	•
MAT 611	Calculus I	•
MAT 609	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:

- MAT 615 History of Math
- MAT 613 Discrete Math

The two certificates may not be taken concurrently.

COURSE OFFERINGS PLAN / PREREQUISITES

MAT 603	Arithmetic to Algebra	Fall
MAT 605	Technol. in Math (preqs. 607, 609, 611, 613)	Spring
MAT 607	College Algebra	Spring
MAT 609	Euclidean Geometry	Fall
MAT 611	Calculus I (preqs. MAT607, 609)	Fall
MAT 613	Discrete Math (preqs. MAT 607, 609)	Fall
MAT 615	History of Math (preqs. MAT 607, 609, 611)	Summer
MAT 618	Math Essentials	Fall, Spring
MAT 623	Common Core Math	Spring, Summer
MAT 625	Number Theory (req. MAT 611)	Summer
MAT 627	Abstract Algebra (req. MAT 607)	Fall
MAT 629	Non-Euclidean Geometry (req. MAT 609)	Spring
MAT 631	Calculus II (req. MAT 611)	Spring
MAT 633	Probability & Statistics (req. MAT 613)	Spring
MAT 635	Applied Math (preqs. MAT 611, 631)	Fall
MAT 700	Inclusion in Math Class	every term
MAT 708	Diagnosis & Remediation of Learning Problems in Mathematics	Fall, Spring
MAT 790-791	Practicum and Practicum Seminar	Fall, Spring

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.)



Post-Master's Certificate

Perrone-Sizer Institute for Creative Leadership

• CIP code 130101 • 15 credits, 3 terms, full-time

Program Description — This certificate prepares emerging leaders to continuously apply a creative, adaptive approach to challenges and engage in meaningful collaboration with other leaders and organizations to help students and families flourish. By developing leaders from the perspectives of Educator, Artist, and Community leader, students build the skills, capacity and confidence to lead innovative, democratic, urban schools that prioritize student agency, family engagement, and community partnership, championing access, equity, and diversity.

This certificate is comprised of in-seat and hybrid courses.

Learning Outcomes — Students who complete the program will show competency in becoming:

- A Creative Leader—engaging, persisting, using design and studio thinking in their work.
- A Reflective and Ethical Practitioner—exhibiting moral courage and racial and cultural self-knowledge, calm and level headed under pressure, and embracing racial justice, human imperfection, and uncertainty.
- A Effective Communicator—communicating regularly, proactively, clearly, inspirationally, and harnessing people's minds and hearts to create change.
- A Skilled Politician and Community Leader—convening the community around common values, a common mission and vision, and a dynamic organizational strategy.
- A Head Teacher—demonstrating performance-based instructional leadership and deep commitment to academic/intellectual/social/emotional/civic development of students within an ethos of equity.
- A Chief Talent Developer—recruiting, nurturing, and retaining a diverse and high-quality community of colleagues.
- A Entrepreneurial and Competent CFO—managing the fiscal resources of the organization, understanding the role of fundraising and use of data and their impact on equity.

Careers — PSi prepares emerging school and youth-focused nonprofit leaders to take the next step in leadership, whether as a school principal, assistant principal, teacher leader, or nonprofit executive. PSi provides extensive coaching so that interested participants complete the Massachusetts Performance Assessment for Leaders (PAL), a requirement for principal licensure.

PSi graduates join an expanding network of alumni who bring new innovations and improvements in achievement and wellbeing to the 21,000+ young people they serve each year. They report an increased sense of agency in their work, seeing themselves as actors catalyzing institutional change in both positional and nonpositional roles. Our graduates are turning around schools, reviving nonprofits, addressing unmet student needs, and knitting together vibrant cohorts of parents and teachers, neighbors and nonprofits focused on student achievement and helping their communities thrive.

Courses 15 credits

Term 1

- ADM 610 PSI Research Design3
- ADM 686A PMI Part time Practicum in Educational Administration 1.5

Term 2

- ADM 603 Organizational Change3
- ADM 686B PMI Part time Practicum in Educational Administration 1.5

Term 3

- ADM 606 Sociocultural Change3
- ADM 655 Advanced Seminar in Supervision and Evaluation3

Cambridge College partners with the Perrone-Sizer Institute for Creative Leadership at Hale to develop a network of adaptive leaders who champion racial justice and equity, integrate artistic and design thinking, and engage youth and families to mobilize teams who transform educational and community-based organizations.

Admission requirements:
You will be asked to upload your resume/curriculum vitae and your personal statement as part of the application. You must also provide contact information for two professional references, one of whom should be your supervisor.

This program has been approved for financial aid.

Licensure:
For participants seeking to qualify for Massachusetts principal licensure, PSi provides significant coaching support to complete PAL Tasks at no additional cost.

Participants seeking to qualify for Massachusetts principal licensure are also required to arrange their own placement in a 500 hour apprenticeship under the supervision of a licensed principal in a Massachusetts public or charter school.

Program subject to change.

Program chair: Linda Nathan
• lnathan@artistryandscholarship.org



Graduate Certificate

PK-12 Online Learning Certificate

• CIP code 130101 • 6 credits, 1-2 terms • 

Program Description — The PK-12 Online Learning Certificate is a six-credit distance-learning certificate designed to offer classroom teachers, school counselors, school administrators, and other educators the tools needed to be successful in working with students in an online or distance education environment. The Certificate consists of two three-credit classes. Each course offers specific strategies to help educators meet the needs of their students in distance education scenarios.

The program and coursework are all online.

Learning Outcomes

1. Develop learning experiences to account for the backgrounds, abilities, and levels of students' knowledge
2. Use alternative teaching methods to engage students and deliver educational content effectively online
3. Develop a wide range of instructional practices, approaches, methods and curricula materials to support learning by students with or without disabilities
4. Implement active learning techniques and effective universal design theories and practices to promote student learning and engagement
5. Create comprehensive lesson plans specific to your grade level context
6. Create and implement appropriate assessments to evaluate student learning and inform instructional decision-making.
7. Evaluate technologies to determine which will be most effective to communicate with students, parents, colleagues and other stakeholders.

Careers — The educator can live anywhere as the program will be offered online. The program will not add any type of certification to a teaching license, but it will help educators be better prepared to work with students in an online setting. Educators will learn about communication, the use of apps, Universal Design, Flipped Learning, using websites, using various technologies and working with students with disabilities in the online setting.

Courses6 credits

- EOL 500 Online Learning in the PK-12 Classroom
- EOL 501 Serving Students with Disabilities in the Online Classroom

Admission requirements:

- School of Education requirements for certificate programs apply
- The program is a graduate level certificate for teachers/educators.

Program subject to change.

Program chair: Leba Heigham, M.Ed.

- leba.heigham@cambridgecollege.edu

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 (DESE).

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: Tahia Bell-Sykes.

• tahia.bell-sykes@cambridgecollege.edu

SUMMER 1 on site 14 credits

- ESN 691 Professional Seminar I2
- ESN 660 Principles, Process, Practc of School Health Mgt3
- ESN 710 Dealing With Grief & Loss: Role of Educators & School Nurses.3
- ESN 725 Legal Responsibilities & Ethical Issues for School Nurses . .3
- ESN 780 School Nurse Leadership in School & Community.3

FALL 1 online learning 5 credits

- ESN 692 Professional Seminar II2
- ESN 750 Evaluation of School Health Programs.3

SPRING 1 online learning 7 credits

- ESN 693 Professional Seminar III.1
- ESN 800 Independent Learning Project3
- One elective3

SUMMER 2 on site6 credits

- Two electives6

All courses 3 credits except as noted.

Electives must be in health, family & consumer sciences, counseling psychology, school guidance, special education, or Interdisciplinary Studies. 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* on page 47).

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.)



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 (DESE) for Health/Family & Consumer Science (all levels) initial licensure

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 intercultural 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 SEI 605 (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

Courses 31 credits

- EHE 695 Action Research I (2 credits) Fall
- EHE 697 Action Research III (2 credits) Fall
- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues Fall
- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching about Human Sexuality Fall
- EHE 696 Action Research II (2 credits) Spring
- EHE 698 Action Research IV (1 credit) Spring
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior Spring
- EHE 652 Preventing Unintentional Injury & Violence Summer
- EHE 662 Promoting Mental/SEL Health Through School-Based Intervention. Spring
- EHE 672 Improving School Health/SEL Through Coordination Summer
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change Summer

Practicum Prerequisites1 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)
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

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

HEA 794 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

HEA 791 Practicum Seminar (2 credits)
 Electronic exit portfolio (Taskstream) required for credit.

(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 .

Courses 12 credits

- EHE 704 Best Practices in Physical/Social Emotional Education. Summer
- EHE 706 Assessment in Physical/Social Emotional Education. Spring
- EHE 710 Model Based Instruction in Physical Education Fall
- EHE 718 Strategies for Inclusion in Physical Education . . Summer

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.

Courses choose 12 credits

- EHE 701 Current Research on the Interrelations of Risk Factors Spring
- EHE 703 New Perspectives in Teaching Human Sexuality. Summer
- EHE 705 Promoting Health-Social Emotional Wellness in Media-Saturated Society. Summer
- EHE 713 Assessing Skills-Based Health/Social Emotional Literacy Spring
- EHE 716 Health/Social Emotional Education for the Culturally & Language-Diverse Classroom Fall

Program and course schedule subject to change.

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



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 Courses6 credits

- ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curriculum
- SCI 619 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 Courses6 credits

- MAT 605 Technology in Math Learning & Teaching
- MAT 613 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, M.S.
 • john.papadonis@cambridgecollege.edu



Master of Education

Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) & Applied Behavior Analysis

• CIP code 131001

- For licensure: (PreK-8) 54-57* credits, (5-12) 57-60* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 49 credits, (5-12) 52 credits; 3-4 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)
- 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

PreK-8: 25 credits

Foundation Courses..... 5-12: 28 credits

EDU 558	Introduction to Graduate School (1 credit) . . . every term
ESP 689	Theories of Typical & Atypical Human Development Fall, Summer
ESP 594	Collab & Consultation Technq (2 credits) . . . every term
ELE 500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit) every term
MAT 700	Inclusion in Math Class every term
ESP 680	Pedagogy in Reading & Eng Lang Arts . Spring, Summer
ESP 615	Assistive Technology: Modifying Curric for Diverse Learners every term
ESP 607	Psycho-Educational Assessment for Teaching Exceptional Children. Spring, Summer
ESP 698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) Spring
ESP 800B	Supervised Learning Project (2 credits) Spring
ESP 662	Principles of Language Dev Bridging Differences & Disorders. Fall, Summer
ESP 592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) every term

One additional course for 5-12 (licensure and non-licensure):

SCI 680	Attaining Science Literacy. Fall
or ESP 636	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).
- SEI 605 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)
- EDU 704 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 DESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ESP 794A 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

ESP 794B 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

ESP 791 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 24 credits

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

ABA 715A	Basic Applied Behavior Analysis I (4 credits)	. . . . .	Fall 1 . . .	Spring 1
ABA 715B	Basic Applied Behavior Analysis II (4 credits)	. . . . .	Spring 1 . .	Summer 1
ABA 726	Ethics in Applied Behavior Analysis	. . . . .	Summer 1 . .	Summer 2
ABA 716	Behavior Assessment	. . . . .	Fall 2	Fall 1
ABA 718	Research Methods	. . . . .	Spring 2 . . .	Spring 2
ABA 719	Behavioral Interventions	. . . . .	Spring 2 . . .	Spring 2
ABA 722	Supervision & Management in Applied Behavior Analysis	. . . . .	Summer 2 . .	Summer 2
ABA 721*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	. . . . .	Summer 2	Fall 2

*Students who do not pass ABA721 after two semesters must re-enroll in the course. Students may contact the program chair to discuss a non-endorsement option.

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: Louise Andrews, Ph.D.
• louise.andrews@go.cambridgecollege.edu

Program director: Daniel Almeida, Ph.D.
• daniel.almeida@cambridgecollege.edu

Program chair, ABA:
Joseph Vedora, Ed.D. BCBA-D, LABA
• 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)

• CIP code 131001

- For licensure: (PreK-8) 36-39* credits, (5-12) 39-42* credits; 4-5 terms full-time
- Non-licensure: (PreK-8) 31 credits, (5-12) 34 credits; 3-4 terms full-time .
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)

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. Graduates are also prepared to become highly motivated educators who are practitioners of educational innovation. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8 or 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 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 or 5-12 as a co-teacher, consulting teacher or teacher of record in resource room settings.

Special EducationPreK-8: 31 credits

Foundation Courses..... 5-12: 34 credits

Program chair will advise on sequence

- EDU 558 Introduction to Graduate School (1 credit) . . . every term
- ELE 500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) every term
- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) every term
- ESP 594 Collab & Consultation Technq (2 credits) every term
- ESP 512 Inclusion & Behavior Management Fall, Summer
- ESP 662 Principles of Language Dev Bridging Differences & Disorders. Fall, Summer
- ESP 689 Theories of Typical & Atypical Human Dev. . Fall, Summer
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children. Spring, Summer
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners every term
- ESP 680 Pedagogy in Reading & Eng Lang Arts . Spring, Summer
- ESP 695 Laws & Regulations Pertaining to Spec Ed . . Fall, Spring

Moderate Disabilities (Prek-8)

- MAT 623 Common Core Math Spring, Summer
- MAT 700 Inclusion in Math Class every term

Moderate Disabilities (5-12)

- ESP 636 Teaching Social Science, History & Multicultural Education in Grades 5-12. Spring
- SCI 680 Attaining Science Literacy. Fall
- MAT 700 Inclusion in Math Class every term

Course schedule for Boston, subject to change.



(All courses @ 3 credits except as noted.)



Continued

Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

Practicum Prerequisites 1-4 credits

- Pass all MTEs 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 (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

Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to DESE 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

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.

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:**

PreK-8: 36 credits total if SEI is completed before enrollment, 39 credits if SEI is completed at Cambridge College.

5-12: 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: Louise Andrews, Ph.D.

- louise.andrews@go.cambridgecollege.edu



Post-Master's Certificate

Transition Specialist Endorsement Certificate

• CIP code 131001

15* credits, 2 terms, part-time • Endorsement program for Massachusetts licensed educators and counselors

Program Description — This DESE endorsement provides specialized training in assisting students with disabilities and IEPs to transition from school to adult life. The program will provide licensed and experienced educators and counselors with the legal, ethical, and practical knowledge necessary to effectively support students, families, and schools throughout the student’s transition. The program requires four courses, and a 150-hour field-based experience.

The program and coursework are available in a hybrid format.

Learning Outcomes —

- Meet the unique and complex educational needs of students with disabilities and IEPs to transition from school to adult life.
- Assist public schools with inter-agency collaboration and coordination.
- Assist families of students with disabilities and IEPs to participate meaningfully in planning their children’s transition from school to adult life.

Careers — Career options are defined by the educator’s original certificate. However, the Transition Specialist Endorsement indicates that the educator has acquired specialized knowledge and skill in assisting students with disabilities and IEPs to transition from school to adult life. School districts have the authority to require candidates to hold or be eligible for the Transition Specialist Endorsement in addition to the original license.

Courses required may vary based on transcript analysis.

Courses 15 credits

ABA 725	Introduction: Foundations and Laws Pertaining to Transition — <i>required first course</i>	Summer
ABA 705	Transition Leadership & Effective Collaboration .	Summer
ABA 710	Transition Assessment & Post-Secondary Goals	Fall
ABA 712	Effective Transition: Systems & Supports.	Fall
ABA 720	Field Experience Internship and Seminar: Transition Specialist	Fall

Admission requirements:

Candidates are expected to enter the program based on prerequisite criteria to ensure that they have the prerequisite skills to be effective in the licensure role:

- Valid Massachusetts initial or professional license as: Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, Social Worker/School Adjustment Counselor, or Rehabilitation Counselor.
- Two years' experience under one of the above licenses, per DESE Guidelines. (No additional MTEL required)
- School of Education requirements for certificate programs.

***Program credits:** Other educators interested in participating in these courses are welcome, but will not receive the DESE endorsement unless they meet the requirements listed above.

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

Please note: This program has been approved for financial aid.

Program subject to change.

Program chair: Louise Andrews
• louise.andrews@go.cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Doctorate Degree

PhD in Applied Behavior Analysis with Specialization in Autism Intervention

• CIP code 422814 • 48 credits • 9 terms full time

Program Description — The PhD in Applied Behavior Analysis with Specialization in Autism Intervention will prepare students to serve in leadership positions in private companies and public entities that provide ABA services to underserved populations. Coursework is designed to further develop students' clinical skills and enhance their ability to conduct, evaluate, analyze, and apply research findings in their clinical settings. The curriculum will have two primary points of emphasis. First, clinical leadership training will be designed to prepare students for leadership roles within human service organizations and within the field of Applied Behavior Analysis. The second focus involves advanced research and dissemination of applied behavior analysis. Additional coursework will ensure that students develop the supervisory and management skills necessary to succeed in high-level leadership positions. The proposed ABA doctoral program will be a three-year, 48-credit course of study that will include summer residencies during the first two years. The program will follow a distance-learning model during all other semesters. An applied dissertation will also be required.

Students are expected to enroll in 5-9 total credits per (fall and spring) term during the first two years of the program. During the third year, students are expected to enroll in the Dissertation Research course. In all subsequent semesters and until completion of all degree requirements, students enroll in a Dissertation Continuation course.

Learning Outcomes — In this program, students will:

- Analyze published research across a range of behavior analytic content, including evaluating the experimental methods used and interpreting the results
- Synthesize published research on a particular topic and consider gaps in the research to develop research questions for their applied work and to articulate the impacts of these gaps on service delivery
- Formulate systematic research studies using valid experimental designs to enable them to qualify for full membership in the ABAI and to present findings at regional and national ABA conferences
- Develop experimental methods to address the research question in their applied dissertations
- Evaluate published research addressing skill development and behavior reduction procedures for individuals with autism spectrum disorders (ASD) and synthesize that research to create a taxonomy of empirically supported treatment procedures.
- Create assessment procedures for evaluating treatments, conduct assessments, analyze the outcomes of those assessments, and synthesize the results of assessments to develop function-based treatment plans and instructional programs
- Propose and adapt empirically supported staff training models and systems
- Design and conduct trainings in advanced ABA content across a range of audiences (students, parents, stakeholders, etc.)

Upon graduation, eligible graduates may seek the BCBA-D designation from the Behavior Analyst Certification Board.

Courses 48 credits

This program combines summer residencies at Cambridge College's Boston campus during the first two years with a distance learning model during the non-residency semesters.

Term 1	..... Summer
PAB 700	Introduction to Doctoral Studies (1 credit)
PAB 705	Advanced Single Subject Research Design in ABA
PAB 710	Communication and Dissemination of Advanced Principles of Behavior
Term 2	..... Fall
PAB 715	Early Intensive Behavioral Intervention (EIBI)
PAB 720	Topics in Advanced Research
Term 3	..... Spring
PAB 725	Evaluation and Treatment of Severe Behavior Disorders
PAB 730	Ethics in Applied Behavior Analysis
Term 4	..... Summer
PAB 735	Experimental Analysis of Behavior I
PAB 785	Dissertation Proposal Seminar I
Term 5	..... Fall
PAB 745	Organizational Behavior Management
PAB 780	Experimental Analysis of Behavior II
PAB 786	Dissertation Proposal Seminar II
Term 6	..... Spring
PAB 794	The Application of Behavior Analysis Across the Life Span
PAB 740	Behavior Analytic Perspective on Child Development - Specialization in Applied Behavior Analysis
PAB 787	Dissertation Proposal Seminar III
Term 7	..... Summer
PAB 795	Dissertation Research
Term 8	..... Fall
PAB 788	Dissertation Research (1 credit)
Term 9	..... Fall
PAB 789	Dissertation Completion & Defense (1 credit)

Admission requirements: BCBA Certification, live interview with Program Chair and faculty, and other School of Education requirements.

Program director: Daniel Almeida, Ph.D.
 • daniel.almeida@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Cambridge College California

**School of Education - M.Ed. and Certificate programs
offered only at the Southern California campus**



Master of Education

Autism/Behavior Analyst (California)

• CIP code 422814 • 38 credits, 6 terms

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. To sit for the BCBA examination, coursework completed in this program must be reviewed by the BACB for required content for the minimum amount of instructional hours. The BACB will only make determinations about the acceptability of non-verified coursework as either (a) part of a formal application for exam or (b) an independent application for coursework evaluation.

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. 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, behavior analysis or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program coordinator 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 coordinator:

Marissa Congdon, PhD, BCBA-D
• marissa.congdon@cambridgecollege.edu

Autism & Special Education Courses 14 credits

- This course sequence is strongly recommended.

	Fall Entry	Spring Entry
ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics	Fall 1	Fall 2
ESP 630 Social & Psychological Perspectives in Autism Spectrum Disorders	Spring 1	Spring 1
ESP 616 Communication Disorders (ASD)	Summer 1	Summer 1
ESP 615 Assistive Technology: Modifying Curric for Diverse Learning Styles	Summer 1	Summer 1
ESP 594 Collaboration & Consultation Teaching (2 credits)	Fall 2	Fall 2

ABA Course Sequence 24 credits

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

	Fall Entry	Spring Entry
ESP 710 Intro to Applied Behavior Analysis ABA I (4 credits)	Fall 1	Spring 1
ESP 717 Advanced Applied Behavior Analysis ABA II (4 credits)	Spring 1	Fall 1
ESP 718 Ethics & Professionalism in Applied Behavior Analysis	Fall 2	Fall 1
ESP 706 Research Design in Applied Behavior Analysis	Spring 2	Spring 2
ESP 702 Applications of Applied Behavior Analysis in Multiple Settings	Fall 2	Spring 2
ESP 716 Behavior Assessment in ABA	Summer 2	Summer 2
ESP 700 Systematic View of Supervision and Management in ABA	Summer 2	Summer 2
ESP 705 Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	Spring 2	Spring 2

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.

(All courses @ 3 credits except as noted.)



Post-master's Certificate

Behavior Analyst Certificate

• CIP code 422814 • 24 credits, 6 terms

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. 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 24 credits

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

	Fall Entry	Spring Entry
ESP 710 Intro to Applied Behavior Analysis ABA I (4 credits)	Fall 1 . . .	Spring 1
ESP 717 Advanced Applied Behavior Analysis ABA II (4 credits) . . . . .	. . . . .	Spring 1 Fall 1
ESP 718 Ethics & Professionalism in Applied Behavior Analysis	Fall 2	Fall 1
ESP 706 Research Design in Applied Behavior Analysis . . . . .	. . . . .	Spring 2 Spring 2
ESP 702 Applications of Applied Behavior Analysis in Multiple Settings	Fall 2	Spring 2
ESP 716 Behavior Assessment in ABA	Summer 2	Summer 2
ESP 700 Systematic View of Supervision and Management in ABA	Summer 2	Summer 2
ESP 705 Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	Spring 2	Spring 2

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 coordinator 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 coordinator:
Marissa Congdon, PhD, BCBA-D
• marissa.congdon@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Post-baccalaureate (Master Level) Certificate

Empathy Certificate

• CIP code 130101 • 16 credits • 3 terms full time • Accepted in TSM or IS

Program Description — Too often the study of history occurs from the perspective of looking at dates and manipulated facts. This program utilizes an empathy pedagogy that focuses on constant teacher-student interaction, attentive listening and interchange of roles. In this context, we will apply empathy and storytelling as a means of analyzing the Underground Railroad from its historical sense. At the conclusion of this program, students will be equipped to incorporate the content from this program and Empathy techniques into their classroom and develop new educational models for positive social change.

Pedagogical approach — An Empathy pedagogy includes understanding the students’ perspectives and giving value to their experiences. When the channels of communication are open and teachers get into their students’ shoes, material relevant to the students’ experiences is presented at the second stage, while students are encouraged to question the prevailing status quo and to raise their voices in institutional contexts in which they have traditionally been silenced. Finally, during the third stage, students disseminate self-gained knowledge and thoughts with a view to creating a better future and a different society, as part of the broader mission of informed, democratic, critical, empathetic and active citizens.

Learning Outcomes — Upon completing this graduate certificate program, students will be able to:

- Explain and analyze the Underground Railroad as a key historical event
- Understand and evaluate the diversity of the human experience as influenced by religion, race, culture, and politics in US history.
- Apply historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- Think critically about the complexity of experiences found in the historical record of the United States during the Underground Railroad, and utilize Empathy to explore diversity as a critical component of history
- Distinguish between primary and secondary sources, and understand how each are used to make historical arguments
- Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past
- Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively interprets multiple forms of evidence, identifies arguments in secondary historical texts, and uses appropriate citations.
- Understand the difference between opinions and substantiated scholarly claims
- Produce new works to be used within the classroom setting
- Utilize storytelling in a classroom setting

Careers and Further Study — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

Careers — K-12 teachers, parents, administrators, community leaders and college faculty will benefit from this certificate program.

Academic Requirements

(Four 3-credit classes and one 4 credit class/tour)

Term 1

- EMP 600 Reframing Our Stories: Empathy and the Underground Railroad
- EMP 601 Underground Railroad: From Bondage to Abolition

Term 2

- EMP 602 Unraveling Our History: Grappling with Race and Culture in America
- EMP603 From Oppression to Social Change

Term 3

- EMP 604 Footsteps to Freedom (4 credits)

Admission requirements: Bachelor’s degree and other School of Education requirements.

Program chair: Hardy Brown II, MA, and Diane Harper, MA
 • diane.harper@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



Not applicable for licensure

Offered only in Southern California

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* on page 47). *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, M.A.

• Diane.Harper@cambridgecollege.edu

Professional Seminar & Project9 credits

EED 691-693 Professional Seminar (3 terms @ 2 credits)

EED 800 Independent Learning Project (take with Seminar III)

Theory & Practice2 credits

EED 590-591 Theory & Practice of Education — 2 terms @ 1 credit

Skills & Methodologies choose 12 credits

Some of these courses are offered each term:

EED 503 Teaching Children With Different Learning Styles

EED 564 Motivation & Teaching: Theories & Practices

EED 610 Strategies for Teaching Critical Thinking
Across the Curriculum

EED 615 Introduction to Integrative Learning & Learning Styles

EED 628 Effective Schools

EED 704 Seminar in Current Educational Issues

EED 705 Multicultural Diversity in Workplace & Classroom

EED 710 Alternative Assessment Strategies Across the Curriculum

EIT 712 Using Educational Technology to Improve Teaching
& Learning in Math, Science & Language Arts

ELE 630 Classroom Management with Models of Teaching

ESL 625 Technology for Linguistically Diverse Classrooms

ESP 701 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—M.Ed. Programs



Elementary Education 4-6 (Puerto Rico)

- CIP code 131202 • 30 credits, 4 terms full-time; 36 credits with Subspecialization in Teaching Spanish as a Second Language
- Program approved by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

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. Those who choose to subspecialize in teaching Spanish as a Second Language will be prepared to teach any curriculum courses for students in grades 4-6 who are not fluent in Spanish.

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. If electing the subspecialization in teaching Spanish as a Second Language, students will acquire the competencies needed to teach non-fluent Spanish-language students.

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. Upon completion of the subspecialization, student may pursue a career as a bilingual Spanish teacher.

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: Christy Reynolds, Ed.D.
 • christy.reynolds@go.cambridgecollege.edu

Core Courses 27 credits

All courses are offered in Spanish

- ELE 510 Developmental Psychology
- ELE 522 Teaching Reading & Writing Skills for Elementary Grades 4-6
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners
- MAT 623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students
- ELE 654 Teaching Science & Technology 4-6
- ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum
- ELE 657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6
- EIT 712 Using Educational Technology to Improve Teaching and Learning
- ELE 600 Alternative Assessment: Theory and Practice

Electives

Students who do not wish to specialize further will choose only one elective, while those pursuing the subspecialization in Teaching Spanish as a Second Language will take three electives as prescribed.

Elementary Education 4-6 3 credits

- ELE 630 Classroom Management with Models of Teaching
OR any one (1) of the courses below.

Elementary Education 4-6 with Subspecialization 9 credits

Teaching Spanish as a Second Language

- ELE 601R Foundations of Bilingual Education K-12
- ELE 602R Teaching Spanish as a Second Language K-12
- ELE 603R Sociolinguistics Fundamentals

All courses 3 credits except as noted.



Nivel Elemental 4-6 (Puerto Rico)

- CIP code 131202 • 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

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.

Programa para recertificación 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: Christy Reynolds, Ed.D.
 • christy.reynolds@go.cambridgecollege.edu

Cursos 27 créditos

Todos los cursos se ofrecen en español

- ELE 510 Developmental Psychology
- ELE 522 Teaching Reading & Writing Skills for Elementary Grades 4-6
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners
- MAT 623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students
- ELE 654 Teaching Science & Technology 4-6
- ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum
- ELE 657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6
- EIT 712 Using Educational Technology to Improve Teaching and Learning
- ELE 600 Alternative Assessment: Theory and Practice

Cursos electivos

Estudiantes que no desean especializarse más elegirán un solo electivo, mientras que los que desean subspecializarse en Enseñar Español como Segundo idioma deben tomar tres electivos según lo prescrito.

Elementary Education 4-6 3 credits

- ELE 630 Classroom Management with Models of Teaching
OR any one (1) of the courses below.

Elementary Education 4-6 with Subspecialization 9 credits

Teaching Spanish as a Second Language

- ELE 601R Foundations of Bilingual Education K-12
- ELE 602R Teaching Spanish as a Second Language K-12
- ELE 603R Sociolinguistics Fundamentals

(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 Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

Program Description — Puerto Rican and North American classrooms include students whose first language is not English. These English Learners (ELs) 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 Learners (ELs) 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 Learners (ELs) 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

- ESL 600 Teaching Adolescent Literature to ESL Students
- ESL 610 Linguistics & Language Variations
- ESL 615 Methods & Materials for ESL for Secondary Students
- ESL 620 Teaching Reading & Writing to ESL Secondary Students
- ESL 625 Technology for Linguistically Diverse Classrooms
- ESL 630 Equitable Assessment of ESL Learners
- ESL 631 Second Language Acquisition & Culture
- ESL 635 Sheltered Instruction & Assessment
- ESL 640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling
- ESL 650 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: Leba Heigham, M.Ed.
• leba.heigham@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 la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

Descripción del programa — Las aulas de Puerto Rico y norteamérica incluyen estudiantes cuyo primer idioma no es el inglés. Estos estudiantes de inglés (ELs) 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 (ELs) 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 (ELs) 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 créditos

- ESL 600 Teaching Adolescent Literature to ESL Students
- ESL 610 Linguistics & Language Variations
- ESL 615 Methods & Materials for ESL for Secondary Students
- ESL 620 Teaching Reading & Writing to ESL Secondary Students
- ESL 625 Technology for Linguistically Diverse Classrooms
- ESL 630 Equitable Assessment of ESL Learners
- ESL 631 Second Language Acquisition & Culture
- ESL 635 Sheltered Instruction & Assessment
- ESL 640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling
- ESL 650 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: Leba Heigham, M.Ed.
 • leba.heigham@cambridgecollege.edu

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



Master of Education with Specialization in

Health (Puerto Rico)

- CIP code 131307 • 30 credits, 4 terms full-time
- **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

Program Description — The program prepares health educators to be proficient in the Puerto Rico Professional Standards for Teachers and other educators. 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. In Puerto Rico one must be certified by the Puerto Rico Health Department to work as a health educator, but the coursework prepares the student for the state exam. Graduates can also teach courses and conduct research at universities.

Action Research.....7 credits

- EHE 695 Action Research I (first term @ 2 credits)
- MMG 525 Statistical Decision Techniques for Managers (second term)
- EHE 697 Action Research III (third or fourth term @ 2 credits)

Courses 23 credits

All courses are offered in Spanish

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues
- EHE 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs
- EHE 632 Teaching About Human Sexuality
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior
- EHE 652 Preventing Unintentional Injury & Violence
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change
- EHE 711 Evaluation of School Health/Social Emotional Programs
- HEA 794 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) - 2 credits

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 • 30 créditos, 4 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

Descripción del programa — El programa prepara a los educadores de la salud para ser competentes en los Estándares Profesionales para Maestros y otros profesionales educadores en salud 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 realizar 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 coordinada. Ellos saben cómo identificar los factores de riesgo de las personas 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. En Puerto Rico se requiere obtener la certificación como educador en salud provista por el Departamento de Salud de Puerto Rico, pero todos los cursos preparan al estudiante para el examen del Estado. Los graduados también pueden enseñar cursos y realizar investigaciones en las universidades.

Investigación en acción..... 7 créditos

- EHE 695 Action Research I (primero término @ 2 créditos)
- MMG 525 Statistical Decision Techniques for Managers (segundo término)
- EHE 697 Action Research III (tercero o cuarto término @ 2 créditos)

Cursos 23 créditos

Todos los cursos se ofrecen en español

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues
- EHE 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs
- EHE 632 Teaching About Human Sexuality
- EHE 642 Promoting Wellness: Building Positive Health/Social Emotional Behavior
- EHE 652 Preventing Unintentional Injury & Violence
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change
- EHE 711 Evaluation of School Health/Social Emotional Programs
- HEA 794 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) -2 créditos

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)



Librarianship (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 Board of Postsecondary Institutions

Program Description — The Librarianship Program prepares candidates who are committed to improving student learning and providing exceptional library programs that engage students and teachers/faculty in the development of information, media, and technology skills, as well as life-long learning. Twenty-first century libraries provide learning environments that ensure students and employees are effective, ethical, and creative users of ideas and information. By working with teachers/faculty to plan, mediate, and assess student learning, librarians 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. The licensure program prepares certified teachers to be recertified as School Librarians by the DEPR.

Learning Outcomes — Our Librarianship Program candidates are prepared to develop and promote quality 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 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, M.Ed.
 • donna.guerin@cambridgecollege.edu

Required Courses..... 27 credits

All courses are offered in Spanish

- ELM 509 Introduction to Librarianship (*required first course*)
- ELM 521 Reference Resources and Services
- ELM 532 New Technologies in the Library
- ELM 533 Information Literacy
- ELM 561 Production of Instructional Materials
- ELM 600 User Needs and Selection of Information
- ELM 601 Cataloguing of Information Resources
- ELM 700 Research in Librarianship
- ELM 701 Library Management

Elective Course.....3 credits

Three credits for non-certification students.

The following elective course is recommended:

- ESP 615 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

ELM 790 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 librarian 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.

ELM 791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

All courses 3 credits except as noted.



Bibliotecología (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 la Junta de Instituciones Postsecundarias de Puerto Rico

Descripción del programa — El programa de Bibliotecología 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/facultad en el desarrollo de información, medios y destrezas tecnológicas, así como aprendizaje de por vida. Las bibliotecas 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/facultad para planificar, mediar y evaluar el aprendizaje estudiantil, los 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. Los graduados des este programa estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social. El programa para recertificación prepara maestros certificados para ser recertificados como bibliotecarios por el DEPR.

Resultados de Aprendizaje — Nuestros candidatos del programa de Bibliotecología son preparados para desarrollar y promover programas de bibliotecas 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 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 recertification 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, M.Ed.
• donna.guerin@cambridgecollege.edu

Cursos requeridos 27 créditos

Todos los cursos se ofrecen en español

- ELM 509 Introduction to Librarianship (*primer curso requerido*)
- ELM 521 Reference Resources and Services
- ELM 532 New Technologies in the Library
- ELM 533 Information Literacy
- ELM 561 Production of Instructional Materials
- ELM 600 User Needs and Selection of Information
- ELM 601 Cataloguing of Information Resources
- ELM 700 Research in Librarianship
- ELM 701 Library Management

Curso electivo 3 créditos

3 créditos para candidatos que no aspiran a certificación.

Se recomienda el siguiente curso electivo:

- ESP 615 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

ELM 790 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.

ELM 791 Seminario de Práctica (2 créditos)

Portafolio Electrónico de Salida (TaskStream) requerido para crédito.

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



Mathematics (7-12 . Puerto Rico)

• CIP code 131311 • 30 credits, 4 terms full-time

• **Program approved** by the Puerto Rico Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

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

MAT 604 Teaching Mathematics for the Secondary Level

MAT 605 Technology in Mathematics Learning & Teaching

MAT 611 Calculus I

MAT 625 Number Theory (preq. MAT 611)

MAT 627 Abstract Algebra

MAT 629 Non-Euclidean Geometry

MAT 631 Calculus II (preq. MAT 611)

MAT 633 Probability & Statistics

MAT 635 Applied Math (preq. MAT 611 & MAT 633)

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.

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 la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

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 cálculos 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 créditos

Todos los cursos se ofrecen en español

MAT 605 Technology in Mathematics Learning & Teaching

MAT 611 Calculus I

MAT 631 Calculus II (preq. MAT611)

MAT 604 Teaching Mathematics for the Secondary Level

MAT 633 Probability & Statistics

MAT 625 Number Theory (preq. MAT611)

MAT 627 Abstract Algebra

MAT 629 Non-Euclidean Geometry

MAT 635 Applied Math (preq. MAT611 y MAT633)

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

Programa y cursos sujeto a cambios.

(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 Board of Postsecondary Institutions 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: Louise Andrews, Ph.D.

- louise.andrews@go.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

- ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics
- ESP 695 Laws & Regulations Pertaining to Special Education
- ESP 621 Assessment & Appraisal Process (ASD)
- ESP 689 Theories of Typical & Atypical Human Development
- ESP 616 Communication Disorders (ASD)
- ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders
- ESP 635 Teaching & Curriculum Development for Students with Severe Disabilities
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles
- ESP 625 Behavior Management (ASD)
- ESP 721R 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.

- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students

All courses 3 credits except as noted.



Especialista en Autismo (Puerto Rico)

- CIP code 131013 • 30-39* créditos, 4-5 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico 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.

Todos los cursos se ofrecen en español

Cursos para Autismo 30 créditos

- ESP 610 Autism: History, Prevalence, Diagnosis & Characteristics
- ESP 695 Laws & Regulations Pertaining to Special Education
- ESP 621 Assessment & Appraisal Process (ASD)
- ESP 689 Theories of Typical & Atypical Human Development
- ESP 616 Communication Disorders (ASD)
- ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders
- ESP 635 Teaching & Curriculum Development for Students with Severe Disabilities
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles
- ESP 625 Behavior Management (ASD)
- ESP 721R Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students

Cursos adicionales para Educación Especial 9 créditos

- Solamente para aquellos que aspiran recertificarse por el DEPR, que no posean certificado de maestro de Educación Especial
- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders
 - ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
 - ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students

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.

Program chair: Louise Andrews, Ph.D.
 • louise.andrews@go.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 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 Board of Postsecondary Institutions and offered in compliance with the recertification regulations of the Puerto Rico Department of Education (DEPR).

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: Louise Andrews, Ph.D.
• louise.andrews@go.cambridgecollege.edu

Courses 32 credits

All courses are offered in Spanish

- ESP 594 Collab & Consultation Technq (2 credits)
- ESP 695 Laws & Regulations Pertaining to Special Education
- ESP 689 Theories of Typical & Atypical Human Development
- ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students
- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP 512 Inclusion & Classroom Behavior Management
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners
- ESP 721R 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.



Educación Especial (Puerto Rico)

- CIP code 131001 • 32 créditos, 5 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico y ofrecido en cumplimiento con las regulaciones de recertificación del DEPR.

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

Programa y cursos sujeto a cambios.

Directora del Programa: Louise Andrews, Ph.D.
 • louise.andrews@go.cambridgecollege.edu

Cursos 32 créditos

Todos los cursos se ofrecen en español

- ESP 594 Collab & Consultation Technq (2 credits)
- ESP 695 Laws & Regulations Pertaining to Special Education
- ESP 689 Theories of Typical & Atypical Human Development
- ESP 602 Teaching Numerical & Geometrical Structures for Special Education K-12 Students
- ESP 681 Pedagogy in Reading & Spanish Language Arts for Special Education Students
- ESP 662R Principles of Spanish Language Development Bridging Differences & Disorders
- ESP 512 Inclusion & Classroom Behavior Management
- ESP 607 Psycho-Educational Assessment for Teaching Exceptional Children
- ESP 615 Assistive Technology: Modifying Curriculum for Diverse Learners
- ESP 721R 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)



Educational Administration (Puerto Rico)

- CIP code 130401 • 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 Board of Postsecondary Institutions

Program Description — The Educational Administration program reflects the current standards established by the Educational Leadership Constituent Council (ELCC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Department of Education of Puerto Rico. The program prepares aspiring and experienced leaders for schools, districts and other educational settings who have demonstrable skills in instructional leadership, management and operations, family and community engagement, and fostering of a professional culture. The ultimate goal is to create competent, caring, and qualified educators, based on the principles of the Council for the Accreditation of Education Program (CAEP). Certification components are aligned exclusively for licensure in the Commonwealth of 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 specific school, district, or other educational missions, 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 or other educational settings. 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 if pursuing a PRDOE license.
- Three consecutive years of employment as a teacher if pursuing a PRDOE license.
- 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, Ed.D.
 • stephen.maio@cambridgecollege.edu

M.Ed. — 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 M.Ed. in Educational 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 Educational 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.

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

M.Ed. — 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 an elective course.





Continued

Educational Administration (Puerto Rico)

All courses are offered in Spanish

Term 1

- EAD 684 Selection, Development, & Supervision of Educational Personnel
- EAD 712 Curriculum Principles and Practices for Educational Leaders

Term 2

- EAD 690 Finance & Business Administration for the School Administrator
- EAD 688 Legal Aspects of School Administration
- MMG 525 Statistical Decision Techniques for Managers

Term 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 782 Organizational Change for School Leaders

Term 4

- EAD 600 Advanced Technologies in Education for Puerto Rico Administration
- ESP 695 Laws & Regulations Pertaining to Special Education

Only for non-certification:

- EED 623 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:

- EAD 790G Practicum for School Director PK-12 (3 credits)
must be taken concurrently with EAD 694
- EAD 694 Professional Seminar IV (2 credits; includes a *paper of 15 pages or more on an action research issue related to practicum*)

All courses 3 credits except as noted.



Administración Educativa (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 la Junta de Instituciones Postsecundarias de Puerto Rico

Descripción del programa — El Programa en Administración Educativa refleja las normas vigentes establecidas por el Educational Leadership Constituent Council (ELCC), el Departamento de Educación Primario y Secundario de Massachusetts (DESE), y el Departamento de Educación de Puerto Rico. El programa prepara a líderes experimentados y aspirantes para los escenarios escolar, districtados, y otros que demuestran habilidades en liderazgo instruccional, gerencia y operaciones, familia y participación de la comunidad, y fomentando una cultura profesional. El objetivo final es crear educadores competentes, considerados y cualificados, basados en los principios del Consejo de Acreditación de Educación Docente (CAEP). Los componentes de la certificación están alineados exclusivamente para el Estado del 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, distrito, u otra entidad educativa, 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 u otra entidad educativa. 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 director, jefe de departamento o especialista en currículo.

Programa para certificación por el DEPR. Requiere poseer un certificado de maestro válido del DEPR en cualquier área.

Requisitos de admisión:

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

Este programa está sujeto a cambios.

Director de programa: Stephen Maio, Ed.D.
 • stephen.maio@cambridgecollege.edu

M.Ed. — 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 M.Ed. en Administración Educativa 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 Educativa 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 con el 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.

M.Ed. —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.





Continued

Administración Educativa (Puerto Rico)

Todos los cursos se ofrecen en español

Término 1

- EAD 684 Selection, Development, & Supervision of Educational Personnel
- EAD 712 Curriculum Principles and Practices for Educational Leaders

Término 2

- EAD 690 Finance & Business Administration for the School Administrator
- EAD 688 Legal Aspects of School Administration
- MMG 525 Statistical Decision Techniques for Managers

Término 3

- EAD 662 Contemporary Issues & Topics in Educational Administration
- EAD 782 Organizational Change for School Leaders

Término 4

- EAD 600 Advanced Technologies in Education for Puerto Rico Administration
- ESP 695 Laws & Regulations Pertaining to Special Education

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

- EED 623 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)

- EAD 790G Practicum for School Director PK-12 (3 créditos; *debe ser tomado concurrentemente con EAD 694*)
- EAD 694 Professional Seminar IV (2 créditos; *incluye un escrito de un mínimo de 15 páginas referente a una investigación en acción íntimamente ligada a la práctica*)

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

Education Course Descriptions

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 (ESP).

Applied Behavior Analysis (ABA)

ABA 702 Field Experience Internship and Seminar: Autism Specialist Endorsement - 3 credits

This is a supervised 150-hour field-based experience, 75 hours of which will be completed in a Massachusetts public school, approved private special education school, or educational collaborative. An additional 75 hours will be completed in any school setting working with students with autism. Candidates will also be observed, mentored and assessed during practicum. Seminar includes opportunities to share best practices and learn effective transitions systems, strategies, and supports that produce quality programming/services. Prerequisite: All other requirements and courses in the program must be successfully completed and the practicum setting must be approved.

ABA 705 Transition Leadership and Effective Collaboration - 3 credits

This course focuses on the development of effective leadership and collaborative skills to support developing and delivering high-quality transition programs and services to transition-aged youth: Leadership skills supporting effective facilitation and across settings; effective collaboration and consultation skills; the IEP process and identification, development and delivery of transition services; partnerships with employers, institutes of higher education, public/community service agencies, and other stakeholders. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

ABA 710 Transition Assessment and Post-Secondary Goals - 3 credits

This course focuses on the use of age and disability appropriate transition assessment, the Transition Planning Form, and development of measurable post-secondary goals and IEP objectives to inform transition services and supports. Participants will assess student interest, strengths, preferences, and needs relating to transition and will explore individualized and customized transition assessments supporting age-appropriate, measurable goals for educational, employment, independent living needs, and social, communication and functional skills. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

ABA 712 Effective Transition: Systems and Supports - 3 credits

This course provides an overview of effective transition systems, supports, and structures that identify, coordinate and deliver quality services to support transition-aged youth to develop effective skills to support post-secondary success. Topics include the identification,

development and delivery of high-quality transition programming for the unique characteristics of transition-aged youth. Also discussed are evidence-based transition strategies, methods of delivery, resources, materials and curricula that promote self-awareness, self-determination and self-advocacy. Prerequisites: Students must have an Initial or Professional license and at least two years experience as a Teacher of: Students with Moderate (or Severe) Disabilities, Visually Impaired, Deaf and Hard of Hearing, or a counselor in School Guidance, School Social Worker/Adjustment, Rehabilitation, or certification as a Rehab Counselor.

ABA 715A Basic Applied Behavior Analysis I - 4 credits

The course introduces the science of behavior analysis, and the basic concepts and principles of behavior analysis (e.g., reinforcement, punishment). It includes the philosophical underpinnings of the science of behavior analysis including goals, philosophical assumptions, dimensions of applied behavior analysis, radical behaviorism, experimental analysis of behavior, and professional practice. This course is a prerequisite for all other ABA courses in the sequence. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

ABA 715B Basic Applied Behavior Analysis II - 4 credits

ABA 716 Behavior Assessment - 3 credits

This course reviews basic concepts and principles of applied behavior analysis (ABA), building upon knowledge learned in Basic ABA I. An emphasis will be placed on the application of concepts and principles to real-world situations.

ABA 718 Research Methods - 3 credits

This course focuses on research design and study of human behavior. Students will learn about the characteristics of science and the rationale for having behavior as a focus. Students will be exposed to issues related to measurement, specific research designs, and important issues (such as variability) associated with the designs. How to accurately interpret research data from a variety of research experiments will also be discussed. The course will explore related issues relevant to identifying functional relations among environmental and behavioral variables in behavior analysis. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification exam.

ABA 719 Behavioral Interventions - 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. This course is part of the educational qualifications required to sit for the behavior analysis certification examination.

ABA 720 Field Experience Internship and Seminar: Transition Specialist Endorsement - 3 credits

This is a supervised 150-hour field-based experience of 100 hours to be completed in a Massachusetts public school, approved private special education school, or educational collaborative and 50 hours in a community-based setting working with transition-age youth with the goal of assisting them to transition from school to adult life.

Candidates will also be observed, mentored and assessed during practicum. Seminar includes opportunities to share best practices and issues. Prerequisite: All other requirements and courses in the program must be successfully completed and the practicum setting must be approved.

ABA 721 ABA Fluency Seminar - 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 term, 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, and pass a comprehensive final exam.

ABA 722 Supervision and Management in Applied Behavior Analysis - 3 credits

This course helps prepare students for management and supervisory positions within the field of applied behavior analysis. The course provides students with behavior analytics strategies for managing, supervising, and training personnel. The use of a functional assessment approach and function-based strategies, along with performance monitoring and feedback, will be reviewed. This course also includes a review of several behavior-change procedures. This course is based on the BACB's Task List (Fifth Edition).

ABA 725 Introduction: Foundations & Laws Pertaining to Transition - 3 credits

This introductory course will provide the historical and legislative background of the development of laws and regulations pertaining to transition. Participants will learn about state and federal transition laws and policies and review past and current legislation and the impact that it has on supports and services for transition-aged youth. In addition, participants will explore current topics in special education related to transition planning and services as well as key terminology, transition resources and supports, career readiness, post-secondary options, and models of effective transition.

ABA 726 Ethics in Applied Behavior Analysis - 3 credits

This course prepares students for the ethical and professional practice of Applied Behavior Analysis. Students will learn the importance of ethical conduct as it relates to the professional practice of tasks identified in the Fifth Edition Task List. Students will learn about the foundations of ethical and professional behavior to endure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board (BACB) Professional and Ethical Code for Behavior Analysts will be reviewed and discussed in detail. This course provides credit hours towards eligibility for the behavior analysis certification examination.

Creative Leadership (ADM)

ADM 603 Organizational Change - 3 credits

Principles and practices drawn from behavioral science theory are employed as means of studying the processes of change and renewal in educational organizations. Field experience is a required component of the course.

ADM 606 Sociocultural Change - 3 credits

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of U.S. society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the U.S. are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

ADM 610 PSI Research Design - 3 credits

This course introduces quantitative and qualitative methods of research and evaluation to help educational administrators use data for school improvement. Emphasis is laid on question formulation, data analysis, observation and inquiry, and interview and questionnaire design. Field experience is a required component of the course.

ADM 655 Advanced Seminar in Supervision and Evaluation - 3 credits

Both traditional and contemporary practices of supervising teachers and related support staff in educational settings are examined in the light of municipal budgets, collective bargaining positions, legal rights, and other such factors generally perceived as playing significant roles in the supervisory process.

ADM 686A PMI Part-time Practicum in Educational Administration - 1.5 credits

A laboratory course providing practical experience in educational administration on a part-time basis, with a special focus on the role of the principal/assistant principal, the supervisor/director, or the administrator of special education. This course combines field experience in an appropriate setting with a seminar focused on relevant issues and concerns.

ADM 686B PMI Part-time Practicum in Educational Administration - 1.5 credits

A laboratory course providing practical experience in educational administration on a part-time basis, with a special focus on the role of the principal/assistant principal, the supervisor/director, or the administrator of special education. This course combines field experience in an appropriate setting with a seminar focused on relevant issues and concerns.

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 students are accepted into the program, they 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 teacher candidates to develop their 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

Effective educational administrators actively pursue further study in their 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 Every Student Succeeds Act (ESSA) 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 691 Professional Seminar I - 2 credits

This seminar focuses on the development of leadership and human relationships within the school and community. Attention is paid to personal aspects of leadership such as style, dealing with stress, time management and the moral responsibility of school administrators. Students also discuss educational topics and issues of current interest. (This theme continues through all four terms.) Students are introduced to basic research skills such as use of online and professional libraries and the conventions of APA style for writing papers and the Independent Learning Project (ILP). Pre-practicum hours of directed field-based training required.

EAD 692 Professional Seminar II: Educational Leadership - 2 credits

Prerequisite: EAD 691. 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: EAD 692. 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: EAD 693. 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 Principles and Practices for Educational Leaders - 3 credits

To better understand and utilize state curriculum frameworks, this course focuses on curriculum construction principles and aims that underlie the organized programs of study in schools. Students will examine the origins of the school curriculum and gain familiarity with methods of organization, curriculum planning and development, pertinent curriculum applications, and current trends. Equity issues related to curriculum tracking and detracking will also be examined through the use of appropriate case studies.

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.

EAD 782 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 783 Leading Antiracist Schools - 3 credits

Prerequisite: EAD 691. This course will provide school leaders opportunities to understand how schools can be a powerful force for equity and equality in American society. Through readings, presentations, and critical discussions, students will identify effective strategies for identifying and countering institutional racism and for creating and sustaining antiracist schools and communities.

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: EAD 693 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 experienced school administrators and observe their 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: EAD 693 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 experienced school administrators and observe their 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.

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: EAD 693 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 experienced school administrators and observe their 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: EAD 693 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 experienced school administrators and observe their 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 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 ELE 521. 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 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.

Education Online (EOL)

EOL 500 Online Learning in the PK-12 Classroom - 3 credits

This course is designed to help teachers and school leaders develop and implement meaningful lessons and units in online and blended environments. Topics include the use of PK-12 learning management platforms, remote cooperative learning, differentiating instruction online, effective use of online meeting technologies, keeping students engaged in learning, making online learning hands-on, project-based learning online, engaging students through their preferred learning styles, differentiation of instruction in the online environment and effective communication strategies between the school and students' families.

EOL 501 Serving Students with Disabilities in the Online Classroom - 3 credits

Federal law mandates that students with disabilities receive educational services as outlined in their Individualized Education Plans (IEPs). This course focuses on providing the services students are entitled to when they are unable to attend school due to a community-wide crisis and must attend school via distance learning. Students will explore the various web-based technologies to enhance communication, examine ways to differentiate instruction in an online course, engage with web-based assistive technologies, and successfully communicate with students and their families. The course is based on the best practices as outlined by the Council for Exceptional Children.

Empathy (EMP)

EMP 600 Reframing Our Stories: Empathy and the Underground Railroad - 3 credits

The impact of slavery, disenfranchisement, and systematic oppression of minorities still impacts American culture and politics. Learners in this course will gain an understanding of the Underground Railroad freedom movement and apply the pedagogies of empathy to navigate through the emotional complexities of race, politics, culture, and engagement.

EMP 601 Underground Railroad: From Bondage to Abolition - 3 credits

This course analyzes the creation of African-American culture in North America, the establishment of race-based slavery throughout the North American Colonies, the realities of slave life, African-American resistance to slavery and the experience of free blacks in both the North and South.

EMP 602 Unraveling Our History: Grappling with Race and Culture in America - 3 credits

From chattel slavery to Black Lives Matter, political and cultural ruptures in American history necessarily deal with difference and dissonance. Students in this course will analyze and examine how racism and the immigrant experience led to oppression in the United States.

EMP 603 From Oppression to Social Change - 3 credits

Wherever there are groups oppressing others, there are leaders who resist and work for change. Students in this course will examine social identity development, privilege, power and activism. Through the use of storytelling exercises, we will identify and examine social justice in our personal and professional lives, and envision how we can practice education in a way that values and affirms each person's experiences and creates an environment of change.

EMP 604 Footsteps to Freedom: Underground Railroad Field Study - 4 credits

In the culminating summer course, four participants learn firsthand about the incredible courage of the people who sought freedom or who helped others achieve it along the route of the Underground Railroad. Students will learn firsthand the steps that enslaved Americans traveled to gain their freedom and experience actual locations along the route to better understand what enslaved Africans underwent for freedom in this country.

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 Learners (ELs) is affected by federal/state regulations, including state-wide adoption of the WIDA ACCESS Test for ELs. Course participants will understand laws and issues pertinent to the education of ELs, and user of tests, performance tasks and self-assessments for identification, placement, and reclassification of ELs. 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 ELs 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; intercultural communication, role of community, families, and schools in EL education. They apply theoretical, political, historical foundations of education for ELs, 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 Learners (ELs). This course will provide participants with multiple opportunities to learn and apply sheltering content instruction strategies to enable ELs 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 ELs 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 Learners (ELs). The seminar is a forum for discussion of professional issues in education of ELs. 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 Pk-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

This course highlights the collaboration between school health and public health. Acquire the knowledge and health/social emotional skill to teach children to develop and maintain healthy behaviors, to identify public and community health agencies, access resources, and identify prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include case studies, discussion questions, a literature review, and an Advocacy Project. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience is not 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 622R Planning, Implementing, and Administering Curriculum in Health/SEL Programs - 3 credits

Planning, implementing and administering skills-based health/SEL education in health programs provides health educator 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

Promoting wellness weaves together the CDC content areas and risk behaviors, national and state standards, SEL competencies, brain research, and the transfer of effective teaching practices to the classroom. Candidates examine the components of wellness and design strategies to help students build positive health behaviors that impact their health and lifelong wellness. Assessments include a mini-lesson, a school event, and a skills-based unit. Course assessments are aligned with MA PSTs and SMKs. Pre-Practicum 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 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 718 Strategies for Inclusion in Physical Education - 3 credits

The purpose of this course is to empower physical educators with the information and tools necessary for the successful inclusion of students with varying needs. In particular, this course focuses on students that may need modifications beyond typical planning. This course is intended to provide resources with practical applications and easily implemented planning and assessment strategies for physical educators, adapted physical educators, special education teachers, therapeutic recreation specialists and parents.

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

Teaching for learning is the first element for quality physical education. Students learn to promote and teach physical literacy, understand and incorporate a teaching for learning approach, and how to motivate students. The second element is teaching to the national standards and incorporate assessments that measure grade level outcomes. To accommodate for student social-emotional well-being, the course aligns the CASEL SEL competencies and related skills to SHAPE America's National Standards and Grade Level Outcomes.

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 Education - 3 credits

Assessment in Physical Education is designed for K-12 teachers who seek innovative assessment ideas in physical education. Teachers link standards and objectives using practical in class assessments. Assessment strategies assist in the evaluation of student learning as well as curriculum and teaching practice. Assessments include a mid-term literature review that explores assessment practices that enhance the social-emotional well-being of students. The key assessment is the development of an inventory of assessment practices and strategies.

EHE 710 Model Based Instruction in Physical Education - 3 credits

This online course deepens knowledge and strategies to implement Model-Based Instruction in Physical Education. Students evaluate personal philosophies of teaching physical education, analyze their instructional practices, investigate assessment and implementation strategies, and survey best practice models of instruction including but not limited to: Direct and Indirect Instruction, Personalized System for Instruction, Cooperative Learning, Sport Education, Peer Teaching, Inquiry Teaching, Tactical Games, and Teaching for Personal and Social Responsibility.

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 Skills-Based 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 716 Health/Social Emotional Education for the Culturally and Language-Diverse Classroom - 3 credits

Examine a range of languages and cultures in the health classroom and how they impact student learning. Students gain the knowledge and skill to develop language and culturally relevant skills-based health/SEL instruction by examining best practices for English learners and racial, sexual, and gender identity models for students from diverse cultural backgrounds. Assessments include a mini lesson, analysis of best practices, cultural proficiency assessment, and a key assessment. The course is aligned with MA PSTs.

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 follow 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.

Librarianship (ELM)

Puerto Rico only

ELM 509 Introduction to Librarianship - 3 credits

This course studies the evolution of librarianship as a professional field specialized in the management and organization of information for the offering of various services, and to educate users about the correct use of information. The development of the process of academic, school and public libraries over the years is studied for a better understanding of the role of professionals. 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 and Services - 3 credits

This course provides the skills and knowledge needed to manage reference services and resources in different types of libraries. Students explore reference resources in different formats and their use to meet the user's need. Students look at professional library selection tools to locate the best and most relevant information resources in a variety of options to bring service to local or remote users. This course emphasizes lay issues for the information professional, including information needs and seeking behaviors, the reference interview and the reference and instructional librarian as a professional. It also explores the communicative strategies and social aspects of information.

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 Library - 3 credits

This course explores access to online databases, educational use of the Internet, policies, copyright, and major issues in media literacy. The student will explore the process of integrating technology in the 21st century education and library services; understand the impact of the internet on library services, and identify different technology tools for libraries, educational services, and distance learning. The student will design and evaluate the technology used to enhance their productivity and professional practice.

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. Librarianship 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 600 User Needs and Selection of Information Resources - 3 credits

This course introduces students to the techniques and methods that can be used to diagnose a user's needs and how they are used for the effective selection of information resources. Students will also learn about the development of library policies, such as the collection development policy, including donations and policy for discarding information sources.

ELM 601 Cataloguing of Information Resources- 3 credits

Pre-requisite: ELM509. This course studies the principles of the organization and cataloguing of information for its access and effective use. The norms for the catalog and documentary description, the selection of access points, including the descriptors, subject headings, and the classification of systems are examined. It reflects on the importance of the information professional in the organization of information to facilitate their access.

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 700 Research in Librarianship - 3 credits

Pre-requisite: ELM509. This course studies the theoretical foundations of scientific research and its application in librarianship. We work with the development of knowledge and skills in research to start this activity. Opportunities will be provided to work with quantitative and qualitative research techniques. It reflects on the value of research in Library Science, as well as its benefits in the search for solutions to problems in the field.

ELM 701 Library Management - 3 credits

Pre-requisite: ELM509. The course emphasizes the development of the management and administration of information units of the XXI Century. It covers basic aspects of the organizational structure, planning, budget management, human resources and library management. In addition, it covers concepts related to the assessment and evaluation of library services to guarantee the continuity and value of the library in its environment. This course explores both the theory and practice of the management of digital services in the information units and emphasizes the social and ethical responsibility of the information units with the community.

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

Library Teacher Practicum 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 795 Practicum: Library Teacher K-12 (300 hours) - 2 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 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-12. 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 a 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 nurses as they interact with other professionals and political leaders within their 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 III: 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 students to create an original project which contributes to the body of knowledge on a topic and reflect on what they have 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 634 Computational Thinking: Data Structures and Algorithms - 3 credits

The content of this course focuses on basic and essential topics in data structures by covering the analysis and design of fundamental data structures. Activities engage students to use data structures as tools to algorithmically design efficient computer programs that will cope with the complexity of actual applications. Topics covered include array-based lists, linked lists, skip lists, hash tables, recursion, binary trees, scapegoat trees, red-black trees, heaps, sorting algorithms, and graphs.

SCI 635 Independent Learning Project: Digital Literacy and Computer Science - 1 credit

This optional Independent Learning Project is the culmination of the DLCS Program. The student chooses a very focused project that lends itself to the application of knowledge and skills learned throughout the DLCS Certificate Program. With the instructor's assistance and approval, the student develops a proposal plan that identifies and describes the project and establishes goals and outcomes. Example projects might include: creating digital literacy and computer science unit/lesson plans that incorporate MA DESE student standards, identifying a variety of digital tools and producing an online menu with instructions on how to use each tool, or developing a network security plan.

SCI 636 Computers, Software and Networks - 3 credits

This course covers the fundamentals of information systems: basic hardware components and system-oriented troubleshooting procedures, the structure or architecture of computers, operating systems, Internet, data communications, the software hierarchy from systems software to application programs, and information systems' development life cycle. The course also focuses on the use and application of typical software packages including word processing, spreadsheets, databases and presentation graphics.

SCI 637 Computer and Society - 3 credits

This course examines the role and impact of computers, information and assistive technology in our daily lives, business, education, entertainment and study. Topics include: the use of the Internet and WWW as a research and information-sharing resource, digital literacy standards and skills, and the digital tools, resources, and computing devices used to create an artifact, solve a problem, communicate, publish online or accomplish a real-world task. The personal, professional, and corporate ethical and legal issues that arise in a computing context are also considered.

SCI 638 Computer Programming - 3 credits

This course builds on the concepts introduced in previous courses and shows how to use various language constructs to develop code and solve problems using a hands-on approach. For each topic, students are expected to design, write, and analyze code corresponding to that topic and reflect on their programming efforts as a way to increase their problem solving and critical analysis skills.

SCI 640 Network Security and Safety - 3 credits

This course covers network vulnerabilities and safety issues such as peer pressure and cyber bullying as well as important concepts and technologies that address the risky computer and network environment. It details cryptographic tools and algorithms, authentication and access control schemes and protocols, systems that can be used to secure computers and networks, and the security of these systems. The course also deals with management issues around computer and network security, recovery strategies and using outsourcing services with respect to function and quality. Students learn to use a variety of tools and systems that can be used in security assessment, intrusion detection, information protection, digital forensics, and system recovery.

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 of 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 EL - 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.

SCI 690 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.

SCI 692 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 experienced science teachers and by observing their 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 experienced science teachers and by observing their 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 608 National Science Teachers Association Convention Graduate Professional Development - 1 credit

This is a professional development course that provides the 2020 NSTA National Conference attendee the ability to gain one graduate credit for their in-depth participation in relevant science content conference sessions during the convention. Participants will be required to engage in a minimum of eight (8) hours of science professional development presentations.

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 Learners (ELs). 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 (ELs). Participating students will be knowledgeable and able to administer, supervise and promote effective classroom strategies that maximize learning for ELs. 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 ELs.

Special Education (ESP)

ESP 500 Advanced Applied Behavior Analysis Seminar- 1 credit

This course will provide students with supplemental learning material to accompany Advanced Applied Behavior Analysis (ESP 726). Reviews and expands upon course topics (e.g. functional assessment, procedures to decrease problem behavior and increase adaptive behavior, generalization of behavior) through brief behavior analytic readings, group discussion, question and answer sessions, and brief written assignments. The purpose of this course is to assist students in gaining further understanding and clarification of the key concepts in Applied Behavior analysis (ABA) presented in ESP 726.

ESP 502 Terminology Pertaining to Special Education- 1 credit

This course provides an overview of educational terminology as it relates to students with mild to moderate disabilities, supports and services and special education law. Participants will understand the importance of keeping abreast of special education terminology/ commonly used acronyms and the impact that demystifying terminology for students and families will have on student/family engagement. Additionally, the 13 categories of special education will be discussed along with the terminology associated with them.

ESP 505 Federal & State Laws and Regulations Pertaining to Special Education - 1 credit

This course will review the history of special education as well as current laws and regulations pertaining to moderate disabilities, the relevance of Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Family Education Rights and Privacy Act (FERPA). Also covered is the Special Education Process, the procedure for Special Education Appeals related to public schools, obligations to provide free and appropriate education (FAPE) for students with disabilities in the least restrictive environment (LRE). Participants will demonstrate how to access various elements of special education laws and regulations in order to support the provision of special education services to students with moderate special needs.

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. This course must be taken prior to ESP 622.

ESP 511 Preparation, Implementation & Evaluation of Individual Education Programs (IEPs)- 1 credit

This course provides an overview of the IEP process under IDEA and best practices in the development of standards-based IEPs, including effective collaboration with a wide range of stakeholders to support the development IEPs that support students' success. Participants will learn about the development of realistic and measurable IEP SMART goals as well as laws governing the special education IEP process. Additionally, participants will build their capacity to identify best practice for effective preparation and facilitation of IEP meetings that support effective student and family engagement/involvement as mandated under IDEA.

ESP 512 Inclusion & 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 514 Ways to Prepare & Support Students with Disabilities in General Education Classrooms- 1 credit

Participants will explore instructional and behavioral strategies that support academic and social-emotional outcomes for students with disabilities in general education settings. High leverage practices such as Universal Design for Learning, Differentiation of Instruction, Positive Behavioral Interventions & Supports and Social Emotional Learning.

ESP 516 Design & Modification of Curriculum, Instruction Materials, and Gen Ed Classroom Environment for Students with Moderate Disabilities - 1 credit

This course will prepare general and special educators to use high-leverage practices that provide students with disabilities access to the general education curriculum. Participants will explore best practices and strategies that effectively support the design, adaption/modification of curriculum, materials and strategies to support student success. Additionally, strategies to work with teachers at all levels and successfully collaborate for student success will be explored as well as models of co-teaching.

ESP 517 Effective Use of Augmentative & Alternative Communication- 1 credit

Participants will explore a variety of assistive, augmentative and alternative communication tools that support student success and consider how these assistive technologies support inclusive practice and access to the curriculum, IEP goals and objectives. Additionally, participants will explore resources for evaluating, choosing, deploying and supporting the use of assistive technology and delivery of AT services in PK-12 settings that promote access, learning and independence.

ESP 518 Knowledge of Services Provided by Other Agencies & Effective Collaborative Practices to Support Students with Disabilities- 1 credit

This course will provide participants with knowledge of government and other outside agencies/organizations at the local, state and federal level that are available to provide special educators, schools, students with disabilities and their families opportunities to access additional resources that support students' academic success and social-emotional well-being. Participants will build their capacity to effectively collaborate with and leverage the support of these "other"

agencies using a cooperative interdisciplinary approach. Additionally, participants will gain a better understanding of transition and transition law as it pertains to best practice for interagency planning and engaging government and other non-profit/private outside agencies/organizations to support post-secondary success.

ESP 592 Adapting Materials for Students with 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 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 will review 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 will discuss 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), the Omnibus Autism Act of 2016, An Act Relative to Insurance Coverage for Autism (ARICA) of 2011 and the 2006 Autism IEP Act 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. An additional emphasis in this course will be 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 shall be paid to legislation governing special education. Pre-practicum hours of directed field-based training required.

ESP 700 Systematic View of Supervision and Management in ABA - 3 credits

Fulfilling the need of BACB 5th Task List requirement, *Personnel Supervision and Management*, and partial *Behavior Assessments, Behavior-Change Procedures, and Selecting and Implementing Interventions* task items are as follows:

F-2 Determine the need for behavior-analytic service.

G-19 Use contingency contracting.

H-9 Collaborate with others who support and/or provide services to clients.

I-1 State the reasons for using behavior-analytic supervision and toe potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the

supervisee's skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 use performance monitoring, feedback, and reinforcement systems.

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

I-7 Use function-based strategies to improve personnel performance.

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Prerequisites/Co-requisites: ESP622, ESP704, ESP722, ESP723, ESP724, ESP726.

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 702 Applications of Applied Behavior Analysis in Multiple Settings - 3 credits

This course focuses on the application of applied behavior analysis in multiple settings. The applications of principles of applied behavior analysis in educational, clinical, and home-based settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These include functional behavior assessments, ethics of practice, and use of treatment methodologies, staff/parent training, and applied behavior analysis in the public school settings. Current developments in ABA, behavior change strategies and generalization are also addressed.

ESP 705 ABA Fluency Seminar - 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 706 Research Design in Applied Behavior Analysis - 3 credits

This course focuses on single-subject experimental designs and human behavior. The students will learn about the characteristics of science and the rationale for having behavior as a focus. The student will be exposed to different issues related to measurement, specific research designs, and important issues, such as variability, associated with the designs. How to accurately interpret research data from a variety of research experiments will also be discussed.

The student will also learn about the ethical standards and guidelines that professionals in the field of applied behavior analysis must follow when working with humans. This course provides credit hours toward education qualifications required to sit for the behavior analysis certification exam.

ESP 710 Introduction to Applied Behavior Analysis - ABA I - 4 credits

The course introduces the science of behavior analysis, and the basic concepts and principles of behavior analysis (e.g., reinforcement, punishment). It includes the philosophical underpinnings of the science of behavior analysis including goals, philosophical assumptions, dimensions of applied behavior analysis, radical behaviorism, experimental analysis of behavior, and professional practice guided by applied behavior analysis. This course is a prerequisite for all other ABA courses in the sequence. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

ESP 716 Behavior Assessment in ABA - 3 credits

This course focuses on assessment in Applied Behavior Analysis in a variety of settings. This course has a strong concentration on Functional Assessment (both informal and systemic manipulations - Functional Analyses) and the development of behavioral support plans based upon the results of assessment of function. Specific strategies for accelerating and decelerating behaviors as well as generalization will be reviewed. Discussion on preference assessments, assessments of relevant strengths and deficits, as well as determining the need for behavior analytic services will occur.

ESP 717 Advanced Applied Behavior Analysis - ABA II - 4 credits

This course reviews the basic concepts and principles of applied behavior analysis (ABA) and expands upon the knowledge learned in Introduction to Applied Behavior Analysis (ABA I). The course will focus on important concepts and principles in applied behavior analysis; including defining and describing principles. Applied examples from existing research will be reviewed and assignments will be completed in which the students must apply concepts and principles to hypothetical case studies, scenarios, or individuals the student is currently serving and provides examples of the principle or concept. The course provides credit hours towards eligibility for the behavior analysis certification examination.

ESP 718 Ethics and Professionalism in Applied Behavior Analysis

This course prepares students for the ethical and professional practice of Applied Behavior Analysis. Students will learn the importance of ethical conduct as it relates to the professional practice of tasks identified in the Fifth Edition Task List. Students will learn about the foundations of ethical and professional behavior to endure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board (BACB) Professional and Ethical Code for Behavior Analysts will be reviewed and discussed in detail. This course provides credit hours towards eligibility for the behavior analysis certification examination.

ESP 721 Using Multiple Intelligences and Accelerated Learning ESP 721 Using Multiple Intelligence 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 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, Vigotsky, and others, especially in regard to children's moral development from birth

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 Every Student Succeeds 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

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.

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 Structural and Institutional Barriers to Equality in Education - 3 credits

This course examines the structural barriers and institutional practices in schools that have helped to create and sustain socioeconomic inequality and educational inequities. Through readings and discussions, students closely assess past and current education policies based on stated aims and observable outcomes. Emphasis is placed on understanding social and ideological factors that shape American education in ways that are inconsistent with the democratic aspirations of America's founding documents and education reformers' rhetoric.

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 806C Practicum Seminar II: Principal/Asst Principal (5-8) 150 of 500 hours - 2 credits

This is the second of two 150 hours of supervised practicums 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 middle school level of the educational system. The practicum provides the opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the middle school 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 principalship.

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 cornerstones 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 Leading Educational Change and School Renewal - 3 credits

This course focuses on the theory/practice of continuing school renewal and educational change. Emphasis is placed on building collaborative relationships necessary to plan, implement, and manage significant school change that leads to improved teaching and learning. In introducing change as an essential quality of healthy learning organizations, students study reform and change models, while learning how to build strong teams within the school and community that lead to equitable and excellent outcomes for all stakeholders. 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 model 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. Students design an Action Research Project which includes: identifying a topic relevant to their 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.