



## School of Education & Counseling

Cambridge College's two legacy schools - the School of Education and the School of Psychology and Counseling - are now consolidated into the new **School of Education & Counseling** (SEC), with two Divisions: the Division of Education and the Division of Counseling. The merger provides new opportunities for collaboration, innovation, and connection between the faculties and students of the two Divisions.

### Faculty and Learning Outcomes

The School of Education & Counseling, through scholar-practitioner faculty, offers programs and certificates that help graduates transform their communities and their own careers. The faculty are committed practitioners who exemplify the values of rigor, determination, passion, and engagement. Steeped in the tradition of adult education, the SEC produces graduates from both licensure and non-licensure programs that have careers in public and private schools, higher education institutions, public policy agencies, clinics, health centers, and hospitals at local, regional, national, and international levels. Our programs in both Divisions are imbued with the values of social justice, access, and inclusion, values on which Cambridge College was founded, and graduates acquire the skills and values necessary to engage with the challenges facing the fields of education and counseling today.

### Student Body

In the Division of Counseling, students may be new or experienced practitioners; all are engaged in learning to practice with empathy, ethical values, and regard for those they serve in clinics, hospitals, community centers, and health care agencies.

In the Division of Education, students may be aspiring or experienced teachers and leaders, all committed to inspiring communities to invest in student success and supportive teaching and learning communities. All our graduates have a deep awareness of the societal challenges and contemporary forces that impact those they serve.

### Academic Advising

**Admission counselors** give applicants an overview of the College's academic programs and assist with the application process. Applicants may be referred to program chairs and/or the Associate Dean for Academic Advising and Field Experience to discuss programs and for academic advising.

**Orientation** — Students entering any School of Education & Counseling academic program 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 School of Education & Counseling level supportive of students enrolled. These co-curricular events are designed to enhance the learning opportunities and assist with professional growth.

# Division of Education

The School of Education & Counseling's **Division of Education** 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. In addition, the school houses programs for school nurses. The Division of Education also offers master's and doctoral programs for those professionals interested in seeking certification as Board Certified Behavior Analysts (BCBA).

## Professional Ethics & Core Principles

The School of Education & Counseling (SEC) 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 Division of Education 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 School of Education & Counseling related to this work include a commitment to:

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

## Learning Community

The Division of Education'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 Division of Education programs, then schedule an in-person or phone consultation with the program chair 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 School of Education & Counseling 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 Division of Education to schedule appointments with program chairs.)

Candidates in licensure programs must, without exception, uphold professional ethics specific to the field of education and the School of Education & Counseling'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 or site coordinator is required prior to program entry and course registration.

## Communication Competency

Upon application, the School of Education & Counseling 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 School of Education & Counseling also have access to the College's e-tutors, available through the Center for Learning and Teaching (CELT), who can facilitate writing supportive of academic success. Students may also be referred to take writing assessments, as needed, to facilitate their success.

The School of Education & Counseling 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 School of Education & Counseling's Transfer Credit Request Form within the first term. Courses accepted for graduate credit into School of Education & Counseling programs must meet the criteria, content, and academic requirements aligned to existing courses offered by the School of Education & Counseling. (See also *School of Education & Counseling Admission Requirements* on page 16.)

## Academic Program Requirements

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

Once admitted into a School of Education & Counseling degree program, regardless of location, only the School of Education & Counseling'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 or site director (CA, Puerto Rico).

Students admitted into a School of Education & Counseling 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

Division of Education 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.

Applicants to all licensure programs must meet School of Education & Counseling 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 MTELs are immediately entered into the licensure program of their choice. Those who have not taken or have not passed the Communication and Literacy MTELs 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 along with the Communication and Literacy MTEL results.

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 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 & Counseling 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 School of Education & Counseling 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 licensure programs. All teacher licensure candidates must complete EDU 704 Practicum Readiness prior to being accepted into practicum. Those in Educational Leadership must complete an application prior to enrolling in practicum.

Candidates are required to activate an electronic program portfolio during the first semester of their program by registering for EED 735. This will facilitate the storage and tracking of essential program and licensure specific documents. Students must complete submissions to this portfolio throughout their program experience. Portfolio completion is a requirement for graduation.

## 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 School of Education & Counseling adopted forms for this purpose and upload these to their e-portfolio in Tevera once all signatures are obtained.

## 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 School of Education & Counseling 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 School of Education & Counseling 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 School of Education & Counseling 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 Division 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 Division of Education 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

**Assistant program director/Program chair:**

Joseph Vedora, Ed.D., BCBA-D, LABA

• joseph.vedora@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 . . .	Spring 1
ESP 630 Social & Psychological Perspectives in Autism Spectrum Disorders . . . . .	Spring 1 . .	Summer 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 715A Basic Applied Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715B Basic Applied Behavior Analysis II (4 credits). . . . .	Spring 1 . . . . .	Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 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.

(All courses @ 3 credits except as noted.)



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

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

EED 5001	The Reflective Practitioner (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 education elective.		

**Program and schedule subject to change.**

**Program chair:** Nicole Stallions, M.Ed.

• nicole.stallions@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 — <b>required first course</b>	..... 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 admission requirements for education 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:** Nicole Stallions, M.Ed.  
• [nicole.stallions@cambridgecollege.edu](mailto:nicole.stallions@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 (Zoom meetings) 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 715ABasic Applied		
Behavior Analysis I (4 credits) . . . . .	Fall 1 . . .	Spring 1
ABA 715BBasic Applied		
Behavior Analysis II (4 credits) . . . . .	Spring 1 . . . . .	Fall 1
ABA 726 Ethics in		
Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 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

**Assistant program director/Program chair:**  
Joseph Vedora, Ed.D., BCBA-D, LABA  
• joseph.vedora@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 admission requirements for education 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](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

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

### Program subject to change.

**Program chair:** John Papadonis, M.S.

• [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

All courses 3 credits except as noted.



## Master of Education

## Early Childhood Teacher (PreK-2)

- CIP code 131210 • Non-licensure: 30-32 credits, 3-4 terms full-time
- Licensure (Massachusetts only): 31-34\* credits, 4 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

- Create well-structured, developmentally appropriate lessons with measurable assessments of learning
- Evaluate instructional materials to foster positive social-emotional development and meet the diverse needs of students
- Apply inclusive and culturally responsive principles in teaching practice
- Critique one's practice through reflection for continuous improvement

## 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 graduates may be eligible for employment in early childhood education settings that do not require licensure.

**Please note:** The non-licensure Early Childhood Teacher (PreK-2) Master of Education program is also offered fully online through Cambridge College Global. See *Early Childhood Teacher* on page 336 for details.

**Admission requirements:** Bachelor's degree, completed application, official undergraduate degree transcript, professional résumé, two letters of recommendation, and a personal statement.

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

**Program chair and advisor:** Christy Reynolds, Ed.D.  
• christy.reynolds@cambridgecollege.edu

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

EED 735	Program Portfolio Integration (0 credit) . . . . .every term
EED 5001	The Reflective Practitioner (1 credit) . . . . .every term
ELE 500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ELE 521)
ELE 521	Teaching Literacy
ESP 592	Adapting Materials for Students with Disabilities in Gen Ed Classrooms (1 credit)
ESP 594	Collaboration & Consultation Techniques (2 credits)
ECE 600	Development of Young Children
ELE 653	Teaching Science, Engineering & Technology
ESP 512	Inclusion & Behavior Management
ELE 656	Teaching Social Sciences, History & Multicultural Education
ELE 620	Teaching Children's Literature
MAT 700	Inclusion in Math Class
ELE 594	Teaching Physical Education & Movement (1 credit)

## Non-licensure requirements . . . . . 4-6 credits

- Two approved elective courses (4-6 credits total).

## Licensure requirements in Massachusetts

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

## Practicum &amp; Seminar . . . . . 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 (Tevera) required for credit.

Program and course schedule subject to change.



## 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 social justice leaders who create rigorous and culturally responsive teaching and learning environments 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.

## Learning 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 success for all students by establishing a high quality curriculum and evidence-based instruction, (b) cultivates a shared anti-racist vision for effective schools, (c) ensures a safe, efficient, and effective culturally responsive learning environment, (d) ensures the effective use of resources, and (e) promotes the involvement of all stakeholders, and (f) 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 Tevera. Specifically, candidates must demonstrate the ability to:

*Principal/Assistant Principal*

- Create a physically and emotionally safe school environment.
- Ensure that curriculum is of high quality, standards-aligned, rigorous and culturally responsive.
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of skillfully implementing high quality curriculum which is standards aligned and exhibits target skills through evidence based teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school's academic and social justice mission.
- Effectively implement effective plans, policies, procedures, routines, budgets, and operating systems, including technology, that are equitable, honor all students' backgrounds, eliminate bias and address the full range of safety, health and social-emotional needs of students.

## 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 (MTL) 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 and dean 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 Tevera.*

- 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 and Portfolios,**

- 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 Tevera.
- 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 Tevera.

**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, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.



M.Ed.

Continued

# Educational Leadership

## Principal/Assistant Principal Licensure

### Term 1

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
 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)

- 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

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
 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*

**\*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:** David L. Flynn, Ph.D.  
 • david.flynn@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



## Certificate of Advanced Graduate Study

# 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 with a focus on social justice, along with research skills and data analysis required to support and advance caring, competent, and qualified teachers and school leaders who create rigorous and culturally responsive teaching learning environments.

## Learning 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 of evidenced based instruction and culturally responsive teaching and learning, graduates perceive their educational setting as part of a larger system and are able to identify and end historic patterns of racial inequity within that system. They effectively implements plans, procedures, routines, budgets, and operating systems, including technology, that are equitable and honor all students' backgrounds, eliminate bias and address the full range of safety, health and social-emotional needs of students.

## 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.
- Exit Performance Portfolio via Tevera.

**Practicum Prerequisites**—All documentation is verified and signed by the professional seminar advisor and program chair.

- 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, and SEI).

**\*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:** David L. Flynn, Ph.D.  
• david.flynn@cambridgecollege.edu

Continued





# Educational Leadership - CAGS

## School Administration (licensure and non-licensure)

- Principal/Asst Principal

### Term 1

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
 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 806 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 • Non-licensure: 30 credits, 3 terms full-time
- For licensure: 32-35\* credits, 4 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 intercultural 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.

**Admission requirements:** Bachelor's degree, completed application, official undergraduate degree transcript, professional résumé, two letters of recommendation, and a personal statement.

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

**Program chair and advisor:** Christy Reynolds, Ed.D.  
• christy.reynolds@cambridgecollege.edu

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

EED 735	Program Portfolio Integration (0 credit) . . . . .	every term
EED 5001	The Reflective Practitioner (1 credit) . . . . .	every term
ELE 500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. lab for ELE521) . . . .	Fall, Spring
ELE 521	Teaching Literacy . . . . .	Fall, Spring
ELE 653	Teaching Science, Engineering, and Technology . . . . .	Fall, Spring
ELE 510	Developmental Psychology . . . . .	Spring
ELE 656	Teaching Social Sciences, History, and Multicultural Education . . . . .	Spring
ELE 620	Teaching Children's Literature . . . . .	Summer
MAT 623	Common Core Math . . . . .	Spring, Summer
ELE 594	Teaching Physical Education and Movement (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 Management . . . . .	Fall, Summer

## Non-licensure requirements... 3 credits

- One approved education elective course (3 credits total).

## Licensure requirements in Massachusetts

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

- Pass all MTELs required by Massachusetts for this license: Communication & Literacy, General Curriculum, Math Subtest, and Foundations of Reading (MTEL).
- SEI 605 Sheltered English Immersion (3 credits) or DESE-endorsed course or SEI MTEL.
- Pass all required courses.
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

### Practicum & Seminar . . . . . 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 (Tevera) required for credit.

(All courses @ 3 credits except as noted.)



## Post-Master's 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, Engineering, and Technology. . . . . Fall, 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

<i>Select one course:</i>	SCI 601	Aquatic Ecology
	SCI 600	Cell Biology
<i>Select one course:</i>	SCI 603	Electricity & Magnetism
	SCI 609	Transfer of Energy
	SCI 615	Forces in Motion
<i>Select one course:</i>	SCI 607	Structure of the Earth
	SCI 613	Earth's Place in the Universe
	SCI 629	Practical Meteorology

## Admission requirements:

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

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

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

## Program subject to change.

**Program chair:** John Papadonis, M.S.

- [john.papadonis@cambridgecollege.edu](mailto:john.papadonis@cambridgecollege.edu)

(All courses @ 3 credits except as noted.)



# English as a Second Language (PreK-12 non-licensure or 5-12 licensure)

- 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.

## 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 ..... 28 credits

### Term 1 .....Fall

- EED 735 Program Portfolio Integration (0 credit) . . . . .every term
- ESL 500 Introduction to Education for English Learners (1 credit)
- ESL 610 Linguistics & Language Variations
- ESL 631 Second-Language Acquisition & Culture

### Term 2 ..... Spring

- ESL 615 Methods & Materials for ESL
- ESL 635 Sheltered Instruction & Assessment

### Term 3 .....Summer

- ESL 625 Technology for Linguistically Diverse Classrooms
- ESL 650 Teaching Content to ESL Learners

### Term 4 .....Fall

- ESL 620 Teaching Reading & Writing to ESL Students
- ESL 630 Equitable Assessment of ESL Learners

### Term 5 ..... Spring

- ESL 640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling

## Practicum Prerequisites .....1 credit

- Pass all MTELs required by Massachusetts for this license: Communication & Literacy, and English as a Second Language (MTEL). Take MTEL in Year 2.
- Pass all required courses.
- EDU 704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

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

### 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 (Tevera) required for credit.

(All courses @ 3 credits except as noted.)

**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 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



## Master of Education

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

- CIP code 131316 • For licensure: 32-35\* credits, 5-6 terms full-time
- Program approved by the Mass. Dept. of Elementary & Secondary Education (DESE)
- Non-licensure : 30 credits, 4 terms full-time

## 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:** 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

EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
SCI 680 Attaining Science Literacy. . . . . Fall  
**1-6: or** ELE 653 Teaching Science, Engineering, and Technology . . . . .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.

Continued

(All courses @ 3 credits except as noted.)





M.Ed.

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 DESE-endorsed course or SEI MTEL.
- Pass all required courses.
- 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 794**A** Practicum 1-6 • SCI 794**B** 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 (Tevera) 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: 21-24\* 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 admission requirements for education 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](http://www.doe.mass.edu)). Only coursework completed within the last seven years, with grades of B or better will be considered.

**\*Program credits:** 21 credits total if SEI is completed before enrollment, 24 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](mailto:john.papadonis@cambridgecollege.edu)

*Courses required may vary based on transcript analysis.*

## Science Methods..... 16 credits

### Methods & Materials for Teaching:

EED 735	Program Portfolio Integration (0 credit)	.....every term
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 MTELs required by Massachusetts for this license: Communication & Literacy and General Science 5-8 tests.
- SEI 605 Sheltered English Immersion or DESE-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 (Tevera) required for credit.

(All courses @ 3 credits except as noted.)



Post-Master's 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@cambridgecollege.edu](mailto:mary.c.connolly@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.)

This program is now offered through the **School of Arts & Sciences**. Please see *Master of Education in Interdisciplinary Studies* on page 84 for program details.



## Master of Education

# Mathematics (5-8 or 8-12)

- CIP code 131311 • For licensure: 35-38\* credits, 4-5 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 for 5-8..... 30 credits

**Term 1** .....Fall  
 EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
 MAT 603 Arithmetic to Algebra: Developing Math Patterns & Ideas  
 MAT 607 College Algebra

**Term 2** ..... Spring  
 MAT 609 Euclidean Geometry  
 MAT 623 Common Core Math

**Term 3** .....Summer  
 MAT 615 History of Math (preqs. MAT 607, 609, 611)  
 MAT 611 Calculus I (preqs. MAT 607, 609)

**Term 4** .....Fall  
 MAT 700 Inclusion in Math Class  
 MAT 613 Discrete Math (preqs. MAT 607, 609)

**Term 5** ..... Spring  
 MAT 605 Technology in Math Learning & Teaching  
 MAT 633 Probability & Statistics (req. MAT 613)

## Courses for 8-12..... 30 credits

**Term 1** .....Fall  
 EED 735 Program Portfolio Integration (0 credit) . . . . .every term  
 MAT 613 Discrete Math (preqs. MAT 607, 609)  
 MAT 700 Inclusion in Math Class

**Term 2** ..... Spring  
 MAT 633 Probability & Statistics (req. MAT 613)  
 MAT 629 Non-Euclidean Geometry (req. MAT 609)

**Term 3** .....Summer  
 MAT 611 Calculus I (preqs. MAT 607, 609)  
 MAT 627 Abstract Algebra (req. MAT 607)

**Term 4** .....Fall  
 MAT 631 Calculus II (req. MAT 611)  
 MAT 625 Number Theory (req. MAT 611)

**Term 5** ..... Spring  
 MAT 605 Technology in Math Learning & Teaching  
 MAT 635 Applied Math (preqs. MAT 611, 631)

(All courses @ 3 credits except as noted.)

Continued





M.Ed.

Continued

# Mathematics (5-8 or 8-12)

Post-Master's Certificate

## Mathematics Specialist Certificate

• CIP code 131311 • 12 credits, 2 terms

### 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 DESE-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. .... Fall, Spring

MAT 794C Practicum 8-12. .... Fall, Spring

**MAT 791 Practicum Seminar**

in Mathematics Teaching (2 credits). .... Fall, Spring

Electronic exit portfolio (Tevera) required for credit.

**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
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.

(All courses @ 3 credits except as noted.)



## Post-Baccalaureate 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 will build their competency across the following leadership practices:

- **Anti-racism**—continually confronting racism, in self and in others, policies, systems; a contender in the fight for racial justice; centering voices of the global majority; learning from individuals as well as scholarship; embracing intersectionality.
- **Community Mobilization**—advocating and organizing for systemic change; convening the community around common values, a common mission, and a dynamic strategy.
- **Continuous Reflection**—seeking the community's expertise and growing in self-knowledge by consciously considering our own experiences, actions, feelings, and responses and our impact on the individuals, groups, and systems in which we engage and lead; broadening this reflection to accurately and continually diagnose the dynamic needs of those individuals, groups, and systems.
- **Creativity**—engaging, risking, experimenting, and persisting; using a design thinking approach to address complex challenges.
- **Effective Communication**—listening and communicating regularly, proactively, clearly, and inspirationally to engage hearts and minds for action.
- **Ethics**—exhibiting moral courage; practicing sound management and transparency; embracing human imperfection and uncertainty in the service of justice.
- **Informed Instruction**—demonstrating data-driven and performance-based instructional leadership and deep commitment to the academic/intellectual/social/emotional/civic/ professional development of youth and adults.

## 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 Design	3
ADM 686A	PMI Part time Practicum in Educational Administration	1.5

### Term 2

ADM 603	Organizational Change	3
ADM 686B	PMI Part time Practicum in Educational Administration	1.5

### Term 3

ADM 606	Sociocultural Change	3
ADM 655	Advanced Seminar in Supervision and Evaluation	3

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 résumé/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: Sung-Joon Pai

• sung-joon.pai79@go.cambridgecollege.edu



Post-Master's 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.

## Courses ..... 6 credits

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

### Admission requirements:

- School admission requirements for education certificate programs.
- The program is a graduate level certificate for teachers/educators.

### Program subject to change.

**Program chair:** Leba Heigham, M.Ed.


- [leba.heigham@cambridgecollege.edu](mailto:leba.heigham@cambridgecollege.edu)

All courses 3 credits except as noted.



Master of Education

# School Nurse Education

• CIP code 130101 • 33 credits, 4 terms • 

## Program Description

The School Nurse Education program is a fully online non-licensure graduate program for school nurses who desire relevant graduate, focused curricula from a variety of disciplines. This program is delivered asynchronously through **Cambridge College Global**. See *Master of Education in School Nurse Education* on page 338 for program details.



# 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 inter-cultural competence and are equipped to advance social justice.

## Learning Outcomes

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

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

## Careers

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

**SEI endorsement optional** — Students are not required to be endorsed in Sheltered English Immersion. Students interested in SEI endorsement should take 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@cambridgecollege.edu

## Courses ..... 31 credits

EED 735	Program Portfolio Integration (0 credit) . . . . .	every term
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 Prerequisites .....1 credit

- Pass all MTELs 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 (Tevera) required for credit.

(All courses @ 3 credits except as noted.)





Post-Master's Certificate

# Skills-Based Physical Education/Social Emotional Learning Certificate

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

## Program Description

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

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

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

Post-Master's 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	.....	Fall
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	Teaching Health Education in an Equitable and Inclusive Classroom	.....	Fall



Post-Master's Certificate

# STEM Certificate: Science, Technology, Engineering and Mathematics

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

## Program Description

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

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

## Learning Outcomes

Participating teachers will:

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

## Careers

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

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

ELE 653	Teaching Science, Engineering, and Technology
SCI 619	Teaching Project Based Science (online, 1 credit)
<u>Choose two science content courses (online, @1 credit):</u>	
SCI 601	Aquatic Ecology
SCI 613	Earth in the Universe
SCI 617	Earth's History
SCI 603	Electricity & Magnetism
SCI 607	Structure of the Earth

## Mathematics Courses.....6 credits

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)

• 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 intercultural competence and are equipped to advance social justice.

## Learning Outcomes

- Create specialized instruction to effectively support students with moderate disabilities using evidence-based practices.
- Demonstrate an understanding of special education laws, policies, and individualized education planning.
- Understand advanced knowledge of instructional techniques, behavior management strategies, and assessment tools tailored for students with disabilities.
- Create and implement individualized education plans to effectively collaborate with multidisciplinary teams and adapt curriculum to meet diverse learning needs.
- Apply inclusive and culturally responsive teaching practices to support students with disabilities in a variety of educational settings.

## 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.

**Please note:** The non-licensure Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) Master of Education program is also offered fully online through Cambridge College Global. See *Teacher of Students with Moderate Disabilities* on page 339 for details.

## Core Courses ..... 25 credits

### Program chair will advise on sequence

EED 735	Program Portfolio Integration (0 credit)	.....every term
EED 5001	The Reflective Practitioner (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	Collaboration & Consultation Techniques (2 credits)	.....every term
ESP 512	Inclusion & Behavior Management	.....Fall, Summer
ESP 662	Principles of Language Development Bridging Differences & Disorders.	.....Fall, Summer
ESP 689	Theories of Typical & Atypical Human Dev.	.....Fall, Summer
ESP 607	Psycho-Educational Assessment for Teaching Exceptional Students	.....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

## Specialization Courses

Choose to specialize in teaching grades PreK-8 or 5-12 to complete your program.

### Moderate Disabilities (Prek-8) .....6 credits

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

### Moderate Disabilities (5-12) .....9 credits

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)

## Licensure students only

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

- Pass all MTELs required by Massachusetts for the license:  
**PreK-8:** Communication and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).  
**5-12:** Communication and Literacy, Foundations of Reading, and either the General Curriculum test or a subject matter test in an approved academic subject: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy (5-8 or 8-12).
- SEI605 Sheltered English Immersion (3 credits) or ESE-endorsed course or SEI MTEL.
- Pass all required courses.
- EDU704 Practicum Readiness (1 credit)
- Submit Practicum Application and Placement Approval Forms.

### Practicum & Seminar ..... 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

or

#### ESP794B Practicum (5-12)

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

#### ESP791 Practicum Seminar (2 credits) ..... Fall, Spring

Electronic exit portfolio (Tevera) required for credit.

### \*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:** Nicole Stallions, M.Ed.

• nicole.stallions@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.

## Learning 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

EED 735	Program Portfolio Integration (0 credit)	.....every term
EED 5001	The Reflective Practitioner (1 credit)	.....every term
ESP 689	Theories of Typical & Atypical Human Development	.....Fall, Summer
ESP 594	Collaboration & Consultation Techniques (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 Students	.....Spring, Summer
ESP 698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit)	.....Spring
ESP 662	Principles of Language Development 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

## Licensure students only

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





# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

## Licensure students only (continued)

### Practicum & Seminar: Moderate Disabilities .....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 (Tevera) 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.

	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 . . . . .	Fall 1
ABA 726 Ethics in Applied Behavior Analysis . . . . .	Summer 1 . .	Summer 1
ABA 716 Behavior Assessment . . . . .	Fall 2 . . .	Spring 2
ABA 718 Research Methods . . . . .	Spring 2 . . .	Spring 2
ABA 719 Behavioral Interventions . . . . .	Spring 2 . . . . .	Fall 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. .

**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:** Nicole Stallions, M.Ed.  
• nicole.stallions@cambridgecollege.edu

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

**Assistant program director/Program chair, ABA:**  
Joseph Vedora, Ed.D. BCBA-D, LABA  
• joseph.vedora@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



## 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 — <b>required first course</b> . . . . .	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 admission requirements for education 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:** Nicole Stallions, M.Ed.  
• nicole.stallions@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



## Doctorate Degree

# Ph.D. in Applied Behavior Analysis with Specialization in Autism Intervention

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

## Program Description

Designed for working professionals, the Ph.D. 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 program is a three-year, 48-credit course of study that will include one-week 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.

<b>Term 1</b>	..... 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
<b>Term 2</b>	..... Fall
PAB 715	Early Intensive Behavioral Intervention (EIBI)
PAB 720	Topics in Advanced Research
<b>Term 3</b>	..... Spring
PAB 725	Evaluation and Treatment of Severe Behavior Disorders
PAB 730	Ethics in Applied Behavior Analysis
<b>Term 4</b>	..... Summer
PAB 735	Experimental Analysis of Behavior I
PAB 785	Dissertation Proposal Seminar I
<b>Term 5</b>	..... Fall
PAB 745	Organizational Behavior Management
PAB 780	Experimental Analysis of Behavior II
PAB 786	Dissertation Proposal Seminar II
<b>Term 6</b>	..... 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
<b>Term 7</b>	..... Summer
PAB 795	Dissertation Research
<b>Term 8</b>	..... Fall
PAB 788	Dissertation Research (1 credit)
<b>Term 9</b>	..... Fall
PAB 789	Dissertation Completion & Defense (1 credit)

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

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

**Assistant program director/Program chair:** Joseph Vedora, Ed.D.  
• joseph.vedora@cambridgecollege.edu

(All courses @ 3 credits except as noted.)



# Cambridge College California

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



**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.

## Learning 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 advisor:** Nancy Yates, MA  
• nancy.yates@cambridgecollege.edu

## Professional Seminar & Project .....9 credits

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

EED 800 Independent Learning Project (take with Seminar III)

## Theory & Practice .....2 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 in Physical and Virtual Environments

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.)



## Post-Baccalaureate 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

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. 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)

**Program advisor:** Courtenay Griffin, MBA  
• [courtenay.griffin@cambridgecollege.edu](mailto:courtenay.griffin@cambridgecollege.edu)



# Cambridge College Puerto Rico

## **Division of Education—M.Ed. Programs**



## Master of Education

# Elementary Education (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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

## Core Courses ..... 27 credits

### All courses are offered in Spanish

ELE 510	Developmental Psychology . . . . .	Fall
ELE 522	Teaching Reading & Writing Skills for Elementary Curriculum . . . . .	Fall
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .	All terms
MAT 623R	Teaching Numeric & Geometric Structures for Elementary Curriculum . . . . .	Spring
ELE 654	Teaching Science & Technology for Elementary Curriculum . . . . .	Spring
ELE 621	Integration of Children's Literature for Elementary Curriculum . . . . .	Summer
ELE 657	Teaching Social Science, History & Multicultural Elementary Curriculum . . . . .	Summer
EIT 712*	Using Educational Technology to Improve Teaching & Learning in Physical & Virtual Environments. . . . .	All terms
ELE 600	Alternative Assessment: Theory and Practice . . . . .	Fall

## 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 630R*	Classroom Management with Models of Teaching for Special Needs Students' Inclusion . . . . .	Spring or Summer
<b>OR</b> 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 . . . . .	Spring or Fall
ELE 602R	Teaching Spanish as a Second Language K-12 . . . . .	Summer
ELE 603R	Sociolinguistics Fundamentals . . . . .	Summer

*\*EIT 712 and ELE 630R are additional requirements for teacher certification under the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022.*

All courses 3 credits except as noted.



# Nivel Elemental (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.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

## Cursos ..... 27 créditos

**Todos los cursos se ofrecen en español**

ELE 510	Developmental Psychology . . . . .	Otoño
ELE 522	Teaching Reading & Writing Skills for Elementary Curriculum . . . . .	Otoño
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .	Todos
MAT 623R	Teaching Numeric & Geometric Structures for Elementary Curriculum . . . . .	Primavera
ELE 654	Teaching Science & Technology for Elementary Curriculum . . . . .	Primavera
ELE 621	Integration of Children's Literature for Elementary Curriculum . . . . .	Verano
ELE 657	Teaching Social Science, History & Multicultural Elementary Curriculum . . . . .	Verano
EIT 712*	Using Educational Technology to Improve Teaching & Learning in Physical & Virtual Environments . . . .	Todos
ELE 600	Alternative Assessment: Theory and Practice . . . .	Otoño

## Cursos electivos

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

## Elementary Education 4-6 . . . . . 3 credits

ELE 630R*	Classroom Management with Models of Teaching for Special Needs Students' Inclusion . .	Primavera o Verano
<b>OR</b> 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 . . . . .	Primavera o Otoño
ELE 602R	Teaching Spanish as a Second Language K-12 . . . . .	Verano
ELE 603R	Sociolinguistics Fundamentals . . . . .	Verano

*\*EIT 712 y ELE 630R son requisitos adicionales para obtener la licencia de maestro bajo el Reglamento 9375 del 2022 del Departamento de Educación de Puerto Rico.*

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



# Teaching English as a Second Language (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 PreK-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 Child & Adolescent Literature to ESL Students . . . . .	Fall
ESL 610	Linguistics & Language Variations . . . . .	Fall
ESL 615	Methods & Materials for ESL. . . . .	Fall or Spring
ESL 620	Teaching Reading & Writing to ESL Students. . . . .	Fall
ESL 625R*	Technology for Linguistically Diverse Physical & Virtual Classrooms . . . . .	Spring
ESL 630	Equitable Assessment of ESL Learners . . . . .	Spring
ESL 631	Second Language Acquisition & Culture . . . . .	Spring
ESL 635	Sheltered Instruction & Assessment . . . . .	Summer
ESL 640**	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . .	Summer
ESL 650	Teaching Content to ESL Learners . . . . .	Fall or Spring

*\*ESL 625R complies with the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022 as the course for technology integration in traditional and online classrooms.*

*\*\*ESL 640 complies with the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022 as the course for the inclusion of special education students in the regular classroom.*

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

**Program and courses subject to change.**

**Program coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

All courses 3 credits except as noted.



# Enseñanza de Inglés Como Segundo Idioma (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 K-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.

## Resultados 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 Child & Adolescent Literature to ESL Students . . . . .	Otoño
ESL 610	Linguistics & Language Variations . . . . .	Otoño
ESL 615	Methods & Materials for ESL . . . . .	Otoño o Primavera
ESL 620	Teaching Reading & Writing to ESL Students . . . .	Otoño
ESL 625R*	Technology for Linguistically Diverse Physical and Virtual Classrooms . . . . .	Primavera
ESL 630	Equitable Assessment of ESL Learners . . . . .	Primavera
ESL 631	Second Language Acquisition & Culture . . . . .	Primavera
ESL 635	Sheltered Instruction & Assessment . . . . .	Verano
ESL 640**	Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . .	Verano
ESL 650	Teaching Content to ESL Learners . .	Otoño o Primavera

\*ESL 625R cumple con el Reglamento 9375 del 2022, para la certificación de maestros bajo el Departamento de Educación de Puerto Rico, como el curso de integración de la tecnología para salones de clases virtuales.

\*\*ESL 640 cumple con el Reglamento 9375 del 2022, para la certificación de maestros bajo el Departamento de Educación de Puerto Rico, como el curso de inclusión de los estudiantes de educación especial en la sala de clases regular.

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

**Programa y cursos sujeto a cambios.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

(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)  
(*required first course*) . . . . . All terms
- MMG 525 Statistical Decision Techniques  
for Managers (second term) . . . . . All terms
- EHE 697 Action Research III  
(third or fourth term @ 2 credits) . . . . . Fall or Spring

## Courses ..... 23 credits

### All courses are offered in Spanish

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

*\*EIT 712 and ELE 630R are additional requirements for teacher certification under the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022.*

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

**Program and courses subject to change.**

**Program coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

All courses 3 credits except as noted.





Maestría de 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) (primer curso requerido) . . . . .	Todos
MMG 525	Statistical Decision Techniques for Managers (segundo término) . . . . .	Todos
EHE 697	Action Research III (tercero o cuarto término @ 2 créditos) . . . . .	Otoño o Primavera

## Cursos ..... 23 créditos

**Todos los cursos se ofrecen en español**

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

*\*EIT 712 y ELE 630R son requisitos adicionales para obtener la licencia de maestro bajo el Reglamento 9375 del 2022 del Departamento de Educación de Puerto Rico.*

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

**Programa y cursos sujeto a cambios.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

(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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

## Required Courses..... 27 credits

**All courses are offered in Spanish**

ELM 509	Introduction to Librarianship ( <i>required first course</i> )	..... All terms
ELM 521	Reference Resources and Services	..... Fall
ELM 532	New Technologies in the Library	..... Fall
ELM 533	Information Literacy	..... Spring
ELM 561	Production of Instructional Materials	..... Spring
ELM 600	User Needs and Selection of Information	..... Summer
ELM 601	Cataloguing of Information Resources	..... Summer
ELM 700	Research in Librarianship	..... Fall or Spring
ELM 701	Library Management	..... Fall or Spring

## 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	..... All terms
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## Practicum Prerequisites

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

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

*Must be taken in the final term.*

**ELM 790 Practicum** — 300 hours (3 credits) ..... All terms  
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) ..... All terms  
Electronic exit portfolio (Tevera) 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 involucren 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 del 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 recertificación 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.

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

## Cursos requeridos ..... 27 créditos

### Todos los cursos se ofrecen en español

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

## 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 .....	Todos
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## 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  
Requeridos durante el último término.

### ELM 790 Práctica — 300 horas (3 créditos) .....

Todos  
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) .....

Todos  
Portafolio Electrónico de Salida (Tevera) requerido para crédito.

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

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



# Mathematics (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. (The three courses below are available every term.)

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 . . . Spring

MAT 605 Technology in Mathematics Learning & Teaching . . . Fall

MAT 611 Calculus I . . . . . All terms

MAT 625 Number Theory (req. MAT 611) . . . . . All terms

MAT 627 Abstract Algebra. . . . . All terms

MAT 629 Non-Euclidean Geometry . . . . . Spring

MAT 631 Calculus II (req. MAT 611) . . . . . All terms

MAT 633 Probability & Statistics . . . . . Fall

MAT 635 Applied Math (req. MAT 611 & MAT 633) . . . . All terms

*\*EIT 712, ELE 653, and MAT 700 are additional requirements for teacher certification under the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022.*

**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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

All courses 3 credits except as noted.



# Matemáticas (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. (Los siguientes tres cursos están disponibles durante todos los términos académicos.)

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 604 Teaching Mathematics for the Secondary Level ..... Primavera

MAT 605 Technology in Mathematics Learning & Teaching ..... Otoño

MAT 611 Calculus I ..... Todos

MAT 625 Number Theory (preq. MAT611) ..... Todos

MAT 627 Abstract Algebra. .... Todos

MAT 629 Non-Euclidean Geometry ..... Primavera

MAT 631 Calculus II (preq. MAT611) ..... Todos

MAT 633 Probability & Statistics ..... Otoño

MAT 635 Applied Math (preq. MAT611 y MAT633) ..... Todos

*\*EIT 712, ELE 653, y MAT 700 son requisitos adicionales para obtener la licencia de maestro bajo el Reglamento 9375 del 2022 del Departamento de Educación de Puerto Rico.*

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

**Programa y cursos sujeto a cambios.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.

• francisca.montalvo-rosado@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

(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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@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.

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

## All courses are offered in Spanish

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

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

### 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	Spring or Summer
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students	Spring or Summer
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students	Fall or Spring

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.

**Programa solamente para recertificación 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.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@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.

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

**Todos los cursos se ofrecen en español**

## Cursos para Autismo..... 30 créditos

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

## 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 . . .	Primavera o Verano
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students . . .	Primavera o Verano
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . .	Otoño o Primavera

(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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

## Courses ..... 32 credits

### All courses are offered in Spanish

ESP 594	Collab & Consultation Technq (2 credits) . . . . .	Fall
ESP 695	Laws & Regulations Pertaining to Special Education. . . . .	All terms
ESP 689	Theories of Typical & Atypical Human Development . . . . .	All terms
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students . . . .	Spring or Summer
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . .	Fall or Spring
ESP 662R	Principles of Spanish Language Development Bridging Differences & Disorders . . . .	Spring or Summer
ESP 512	Inclusion & Classroom Behavior Management . . . . .	Fall
ESP 607	Psycho-Educational Assessment for Teaching Exceptional Students . . . . .	Summer
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .	All terms
ESP 721R	Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students . . . . .	Fall or Spring
EIT 712	Using Educational Technology to Improve Teaching & Learning in Physical & Virtual Environments . .	All terms

*\*EIT 712 and ELE 630R are additional requirements for teacher certification under the Puerto Rico Department of Education Teacher Certification Regulation 9375 of 2022.*

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.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

## Cursos ..... 32 créditos

**Todos los cursos se ofrecen en español**

ESP 594	Collab & Consultation Technq (2 credits) . . . . .	Otoño
ESP 695	Laws & Regulations Pertaining to Special Education . . . . .	Todos
ESP 689	Theories of Typical & Atypical Human Development . . . . .	Todos
ESP 602	Teaching Numerical & Geometrical Structures for Special Education K-12 Students . . .	Primavera o Verano
ESP 681	Pedagogy in Reading & Spanish Language Arts for Special Education Students . . . . .	Otoño o Primavera
ESP 662R	Principles of Spanish Language Development Bridging Differences & Disorders . . .	Primavera o Verano
ESP 512	Inclusion & Classroom Behavior Management . . .	Otoño
ESP 607	Psycho-Educational Assessment for Teaching Exceptional Students . . . . .	Verano
ESP 615	Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .	Todos
ESP 721R	Teaching Spanish Language Arts, Math, History and Science for K-12 Special Education Students . . . . .	Otoño o Primavera
EIT 712*	Using Educational Technology to Improve Teaching & Learning in Physical & Virtual Environments . . .	Todos

*\*EIT 712 y ELE 630R son requisitos adicionales para obtener la licencia de maestro bajo el Reglamento 9375 del 2022 del Departamento de Educación de Puerto Rico.*

(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 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 coordinator:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@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** 

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.



Continued

## Educational Administration (Puerto Rico)

**All courses are offered in Spanish**

### Fall only

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

### Spring only

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

### Summer only

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

### Fall or Spring only

- 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.

### Final term - Courses available every term

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

- EAD 790**G** 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*)

*\*Courses available every term because they are shared with other programs.*

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.**

**Coordinador del programa:** Francisca Montalvo-Rosado, Ed.D.  
• francisca.montalvo-rosado@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** →

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.





Continued

## Administración Educativa (Puerto Rico)

**Todos los cursos se ofrecen en español**

### Solo en otoño

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

### Solo en primavera

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

### Solo en verano

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

### Solo en otoño o primavera

- 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.

### Último término

#### Cursos disponibles durante todos los términos

**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*)

*\*Cursos disponibles durante todos los términos porque se comparten con otras concentraciones.*

(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 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 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 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 Tevera 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 Tevera components, other than the practicum documents, will be completed. MTELs will be completed. Those having difficulty with the MTELs 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 résumés, 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 and 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**

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)

### EED 5001 The Reflective Practitioner - 1 credit

Reflective practice is a process of self-evaluation and analysis that allows teachers to reflect on their teaching practices, identify areas for improvement, and make adjustment to their practice to better support student learning. In this 1-credit course, graduate students will learn to identify their own strengths and challenges, set goals for themselves and their students, evaluate curriculum materials, generate potential solutions to problems of practice, and explore tools and technology to support their reflective practice.

### EED 735 Program Portfolio Integration - 0 credits

Students are required to enroll in this 0-credit course during the first semester of their program experience. Enrollment in this 0-credit course activates student access to the Tevera portfolio which facilitates the tracking and storage of essential documents required for program completion.

### 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 Teaching Literacy - 3 credits**

Prerequisite: ELE 500. This course develops a thorough understanding of foundational literacy skills for early childhood and elementary educators. The relationship between the theories and current research on oral language, systematic phonemic awareness and phonics instruction, high-priority word instruction, vocabulary, and comprehension will be analyzed. In addition, class participants will analyze reading and writing development based on the active view of reading model and the science of reading research.

#### **Puerto Rico only**

#### **ELE 522 Teaching Reading and Writing Skills for Elementary Curriculum**

This course develops Spanish reading and writing abilities in elementary-aged children and explores the learning environment that supports these skills. It examines current research and theories on emergent literacy, oral language, vocabulary, comprehension, and assessment. Participants discuss teaching strategies, research-based programs, literature-based instruction, and assessment tools to inform instruction, including whole language and balanced literacy approaches. The course focuses on Puerto Rico Spanish frameworks.

#### **ELE 593 Integration of Visual Arts for the Early Childhood and Elementary Curriculum - 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 Teaching Physical Education and Movement - 1 credit**

This course provides a thorough examination of current research and best practices concerning physical education and movement in early childhood and elementary classrooms. Participants will gain a comprehensive understanding of the benefits of physical education and movement for young students and how they can be integrated with other academic subjects to enhance the overall development and well-being of students.

#### **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.

#### **Puerto Rico only**

#### **ELE 601R Foundations of Bilingual Education K-12 - 3 credits**

This course is based on the standards and principles of WIDA ("World-Class Instructional Design and Assessment") that guide the linguistic development related to the teaching of students with various linguistic and cultural resources. Through a diversity of literature review and language development-related research, emerging and effective instructional practices will be discussed and applied for bilingual students through various academic content. The ideological foundations, philosophic educational models, methodologies, strategies for bilingual teaching, the different approaches of bilingual education, and the impact of each of these will be presented for the student. In addition, the characteristics, design, development and measurement of bilingual education, as well as the behavioral, psycholinguistic, neurolinguistic and inclusion, identity and equity aspects will be presented. Emphasis is placed on the discussion of national and international laws, policies or other practices that may impact the present or future of bilingual education.

#### **Puerto Rico only**

#### **ELE 602R Teaching Spanish as a Second Language K-12 - 3 credits**

This course introduces an overview of language acquisition theories and their application to different communicative and interactive methodologies and approaches in functional, notional and grammatical content in teaching Spanish as a second language. The WIDA Spanish Development Standards, Kindergarten-Grade 12 (2013 Edition) are integrated, as well as what they are and how we use them. Techniques and strategies to develop students' four language skills according to language and learning theories, learning objectives, and roles of teachers and students are included in the course. The components of effective teaching tools, such as lesson planning, assessment practices, evaluation tools, and materials development are also incorporated. Classroom activities focus on developing oral, listening, reading, and writing skills in a variety of formal and informal contexts. Emphasis is on conversation, vocabulary, correct usage of the language, correct pronunciation and oral proficiency. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

#### **Puerto Rico only**

#### **ELE 603R Sociolinguistics Fundamentals - 3 credits**

Due to the dynamic demographics in classrooms, a systematic study of sociolinguistic theories, issues, procedures, methods and approaches of effective ways to engage, support and provide other learning opportunities for diverse student population is essential for educators whose instruction of core subjects is in Spanish. This course will provide an implementation of WIDA's Spanish language developments standards Kindergarten through Grade 12 for emergent bilinguals and multi-linguals who are learning academic content in Spanish. The instructional needs of diverse language learners are developed, as is an awareness of the appropriate effective learning environments to facilitate the adaptation of multifaceted assessments of learner competencies and promote differentiation of the core curriculum. The course is intended to engage teachers, whose instruction is in Spanish, in exploring society and culture, the relationship between the two, and the language variation within for non-native Spanish speakers in other learning environments. Participants who implement language instruction for emergent bilinguals will have an opportunity for practical experience in the implementation of instructional strategies to address the needs of the learner whose primary language is not Spanish.

**ELE 620 Teaching Children's Literature- 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 Curriculum - 3 credits**

This course introduces the best literature, including children's, young adult, adult, and contemporary, to promote lifelong learning and reading in children. It covers Puerto Rico's Spanish language arts curriculum framework and how they relate to reading instruction. Participants explore genres like fiction, non-fiction, poetry, and multicultural selections, and learn to integrate literature into math, science, social studies, and fine arts. They apply Puerto Rico's professional standards to plan, teach, and assess language arts instruction.

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

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

**Puerto Rico only****ELE 630R Classroom Management with Models of Teaching for Special Needs Students' Inclusion - 3 credits**

This course covers fundamental components of an inclusive program, teaching participants strategies and techniques to include all students in the regular classroom. Students analyze different teaching models, including information processing, group investigation, and problem-solving. The course focuses on developing interpersonal relations, managing space and time, and working with individual students and small and large groups. Coursework aligns with Massachusetts and Puerto Rico Department of Education Frameworks, providing teachers with the necessary knowledge and skills for effective instruction. Assignments include application lesson plans.

**ELE 653 Teaching Science, Engineering, and Technology - 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 and Technology for Elementary Curriculum - 3 credits**

This course will equip students with various hands-on methods for teaching elementary science. The main goal is to foster excitement for science among students by providing participants with knowledge, tools, and a desire to make learning enjoyable. The curriculum aligns with Puerto Rico Frameworks in Science and Technology, and students will learn to develop lesson plans that incorporate experimentation and design techniques. A standards-based approach will guide lesson development.

**ELE 656 Teaching Social Sciences, History, and Multicultural Education - 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, and Multicultural Elementary Curriculum - 3 credits**

This course equips educators to teach a multicultural social studies curriculum, covering basic information in history and geography through varied teaching methods. Educators learn to research and present universal perspectives using materials aligned with the Puerto Rico Department of Education Curriculum Frameworks/Common Core Standards. The course provides foundational knowledge and principles for teaching social sciences, history, and geography in Puerto Rico.

**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 Child and Adolescent Literature to ESL Students**

This 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. The 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.



## **Puerto Rico only**

### **ESL 625R Technology for Linguistically Diverse Physical and Virtual Classrooms - 3 credits**

Participants acquire technological knowledge of resources and strategies that can be utilized for various language and linguistic functions. Students will strengthen their technological knowledge of listening, speaking, reading, and writing vocabulary development, as well as the use of writing tools in both physical and virtual classrooms. Participants will apply this knowledge to plan and implement standards-based ESL and content instruction; they will also gain knowledge of instruction, assessments, resources, research, and recent advances in technology for ESL teachers.

### **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 use 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 PreK-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**

The course highlights the collaboration between school health and public health. Acquire the knowledge and health/social-emotional skills 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, and a literature review. The key assessment is an advocacy project.

### **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**

Students learn the knowledge and skill to design and implement skills-based health/SEL education based on state and national standards as well as CASEL competencies. Activities include accessing and analyzing youth risk behavior data, using backward design, infusing performance indicators, and planning assessment and instruction. Assessments include classwork, data analysis, backwards design activities, chapter worksheets, and a pre-practicum mini-lesson. The key assessment is a skills-based health/SEL unit and lesson plans.

### **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 and 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 health, and sexual health affect adolescents and their families. Students learn age and developmentally appropriate, medically accurate, culturally relevant, and inclusive pedagogical practices. Assessments include demographic research, class discussions, activities, and a pre-practicum mini-lesson. The key assessment is a skills-based unit.

#### **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. Students examine the components of wellness and design strategies to help K-12 students build positive health behaviors that impact their health and lifelong wellness. Assessments include classwork, wellness policy analysis, a pre-practicum mini-lesson, and a reflection. The key assessment is a school health wellness project.

#### **Puerto Rico only**

#### **EHE 650 Preventing Unintentional Injury and 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**

Focus on interpersonal and institutional violence prevention for youth by learning how to teach the knowledge and skills necessary to help young people avoid injury at home, in school, and in the community. Assessments include classwork, youth violence research, curriculum evaluation, identification of school and community resources, a pre-practicum mini-lesson, and a reflection. The key assessment is a five-lesson violence prevention unit.

#### **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 intervention and how to refer them 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. Assessments include class activities, case studies, a pre-practicum mini-lesson, and a reflection. The key assessment is an intervention and referral plan.

#### **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/SEL increases when staff, administration, family, and the community cooperate, collaborate, and coordinate. Examine the CDC Whole School, Whole Community, Whole Child model, and the School Health Index to identify best practices to improve services to youth, including the delivery of health curriculum. Assessments include discussion forums, a WSCC summary paper, data analysis, and a School Health Index analysis. The key assessment is an Integration Project.

## **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**

Learn the pedagogical strategies to reduce youth risk behaviors and increase protective factors and social-emotional competencies. Learn strategies to help K-12 students cope with trauma-informed environments and achieve positive behaviors. Assessments include discussion forums, a literature review, an analysis of YRBS data, a reducing risk factors chart, risk behavior presentation, coping with a trauma-informed environment, a community outreach presentation, and a pre-practicum mini-lesson. The key assessment is a skills-based health/SEL unit.

### **EHE 695 Action Research I: Defining a Problem of Practice - 2 credits**

This course includes an introduction to school-based action research and the skills required to conduct an effective literature review supportive of the continuous improvement of professional practice specific to teaching and learning skills-based health/SEL education in PK-12 settings. The key assessment consists of a problem statement, rationale, anticipated outcomes of the research, and a research question.

### **EHE 696 Action Research II: Study Design and Implementation - 2 credits**

Prerequisite EHE 695. In this course, students access resources that support their research question. Peers provide constructive feedback to each other as a mechanism for deep thinking about their research topic. Students journal and document activities related to their themes. The key assessment is the literature review.

### **EHE 697 Action Research III: Research and Data Analysis - 2 credits**

Prerequisite EHE 696. In this course, students implement their Action Research project based on the research question developed in Action Research I. Students use qualitative and quantitative pre/post methods to collect data such as interviews, surveys, observations, artifacts, and documents. The key assessment includes the role of the researcher, location of the action research site, description of the participants, data collection procedures, and data analysis.

### **EHE 698 Action Research IV: Conclusions and Recommended Action- 1 credit**

Prerequisite EHE 697. This course is the culmination of the four action research courses in health/SEL education. Students develop the final product of their school-based action research and present it to the Skills-Based Health/SEL students and faculty. The key assessment is the professional guide and presentation.

### **EHE 701 Current Research on Interrelationship of Risk Factors - 3 credits**

Students examine the data and research that demonstrates the relationship between youth risk behaviors and personal health, and research strategies to reduce risk factors and increase protective factors. Assessments include an analysis of positive and negative influences on behavior, the interrelationships between risk factors and health, and the identification of school and community support services. The key assessment is a skills-based health/SEL unit to reduce a specific risk factor.

### **EHE 703 New Perspectives in Teaching Human Sexuality - 3 credits**

Students examine trends in sexuality education programming from abstinence-only curricula to comprehensive sexuality education based on the National Sexuality Education Standards. Discover methodologies to teach skills and topics relevant to today's youth. Assessments include a skills-based health/social emotional sexuality lesson, examination of attitudes about teaching sexuality, and skills for supporting LGBTQ+ students. The key assessment is the development of a parent education program.

### **EHE 704 Best Practices in Physical/Social Emotional Education - 3 credits**

The teaching for learning element is the foundation of quality physical education and includes physical literacy, understanding and incorporating a teaching for learning approach, and motivating students. The second element is teaching to the national standards, incorporating assessments that measure acquisition of grade level outcomes, and the alignment of SEL competencies to the national standards. Assessments include class activities, a discussion board, and a mid-semester project. The key assessment is a best practices paper.

### **EHE 705 Promoting Health-Social Emotional Wellness in a Media-Saturated Society - 3 credits**

Analyze how the media influences 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, and a reflective paper. The key assessment is a skills-based health/SEL unit.

### **EHE 706 Assessment in Physical Education - 3 credits**

Learn to gather data from pre/post assessments and use the data to inform performance-based assessment and instruction. Students implement and interpret a variety of formative assessments and design standards-based instruction and summative performance assessments. These pedagogical practices contribute to the improvement of teaching and learning in physical/social emotional education. Assessments include a mini-lesson, power point, and testing protocol. The key assessment is a standards-based unit.

**EHE 710 Model Based Instruction in Physical Education  
- 3 credits**

This course deepens the knowledge of Model-Based Instruction (MBI). Students examine personal teaching philosophies, analyze instructional practices, and the relationship between SEL and SHAPE Outcomes. Survey best practice models: Direct and Indirect Instruction, Personalized System for Instruction, Cooperative Learning, Sport Education, Peer Teaching, Inquiry Teaching, Tactical Games, and Teaching for Personal/Social Responsibility. Assessments include classwork, discussion forums, and how to assess student learning in MBI. The key assessment is an MBI unit plan.

**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 literacy, students use backwards design, access and analyze youth risk behavior and other 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 key assessment is a skills-based health/SEL unit that includes lesson plans.

**EHE 716 Teaching Health Education in an Equitable and Inclusive Classroom - 3 credits**

Examine equitable and inclusive best practices, National Health Education Standards, and CASEL competencies to design skills-based health/SEL instruction that meets the needs of all students. Assessments include classwork, researching equitable and inclusive best practices and how they translate into skills-based instruction, readings and discussions, and a reflective paper. The key assessment is a unit plan that includes lesson plans.

**EHE 718 Strategies for Inclusion in Physical Education - 3 credits-**

Empower your instruction with the information and tools necessary for the successful inclusion of students with varying needs, including students that need modifications beyond typical planning. This course provides 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. Assessments include classwork, discussions, protocols, and a mini-lesson. The key assessment is a five-lesson skills-based unit.

**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 and 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 and Practice of Education: 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 and Practice of Education: 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 and Practice of Education: 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 and Practice of Education: Résumé Writing and Interviewing - 1 credit**

The course will cover the employment counseling aspect, preparation for the career change/opportunity, résumé writing, direct and relevant job hunting skills, and interviewing techniques. There will be a series of group discussions, mock interviews regarding the résumé format and specifically content to address direct and relevant skills, experience, qualifications and education. Please bring (2) copies of your résumé for discussion.

**EED 590E/591E Theory and Practice of Education: Brain Dominance, Key to Academic and 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 and Practice of Education: 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 and Practice of Education: Reflective Practice for Educators - 1 credit**

This one-credit course is designed to help teachers improve their classroom practices through daily reflections on their work. By developing a greater level of self-awareness about the nature and impact of their performance, it is anticipated that they will understand the how and why of what they do as they teach, manage their classrooms, and develop curriculum. This will enable them to gather information about their professional practices and take major steps to improve their teaching.

**EED 604 Graduate Level Writing for Social Science Research: Writing your ILP**

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook. Enrollment limited to 20.

**EED 610 Strategies for Teaching Critical Thinking Across the Curriculum**

Critical thinking is approached through a holistic model that stresses creative and analytic strategies. Participants consider cognitive development issues informing the design of instructional materials and methods which promote higher-order thinking. Practical strategies for immediate classroom application are a priority. An open environment promotes collegial exchange that builds on professional experiences while cultivating new skills that engage students in active learning and independent thinking.

**EED 615 Introduction to Integrative Learning and Learning Styles - 3 credits**

This course introduces a full-spectrum, whole-brain learning and teaching method known as integrative learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different learning styles.

**EED 617 Foundations of Social Justice - 3 credits**

What are the norms and values that characterize a socially just society? This course is designed to explore this question. We will examine justice under the following contexts: theories of justice, principles and scope of social justice, why social justice matters, the machinery of social injustice, targeting injustices, identifying inequities on the basis of social group memberships, advocating for social justice, and teaching social justice. This course heightens awareness of contemporary social issues and helps learners develop action plans that foster action for socially just principles. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills necessary for engaging in social justice action for social change.

**EED 618 Integrative/Accelerated Learning: Classroom Applications - 3 credits**

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

**EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

**EED 628 Effective Schools - 3 credits**

This course helps students attain a basic understanding of the major dimensions of effective schools. The class examines research findings and personal reflections of noted educators on the determinants of effective schooling in which all children learn; where teacher and other school employee satisfaction is at a high level; and where public confidence in the schools is very strong. Particular emphasis is on the pivotal role of school administrators, teachers, parents and students in the development and maintenance of effective schools.

**EED 636 Re-Reading Global Oppression: the Last 500 Years - 3 credits**

This course examines, from a systems perspective, the last 500 years of socio-political, psychological, cross-cultural, educational, religious, and economic dimensions of various world atrocities that have led to and continue to sustain current oppression of diverse peoples across the globe. It is designed to prepare learners to be knowledgeable about and to challenge individual, group, and institutional biases and how these contribute to discrimination and oppression. Equally important, this course will examine the adaptive strategies and strengths of oppressed/marginalized groups and will assist students in understanding the complex nature of their own personal values, beliefs, and behaviors that may limit their ability to practice effective methodologies in their schools, communities, and areas of work. Students critically analyze both written and visual texts that include but are not limited to documentaries, film, poems, novels, essays, trade cards, advertisements, etc. This course is both reading and writing intensive; written and oral work challenge learners to move beyond reflecting on personal experience alone to identify and challenge contemporary systems of oppression.

**EED 644 Theories of Leadership for Educators 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: ELM 509. 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: ELM 509. 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: ELM 509. 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.

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## **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: MAT 607, 609, 611 and 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: MAT 607 and 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 for Elementary Curriculum - 3 credits**

This course will provide an in-depth understanding of the fundamental mathematics concepts essential for teaching elementary grades. Emphasis will be on developing critical thinking and problem-solving skills through hands-on activities and real-world applications. The curriculum also includes the use of technology and multimedia resources to enhance the learning experience. This course will equip students with the knowledge and skills necessary to deliver effective mathematics instruction meeting the Puerto Rico Department of Education's standards.

**MAT 625 Number Theory - 3 credits**

This course focuses on integers and their application in a technology-rich world. Major topics include: prime numbers, Diophantine equations, congruences, quadratic-residues, order of a number mod  $p$ , Fermat's Little Theorem, Euler's Theorem, and Gauss's Lemma. Applications to check-digits and encryption covered as well. Prerequisite: MAT 611.

**MAT 627 Abstract Algebra - 3 credits**

This course focuses on why no formula solution to the quintic equation is possible by presenting all the concepts necessary for the construction of Galois Theory. This includes the study of finite groups, fields, and field extensions. Consideration is also given to various morphisms; as well as rings and integral domains. Some time is spent on classical algebra including exact solutions to the cubic and quartic polynomials. Prerequisite: MAT 607 or program chair's approval.

**MAT 629 Non-Euclidean Geometry - 3 credits**

Prerequisite: MAT 609. This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformations, particularly isometries. Pre-practicum hours of directed field-based training required.

**MAT 631 Calculus II - 3 credits**

This course begins with a thorough review of the Calculus I. It then proceeds to cover integration techniques in some depth. This will include integration-by-parts, u-substitution, and trigonometric-substitution. Power series and their applications are covered as well. Prerequisite: MAT 611.

**MAT 633 Probability and Statistics - 3 credits**

Prerequisite: MAT 613. This course focuses on how probability and statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria. Pre-practicum hours of directed field-based training required.

**MAT 635 Applied Mathematics - 3 credits**

This course focuses on major areas of applied mathematics. This includes matrix theory, differential equations and Fourier analysis. Under matrix theory, linear transformations and diagonalization are covered in some depth, and the Cayley-Hamilton Theorem is proved. Under differential equations, linear versions are explored using an operator approach which motivates development and application of Laplace transforms. Finally we cover Fourier series after an advanced review of trigonometry. Prerequisites: MAT 611 and MAT 631 or program chair's approval.

**MAT 700 Inclusion in Math Class - 3 credits**

This course promotes collaboration between mathematics and special educators to improve instruction and outcomes for all students, including students with disabilities. This course provides a structure for developing shared visions, common language, foundational knowledge of mathematics instruction, and the instructional needs of math students with disabilities. The Mathematics Curriculum Frameworks serve as a foundation for high quality core curriculum and instruction addressing conceptual understandings and practices that are an essential part of rigorous math expectations.



### **MAT 708    Diagnosis and 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 EME 800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT 791. 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 EME 800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT 791. 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 600    Inquiry Strategies for School Nursing Practice - 3 credits**

This course develops the skills and knowledge to evaluate and utilize evidence-based information. The importance of evidence-based information will be explored in relation to healthcare and information quality. Students create a presentation based on evidence-based information to inform decision-making in their practice setting.

### **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**

This course focuses on the leadership role of the school nurse in policy and primary prevention strategies for evaluating the effect of diverse factors on the health of school-aged students. Students will develop a Health Education/Health Promotion program proposal, including a public policy intervention aligned with Healthy People 2030 within the local, state, or national community.

### **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 and Loss: Role of Educators, Counselors, and Nurses - 3 credits**

This course develops the skills to support and advocate for school-aged children and adolescents who are coping with grief and loss. Evidence-based practices and self-care strategies to promote professional development and personal well-being will be presented. Students will develop a school intervention plan on loss and grief that will be relevant to their respective school community.

**ESN 725 Legal Responsibilities and 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 and Community - 3 credits**

This course offers a comprehensive overview of the professional roles of school nurses with a focus on leadership and change. Students will focus on leadership theory and change management while exploring interdisciplinary initiatives in school and community contexts. Topics such as advocacy, communication, finance, and evaluation will be covered. Through this course, students will gain a well-rounded understanding of the responsibilities of school nurses and develop the necessary skills for success in the profession.

**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 our elements to technology. This will be a lab-centered course. Pre-practicum hours of directed field-based training required.

**SCI 689 Teaching Elementary/Early Childhood Science and Technology with Integration of Mathematics, Special Needs and 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: ESE 790. 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: ESE 790. 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)

**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 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 725 Introduction: Foundations and 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 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.

**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 and 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 511 Preparation, Implementation and 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 and Classroom Behavior Management - 3 credits**

This course focuses on the knowledge of the etiology of learning problems and specific techniques to effectively create an inclusive classroom. Emphasis is on classroom management and the management of challenging behaviors in an inclusion classroom.

**ESP 514 Ways to Prepare and 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 and 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 and 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 and 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 General Education Classrooms - 1 credit**

This course provides participants with the knowledge and skills to adapt curriculum and materials to meet the diverse needs of students. Participants will explore the key frameworks of UDL and differentiation to promote inclusive practices and optimize learning. Participants will evaluate existing curriculum, materials, and instructional practices to ensure they are accessible, engaging, and effective for learners. Emphasis will be on applying accommodations and modifications as well as implementing the frameworks for UDL and differentiation.

**ESP 594 Collaboration and Consultation Techniques - 2 credits**

The course explores collaboration and consultation techniques among school-based teams to best support a range of learners in today's classrooms. The course will provide students with the background and knowledge-based to work collaboratively with school-based educators, parents, and outside agencies to improve student outcomes. Students will become familiar with the educator's role within the IEP process to strengthen educational partnerships through culturally responsive instruction and teamwork to assess, plan, and implement effective classroom environments.

**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 and 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**

This course examines Assistive Technology in special education, ensuring compliance with Federal regulations under IDEA. Participants will explore best practices and strategies pertaining to the development and delivery of effective AT services. Topics include considering and assessing AT needs, integrating AT into IEPs, effective team collaboration, and implementing AT for low and high-incidence disabilities. The course also covers promising practices for AT selection, creating accessible educational materials, and the impact of UDL on AT.

**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**

This course develops a thorough understanding of the fundamental principles of reading and writing development based on the active view of reading model and science of reading research. Diagnostic tools and classroom techniques for teaching and assessing phonological awareness, decoding, encoding, comprehension strategies, and fluency skills are explored, along with related theories, research, and developmentally appropriate practices.

**Puerto Rico only****ESP 681 Pedagogy in Reading and 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 focus on special education laws regarding the pre-referral and referral of a student and the development of an Individual Education Plan (IEP). Emphasis will be on strategies for including students in general education classrooms in the Least Restrictive Environment (LRE).

### **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: ESP 622, ESP 704, ESP722, ESP 723, ESP 724, ESP 726.

### **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 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 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

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**EED 560 Models of Teaching - 3 credits**

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

**EED 586 How to Teach and Reach All Students Using Multiple Intelligences - 3 credits**

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

### **EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated Learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

### **EED 642 Succeeding with the Resistant Student**

Teachers are excellent because of how they teach, not what they teach. Students learn the “hows” to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

## **Instructional Technology**

### **EIT 711 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

### **EIT 712 Using Educational Technology to Improve Teaching and Learning in Physical and Virtual Environments - 3 credits**

Through discussion and use of the latest hardware and software, participants explore computer-based multimedia and communications technologies that enhance physical and virtual classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the classroom with an 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.

## **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 Course Descriptions

## 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 corner stones of education reform movements and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints and methods of assessing higher order critical thinking skills.

**ECC 707 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 models that is both robust and flexible, making them appropriate for use throughout K-12. Students explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant. In addition, students examine developments in collaborative and cooperative learning as they relate to the design process. Using concepts from their own curriculum, students complete an instructional design project. Students then present their projects to the class, explaining their experience with the particular design process used and share the learning theories incorporated into the design. Practicum hours of directed field-based training required.

**ECC 709 Alternative Assessment: Theory and Practice - 3 credits**

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

**ECC 710 Assessment, Developing and Evaluating Curriculum - 3 credits**

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, this course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, data to inform decisions about instruction, and current issues that impact teaching and learning. Practicum hours of directed field-based training required.

**ECC 805 Educational Leadership Practicum I: Curriculum and Instruction - 150 hours - 3 credits**

Prerequisites: ECL 800 and ECL 801.

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 and Instruction - 150 hours - 2 credits**

Prerequisite: ECC 805 and completion of all concentration courses, or permission of the coordinator.

This course is a continuation of ECL 805 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 and 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 and 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.



# Doctoral Course Descriptions

## **PAB 700 Introduction to Doctoral Studies - 1 credit**

This course presents the scope and sequence of the doctoral program and orients students to program expectations and focus.

## **PAB 705 Advanced Single Subject Research Designs in ABA - 3 credit**

This course will feature a review of quantitative skills and methods required to produce scientific research. Single-subject design formats often used in behavior analytic research will be reviewed in detail. Single-subject designs will be compared and contrasted with group designs and issues of generality will be explored. Areas of study will include variables, reliability and validity, arranging experimental comparisons, interpreting experiments, analyzing behavioral data, and behavioral variability. The goals of the course are to provide students with the analytic tools necessary to become effective, critical consumers of research, as well as to produce their own research and supervise the research of other practitioners.

## **PAB 710 Communication and Dissemination of Advanced Principles of Behavior - 3 credit**

This course will review a wide range of seminal literature on the application of principles of behavior. Students will demonstrate competency in describing concepts and principles of behavior analysis using technical terminology. Students will develop teaching programs using these principles and concepts, and present instruction in a variety of contexts and to a range of audiences. The ability to translate principles into practice and to disseminate the principles effectively will be core expectations of this course.

## **PAB 715 Early Intensive Behavioral Intervention (EIBI) - 3 credit**

Early Intensive Behavioral Intervention (EIBI) has been demonstrated to be the most efficacious treatment for young children with autism. The depth and breadth of the current EIBI literature is reviewed and analyzed. Variables that influence effectiveness of treatment will be reviewed including age, duration, intensity, and supervision of treatment. Methodological issues (e.g., outcome measures, experimental designs, etc.) will be assessed. Limitations to the existing research and areas for future research are also considered. Studies that examine non-behavioral and eclectic models will also be contrasted with behavioral approaches.

## **PAB 720 Topics in Advanced Research - 3 credit**

Students will read and evaluate and critique key published studies that use a wide range of single-subject and group experimental designs. The focus will be on ensuring that students are fluent with seminal studies and their relation to current effective treatments and gaps in existing literature. As will most courses in this program, a direct relation between this research and the key topics of EIBI and severe challenging behavior will be made.

## **PAB 725 Evaluation and Treatment of Severe Behavior Disorders - 3 credit**

In this course, students will learn about many of the advanced behavioral change systems and procedures that have been successfully used to treat severe and challenging problem behaviors. Assessment procedures will be reviewed with an emphasis on the use of assessment data to develop instructional procedures and strategies for reducing problematic behavior. There will be an emphasis on the application of procedures in complex environments (e.g., home, public schools, specialized schools, etc.) for individuals exhibiting severe problem behaviors.

## **PAB 730 Ethics in Applied Behavior Analysis - 3 credit**

This course discusses ethics from two varying perspectives. First, the ethical challenges associated with Early Intensive Behavioral Intervention and the prevalence of non-empirically validated treatment interventions for individuals with ASD. Secondly, from the perspective of treating individuals with severe behavioral challenges, the use of aversives, physical, mechanical and chemical restraints will be discussed and debated.

## **PAB 735 Experimental Analysis of Behavior I - 3 credit**

This course will focus on the experimental analysis of behavior with particular emphasis on the study of human behavior. Students will demonstrate a thorough understanding of basic principles of behavior (reinforcement, schedules of reinforcement, punishment, extinction, classical conditioning,) and how these principles were derived from basic research.

## **PAB 740 Behavior Analytic Perspective on Child Development - 3 credit**

This course requires students to conduct an in-depth review of the theoretical basis of traditional theories of typical and atypical child development and from a behavior analytic perspective. Students will compare and contrast the behavior analytic perspective to traditional psychological and psychodynamic models of language, psycho-social skill development. Early language development models are analyzed and critiqued, using the above perspectives and in relation to typical the achievement of developmental milestones. Behavior analytic topics that will be studied in depth will include; 1) understanding the development of stimulus control and basic learning behavior in early development, 2) the establishment of functional, language and communication skills and 3) behavioral research on teaching complex social behavior.

## **PAB 745 Organizational Behavior Management - 3 credit**

This course will focus on the application of OBM principles as they relate to leading and managing a medium to large human service agency. Students will participate in projects related to the development implementation and ongoing monitoring of Operations and Clinical systems in actual human service agencies.



**PAB 780 Experimental Analysis of Behavior II - 3 credit**

Students will do an in-depth review, evaluation and critique of basic experimental (animal) research that relates to the two core areas of EIBI and severe challenging behavior. The ability to relate experimental research to the applied research and identify discrepancies, gaps and conceptual lineage of the studies underlying principles will be a key evaluation component for this course.

**PAB 785 Dissertation Proposal Seminar I - 3 credit**

Over 3 semesters, students will select a dissertation topic, conduct a literature review, submit a research prospectus, and submit a dissertation proposal.

The Application of Behavior Analysis Across the Life Span (3 credits): This course is designed to have candidates investigate and evaluate the breadth of application of ABA across the life span of the two target areas (Severe behavior disorders and EIBI). Underserved populations and challenges unique to each stage of human development will be discussed in the context of the literature in these areas, as well as the key gaps in the existing literature.

**PAB 786 Dissertation Proposal Seminar II - 3 credit**

Over 3 semesters, students will select a dissertation topic, conduct a literature review, submit a research prospectus, and submit a dissertation proposal.

The Application of Behavior Analysis Across the Life Span (3 credits): This course is designed to have candidates investigate and evaluate the breadth of application of ABA across the life span of the two target areas (Severe behavior disorders and EIBI). Underserved populations and challenges unique to each stage of human development will be discussed in the context of the literature in these areas, as well as the key gaps in the existing literature.

**PAB 787 Dissertation Proposal Seminar III - 3 credit**

Over 3 semesters, students will select a dissertation topic, conduct a literature review, submit a research prospectus, and submit a dissertation proposal.

The Application of Behavior Analysis Across the Life Span (3 credits): This course is designed to have candidates investigate and evaluate the breadth of application of ABA across the life span of the two target areas (Severe behavior disorders and EIBI). Underserved populations and challenges unique to each stage of human development will be discussed in the context of the literature in these areas, as well as the key gaps in the existing literature.

**PAB 788 Dissertation Research - 1 credit**

Students will conduct applied research and write their dissertations under the supervision of their dissertation committee. (This 1-credit course is taken in the eighth term of the program.)

**PAB 789 Dissertation Completion & Defense - 1 credit**

Students will submit and defend their dissertations.

**PAB 790 Dissertation Continuation - 1 credit**

This course is required for students who have not yet defended their dissertation following Term 9 of their program. The course may be taken in either the Fall or Spring semester. The course involves continued scholarship and meetings with the student's dissertation committee as needed to facilitate completion of the dissertation.

**PAB 794 The Application of Behavior Analysis Across the Life Span - 3 credit**

This course is designed to have candidates investigate and evaluate the breadth of application of ABA across the life span of the two target areas (Severe behavior disorders and EIBI). Underserved populations and challenges unique to each stage of human development will be discussed in the context of the literature in these areas, as well as the key gaps in the existing literature.

**PAB 795 Dissertation Research - 3 credit**

Students will conduct applied research and write their dissertations under the supervision of their dissertation committee. (This 3-credit course is taken in the seventh term of the program.)

# Division of Counseling

The School of Education & Counseling's **Division of Counseling** provides graduate programs for new practitioners in the fields of counseling and human services. The School welcomes adult learners, serving a diverse demographic of graduate students who arrive with a wide range of non-traditional experience in counseling and related fields.

## Diverse Populations and Perspectives

**Our students and faculty** are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups typically characterized by broad differences in access to appropriate services across lines of race and social class in agencies with varied philosophies.

**Our faculty** members are licensed professionals in their respective fields.

## Academic Programs, Licensure, and Professional Credentials

Most academic programs prepare students for licensure or other professional credentials which are increasingly necessary for many counseling careers. Other concentrations support related careers that do not require licensure.

**States and professional associations govern the requirements for professional credentials** in counseling and related fields. The Cambridge College School of Education & Counseling strives to cover the academic requirements and to include in its programs appropriate supervised clinical practice hours through field experience placements. There may be additional post-graduate requirements such as exams and further clinical experience.

**External requirements and regulations may change at any time.** Cambridge College reserves the right to alter programs accordingly. Program chairs are available to advise students.

Current, detailed information about the academic program, field experience, and professional credentials is available from program chairs. At Cambridge College regional locations that offer SEC programs, information is available from the SEC coordinator or site director.

**All students are responsible** for:

- Monitoring and understanding all applicable requirements and regulations for licensure.
- Knowing the detailed requirements of their academic program.

### Master's Degree in Mental Health Counseling 60 credits

The Cambridge College, School of Counseling and Psychology (SEC), Mental Health Counseling 60 credit program prepares students to meet the Pre-Master's Degree education and experience requirements for Licensed Mental Health Counselor (LMHC) application in the Commonwealth of Massachusetts.

Students who are considering application for licensure in another state are strongly advised to meet with their Program Chair to review licensure requirements in that state. A state's Pre-Master's Degree Education and Experience requirements may be met through careful planning of elective courses as well as Field Experience hours. Reviewing the licensure requirements of the state where a student intends to seek licensure will inform the student about their chosen state's requirements and assist the student in planning the course of their program.

In accordance with Federal regulations that require us to disclose whether our programs meet the educational requirements for professional licensure in every state and U.S. territory, Cambridge College has made the determination as to whether our licensure programs meet the licensure requirements in each U.S. state and territory. The web address below will provide you with current information about the College's determination of each state and U.S. territory license requirements. Please note this information changes as state licensing regulations are updated.

We recommend that students who intend to pursue licensure/credentialing review this information prior to applying: <https://www.cambridgecollege.edu/accreditation/program-licensure-credentialing-state>

### Mental Health Counseling Licensure

SEC students are required to be familiar with the Massachusetts regulations governing mental health counselors in the state, so too should a student considering licensure in another state become familiar with and understand that state's requirements for mental health counseling licensure. Students who plan to seek mental health counseling licensure in a state other than Massachusetts are strongly encouraged to request guidance from that state's licensing boards concerning coursework, field experience, or other requirements that would be necessary to make them eligible to apply for a mental health counseling license in that state.

The National Board for Certified Counselors (NBCC) website at <https://www.nbcc.org/Search/StateBoardDirectory>, provides contact information for state licensing boards

### Ongoing Evaluation of State Regulations

Students must understand the requirements of the state in which they intend to apply for licensure. It is additionally important to keep current with a state's regulation changes in order to be aware of the impact changes have on program needs.

The Massachusetts Requirements for Licensure as a Mental Health Counselor can be found here: <https://www.mass.gov/service-details/262-cmr-200-requirements-for-licensure-as-a-mental-health-counselor>

### Relocating

Students who relocate to a different state, may face different licensing requirements from their previous residence. They should take steps to understand the requirements of their new state. If a student relocates from their location at the time of enrollment, it is the student's responsibility to notify the College and verify licensure and program eligibility in their new location.

## Regional Accreditation

Cambridge College and its programs including the Master's Degree in Mental Health Counseling are accredited by the New England Commission of Higher Education (NECHE).

## Notice Updates

Cambridge College has made every effort to verify the statements made in this notice. However, state licensure is controlled by each individual state's legislature and may change without notice to college and university programs.

**Legal status** as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621.

## Academic Advising

The **Associate Dean of Academic Advising** will provide program-specific academic advising for all students, including those in Springfield and Lawrence. Every new and continuing student meets with the local SEC coordinator or with their academic advisor.

## Writing Assessment and Support

A writing assessment is conducted during Orientation. Results are communicated to the academic advisor, who may refer students to writing courses and writing and academic support.

## Concentrations

Students wishing to pursue a concentration must declare their concentration with the Associate Dean of Academic Advising & Field Experience and the respective program chair prior to completion of 18 credits. Students who do not declare will not be guaranteed courses for their intended concentration for the earliest graduation date possible; students will have to adhere to each concentration course offering sequence as outlined in the academic catalog.

## Field Experience (Practicum/Internship) — See your Program Handbook

**Field experience sites and supervisor qualifications** are subject to state regulations.

The **acceptability of a field experience or clinical site** is determined by the program chair or instructor, depending on the program, in accordance with current criteria. Students are responsible to seek this person's advice prior to enrollment in the field experience course, to determine what sites and supervision are appropriate for the credentials sought.

## Readiness for Field Experience

In addition to coursework, field experience is an integral part of a student's clinical training. The pre-requisite for CCP 520 Field Experience I is CCP 550 Basic Counseling Skills, Rogerian Therapy. A Student Readiness for Field Experience I Assessment is completed if needed. Students determined to "need improvement" will be re-evaluated during the next term in CCP 650, Group Dynamics. This assessment does not impact a student's grade but is an assessment of a student's readiness for field experience.

## Field Experience

The field experience includes a practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR.

**Addiction Counseling:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

The **on-site component** must be successfully completed to receive credit for a field experience course. The minimum on-site component must be completed while the course is in progress. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

Students may not register for a subsequent field experience course with an Incomplete grade in the prior term(s).

**Field experience fee** — A one-time fee is charged to students in programs that include a practicum/internship component to cover administrative costs (see *Tuition and Fees Rates* on page 27).

**State requirements prior to field experience** — Students seeking placement in school, mental health, or public health facilities and programs are responsible for complying with all policies and procedures of the state and facility where they seek a field placement, including but not limited to:

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

**Cambridge College strives to cover academic requirements** for the following credentials, for which graduates may apply:

- Licensed Mental Health Counselor (LMHC) licensure by the Massachusetts Board of Allied Mental Health and Human Services Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment under the direct supervision of a qualified CRC professional.
- School Adjustment Counselor initial licensure by the Massachusetts Department of Elementary and Secondary Education.
- School Counselor initial licensure by the Massachusetts Department of Elementary and Secondary Education.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. The academic advisor and program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

## Exit Portfolio

Most programs require students to assemble an educational portfolio over the course of their studies. It highlights the students' professional knowledge, skills and abilities, and documents quality graduate level work. The specific requirements of each program's exit portfolio vary. See the program chart and program handbook, and ask the program chair and/or academic advisor for information.

## School Counseling and School Adjustment:

### Counseling programs for Massachusetts DESE licensure

Programs leading to certification are aligned with national and state standards, accrediting agencies, and policies for licensure required by the Massachusetts Department of Elementary and Secondary Education (DESE); all programs are state-approved by state regulatory agencies. As such, program requirements are subject to change during a course of study and students are asked to consider this possibility and plan accordingly once enrolled in one of the licensure programs offered.

Seek advice from the program chair before registering for a licensure program.

All students seeking licensure in school counselor education programs must:

- Complete the Massachusetts-specific admission and program requirements.
- Complete all field experiences including pre-practicum **within the Commonwealth of Massachusetts**.

### Requirements for Program Entry

Entry into a Cambridge College program for DESE licensure requires:

- Massachusetts Educator Personnel ID (MEPID) number, and
- A minimum Grade Point Average (GPA) of 3.0 in the most recent degree program.

No candidate can complete or graduate from the approved program for licensure selected without maintaining a GPA of 3.0 or better at Cambridge College.

## Professional Advancement for School Counselors

The Professional Advancement opportunity for Massachusetts School Counselors (K-8, 5-12) provides school counselors who hold a MA DESE-approved Initial school counseling license with the opportunity to advance their Initial license to a professional license with additional graduate level coursework.

Professional Advancement courses will be identified based upon review of previous graduate level coursework by the Program Chair.

Please access the DESE licensure tool to determine if this pathway is appropriate for you: <https://gateway.edu.state.ma.us/elar/licensurehelp/LicenseRequirementsCriteriaPageControl.ser>

Requirements for advancement to Professional license include (access DESE licensure tool for details):

- Three years of work experience in the school counseling role
- Current Initial school counseling license approved by MA DESE
- 60 credits of graduate school counseling coursework

For further information please contact the Associate Dean of Academic Advising & Field Experience, Kathrine Sullivan-Corbett, at [kathrine.sullivan-corbett@cambridgecollege.edu](mailto:kathrine.sullivan-corbett@cambridgecollege.edu).

## Review of Progress and Practice

Due to the impact graduates will have on clients throughout their careers, the Division of Counseling considers the training and credentialing of master's level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students' behavior within the graduate academic program and the field work site.

Students are expected to follow the American Counseling Association (ACA) Code of Ethics.

The Committee on Professional Conduct has developed guidelines for students' professional behavior with which all graduate counseling students are expected to comply. The counselor in training behavioral contract is reviewed and signed at orientation and a copy is provided.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or a leave of absence. A student may be suspended or disenrolled for violation of ethical standards or lack of academic progress. The School may also recommend a change to a non-clinical major or require a student to leave the School of Education & Counseling.

## Guidelines for Students' Professional Behavior

Students in the School of Education & Counseling (SEC) should be aware that SEC deems it of the utmost importance that students are cognizant of, and attentive to, SEC standards and expectations for personal and professional behavior.

There are five significant areas of counselor training that specifically relate to the growth and management of the self of the counselor-in-training. Together they form the basis for counseling licensure standards, and therefore students pursuing licensure in SEC programs will be held to all of these standards:

1. Maintaining professional conduct and appropriate behavior both on campus and at the clinical field experience site
2. Managing appropriate interpersonal boundaries
3. Respecting privacy and appropriate self-disclosure
4. Committing to developing your ability to hear, understand, and use effectively, the feedback you get from faculty, peers, and supervisors
5. Expanding self-awareness and self-reflection
6. Respecting the multiculturalism and diversity of clients, colleagues, faculty and field experience personnel

Counselors are potent agents of change. To be effective catalysts of change, students need to increase their capacity for **self-awareness and self-reflection**. Without this, the counselor can become reactive, judgmental, punitive, and even harmful in the counseling setting. We want you to engage in serious, thoughtful, and reflective work in your academic and training settings, where you will be called to begin a process of self-exploration, which at times will become challenging and demanding. We recommend students consider participating in counseling as an adjunctive growth experience while in training.

As you reflect on your internal experience and your history, you will also be expected to develop a larger repertoire of interpersonal skills, and to comport yourself with seriousness, decorum, appropriateness, and **professionalism**. The norms of basic civility and manners remain an expectation. Expressions and behaviors of disruption, belligerence, aggression, intimidation, defiance, confrontation, and violation of boundaries and norms of professional conduct will lead to academic sanctions. The **management of appropriate interpersonal boundaries** can sometimes be demanding when, for instance, you find yourself feeling unsettled in the process of academic discourse, disagreement, discussion and challenge. As you progress through the program, you will undoubtedly experience both internal and external stressors, and, at times, you will be presented with beliefs, ideas, values and perspectives that differ from your own. This is a normative aspect of the academic process, which can be especially amplified in counselor training programs. We expect you to convey your perspective in a facilitative manner that contributes to, and enhances, the academic process, rather than disrupts or derails your own learning or the learning of your peers.

Your growing self-awareness may lead to **self-disclosure**, which is a crucial aspect of your training. Sharing of the self in the process of self-discovery will help your development as a counselor. You will be expected to balance self-disclosure with sensitivity to boundaries and a regard for your privacy and the privacy of your peers and faculty. Inappropriate self-disclosure can create discomfort and uneasiness and disrupt the learning process. Sharing your personal experience and learning from the experience of others is part of the process of counselor training. At the same time, learning when and how to self-disclose is a crucial component of your professional development as a counselor.

Guided by **feedback** from your teachers and supervisors, and by your own questioning and self-examination about the intention of your personal sharing, the manner in which you disclose your insights about yourself will grow and develop as you advance in your training. Flowing from a deepening knowledge of the self, it is at the heart of the development of counseling skills. The support and feedback you receive from faculty members should not be confused with a professional clinical relationship. As you choose what you share about yourself, it should not be with an expectation that you will be given personal clinical advice. Disclosure should be guided by this question: does this enhance my growth as a student counselor or am I trying to use my instructor as a personal counselor? SEC faculty members are mindful of this distinction when providing support and feedback to you.

Our commitment to multiculturalism and diversity also means that we do not impose our personal values, beliefs, behaviors and values onto others. We promote openness to the differences, and as a result, do not contribute to discriminatory practices to the individuals with whom we work.

As an SEC student, you are expected to grow and develop personally and professionally. Your openness to new knowledge will be transformative and life-enhancing. This education will amplify your understanding of yourself and others and will lay the foundation for your becoming an effective counselor.

## On-going training

Following licensure, continuing education is required to maintain the professional license. Cambridge College courses may be used to fulfill this requirement. Licensed professionals may take these courses as “special students” and alumni receive an alumni discount.





Pre-Baccalaureate Certificate or Post-Baccalaureate Certificate

## Alcohol & Drug Counseling

• CIP code 511501 • 18 credits • Licensed Alcohol & Drug Counselor (LADC)

### Program Description

Alcohol & Drug Counseling is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

### Learning Outcomes

Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

### Careers

Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

### Courses

ADC 505	Alcohol & Drugs in Society . . . . .	3
ADC 611	Family Treatment of Substance Abuse. . . . .	3
ADC 601	Role of the Professional in Alcohol & Drug Treatment. . .	3
ADC 625	Psychopharmacology in Addictions Treatment . . . . .	3
ADC 642	Addiction Counseling . . . . .	3
ADC 521	Practicum Seminar in Alcohol & Drug Counseling . . . . .	3

### Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an M.Ed. program.

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 18 credits.

**Admission requirements:** High school diploma/GED, bachelor's, or higher degree and other School of Education & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SEC Admissions Committee.
- Current résumé.
- Two professional recommendations.

**These courses may be accepted** into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

### Associate Dean of Academic Advising & Field Experience:

Kathrine Sullivan-Corbett, M.S., LMHC;  
kathrine.sullivan-corbett@cambridgecollege.edu

(All courses @ 3 credits.)



## Master of Education With Elective Concentrations

# Mental Health Counseling

• CIP code 511508 • 60 credits • 5-6 terms full time

## Program Description

Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals.

## Learning Outcomes

Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

## Academic Requirements

Mental health core courses, practicum and field experience. . . . .	42
Counseling electives and concentrations. . . . .	18
Exit Portfolio . . . . .	non-credit
Total . . . . .	60

## Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure. Students may choose one or two concentrations to earn additional credentials and knowledge, but also have the option to take a blend of elective courses without completing a concentration. The entire program of study may not exceed 60 credits.

- **Addictions Counseling — LADC**
- **Rehabilitation Counseling — CRC, LRC** (Due to the length of this concentration, no second concentration may be added.)
- **Trauma Studies**

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

### Program chair:

Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

## Courses — the sequence below is highly recommended.

Field experience courses **must** be taken in sequence. Take 2-4 courses/term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Term 3

- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
- CCP 520 Field Experience I (req. CCP 550, CCP 699),
- OR BOTH:** CCP 522 Pre-Internship Clinical Skills (req. CCP 550, CCP 699)
- CCP 524 Pre-Internship Supervision Laboratory
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- One elective or concentration course

### Term 4

- CCP 641 Field Experience II
- Two or three electives or concentration courses

### Term 5

- CCP 700 Field Experience III
- Two or three elective or concentration courses

### Term 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- One elective or concentration course

## Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

(All courses @ 3 credits.)



# Elective Concentrations

## For: Mental Health Counseling • School Adjustment

### Addictions Counseling

• 9 credits • LADC

#### Addictions Counseling — LADC..... 9 credits

Choose three of the following courses to complete the concentration in Addictions Counseling:

- CCP 640    Addiction Disorders
- CCP 606    Family Treatment of Substance Abuse
- CCP 516    Alcohol and Drugs in Society
- CCP 720    Psychopharmacology in Addictions & Mental Health Counseling

**Field Experience:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. See also program handbook.

**Program chair:** Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

### Rehabilitation Counseling

• 15 credits • CRC, LRC

#### Program Description

Rehabilitation Counseling is an elective, clinical concentration for students who wish to pursue national certification as a rehabilitation counselor (CRC) and state licensure as a rehabilitation counselor (LRC). Coupled with the M.Ed. in Mental Health Counseling, students simultaneously complete the academic requirements for Mental Health Counseling licensure.

#### Learning Outcomes

A focus on rehabilitation counseling helps practitioners to more comprehensively serve the mental health and vocational needs of individuals with cognitive, developmental, psychological, medical, intellectual and physical challenges seek employment, maintain employment or return to work. These individuals include veterans who face mental health and rehabilitation complications, and a host of other issues related to the interface of disabilities and mental health.

#### Careers

Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors, and for the more general licensure in mental health counseling, allowing for significant career flexibility.

Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment under the direct supervision of a qualified CRC professional.

Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

#### Courses

- CCP 655    Vocational and Affective Counseling . . . . . Fall
- CCP 643    Medical & Psychological Aspects of Disabilities . . . . Fall
- CCP 656    Vocational Assessment & Evaluation . . . . . Spring
- CCP 654    Rehabilitation Plan Development . . . . . Spring

#### Choose one of the following courses:

(Not required for SAC students)

- CCP 724    Post Traumatic Stress Reactions
- CCP 727    Clinical Interventions for Combat Stress & Trauma
- CCP 728    Trauma Specific Interventions
- CCP 729    Trauma Intervention in Schools

**Additional Field Experience:** Not required during academic training. However, a minimum of 12 months of acceptable employment experience including 12 months of direct supervision by a qualified CRC professional will be required after completion of academic requirements for CRC eligibility. See program chair for any questions.

**Program chair:** Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu



### Trauma Studies

• 9 credits

#### Trauma Studies..... 9 credits

Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

- CCP 724    Post Traumatic Stress Reactions
- CCP 727    Clinical Interventions for Combat Stress & Trauma . . . . . Fall
- or** CCP 729    Trauma Intervention in Schools . . . . . Spring
- CCP 728    Trauma-Specific Interventions

**Program chair:**  
Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

(All courses @ 3 credits.)



# Mental Health & School Counseling

- CIP code 511508 • 66 credits • 6 terms full time
- **Program approved** by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (all grade levels).

## Program Description

School and Mental Health Counseling trains professional counselors to work within the school culture and in clinical settings, serving the guidance and mental health needs of PreK-12 students and their families. The program emphasizes the role of the school counselor in reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals, and of the Department of Elementary and Secondary Education.

## Learning Outcomes

Students learn about normal and abnormal intellectual, social, and emotional development, dysfunctional behavior and mental illnesses. They learn and apply the principles and best practices of counseling and collaboration within schools and community counseling practice, including:

- Resources and skills for enhancing children's and adolescents' educational and vocational experiences and facilitating their ability to make good use of opportunities.
- Assessment, diagnosis and treatment of learning and behavior disorders and mental illnesses.
- Psychoeducational techniques for prevention and strategies for treatment of substance abuse, physical and sexual abuse, mental illnesses, and violence in PreK-12 students and throughout the lifespan.
- Psychotherapeutic techniques for work with individuals, couples, families and groups.
- Group counseling, leadership and consulting techniques; and school and community resources for referral.

Students gain and apply knowledge of:

- Psychology of learning, curriculum frameworks, student testing.
- Research design and methodology.
- Relevant federal, state, and municipal laws and regulations.

## Courses should be taken in sequence.

Please note: school-based field work is NOT available during the summer term. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

### Term 1

- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 518 Research Design & Evaluation
- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
- CCP 520 Field Experience I (preq. CCP 550, CCP 699),

**OR BOTH:** CCP 522 Pre-Internship Clinical Skills (preq. CCP 550, CCP 699)

CCP 524 Pre-Internship Supervision Laboratory

### Term 3

- CCP 636 Psychological Testing
- CSG 616 Counseling in the Schools
- CCP 638 Group Work with Children & Adolescents
- CCP 641 Field Experience II

### Term 4

- CSG 695 Counseling & Consulting Techniques Lab
- CCP 672 Counseling Adolescents Transitioning to Adulthood
- CCP 754 Perspectives in Cross-Cultural Counseling
- CCP 700 Field Experience III

## School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair, Associate Dean of Academic Advising and Field Experience, or designee.

Continued

(All courses @ 3 credits.)



Continued

## Mental Health & School Counseling

### Term 5

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- CCP 730 Practice of Mental Health Counseling  
**OR** any CCP elective
- CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling (0 credits - **must be taken in the term prior to enrolling in CSG 792**)

### Term 6

- CCP 639 Career Development
- School Counseling Internship Fieldwork & Seminar I . . . . . **Fall only**  
for **PreK-8:** register for CSG 792E  
for **5-12:** register for CSG 792S

### Term 7

- One elective
- School Counseling Internship Fieldwork & Seminar II . . . **Spring only**  
for **PreK-8:** register for CSG 793E  
for **5-12:** register for CSG 793S

### Suggested electives:

- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP 715 Multicultural Counseling: Children, Adolescents in Context
- CCP 729 Trauma Intervention in Schools
- CCP 640 Addiction Disorders
- CCP 606 Family Treatment of Substance Abuse
- CCP 637 Neurobiology: Basics & Beyond

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

#### Required to enter program for DESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- 3.0 GPA at entry; maintained throughout program.

**Program sequence may be modified** to suit the needs of the cohort.

**Program and schedule subject to change.**

#### Associate Dean of Academic Advising & Field Experience:

Kathrine Sullivan-Corbett, M.S., LMHC;  
kathrine.sullivan-corbett@cambridgecollege.edu

## Field Experiences

### Mental Health Field Experiences I, II, III: CCP 520, 641, 700

Includes field experience under a qualified supervisor conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. See also program handbook.

#### In the term **PRIOR** to enrolling in the school counseling field experience students are responsible for:

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites **must** be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair, Associate Dean of Academic Advising and Field Experience, or designee.
- Successful completion of CCP 698A Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

### School Counseling Internship Fieldwork & Seminar: CSG 792-793

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 sequential terms @ 225 hours, plus 75 hours of pre-practicum for 525 hours total in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for graduation and endorsement.





# School Adjustment & Mental Health Counseling

• CIP code 131101 • 60 credits • 5-6 terms full time

• **Program approved** by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school adjustment counselors (all levels).

## Program Description

School Adjustment and Mental Health Counseling trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards of the Massachusetts Board of Allied Mental Health and Human Services Professionals and the Massachusetts Department of Elementary and Secondary Education.

## Learning Outcomes

Students learn and apply the principles of therapeutic relationships; knowledge of normal and abnormal intellectual, social, and emotional development; learning disorders and emotional issues affecting student achievement. They develop working knowledge of treatments; state-of-the-art diagnostic instruments, procedures for testing, and interpreting results; medical conditions and medication related to physical disabilities and learning disorders. They learn to work with families, schools and community personnel.

They learn and apply prevention and treatment strategies for substance abuse, physical and sexual abuse, and violence in preK-12 students. They develop a working knowledge of the criminal justice system with particular reference to juvenile justice. They learn and apply laws and regulations addressing the legal rights of students and families.

## Elective Concentrations

Students electing a concentration take only one school adjustment elective. Students have the option to take a blend of elective courses without completing a concentration.

- *Addictions Counseling — LADC*
- *Rehabilitation Counseling*
- *Trauma Studies*

(All courses @ 3 credits.)

**Courses** — Please note: school-based field work is NOT available during the summer term. The sequence below is highly recommended. Take 2-4 courses/term.

### Term 1

- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan
- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners

### Term 2

- CCP 518 Research Design & Evaluation
- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 639 Career Development

### Term 3

- CCP 699 Mental Health Counseling Jurisprudence Seminar (0 credits)
- CCP 520 Field Experience I (req. CCP 550, CCP 699),  
**OR BOTH:** CCP 522 Pre-Internship Clinical Skills (req. CCP 550, CCP 699)  
CCP 524 Pre-Internship Supervision Laboratory
- CCP 617 School Adjustment Counseling/School Social Work
- CCP 636 Psychological Testing
- CCP 638 Group Work with Children & Adolescents (for Rehabilitation Counseling concentration, take a concentration course **instead** of this course.)
- CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling (0 credits - **must be taken in the term prior to enrolling in CCP 792A**)

### Term 4

- CCP 792A School Adjustment/Mental Health Internship\* Seminar A (req. CCP 520). . . . . **Fall only**
- CCP 754 Perspectives in Cross-Cultural Counseling
- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities. . . . . Fall/Spring only
- or** CCP 715 Multicultural Counseling: Children, Adolescents in Context

### Term 5

- CCP 793B School Adjustment/Mental Health Internship\* Seminar B (req. CCP 792A) . . . . . **Spring only**
- Two electives or concentration courses

### Term 6

- CCP 701 Field Experience IV\*
- One elective or concentration course

\* See next page: Internship courses and sequence options.

**Continued**



Continued

## School Adjustment & Mental Health Counseling

### Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Requirements for the SAC/LMHC practicum/internship are briefly outlined below. Further requirements are briefly outlined under each concentration. See also program handbook.

#### Prerequisite Course(s)

CCP 520 Field Experience I, **OR BOTH:**  
 CCP 522 Pre-Internship Clinical Skills  
 CCP 524 Pre-Internship Supervision Laboratory)

#### Internship Courses

CCP 792A School Adjustment/Mental Health  
 Internship Seminar A — in a school. . . . . **Fall only**  
 CCP 793B School Adjustment/Mental Health  
 Internship Seminar B — in a school . . . . . **Spring only**  
 CCP 641\* Field Experience II. . . . . every term  
**or** CCP 701\* Field Experience IV

\*CCP 641 and 701 will provide students with additional field experience, but may not be necessary if requirements have already been met through CCP 520 (or CCP 522/524), 792A and 793B.

#### Internship sequence options (after prerequisites)

Spring. . . CCP 641	Summer . CCP 641	Fall . . . . . CCP 792A
Fall . . . . . CCP 792A	Fall . . . . . CCP 792A	Spring. . . CCP 793B
Spring. . . CCP 793B	Spring. . . CCP 793B	Summer . CCP 701

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements, including requirements for DESE licensure programs:

- Massachusetts Educator Personnel ID (MEPID) number
- 3.0 GPA at entry; maintained throughout program.

**Non-licensure option:** Mental Health Counseling, which is not a DESE licensure area.

**Program and schedule subject to change.**

#### Associate Dean of Academic Advising & Field Experience:

Kathrine Sullivan-Corbett, M.S., LMHC;  
 kathrine.sullivan-corbett@cambridgecollege.edu

### School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (non-credit)
- Site approval form signed by SAC chair, Associate Dean of Academic Advising & Field Experience, or designee.

#### In the term **PRIOR** to enrolling in the SAC internships students are responsible for:

- Discussing options for licensure with the program chair or regional site director prior to enrollment and field experiences. All school adjustment sites in schools **must** be within the state of Massachusetts.
- Submitting SAC Field Experience Approval form to SAC chair or designee the term **prior** to field experience.
- Successful completion of CCP 698A Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

#### School Adjustment/Mental Health Internships (A and B)

Requires a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum), to be completed in three or four terms in school and mental health settings.

- Field Experience I (CCP 520) recommended in third term.
- SAC field experience after CCP 520 is completed.
  - School placement must be approved by the SAC chair.
  - 450 hours (minimum), completed in two sequential terms for SAC placement (fall/spring).
  - In one school setting approved by the SAC chair according to DESE standards.
  - Supervisor must work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the school setting and by a licensed/certified Cambridge College site visiting supervisor. Field experience locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for field experience with the program chair, in the previous term.

- **Addictions option (LADC):** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

**Note: Student must pass the Massachusetts MTEL Communication & Literacy test for DESE to issue license.**

(All courses @ 3 credits.)



# Certificate

## Post-Master's Certificate

# School Adjustment Counseling for Mental Health Counselors

• CIP code 131101 • 15 credits • 2 terms • School Social Worker/School Adjustment Counselor (DESE)

## Academic Requirements

Three School Adjustment core courses . . . . .	9
Two Internship/SAC Field Experience courses . . . . .	6
School Adjustment Counseling Exit Portfolio . . . . .	0
Total . . . . .	15

**Courses should be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

### Term 1

CCP 617	School Adjustment Counseling/School Social Work
CCP 729	Trauma Intervention in Schools
CCP 698	Pre-Practicum Readiness Seminar for School Adjustment and School Counseling (0 credits - <b>must be taken prior to enrolling in CCP 792A</b> )
CCP 792A	School Adjustment/Mental Health Internship Seminar A . . . . . <b>Fall only</b>

### Term 2

CCP 561	Counseling Techniques with Multi-Problem Families in Changing Communities
<b>or</b> CCP 715	Multicultural Counseling: Children, Adolescents in Context
CCP 793B	School Adjustment/Mental Health Internship Seminar B . . . . . <b>Spring only</b>

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

## Admission/DESE licensure requirements:

- Completion of current Cambridge College 60-credit M.Ed. in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their M.Ed. at another college, may need to take additional course work to meet SAC academic requirements.)
- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTL).
- 3.0 GPA at entry; maintained throughout program.
- Other School of Education & Counseling requirements.

## School Adjustment Field Experience Prerequisites

- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
  - Site approval form signed by SAC chair.
- (Note: All other prerequisites are required for admission; see above.)
- Successful completion of CCP 698 Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

## School Adjustment Field Experience

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by ESE) who is in an SAC role and meets all state standards. See program handbook.

Completed Verification form required by SEC office before registering.

- School placement must be approved by the SAC chair, and must be within Massachusetts.
- 450 hours (minimum) completed in two sequential terms.
- Supervisor must work in SAC role with children, adolescents and families.

## Associate Dean of Academic Advising & Field Experience:

Kathrine Sullivan-Corbett, M.S., LMHC;  
kathrine.sullivan-corbett@cambridgecollege.edu

(All courses @ 3 credits.)



## Master of Education

# School Counseling

- CIP code 131101 • 48 credits, 4 terms full-time
- **Program approved** by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (all levels).

## Program Description

School Counseling is treated as professional counseling which enhances child and adolescent students' access to high quality educational and vocational experiences and facilitates their ability to make good use of opportunities. The program emphasizes the role of the school counselor as a facilitator of educational reform, reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche and aiding their academic achievement, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff.

## Learning Outcomes

Students develop their professional philosophy, principles and practices for their work with students and parents, teachers and administrators. They gain and apply knowledge of research in school counseling; the psychology of learning; curriculum frameworks and student testing; normal and abnormal intellectual, social, and emotional development; diagnosis and treatment of learning and behavior disorders. They learn strategies for prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. They gain resources and skills to effectively help students plan for post-secondary education and careers. They become familiar with relevant federal, state, and municipal laws and regulations; group counseling, leadership and consulting techniques; and school and community resources for referral.

## Careers

Licensed school counselors in public schools.

**Courses should be taken in sequence.** Please note: school-based field work is NOT available during the summer term. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development
- CCP 650 Group Dynamics/Group Counseling & Human Systems

## School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair.
- Complete and pass all term 1 & 2 courses.

### Term 3

- CCP 672 Counseling Adolescents Transitioning to Adulthood
- CCP 698 Pre-Practicum Readiness Seminar for School Adjustment and School Counseling (0 credits)
- CSG 792 School Counseling Internship Fieldwork & Seminar I ..... **Fall only**  
for **PreK-8:** register for CSG 792E  
for **5-12:** register for CSG 792S
- CCP 638 Group Work with Children & Adolescents
- CSG 695 Counseling & Consulting Techniques Lab

### Term 4

- CSG 616 Counseling in the Schools
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- CSG 793 School Counseling Internship Fieldwork & Seminar II ..... **Spring only**  
for **PreK-8:** register for CSG 793E  
for **5-12:** register for CSG 793S

## Suggested electives:

- CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities
- CCP 715 Multicultural Counseling: Children, Adolescents in Context
- CCP 729 Trauma Intervention in Schools
- CCP 640 Addiction Disorders
- CCP 606 Family Treatment of Substance Abuse
- CCP 637 Neurobiology: Basics & Beyond

Continued

(All courses @ 3 credits.)



Continued

## School Counseling

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

**Required to enter program for licensure:**

- Massachusetts Educator Personnel ID (MEPID) number
- 3.0 GPA at entry; maintained throughout program.

**In the term *PRIOR* to enrolling in the School Counseling field experience students are responsible for:**

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites *must* be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair, Associate Dean of Academic Advising & Field Experience, or designee.
- Successful completion of CCP 698 Pre-Practicum Readiness Seminar. This zero credit, pass/fail course taken the summer prior to beginning field experience will fulfill DESE compliance standards.

**School Counseling Internship Fieldwork & Seminar: CSG 792-793**

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 sequential terms @ 225 hours, plus 75 hours of pre-practicum for 525 hours total in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair.
- Completed Exit Portfolio required for program completion and endorsement.

**Program sequence may be modified** to suit the needs of the cohort.

**Program and schedule subject to change.**

**Associate Dean of Academic Advising & Field Experience:**

Kathrine Sullivan-Corbett, M.S., LMHC;  
kathrine.sullivan-corbett@cambridgecollege.edu



# Massachusetts State Standards for School Counseling Programs

## Massachusetts DESE School Adjustment Counselor/School Social Worker Standards

See also [www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11).

- |  |  |
|--|--|
| a. Principles of therapeutic relationships . . . . .   | CCP 550, CCP638, CCP650, CCP792A-793B                                |
| b. Theories of normal and abnormal intellectual, social, and emotional development . . . . .                                     | CCP540, CCP630, CCP615, CCP638, CCP792A-793B                         |
| c. Learning disorders, including emotional issues affecting student achievement, and their treatment . . . . .                   | CCP615, CCP617, CCP636, CCP792A-793B                                 |
| d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students . . . . .            | CCP606, CCP638, CCP640, CCP617, CCP724, CCP728, CCP729, CCP792A-793B |
| e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. . . . .                | CCP617, CCP636, CCP792A-793B   |
| f. Techniques for communicating and working with families and school and community personnel . . . . .                           | CCP561, CCP617, CCP715, CCP754, CCP792A-793B                         |
| g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations . . . . . | CCP617, CCP792A-793B   |
| h. Knowledge of medical conditions and medication related to physical disabilities learning disorders . . . . .                  | CCP615, CCP792A-793B   |
| i. Federal and state laws and regulations addressing the legal rights of students and families. . . . .                          | CCP617, CCP622, CCP715, CCP792A-793B                                 |

## Massachusetts DESE School Counselor Standards

See also [www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11).

- |   |                                     |
|---|-------------------------------------|
| a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. . . . .   | CSG616, CSG792-793                  |
| b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. . . . .                     | CSG616, CSG792-793, CCP636          |
| c. Psychology of learning. . . . .  | CSG792-793, CCP630                  |
| d. Understanding of the diagnosis and treatment of learning and behavior disorders. . . . .   | CSG792-793, CCP615, CCP636          |
| e. Theories of normal and abnormal intellectual, social, and emotional development. . . . .   | CSG792-793, CCP540, CCP630          |
| f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. . . . . | CSG616, CSG792-793                  |
| g. Philosophy, principles and practices in school guidance counseling. . . . .  | CSG616, CSG792-793                  |
| h. Federal, state, municipal, and school laws and regulations. . . . .  | CSG792-793, CCP622                  |
| i. Career counseling. . . . .   | CSG792-793, CCP639                  |
| j. Resources within the school system or the community for referral. . . . .  | CSG616, CSG792-793                  |
| k. Knowledge of statistics, research design, and research in guidance counseling. . . . .   | CCP518, CSG792-793                  |
| l. Group counseling and group leadership. . . . .   | CCP638, CSG792-793, CCP650          |
| m. Development of skills for consultation with parents, teachers, and administrators. . . . .   | CSG616, CSG695, CSG792-793, CCP672, |
| n. College counseling and use of college and other post-secondary resource materials (grades 5-12). . . . .   | CCP672                              |





## Master of Education

# Psychological Studies

with an optional Addictions Counseling concentration

• CIP code 422803 • 36 credits, 3 terms full-time • non-licensure

## Program Description

Psychological Studies is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

## Learning Outcomes

Students are exposed to the principles of counseling. They learn about assessment, resources, cultural and racial dynamics, roles on interdisciplinary teams, ethics and relevant laws. They learn about small group dynamics and processes and how leadership styles influence group process. Students have flexibility to choose courses to support their particular interests in the field.

## Careers

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.

## Academic Requirements

Psychological studies core courses . . . . .	15
Psychological Studies elective courses . . . . .	21
Optional Addictions Concentration courses . . . . .	18
Total . . . . .	36

## Psychological Studies Electives — choose seven\*

CCP 518	Research Design & Evaluation
CCP 606	Family Treatment of Substance Abuse
CCP 615	Psychopathology
CCP 622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP 631	The Counselor in the Forensic Environment
CCP 650	Group Dynamics/Group Counseling & Human Systems <i>(offered every term; recommended for students in Addictions Concentration)</i>
CCP 672	Counseling Adolescents transitioning to Adulthood
CCP 681	Mind, Body, & Emotion: a Holistic Perspective
CCP 724	Post Traumatic Stress Reactions
CCP 728	Trauma Specific Interventions

\*Students may select other elective courses with approval of the program chair.

**Please note:** The Master of Education in Psychological Studies program is also offered fully online through Cambridge College Global without the optional Addictions Counseling concentration. See *Psychological Studies* on page 337 for details.

## Core courses below should be taken in sequence.

For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

### Term 1

CCP 540 Personality & Counseling Theory  
CCP 630 Human Development across the Lifespan  
Two elective courses.

### Term 2

CCP 640 Addiction Disorders  
Three elective courses.

### Term 3

CCP 639 Career Development  
CCP 754 Perspectives in Cross-Cultural Counseling  
Two elective courses.

## Subsequent terms as needed to complete your program of study

## Addictions Counseling Concentration

Students may choose to pursue an Addictions Counseling concentration to earn LADC 1 licensure by completing the courses outlined below in place of six of the seven elective courses. The entire program of study may not exceed 36 credits.

CCP 516	Alcohol and Drugs in Society
CCP 606	Family Treatment of Substance Abuse
CCP 622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners
<b>or</b> ADC 601 Role of the Professional in Alcohol & Drug Treatment	
CCP 640	Addiction Disorders
CCP 720	Psychopharmacology in Addictions & Mental Health Counseling
ADC 521	Practicum Seminar in Alcohol & Drug Counseling

**Field Experience:** The practicum requires 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. Supervisor qualifications must meet the 262 CMR criteria.

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

### Program chair:

Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

(All courses @ 3 credits.)



## Post-Master's certificate

# Rehabilitation Counseling Certificate

• CIP code 512310 • 18 credits • CRC, LRC

## Program Description

The Rehabilitation Counseling Certificate is for the individual seeking to add to their credential by pursuing a national certification as a rehabilitation counselor (CRC) and/or Mass. state licensure as a rehabilitation counselor (LRC).

## Learning Outcomes

A focus on rehabilitation counseling helps practitioners to more comprehensively serve the mental health and vocational needs of individuals with cognitive, developmental, psychological, medical, intellectual and physical challenges seek employment, maintain employment or return to work. These individuals include veterans who face mental health and rehabilitation complications, and a host of other issues related to the interface of disabilities and mental health.

## Careers

Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors: .

Certified Rehabilitation Counselor (CRC) by the Commission on Rehabilitation Counselor Certification and Licensed Rehabilitation Counselor by the Mass. Board of Allied Mental Health and Human Services. Candidates must also pass a national exam and have had a minimum of 12 months of acceptable employment.

Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

## Courses

CCP 655	Vocational and Affective Counseling . . . . .	Fall
CCP 643	Medical & Psychological Aspects of Disabilities . . . .	Fall
CCP 656	Vocational Assessment & Evaluation . . . . .	Spring
CCP 654	Rehabilitation Plan Development . . . . .	Spring
CCP 639	Career Development . . . . .	every term

## And one of the following:

CCP 724	Post Traumatic Stress Reactions
CCP 727	Clinical Interventions for Combat Stress & Trauma
CCP 728	Trauma Specific Interventions
CCP 729	Trauma Intervention in Schools

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 18 credits.

## Admission requirements:

- 60-credit master's or higher degree in mental health counseling, marriage & family therapy, social work, or psychology.
- Other School of Education & Counseling requirements.

**Additional Field Experience:** Not required during academic training. However, a minimum of 12 months of acceptable employment experience including 12 months of direct supervision by a qualified CRC professional will be required after completion of academic requirements for CRC eligibility. See program chair for any questions.

## Post-Master's Certificate

# Trauma Studies Certificate

• CIP code 511508 • 15 credits • 2-3 terms

## Program Description

Trauma Studies provides professional training in crisis intervention and trauma treatment, education and prevention, leading to certification. The program has a strong commitment to educating compassionate, ethical and effective trauma specialists. The program emphasizes the role of trauma specialists in implementing trauma-informed care across disciplines and utilizing community resources.

## Learning Outcomes

Students will gain knowledge of crisis, trauma, post-traumatic stress reactions, trauma-specific interventions and disaster mental health in multi-cultural settings. They can apply the learned skills in trauma assessment, counseling and treatment to effectively respond to immediate and long-term needs of survivors, including war veterans, survivors of child abuse, first responders, immigrants and refugees, as well as victims of crime, disasters, domestic violence, sex trafficking and torture.

## Careers

Prepares students to work in crisis response teams, provide trauma-informed care in community mental health, addiction treatment and rehabilitation programs in school settings and provide support for veterans, survivors of gender-based violence and refugees.

Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

## Counseling

CCP 615	Psychopathology
CCP 622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners

## Trauma

CCP 724	Post Traumatic Stress Reactions (preq for CCP 728)
CCP 728	Trauma-specific Interventions
CCP 727	Clinical Interventions for Combat Stress & Trauma . . . . .
or CCP 729	Trauma Intervention in Schools . . . . .

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

**Course schedule:** All courses are offered in Cambridge every term, subject to sufficient enrollment, except as noted above.

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

**Transfer credit** — These courses may be taken alone as a certificate of completion or evaluated for transfer into a Cambridge College master's degree program; courses must meet current program requirements and credit limits at time of matriculation.

## Program chair (Rehab Counseling and Trauma Studies):

Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

(All courses @ 3 credits.)



## Master of Education

# Marriage & Family Therapy (California)

with an optional Professional Clinical Counselor concentration

• 60 credits • 5-6 terms full time

## Program Description

The Marriage and Family Therapy program with an optional Professional Clinical Counselor concentration provides graduate-level professional training for licensure with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the California Board of Behavioral Sciences.

## Learning Outcomes

Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the Marriage and Family Therapists/Professional Clinical Counselor practice, and become able to utilize community resources for referrals. Students are equipped to work in community mental health centers, agencies, and organizations, and are employable within and covered by managed care organizations and health plans. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology and become familiar with state regulations applicable to Marriage and Family Therapy/Professional Clinical Counselor practice.

## Academic Requirements

Mental health core courses, practicum	60
Exit Portfolio	non-credit
Total	60

The core program provides the academic preparation for California licensure as a marriage and family therapist/professional clinical counselor. The program of study may not exceed 60 credits.

**Courses should be taken in sequence.** Term 1 courses must be completed before term 2 courses. A maximum of 4 courses may be taken each term.

### Term 1

CCP 518	Research Design & Evaluation
CCP 540	Personality & Counseling Theory
CCP 550	Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assmnt of readiness for field experience)
CCP 630	Human Development Across the Lifespan

### Term 2

CCP 615	Psychopathology
CCP 650	Group Dynamics/Group Counseling & Human Systems
CCP 710	Marriage & Family Therapy: Basic Counseling Skills
CCP 758	Clinical Practice in California

### Term 3

CCP 622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP 513	California Clinical Experience: Practicum I (MFT licensure)
or	CCP 520D MFT/PCC Practicum I (MFT/LPCC dual licensure)
CCP 639	Career Development
CCP 724	Post Traumatic Stress Reactions

### Term 4

CCP 754	Perspectives in Cross-Cultural Counseling
CCP 644	California Clinical Experience: Practicum II (MFT licensure)
or	CCP 620D MFT/PCC Practicum II (MFT/LPCC dual licensure)
CCP 561	Counseling Techniques with Multi-Problem Families in Changing Communities
CCP 606	Family Treatment of Substance Abuse

### Term 5

CCP 636	Psychological Testing
CCP 722	The Life of the Family in Context
CCP 731	California Clinical Experience: Practicum III (MFT licensure)
or	CCP 720D MFT/PCC Practicum III (MFT/LPCC dual licensure)
CCP 720	Psychopharmacology in Addictions and Mental Health Counseling

**Subsequent terms as needed to complete your program of study**

## Practicum

MFT Practicum hours require a minimum of 225 hours of direct client contact in an approved clinical setting. These hours satisfy LMFT curriculum requirements and a portion of the 3,000 hours of clinical experience required for licensure as a licensed Marriage and Family Therapist.

PCC Practicum hours require a minimum of 280 hours of direct client contact in an approved clinical setting. These hours satisfy curriculum requirements for the LPCC license but cannot be counted toward the 3,000 hours of post-degree internship hours required for licensure as a Professional Clinical Counselor.

The Marriage and Family Therapy program with an optional Professional Clinical Counselor concentration meets the academic requirements for licensure as a Marriage and Family Therapist (MFT) and Professional Clinical Counselor (PCC) in California. Interns may apply supervised hours to both licenses, as long as the supervision requirements for each license are completed. Note: there are some differences in the supervision requirements for each license. Applicants must meet the educational requirements for each license for which they are applying before they can be issued registration by the board. Applicants can apply to register as an associate for MFT and PCC licenses at the same time, so their hours can be applied toward both licenses. This degree program is designed to meet the requirements of Section 4980.36 or 4980.37 and Section 4999.32 or 4999.33.

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

### Program chair:

Linda Kuramoto, M.S., CAGS, CRC, LMHC  
linda.kuramoto@cambridgecollege.edu

(All courses @ 3 credits.)

Boston, MA • 617.868.1000 • [www.cambridgecollege.edu](http://www.cambridgecollege.edu)



## Master of Education with Specialization in

# Mental Health Counseling (Puerto Rico)

- CIP code 511508 • 60 credits • 6 terms full time
- Program approved by Puerto Rico Board of Postsecondary Institutions

## Program Description

Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society.

**In Puerto Rico** — The School of Education & Counseling (SEC) monitors the mental health licensing standards of both Massachusetts and Puerto Rico. The course work and field experience offered in Puerto Rico conform to Puerto Rico regulations and licensure requirements.

## Learning Outcomes

Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

## Academic Requirements

Mental health core courses, practicum and field experience. . . . .	42
Psychology & Counseling electives . . . . .	18
CCP 592 Exit Portfolio in Tevera. . . . .	non-credit
Total . . . . .	60

The program provides the academic preparation for professional counseling licensure in Puerto Rico, issued by the Puerto Rico Department of Health. The program of study may not exceed 60 credits.

## Field Experience

The field experience includes practicum and internship under a qualified supervisor, conforming to Puerto Rico regulations and Law 147 of 2002 for Professional Counseling.

**Admission requirements:** Bachelor's degree and other School of Education & Counseling requirements.

**Program coordinator:**  
Maria Mangual, Ed.D.  
maria.mangual@cambridgecollege.edu

This is a **hybrid** delivered program, with 60% of classes delivered synchronously and 40% delivered asynchronously through Canvas Learning Management System.

**Courses should be taken in sequence.** Term 1 courses should be completed before term 2 courses. A maximum of 4 courses may be taken each term.

### Term 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Term 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Term 3

- CCP 520 Field Experience I (req. CCP 550, CCP 699),
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- One elective or concentration course

### Term 4

- CCP 641 Field Experience II
- Two or three electives or concentration courses

### Term 5

- CCP 700 Field Experience III
- Two or three elective or concentration courses

### Term 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- One elective or concentration course

## Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure in Puerto Rico. Students may choose one or two concentrations to earn additional credentials and knowledge, but also have the option to take a blend of elective courses without completing a concentration. The entire program of study may not exceed 60 credits. See *Elective Concentrations* on page 263 for concentration courses.

- Addictions Counseling — LADC
- Trauma Studies

(All courses @ 3 credits.)



Maestría de Educación con especialización en

# Consejería en Salud Mental (Puerto Rico)

- CIP code 511508 • 60 créditos • 6 términos a tiempo completo
- Programa aprobado por la Junta de Instituciones Postsecundarias de Puerto Rico

## Descripción del Programa

El programa de Consejería en Salud Mental facilita adiestramiento para futuros profesionales licenciados en Consejería Profesional con un alto compromiso social y sentido de la multiculturalidad.

## Puerto Rico

La Escuela de Educación y Consejería (SEC) monitorea los estándares de licenciamiento en Massachusetts y en Puerto Rico para el beneficio de los estudiantes de Consejería en Salud Mental. El currículo académico cumple con los cursos, la experiencia de campo necesarios para revalidar con la Junta de Consejeros Profesionales en Puerto Rico.

## Objetivos del Programa

Los estudiantes desarrollan conocimientos en conceptos teóricos y prácticos de la consejería profesional, incluyendo técnicas psicoterapéuticas que pueden aplicarse en la consejería individual, grupal, familiar y en consultas que estén relacionadas con organizaciones o comunidades. Dentro del programa de estudio se toman cursos de desarrollo humano, comportamiento disfuncional y enfermedades de salud mental, además de procesos de avalúo, diagnóstico y tratamiento. Asimismo, se destacan conocimientos en los procesos de prevención y tratamientos en abuso de substancias, violencia doméstica y enfermedades de salud mental, además de investigación y diseño de investigación relacionados a la consejería profesional.

## Requisitos Académicos

Cursos de Salud Mental y experiencias de campo. . . . .	42
Electivas de Consejería. . . . .	18
CCP 592 Portfolio de Salida en Tevera. . . . .	Cero Crédito
Total . . . . .	60

El programa de Consejería en Salud Mental provee la preparación académica para licenciarse como consejero profesional en Puerto Rico conferida por el Departamento de Salud de Puerto Rico. El programa no puede exceder de 60 créditos.

## Experiencia en el campo

La experiencia en el campo incluye práctica y internado supervisada bajo un mentor cualificado con licencia, conforme a las regulaciones y la Ley 147 de 2002 para Consejeros Profesionales.

**Requisitos de admisión:** Grado de bachillerato, otros requisitos de la Escuela de Educación y Consejería.

### Coordinador del programa:

Maria Mangual, Ed.D.  
maria.mangual@cambridgecollege.edu

Este programa se ofrece de manera **híbrida**, con 60% de las clases conducidas de manera sincrónica y 40% conducidas de manera asincrónica por medio del sistema de gestión de aprendizaje Canvas.

**Los cursos se deben tomar en secuencia.** Los cursos del primer término deben aprobarse antes de los del segundo término. Un máximo de 4 cursos está permitido por término.

### Término 1

- CCP 622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP 540 Personality & Counseling Theory
- CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills (includes assessment of readiness for field experience)
- CCP 630 Human Development Across the Lifespan

### Término 2

- CCP 615 Psychopathology
- CCP 650 Group Dynamics/Group Counseling & Human Systems
- CCP 518 Research Design & Evaluation
- CCP 639 Career Development

### Término 3

- CCP 520 Field Experience I (req. CCP 550, CCP 699),
- CCP 636 Psychological Testing
- CCP 754 Perspectives in Cross-Cultural Counseling
- Un curso electivo de la SEC

### Término 4

- CCP 641 Field Experience II
- Dos o tres cursos electivos de la SEC

### Término 5

- CCP 700 Field Experience III
- Dos o tres cursos electivos de la SEC

### Término 6

- CCP 701 Field Experience IV or one elective (if approved substitution has been granted by program chair)
- Un curso electivo de la SEC

## Concentraciones Electivas

El programa básico le da al estudiante la preparación académica para licenciarse como consejero profesional de salud mental en Puerto Rico. Los estudiantes pueden elegir una o dos concentraciones bajo las cuales acumulan credenciales y conocimientos adicionales, pero también tienen la posibilidad de tomar una combinación de cursos electivos sin completar una concentración en particular. El programa de estudio no puede exceder de 60 créditos. Vea **Concentraciones Electivas** en la página page 263 para los cursos que se ofrecen en las diversas concentraciones de estudio.

- *Consejería para adicciones — LADC*
- *Estudios acerca de trauma*



# Counseling Course Descriptions

## Alcohol & Drug Counseling (ADC)

### **ADC 505 Alcohol and Drugs in Society - 3 credits**

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods. .

### **ADC 521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits**

Enrollment limited to 10. This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-5 TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as a LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

### **ADC 601 Role of the Professional in Alcohol and Drug Treatment - 3 credits**

This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and agencies designed to promote appropriate and evidence based treatment for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

### **ADC 611 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over responsibility/under responsibility dynamic in families; the family intervention model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

### **ADC 625 Psychopharmacology in Addictions Treatment - 3 credits**

The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contra-indicated in persons with addictive disorders. Because psycho-pharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: anti-psychotics, anti-depressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

### **ADC 642 Addiction Counseling - 3 credits**

Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.

## Psychology & Counseling (CCP)

### **CCP 512 The Cognitive Therapies - 3 credits**

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.



**CCP 513 California Clinical Experience: Practicum I - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

**CCP 516 Alcohol and Drugs in Society - 3 credits**

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting, and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence on the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psycho-social assessment and related interventions will be identified, including medications, counseling, 12 Step support, and other psychological methods.

**CCP 518 Research Design & Evaluation - 3 credits**

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling

**CCP 520 Field Experience I - 3 credits**

Enrollment limited to 10. This initial field experience course must be taken concurrent with a field placement. Documentation of practicum requirements in accordance with 262 CMR 2.00 must be completed between the 8th week of class and the end of the term and before any internship hours begin. Prerequisite: CCP 550 Basic Counseling Skills: Rogerian Therapy. This course is a prerequisite for CCP 792A School Adjustment/Mental Health Internship Seminar A.

**CCP 520D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum I - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. A practical integration of theory and technique. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. A minimum of one hour of individual or triadic supervision, or two hours of group supervision weekly. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

**CCP 522 Pre-internship Clinical Skills - 3 credits**

Enrollment limited to 9. This pre-internship clinical skills course must be taken concurrently with CCP 524, the in-vivo lab and clinical supervision course. Students follow two individual clients from initial assessment to case closing in a guided role play narrative over the course of the term. Students become familiar with the principles of therapeutic relationships and basic professional counseling skills; developing techniques for communicating and working with families,

agencies/systems, and school and community personnel; the use of supervision; beginning diagnostic skills; and DSM-5. Students take an active part in role plays, complete case presentations, process notes, and treatment planning. This course will stress philosophy and principles of counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Prerequisite: CCP 550 Basic Counseling Skills: Rogerian Therapy and CCP 650 Group Dynamics. This course is a prerequisite for CCP 792A School Adjustment/Mental Health Internship Seminar A and CCP 641 Field Experience II.

**CCP 524 Pre-internship Supervision Laboratory - 3 credits**

Enrollment limited to 6. This companion course to CCP 522 provides students the opportunity to consult with their clinical supervisor for case consultation and supervision for their two ongoing cases in CCP 522. Students are responsible for audio, video and / or verbatim transcribing of several sessions over the period of the course. Students will meet weekly with the instructor / supervisor to review their case progress. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 540 Personality and Counseling Theory - 3 credits**

This course explores personality and counseling theories, identifying strengths and weaknesses in each theory. Cultural elements are stressed. Theories are approached from an eclectic standpoint, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling settings. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population. The on-line library is employed in this course to gather evidence and support project development and presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development.

**CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits**

Successful completion required for mental health **field experience I**, CCP 520. The basis of therapeutic relationships is seen in Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and congruence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard a: Principles of therapeutic relationships.

### **CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits**

It is strongly recommended that students participate in a practicum/ internship while enrolled in this course. This course is for those beginning work with "multi-problem" families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Techniques for communicating and working with families in school and community settings are emphasized. Instructor and student generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers and agencies, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socioeconomic, linguistic and cultural differences which may affect families and relationship between the family and therapist. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course addresses the following Massachusetts State Standard for School Adjustment Counselor/ School Social Worker: f: Techniques for communicating and working with families and school and community personnel.

### **CCP 592 SOPC Exit Portfolio - 0 credit**

An educational portfolio assembled by the student over the course of their studies. It highlights the student's professional knowledge, skills and abilities, and documents quality graduate level work.

### **CCP 600 Biopsychosocial Dimensions of Aging - 3 credits**

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including "normal aging," common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 606 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This

course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

### **CCP 615 Psychopathology - 3 credits**

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses, as well as the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and sociocultural aspects of behavior, health and wellness, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to the organization of the DSM-5. Historical contexts in which psychopathology has been diagnosed and viewed from early medical concepts through the currently used Diagnostic Criteria in the DSM-5 are presented. Learning disorders, including emotional issues affecting student achievement and their treatments are investigated. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders from childhood throughout the lifespan.

Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. Discussions also focus on health and wellness, multicultural issues, plus variables related to resiliency and student learning. Additionally, the effects of abuse, violence, theories of normal and abnormal behavior and development are examined. Current research that can assist the school counselor in developing a plan of action for referral and treatment that relates to personal, social and academic functioning of students will be procured through the online library. This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions. It includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course also includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders. c. Learning disorders, including emotional issues affecting student achievement, and their treatment

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. Psychology of learning. d. Understanding of the diagnosis and treatment of learning and behavior disorders. e. Theories of normal and abnormal intellectual, social, and emotional development.

### **CCP 617 School Adjustment Counseling/School Social Work - 3 credits**

This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as: consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans, will be taught as well as treatment planning and goal writing.

The understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CRA laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. e: Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

### **CCP 620D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum II - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or 2 hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

### **CCP 622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits**

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes best practices and strategies for dealing with ethical and legal dilemmas, including the ability to apply and practice ethical and legal standards in school counseling. School counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations,

institutional policies including crisis/disaster preparedness and response, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: i: Federal and state laws and regulations addressing the legal rights of students and families. This course addresses the following Massachusetts State Standard for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations.

### **CCP 625 Foundations of Couples Counseling - 3 credits**

Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 629 Geriatric Counseling - 3 credits**

There are many unique issues that arise in providing counseling services to older adults. After discussing the "paradox of aging" — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 630 Human Development Across the Lifespan - 3 credits**

This course will address the psychological and biological aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. psychology of learning, and e. theories of normal and abnormal, intellectual, social, and emotional development.

#### **CCP 631 The Counselor in the Forensic Environment - 3 credits**

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 634 Death and Dying - 3 credits**

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 636 Psychological Testing - 3 credits**

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Rorschach as well as language and alternative non-language-based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c. Learning disorders, including emotional issues affecting student achievement, and their treatment.

This course addresses the following Massachusetts State Standard for School Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and peers.

#### **CCP 637 Neurobiology: Basics and Beyond - 3 credits**

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 638 Group Work with Children and Adolescents - 3 credits**

This course is designed to prepare students in the Mental Health, School Adjustment, and School Counseling programs to lead psychoeducational and/or counseling groups for children and adolescents. Class lectures and experiential activities will provide a theoretical and practical framework for organizing and leading theme-oriented counseling groups in school and community mental health settings. Readings will provide students with different theoretical perspectives on working with groups as well as the practical tasks in managing and working with school age youngsters in a group setting. Designing curriculum for the prevention and treatment of substance abuse, physical and sexual abuse, and violence as well as numerous other topics will be reviewed. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school/community settings. Application of ethical standards and legal requirements unique to counseling children and adolescents is included.

This course addresses the following Massachusetts state standards for school adjustment counseling: a. principles of therapeutic relationships. b. theories of normal and abnormal intellectual, social and emotional development. d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

This course addresses the following Massachusetts state standards for school counseling: f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. e. theories of normal and abnormal intellectual, social and emotional development. l. group counseling and group leadership.

#### **CCP 639 Career Development - 3 credits**

This course provides an experiential approach to career development for mental health, school and rehabilitation counselors to support clients with and without disabilities across the lifespan in both individual and group settings. Orientation to key assessment instruments, online resources, labor market information, transferable skills analysis, job placement strategies and work-related supports will be made to support the career guidance process and to develop comprehensive plans of action for clients.

This course addresses the following Massachusetts State Standard for School Counseling: i. Career counseling



**CCP 640    Addiction Disorders - 3 credits**

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psycho-active drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standard for School Counseling: f: Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

**CCP 641    Field Experience II - 3 credits**

Prerequisite: CCP 520. Enrollment limited to 10. This is the first in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Continuous registration for this portion of the clinical training is required until completion of 200 hours per term or 600 total hours. Documentation of internship requirements in accordance with 262 CMR 2.00 will continue.

**CCP 642    Fundamentals of Pastoral Counseling - 3 credits**

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client's spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 643    Medical and Psychological Aspects of Disabilities - 3 credits**

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic illnesses, medical and psychiatric disabilities they will encounter in the rehabilitation counseling setting. Students examine the etiology, progress, and correlations between mental health and other disabling conditions as well as the psychosocial implications associated with these circumstances. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 644    California Clinical Experience: Practicum II - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

**CCP 650    Group Dynamics/Group Counseling and Human Systems - 3 credits**

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. Students are taught to develop self-awareness, sensitivity to others, and skills needed to relate to individuals and groups from diverse backgrounds. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: i. group counseling and group leadership.

**CCP 652    Holistic Approaches to Psychotherapy - 3 credits**

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 653    Religious Coping from a Sociocultural Perspective - 3 credits**

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 654    Rehabilitation Plan Development - 3 credits**

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with cognitive, intellectual, medical, physical and psychiatric disabilities. This course will address laws and ethical standards that impact rehabilitation counseling and the range of community resources available to the counselor whose goal is the effective and comprehensive mental health recovery of individuals, including achieving maximum independence and employment. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 655    Vocational and Affective Counseling - 3 credits**

This course acquaints students with the process, history and philosophy of rehabilitation counseling. Class discussions will focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling and how it complements the area of mental health delivery of services. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 656    Vocational Assessment & Evaluation - 3 credits**

This course provides an orientation to individual appraisal, standardized testing, and test and measurement principles found in psychological testing for mental health assessments, but expands and provides increased focus on vocational and career interest testing. It includes standard test areas such as achievement, aptitude, interest, personality, situational testing, behavioral observation, work samples and functional evaluations. This course will also address career alternatives for the rehabilitation counselor. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 657    Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits**

This course will examine the ways in which spirituality and faith impacts a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide-variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 671    East & West: Self, Suffering, & Healing - 3 credits**

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging from Taoism and Buddhism to the perspectives of figures like Jiddu Krishnamurti. A central question of the course is: To what extent do Eastern ways of understanding human experience complement Western theories - or are their differences difficult to

reconcile? This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 672    Counseling Adolescents Transitioning to Adulthood - 3 credits**

In this course students will develop strategies to effectively counsel adolescents. This course will address the stages of development in the adolescents' transition into adulthood, with a focus on the tasks of differentiation, autonomy, relationships, family, work, post-secondary education, military service, and other developmental challenges. Collaboration and consultation with parents/guardians, community collaterals, school support staff, and employers, as well as access to resources will be addressed. For those adolescents considering entry to higher education, the college/post-secondary training program and its funding will also be discussed. Special emphasis will be placed on ways to help those who traditionally face substantial barriers to success, including low-income students, minority and EL students, and students with disabilities. The fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction are emphasized throughout the course.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers and administrators. n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

**CCP 673    Play, Activity and Expressive Counseling Techniques - 3 credits**

This course explores ways of using play, activity, and arts-based approaches in counseling with children, adolescents, and adults. These active modalities are used in various ways to enact, accelerate, and enhance the counseling process. Teaching and learning methods include guided exploration of a variety of materials and techniques, lectures, discussion, role-plays, media presentations, case studies, individual and group projects, critical reading, and written assignments.

**CCP 680    Human Sexuality - 3 credits**

Sensitization to sexual issues and exploration of how therapists' perceptions of such issues affect their work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 681    Mind, Body, & Emotion: a Holistic Perspective - 3 credits**

This course reviews literature in animal and human behavior to provide a basic biological and behavioral framework for considering the relationship between the mind, body, and emotions. The historical view of emotion as an instinctual force that should be controlled is contrasted with an emerging understanding of emotion as an adaptive intelligence that deeply informs our relationship to the world. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.



**CCP 698 Pre-Practicum Readiness Seminar for School Adjustment and School Counseling - 0 credits**

The Pre-Practicum Readiness Seminar is designed to expose identified school-based students to the various aspects and requirements of a school-based internship. The seminar is designed to outline professional, ethical standards, and appropriate interactions while interning in a school setting. The class will also offer an overview of all school-based graduation paperwork requirements.

**CCP 698A Pre-Practicum Seminar for School Adjustment and School Counseling - 0 credits**

Registration in this course is a prerequisite to field experience. This 0-credit course triggers Tevera fee and student access.

**CCP 699 Mental Health Counseling Jurisprudence Seminar**

Registration in this course is a prerequisite to field experience. This 0-credit course triggers Tevera fee and student access.

**CCP 700 Field Experience III - 3 credits**

Prerequisite: CCP 641. Enrollment limited to 10. This is the second in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Continuous registration for this portion of the clinical training is required until completion of 200 hours per term or 600 total hours. Documentation of internship requirements in accordance with 262 CMR 2.00 will continue.

**CCP 701 Field Experience IV - 3 credits**

Enrollment limited to 10. This the third in a sequence of distinctly defined, post-practicum, supervised co-curricular experience and runs concurrent with field placement. Documentation of internship requirements in accordance with 262 CMR 2.00 will be completed until 600 total hours. An elective may be substituted for this course if all field experience requirements are met by the completion of CCP 700 and granted by program chair.

**CCP 710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits**

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits**

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child in a multicultural

society; exceptionality, techniques for communicating and working with diverse families, school and community personnel; play/activity techniques, multicultural group work. Also: assessment; diagnosis; gathering and communicating information; sensitivity to others; self awareness; culturally congruent educational programs; stereotyping; economic, social and political issues surrounding diversity; relevant state, municipal and school laws and regulations relating to ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal and abnormal development; enhancing a positive school climate in a multicultural school setting. The course also addresses issues impacting learning, achievement, and diversity with a final presentation utilizing the online library and other online researched based sites. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel. i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations. j. Resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

**CCP 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits**

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 720D Marriage & Family Therapy (MFT)/Professional Clinical Counselor (PCC) Practicum III - 3 credits**

Prerequisites: 12 units of coursework in the MFT/PCC Program. Supervised practicum/field study experience in clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or 2 hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least fifty clock hours or six semester units. Students are required to meet BBS and COAMFTE minimum clinical hour requirements.

**CCP 722 The Life of the Family in Context - 3 credits**

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 723 Narrative and Collaborative Approaches to Therapy - 3 credits**

Postmodern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant/manager of the conversation, not the 'expert.' Language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a postmodern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 724 Post Traumatic Stress Reactions - 3 credits**

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnosis, assessment, dynamics, and trauma treatment. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 727 Clinical Interventions for Combat Stress and Trauma - 3 credits**

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. Students will gain knowledge

of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 728 Trauma Specific Interventions - 3 credits**

Students will learn about assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will gain knowledge of theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive, behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 729 Trauma Intervention in Schools - 3 credits**

This course is taught in the spring term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students

**CCP 730 The Practice of Mental Health Counseling - 3 credits**

This course looks at issues in the practice of mental health counseling, including: history and trends; specialized roles related to young people and schools (school social worker/school adjustment counselor, guardian ad litem, juvenile court clinician); roles, settings and special populations in mental health counseling practice; specialized treatment planning, assessment, and documentation of managed care. (The course does not focus on basic clinical skills.)

Particular emphasis is given to professional identity and ethics, mental health consultation, the roles of members of an interdisciplinary team, developing a process for professional self assessment and continuing education planning, using appropriate language for managed care assessment and treatment, and developing a disclosure statement to introduce clients to the counseling relationship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCP 731 California Clinical Experience: Practicum III - 3 credits**

Supervised clinical counseling of individuals, couples, groups, families, and children. At least one hour of individual supervision per week or two hours of group supervision. Four hours of case presentations. Continuous registration for this portion of the clinical training until completion of at least 100 clock hours.

### **CCP 754 Perspectives in Cross-Cultural Counseling - 3 credits**

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Techniques for working with families and schools are also discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard f: Techniques for communicating and working with families and school and community personnel.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers, and administrators

### **CCP 758 Clinical Practice in California - 3 credits**

*This course is only available at California locations and may not be offered at other locations.* This course explores the intersection of the diversity of California culture and the practice of mental health counseling. Topics include: gender, gender identity and sexual expression; diversity in family organization and living arrangement; cultural and religious beliefs specific to California and the understanding necessary to provide effective therapy; family and community violence, crisis and emergency response, and treatment of trauma; local and regional supports and resources available to individuals and families; and socioeconomic factors specific to the diverse cultures found in California. Topics include child and intimate partner abuse, elder abuse and reporting requirements. (7 clock hours). This course includes the fundamental occupational tasks of assessment, case presentation and collaboration, team membership and client interaction.

### **CCP 792A School Adjustment/Mental Health Internship Seminar A - 3 credits**

Prerequisites: CCP 520, (enrollment limited to 10.) This course is for students in the School Adjustment/Mental Health program who are in their first term of an approved ESE/SAC School Internship. This course focuses on students' mental health counseling practice which is conducted in an approved school setting. A minimum of 225 hours of experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR) and must also have DESE licensure as a School Adjustment Counselor. Goal(s) for each

student will be established with their College internship instructor and site supervisor at the beginning of the experience. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas. Use of Functional Behavior Assessments will be discussed as well as the formation of groups in the school setting. Additionally, a review of the principles of therapeutic relationships, developing techniques for communicating and working with families, agencies/systems, and school and community personnel; and the use of supervision will be discussed. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an FBA, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The progress on the completion of a portfolio demonstrating the student's advancement through their program of study is required in this course. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting.

Standard a: Principles of therapeutic relationships. b. Theories of normal and abnormal intellectual, social, and emotional development c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. f Techniques for communicating and working with families and school personnel. g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders. i. Federal and state laws and regulations addressing the legal rights of students and families.

### **CCP 793B School Adjustment/Mental Health Internship Seminar B - 3 credits**

Prerequisites: CCP 520 and CCP 792A (enrollment limited to 10.) This course is for students in the School Adjustment/Mental Health program who are in the second term of an approved ESE/SAC School Internship. This course focuses on students' mental health counseling practice which is conducted in an approved school setting. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR) and must also have DESE licensure as a School Adjustment Counselor. Goal(s) for each student will be established with their College internship instructor and site supervisor at the beginning of the experience. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas. Development of Behavior Intervention Plans based on Functional Assessments will be discussed as well as establishing groups in the school setting and evaluating their impact. Additionally, a review of the principles of therapeutic relationships, developing techniques for communicating and working with families, agencies/systems, and school and community personnel; and the use of supervision will be discussed. The diagnosis and treatment of learning and behavioral disorders,

when to recommend an educational evaluation, an FBA, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this course. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting.

Standard a: Principles of therapeutic relationships. b. Theories of normal and abnormal intellectual, social, and emotional development c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results. f Techniques for communicating and working with families and school personnel. g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders. i. Federal and state laws and regulations addressing the legal rights of students and families

### **CCP 798 Clinical Supervision and Consultation Skills - 3 credits**

Prerequisites: Successful completion of at least two (2) terms of fieldwork at Cambridge College - CCP 520, CCP 641, CCP 792A. Masters-level clinicians and Licensed Professional Counselors can expect to serve as supervisors or consultants in their post-graduate employment. This course will address the complex roles of clinical supervisors and consultants and will cover the legal and ethical responsibilities of supervision, the options for styles of supervision in various settings, methods of assessment of needs, documentation and other skills necessary to provide quality supervision and consultation.

## **School Counseling (CSG)**

### **CSG 616 Counseling in the Schools - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure. This course explores history, philosophy and trends in school counseling. Topics include professional roles and practices, student counseling, multicultural issues, stereotyping, impact of socioeconomic status, gender and sexual identity, group work, assessment issues, behavioral observation, and a variety of traditional and developmental/ preventive classroom guidance approaches. The course is presented in a manner which includes individual and group counseling, and consultative perspectives. There is a strong emphasis on developing skills which allow interns to learn differentiated strategies to confront the achievement gap. Students learn to develop a professional identity as a person in the role as change agent, and to help students deal with crisis, emergencies, and disasters through

intervening with important figures and organizations in their lives. A significant part of the course will deal with crisis intervention, learning to recognize symptoms of substance abuse in students and home-life where substance abuse occurs; consultation to teachers, parents and administrators with respect to promoting student well-being. Students will be taught to identify opportunities, especially from the community at large, that can enhance or impede growth and advancement academically and socially. Another focus will explore liaison opportunities with important individuals from the non-school community, and the roles of the peer group in the lives of children and adolescents. Students will also be taught to advocate for students and the policies in school and the community that are equitable for multicultural student populations. Through this course students will employ web searches to gather supporting data for presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor. b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. g. philosophy, principles and practices in school guidance counseling. j. resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

### **CSG 695 Counseling and Consulting Techniques Laboratory - 3 credits**

Counseling skills such as interviewing, reflection, use of empathy, summarization, concreteness, genuineness, magic questioning, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors (substance abuse, physical abuse, suicide risk), body language, and underlying influences of problematic behavior. In addition, Solution Focused School Counseling, and other models of counseling will be explored. Students are taught to understand and develop multicultural awareness and competencies, and how to be an effective leader. The course will also address wellness programs for students, and methods of consulting to promote student academic, career and personal/social development in ways to help parents solve problems. Students will be introduced to principles of peer mediation, peer mentoring, and peer tutoring and engage in supervising peer interventions to solve problems. The course employs technology for student presentations, role taking, lecture, video, audio, presentations, readings and demonstrations, and fieldwork.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. development of skills for consultation with parents, teachers, and administrators.



**CSG 792E School Counseling Internship Fieldwork and Seminar I (PreK-8) 600 clock hours - 3 credits**

**CSG 792S School Counseling Internship Fieldwork and Seminar I (5-12) 600 clock hours - 3 credits**

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair, Associate Dean of Academic Advising and Field Experience, or designee.

This is the first of a two-term capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

**CSG 793E School Counseling Internship Fieldwork and Seminar II (PreK-8) 600 clock hours - 3 credits**

**CSG 793S School Counseling Internship Fieldwork and Seminar II (5-12) 600 clock hours - 3 credits**

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair, Associate Dean of Academic Advising and Field Experience, or designee.

This is the second of a two-term capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).