
SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS

High School Education

Middle School Education

Counseling

Educational Leadership

Instructional Technology

FACULTY

Chairperson: Professor Joanne Newcombe

Professors: Maxine Rawlins, Raymond ZuWallack

Associate Professor: Victoria Bacon

Assistant Professors: John-Michael Bodi, John Calicchia, Louise Graham, Ann Hird, Michael Kocet, Thanh Nguyen, Lynne Yeamans

Department Telephone Number: (508) 531-1320

Web site: www.bridgew.edu/catalog/seced1.htm

DEGREE PROGRAMS

- MAT - High School/Middle School Level (Designated subject areas)
- M.Ed. in Counseling
Tracks: Higher Education Counseling, Mental Health Counseling, School Guidance Counseling
- M.Ed. in Educational Leadership
- M.Ed. in Instructional Technology

POST BACCALAUREATE LICENSURE PROGRAMS

- Secondary Education (High School/Middle School, PreK-12 Specialist)
Areas: Biology, Chemistry, Dance, Earth Science, English, Foreign Language (Spanish), History, Mathematics, Music, Physics, Theatre, Visual Arts
- Educational Leadership (LEAD)

POST MASTER'S LICENSURE PROGRAMS

- Instructional Technology
- School Guidance Counseling

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership
- Mental Health Counseling

UNDERGRADUATE MINORS

- Instructional Media
- Secondary Education

UNDERGRADUATE PROGRAMS

All courses are structured to fully address the transition toward the contemporary concerns of human development, diversity, equity and ethics. The learner is regarded as one who has an active role in constructing his/her knowledge base, values and attitudes. The varied cultural backgrounds of students and teachers are seen as a positive context in which one can listen, consider and form knowledge structures. The department sees its role as interactive with other departments and with the School of Arts and Sciences, addressing our joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students in a teacher education program must apply for admission to, and be accepted in, a program in Professional Education through the School of Education. All students seeking licensure must consult the section of this catalog entitled *School of Education and Allied Studies* for information pertaining to the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

INSTRUCTIONAL MEDIA MINOR

AR 216 Basic Photography
ME 310 Introduction to Instructional Media
ME 456 Radio and TV Production I
AR 369 Graphics for Designing Media
Six (6) additional credits in instructional media (with program approval)

SECONDARY EDUCATION MINOR (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12 SPECIALIST)

The department offers a minor in secondary education. A student selecting this minor must select a major in an

appropriate academic discipline. The major requirements for each academic discipline, including cognates and the secondary education minor, are described on the following pages.

The secondary education minor is designed for students desiring to qualify for one of the following specialized teaching certificates:

- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)
- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Earth Science (5-8)
- Teacher of Earth Science (8-12)
- Teacher of Physics (5-8)
- Teacher of Physics (8-12)
- Teacher of Dance (all)
- Teacher of Theatre (all)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of Foreign Language – Spanish (5-12)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all)

In addition to majoring in an appropriate academic discipline (see below, Major Requirements for Education Minors), students seeking 5-8, 8-12, or PreK-12 licensure must also complete the secondary education minor, and meet all requirements for acceptance into the program.

High School (biology, chemistry, earth science, English, history, math, physics - grades 8-12)

- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills
- An appropriate strategies for teaching course:
HS 412, HS 414, HS 422, HS 465 or ED 440
- ED 490 Student Teaching Practicum

Cognates:

- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to Professional Education and enrollment in any other education courses.*

Middle School: (biology, chemistry, earth science, English, history, math, physics - grades 5-8)

- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills
- An appropriate strategies for teaching course:
MS 450, MS 451, MS 456, MS 461 or ED 440
- ED 495 Student Teaching Practicum

Cognates:

- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to Professional Education and enrollment in any other education courses.*

PreK-8, 5-12 and PreK-12 Specialists (dance, health/family and consumer science, music, Spanish, theatre, visual art)

- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills
- An appropriate strategies for teaching course:
ED 413, ED 424, ED 425, ED 459, HE 450 or ED 440
- ED 490 Student Teaching Practicum

Cognates:

- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to Professional Education and enrollment in any other education courses.*

MAJOR REQUIREMENTS FOR SECONDARY EDUCATION MINORS

Students desiring to complete a minor in secondary education (High School, Middle School, PreK-12) must also complete an academic major. Appropriate academic majors, along with major and cognate requirements, are listed below. It is important to note that in many cases the major or cognate requirements for students selecting an education minor are somewhat different from those that hold for students who do not minor in education.

Biology (Teacher of Biology 5-8 or 8-12)

- BI 121-122 General Biology I-II
- BI 118 Evolution
- or
- BI 422 Biological Evolution
- BI 200 Cell Biology

BI 225 Ecology
 BI 382 Comparative Chordate Anatomy
 or
 BI 284 Invertebrate Zoology
 BI 321 Genetics

Physiology Sequence:
 BI 251-252 Human Anatomy and Physiology I-II
 (preferred)
 or
 BI 373 Animal Physiology
 BI 341 Plant Physiology

BI 428 Microbiology

Cognate courses:
 CH 131-132 General Chemistry I-II
 or
 CH 141-142 Chemical Principles I-II
 CH 343-344 Organic Chemistry I-II
 ES 100 Physical Geology
 PH 181-182 Elements of Physics I-II
 or
 PH 243-244 General Physics I-II
 MA 141 Elements of Calculus I
 or
 MA 151 Calculus I
 Plus an additional course in calculus (MA 142 or MA 152), applied statistics, or computer science.

Chemistry (Teacher of Chemistry 5-8 or 8-12)

Major courses:
 CH 100 Computer Science in Chemistry
 or
 CS 101 Computer Science I
 CH 131-132 General Chemistry I-II
 or
 CH 141-142 Chemical Principles I-II
 CH 241 Inorganic Quantitative Analysis
 CH 242 Intermediate Inorganic Chemistry
 CH 343-344 Organic Chemistry I-II
 CH 381-382 Physical Chemistry I-II
 CH 450 Instrumental Analysis
 or
 CH 250 Instrumentation
 CH 461 General Biochemistry I

Cognate courses:
 MA 151-152 Calculus I-II
 or
 MA 141-142 Elements of Calculus I-II
 PH 243-244 General Physics I-II
 or
 PH 181-182 Elements of Physics I-II

BI 100 Principles of Biology
 ES 100 Physical Geology

Dance (Teacher of Dance – all levels)

Major Courses:
 CT 251 Dance History
 CT 255 Creative Dance I
 CT 256 Creative Dance II
 CT/PE 260 World Dance
 CT 353 Creative Dance for Children
 CT 452 Ballet Pedagogy
 CT 453 Dance Methodology
 CT 357 Dance Production Theory
 CT 358 Dance Production Techniques
 PE 281 Theory and Practice of Educational Dance

One of the following:

CT 265 Stage Costuming
 CT 280 Theatre Management

Two credits in:

CT 155 Dance Practicum

One credit in one of the following:

CT 170 Technical Theatre Practicum
 CT 185 Theatre Management Practicum

Students must enroll in a dance activity class in each quarter of each semester they are in the program, except for education majors in the student teaching and professional block semesters. All students must complete all of the following classes. Students may repeat any dance activity class twice.

PE 161 Folk Dance
 PE 164 Square Dance
 PE 168 Ballroom Dance
 PE 243 Ballet II
 PE 253 Jazz Dance II
 PE 262 Modern Dance II
 PE 265 Tap Dance II

Earth Sciences (Teacher of Earth Science 5-8 or 8-12)

Major courses:
 ES 100 Physical Geology
 ES 101 Historical Geology
 ES 284 Geomorphology

ES 301 Solar System Astronomy
 ES 305 Physical Oceanography
 ES 372 Mineralogy
 ES 463 Petrology
 ES 496 Seminar in Geology
 GE 203 Meteorology
 Plus nine additional semester hours of approved earth sciences electives

Cognate courses:

MA 151-152 Calculus I-II

or

MA 141-142 Elements of Calculus I-II

CH 131-132 General Chemistry I-II

or

CH 141-142 Chemical Principles I-II

One year of Physics or Biology

English (Teacher of English 5-8 or 8-12)

Required Courses:

- A course in Young Adult Literature
- Choose one course from the following courses:
 - EN 211 Literary Classics of Western Civilization to 1600
 - EN 221 Major British Writers to 1800
- EN 203 Writing about Literature
- Choose one course from the following courses:
 - EN 253 Non-Western Literature
 - EN 310 The African -American Novel
- Choose one course from the following courses:
 - EN 327 Women Writers: The Female Tradition to 1900
 or
 - EN 328 Women Writers: The Female Tradition since 1900
- Choose one course from the following courses:
 - EN 320 Chaucer
 - EN 321 The Age of Pope
 - EN 322 The Age of Johnson
 - EN 335 Elizabethan and Jacobean Drama
 - EN 340 Literature of the English Renaissance
 - EN 341 Literature of the Continental Renaissance
 - EN 342 Shakespeare: Histories and Comedies
 - EN 343 Shakespeare: Tragedies and Late Plays
 - EN 360 The English Novel I
 - EN 370 Seventeenth Century Literature
 - EN 380 Milton
- Choose one course from the following courses:
 - EN 312 Modern British Fiction
 - EN 350 Recent British Fiction
 - EN 353 Modern European Drama

EN 361 The English Novel II
 EN 365 Victorian Prose and Poetry
 EN 366 Tennyson, Browning, and Arnold
 EN 381 Irish Literature I
 EN 382 Irish Literature II
 EN 386 English Romantic Poets
 EN 393 Modern British Poetry

- Choose one course from the following courses:
 - EN 261 Film Study: Introduction to the Art
 - EN 262 Film Study: Literature and Film
- Choose one course from the following courses:
 - EN 305 History of the English Language
 - EN 323 Introduction to Linguistics
- Choose one course from the following courses:
 - EN 309 Early American Literature
 - EN 331 U.S. Literature in the Nineteenth Century I
 - EN 332 U.S. Literature in the Nineteenth Century II
 - EN 333 Realism and Naturalism in American Literature
- Choose one course from the following courses:
 - EN 329 Modern American Fiction
 - EN 330 Recent American Fiction
 - EN 346 Southern Literature
 - EN 356 Modern American Drama
 - EN 394 Modern American Poetry
 - EN 395 Studies in Recent American Poetry
- EN 301 Writing and the Teaching of Writing
- One seminar course

History (Teacher of History 5-8 or 8-12)

No grade lower than a “C-” in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for fall semester 1999 or thereafter. Students receiving a “D” or “F” in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of “C-“ or better) or must successfully complete another course that fulfills the same required “Area” for the major.

Required courses:

One course from among:

HI 111 Western Civilization to the Reformation
 HI 121 The Ancient World
 HI 131 World History to 1500

One course from among:

HI 112 Western Civilization since the Reformation
 HI 132 World History since 1500
 HI 221 United States History and Constitutions to 1865

HI 222 United States History and Constitutions since 1865

One course taken from each of the following areas:

- Area III Ancient, Medieval, Early Modern Europe
- Area IV Modern Europe
- Area V United States History to 1877
- Area VI United States History since 1877
- Area VII The Traditional World
- Area VIII Modern World

Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe

Either HI 495 Undergraduate History Colloquium
or
HI 496 Undergraduate History Seminar

Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following may be used toward the 36 hours for a history major: HI 392, 498, 499.

Mathematics (Teacher of Mathematics 5-8 or 8-12)

Major courses:

- CS 101 Computer Science I
- MA 130 Discrete Mathematics I
- MA 151-152 Calculus I-II
- MA 202 Linear Algebra
- MA 251 Calculus III
- MA 301 Abstract Algebra I
- MA 354 Introduction to Modern Geometry
- MA 401 Introduction to Analysis I
- MA 403 Probability Theory
- MA 408 History of Mathematics

One elective from any 300-400 level courses except MA 318

Cognate courses:

PH 243-244 General Physics I-II

Music (Teacher of Music – all levels)

Students seeking licensure as teacher of music (all levels) should contact Dr. Nancy Paxia-Bibbins in the Department of Music for further information

Physics (Teacher of Physics 5-8 or 8-12)

Major courses:

- PH 107 Exploring the Universe
- PH 243-244 General Physics I-II
- PH 401 Modern Physics
- PH 402 Quantum Mechanics
- PH 414 Experimental Physics
- PH 438 Electricity and Magnetism

Cognate courses:

- MA 151-152 Calculus I and II
- CH 141-142 Chemical Principles I and II

Spanish (Teacher of Foreign Language 5-12)

- LS 252 Reading in Spanish
- LS 272 Spanish Composition
- LS 281 Spanish Conversation and Phonetics
- LS 371 Advanced Spanish Conversation
- LS 391 Spanish Civilization
- LS 392 Spanish-American Civilization
- LS 400 Survey of Spanish Literature
- LS 401 Topics in Spanish Literature
- LS 402 Survey of Spanish-American Literature
- LS 403 Topics in Spanish-American Literature
- LS 490 Seminar in Hispanic Literature

Students pursuing student teaching and licensure in Spanish may not substitute ED 440 for ED 424. FL 324 is prerequisite to ED 424.

Theatre (Teacher of Dance – all levels)

Major courses:

- CT 156 Voice and Movement for Acting
- CT 220 Play Analysis for Production
- CT 226 Children's Theatre
- CT 230 Creative Dramatics
- CT 242 Acting I
- CT 272 Scenography
- CT 280 Theatre Management
- CT 421 Theatre History I
- CT 422 Theatre History II
- CT 430 Playwriting
- CT 431 Directing I

One credit each in:
 CT 170 Technical Theatre Practicum
 CT 172 Theatre Costume Practicum
 CT 185 Theatre Management Practicum

Cognates:
 EN 253 Non-Western Literature
 EN 356 Modern American Drama

One from the following:
 EN 241 Shakespeare
 EN 335 Elizabethan and Jacobean Drama
 EN 342 Shakespeare: Histories and Comedies
 EN 343 Shakespeare: Tragedies and Late Plays

Visual Arts (Teacher of Visual Arts PreK-8 or 5-12)

Major courses:
 AR 125 Drawing I
 AR 130 Two-Dimensional Design
 AR 140 Three-Dimensional Design
 AR 216 Basic Photography
 AR 225 Drawing II
 AR 230 Painting I
 AR 240 Sculpture I
 AR 255 Printmaking I
 AR 260 Introduction to Graphic Design
 AR 270 Ceramics I
 AH 201 Ancient and Medieval Art and Architecture
 AH 202 Renaissance and Baroque Art and Architecture
 AH 309 Early Modern Art and Architecture

Cognate Courses:
 PL 325 Philosophy of Art

GRADUATE PROGRAMS

The Department of Secondary Education and Professional Programs offers several programs designed to meet the needs of graduate students:

An accelerated post baccalaureate licensure program (APB) leading to initial licensure in designated high school (8-12), middle school (5-8), and PreK-12 special subject areas;

A Master of Arts in Teaching (M.A.T.) degree program, in conjunction with several of the arts and sciences departments of the college, designed for secondary school teachers who have an initial license and are seeking a professional license;

In addition, the department offers the degree of Master of Education (M.Ed.) in several areas of study: counseling, educational leadership, and instructional technology;

A Certificate of Advanced Graduate Study (CAGS) in Education with a focus on either Educational Leadership or Mental Health Counseling is also offered. (In addition, Bridgewater CAGS graduates who apply to and are accepted into the doctoral program in Educational Leadership at the University of Massachusetts-Lowell may apply up to 24 CAGS credits toward the 60 credits required for the degree.)

ACCELERATED POST BACCALAUREATE PROGRAM (APB): INITIAL LICENSURE FOR HIGH SCHOOL (SUBJECT AREAS: 8-12), MIDDLE LEVEL (SUBJECT AREAS: 5-8) TEACHERS AND PREK-12 SPECIALISTS

Program Coordinator: Dr. Lynne Yeamans

The Accelerated Post Baccalaureate Program (APB) is a rigorous, accelerated graduate level program of study (15 credits) that leads to initial teacher licensure. Recognizing the unique strengths of nontraditional licensure candidates, the APB program is designed for individuals who are committed to becoming outstanding teachers.

The APB program is designed for persons who have a bachelor's degree and are seeking initial licensure in one of the following fields:

- Teacher of Biology (5-8, 8-12)
- Teacher of Chemistry (5-8, 8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Science (5-8, 8-12)
- Teacher of English (5-8, 8-12)
- Teacher of Foreign Language (Spanish) (5-12)
- Teacher of History (5-8, 8-12)
- Teacher of Mathematics (5-8, 8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8, 8-12)
- Teacher of Theatre (all levels)
- Teacher of Visual Arts (PreK-8, 5-12)

APB Admission Criteria

Candidates for the APB program will be admitted by the Graduate Admission Office based upon the recommendation of the APB Coordinator. The coordinator will base the admissions recommendations on the candidate's potential to be an effective teacher based on

candidate's potential to be an effective teacher based on multiple indicators including, but not limited to, the following:

- An undergraduate degree with a minimum GPA of 2.8
- Content competence demonstrated by:
A passing score on the subject matter test portion of the Massachusetts Test for Educator Licensure (MTEL).

Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area. Additional content courses may be required.

- Literacy, communication and academic competence as demonstrated by:
A passing score on the Communication and Literacy portion of the MTEL
- Experience with youth at the licensure level

Evidence to be submitted by the program candidate includes:

- Completed application
- Statement of desire to be a teacher
- Resume
- Transcripts
- MTEL scores
- GRE scores (optional)
- Descriptions of appropriate life experiences

For APB application material and information, contact the Graduate Admissions Office.

APB Curriculum

- ED 550 Middle and High School Education: Theory into Practice (3 graduate credits)
Course includes 40 hours of fieldwork
- ED 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 graduate credits)
or
- ED 553 Curriculum and Instruction in the Middle and High School Arts and Humanities (3 graduate credits)
Course includes 40 hours of fieldwork
- ED 554 Student Teaching Practicum (6 graduate credits)
or
- ED 556 Internship Practicum (6 graduate credits)
- ED 558 The Reflective Middle and High School Practitioner (Includes submission of a completed Competence Portfolio) (3 graduate credits)

Note: As an alternative to the APB program, the Department will allow accepted post baccalaureate students to follow the undergraduate course sequence listed earlier in this departmental section of the catalog under the heading of "Secondary Education Minor." Contact the department coordinator for details.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

Program Requirement

Education Core Courses 15 credits

- ED 530 The Teacher as Researcher
- ED 531 The Standards-Based Classroom: Curriculum
- ED 532 The Teacher as Leader: From Issues to Advocacy
- ED 533 The Standards-Based Classroom: Instruction and Assessment
- ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of "School of Education and Allied Studies (SEAS) Master's Courses (ED)".

Concentration Electives

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student.

Successful completion of a comprehensive examination is also required.

COUNSELING PROGRAMS

Program Coordinator: Dr. Victoria L. Bacon

Mission Statement

Bridgewater State College Counseling Programs prepare professionals to counsel individuals, families, groups and communities with developmental, educational, career and mental health needs. Using a constructivist framework, faculty build on students' prior knowledge, background and experience. The counseling faculty prepare counselors to help clients effectively respond to developmental, mental health, and other lifespan challenges. Professional ethics, legal standards, developmental approaches, technology, and multicultural/diversity competencies are infused throughout the curriculum and experiential opportunities. Counseling students are educated to think critically, communicate effectively, and responsibly utilize technology to enhance the practice of counseling in the 21st century. The faculty facilitate the ability of students to translate theoretical and philosophical principles into practical applications to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

COUNSELING PROGRAM OPTIONS:

Master of Education in Counseling Program Options

- School Guidance Counseling - 48 credits
- Mental Health Counseling - 60 credits
- Higher Education Counseling - 48 credits

Post Master's in Counseling Program Options

- Counseling - 24 Bridgewater State College credits (minimum)
- Certificate of Advanced Graduate Study in Mental Health Counseling - 30 credits (minimum)

General Admission Criteria for the Counseling Programs

The Counseling Programs' faculty seek to admit students who will become highly effective professional counselors. As such, the faculty look at each student's application as a whole and do not exclude students based on any one criterion. Students must submit a complete application by **October 1st** for a spring semester admission and **March 1st** for a summer/fall

semester admission. In addition to the admission standards set by the college there are general admission criteria for counseling that are based on state and national standards outlined below. Specific program admission requirements are identified under individual program options on the following pages.

- Each applicant is reviewed by counseling faculty who serve on the Counseling Programs Committee;
- Each applicant must demonstrate success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant must demonstrate aptitude for graduate-level study;
- Each applicant must provide career goals and objectives and their relevance to their chosen program and
- Each applicant must demonstrate openness to self-examination and personal and professional self-development.

Students are conditionally admitted to one Counseling Program. All students must successfully complete the four core requirements (GC 510, GC 528, GC 529, GC 500) to be considered as a master's candidate. Matriculating students who desire to change programs must file a formal petition with the Counseling Program Committee and meet all admission requirements of their desired program. A student whose petition is approved, must adhere to the specific program requirements in place at the time of approval.

The Counseling Programs faculty actively seeks to recruit applicants with diverse backgrounds.

Counseling Program Planning

All accepted students must enroll, under the direction of their adviser, in their first matriculated semester in GP 501 Graduate Program Planning. GP 501 is described under "Graduate Advisers and Program Planning" in the *Graduate and Continuing Education* section of this catalog. Program planning occurs during the fall and spring semesters.

Prospective candidates who have not been formally accepted into the program are urged to confine their selection of courses to the four "core" courses (GC 510, GC 528, GC 529, GC 500).

Fieldwork Experiences

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 450 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with an academic adviser, selects an appropriate site and is supervised by an on-site professional while meeting with a Bridgewater State College faculty member for a fieldwork seminar. Most importantly, students must submit a fieldwork application to the Counseling Programs Committee to participate in any fieldwork experience. Fieldwork applications must be completed by **April 1** for the fall and summer semesters and by **November 1** for the spring semester.

Comprehensive Exams

Written comprehensive examinations are administered in November and March. The examination, which requires integrating theory and practice in the student's matriculated Counseling Program is taken during the student's fieldwork experience. Previous examinations are on the various counseling programs Blackboard sites.

SCHOOL GUIDANCE COUNSELING (48 CREDIT HOURS)

Admission Requirements:

- A bachelor's degree in psychology or a related field that includes at least two of the following courses: General Psychology, Abnormal Psychology and Developmental Psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the counseling profession and counseling related experience.
- Successful experience in a counseling capacity specifically related to working with children in an educational setting.
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™).
- All applicants will be required to interview with a faculty member.
- A completed application, including a three-hundred word personal statement that explains, based on previous counseling experience, why a student is selecting a career in school guidance counseling.

School Guidance Counselor Licensure

Course requirements leading to initial licensure by the Massachusetts Department of Education as a school guidance counselor at the pre-kindergarten through eighth grade level (PreK-8) or the fifth through twelfth grade level (5-12) are outlined below. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your adviser.

School Guidance Counseling Program Initial Licensure (PreK-8) (48 Credit Hours)

Requirements should be taken in the following sequence:

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 536 Applied Counseling: Pre-Adolescent (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 570 Advanced Applied Counseling-School Guidance Counselor: Pre-Adolescent (100 hours; 3 credits)
- SC 571 Practicum I: School Guidance Counselor (PreK-8) (300 hours; 6 credits)
- SC 572 Practicum II: School Guidance Counselor (PreK-8) (300 hours; 6 credits)
- One elective (3 credits):
 - GC 542 Group II: The Facilitation of Group Experiences
 - GC 544 Introduction to Reality Therapy
 - GC 563 Psychopharmacology for the Nonmedical Professional
 - GC 567 Marital and Family Therapy
 - MC 534 The Professional Counselor: Standards, Ethics and Legal Issues

*To be taken in the first 15 credits

Students should consult with their academic advisor when choosing an appropriate elective.

**School Guidance Counseling Program
Initial Licensure (5-12) (48 Credit Hours)**

Requirements should be taken in the following sequence:

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent/Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 580 Advanced Applied Counseling-School Guidance Counselor: Adolescent (5-12) (100 hours; 3 credits)
- SC 581 Practicum I: School Guidance Counselor (5-12) (300 hours; 6 credits)
- SC 582 Practicum II: School Guidance Counselor (5-12) (300 hours; 6 credits)

One elective (3 credits):

- GC 542 Group II: The Facilitation of Group Experience
- GC 544 Introduction to Reality Therapy
- GC 563 Psychopharmacology for the Nonmedical Professional
- GC 567 Marital and Family Therapy

*To be taken in the first 15 credits

Students should consult with their academic advisor when choosing an appropriate elective.

**MENTAL HEALTH COUNSELING
(60 CREDIT HOURS)**

Admissions Requirements:

- A bachelor's degree in psychology or a related field which includes general psychology, abnormal

psychology, and developmental psychology.

- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling related experience.
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling.
- All applicants will be required to interview with a faculty member.
- A completed application, including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in mental health counseling.

This 60 credit hour program is for those seeking license as a Mental Health Counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

**Mental Health Counseling Program
(60 credit hours)**

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- MC 564 Theories of Psychological Development (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 536 Applied Counseling: Pre-Adolescent (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- MC 568 Psychopathology
- GC 539 Introduction to Career Counseling (3 credits)
- MC 534 The Professional Counselor: Standards, Ethics, and Legal Issues (3 credits)
- MC 570 Advanced Applied Counseling: Mental Health Counselor (100 hours; 3 credits)
- MC 571 Internship I: Mental Health Counselor (300 hours; 6 credits)

- MC 572 Internship II: Mental Health Counselor
(300 hours; 6 credits)
- MC 573 Internship III: Mental Health Counselor
(300 hours; 6 credits)

One elective (3 credits):

- GC 542 Group II: The Facilitation of Group Experience
- GC 544 Introduction to Reality Therapy
- GC 563 Psychopharmacology for Nonmedical Professionals
- GC 567 Marital and Family Therapy
- GC 582 Principles and Methods of Community Counseling and Consultation

**to be taken within the first 15 credits*

Students should consult with their academic advisor and state licensing requirements when choosing an appropriate elective

HIGHER EDUCATION COUNSELING (48 CREDIT HOURS)

Admission Requirements:

- A bachelor's degree in psychology or a related field, which includes at least one of the following courses: general psychology, abnormal psychology and developmental psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the higher education/counseling profession and counseling related experience.
- Successful experience in a counseling capacity or related experience in higher education.
- All applicants will be required to interview with a faculty member.
- A completed application, including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in higher education/counseling.

This 48 credit hour program is designed for those students interested in careers in higher education settings.

Higher Education Counseling Program (48 credit hours)

Requirements should be taken in the following sequence:

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- HC 551 Student Development Theory in Higher Education (3 credits)
- HC 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- HC 570 Advanced Applied Counseling: Higher Education (3 credits)
- HC 571 Internship I: Higher Education Counselor (300 hours; 6 credits)
- HC 572 Internship II: Higher Education Counselor (300 hours; 6 credits)

One elective (3 credits):

- GC 542 Group II: The Facilitation of Group Experience
- GC 544 Introduction to Reality Therapy
- GC 563 Psychopharmacology for Nonmedical Professionals
- GC 582 Principles and Methods of Community Counseling and Consultation
- MC 534 The Professional Counselor: Standards, Ethics and Legal Issues
- MC 568 Psychopathology

**to be taken within the first 15 credits*

Students should consult with their academic advisors when choosing an appropriate elective.

Students in the Higher Education Counseling Program will not be eligible for licensure.

POST MASTER'S LICENSURE IN SCHOOL GUIDANCE COUNSELING (24 BRIDGEWATER STATE COLLEGE CREDIT MINIMUM)

The Post Master's licensure is designed only for individuals who possess a degree in counseling or a related field (i.e. social work, clinical psychology) who seek licensure as a School Guidance Counselor. Each student plans their program of study with a faculty adviser in accordance with the requirements as outlined in the School Guidance Counselor Program (48 credits) and the Department of Education licensure requirements.

Admission requirements for Post Master's Licensure in School Guidance Counseling:

- A master's degree in counseling or social work.
- A 3.25 cumulative average in the master's program.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the counseling profession.
- Successful experience in a counseling capacity.
- Applicants seeking licensure must complete at least 50% of the required school guidance coursework at BSC as required by the *School of Education and Allied Studies*.
- Final applicants will be required to interview with a faculty member.
- A completed application including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in counseling.
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™).

POST MASTER'S LICENSURE IN SCHOOL GUIDANCE COUNSELING (PREK-8) PROGRAM

Requirements should be taken in the following sequence:

- GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- GC 528 Counseling and Development (3 credits)
- GC 529 Multicultural Consoling (3 credits)
- GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 536 Applied Counseling: Pre-Adolescent (3 credits)
- GC 538 Group I: Theory and Process of Group Intervention (3 credits)

- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 570 Advanced Applied Counseling-School Guidance Counselor: Pre-Adolescent (100 hours; 3 credits)
- SC 571 Practicum I: School Guidance Counselor (PreK-8) (300 hours; 6 credits)
- SC 571 Practicum II: School Guidance Counselor (PreK-8) (300 hours; 6 credits)

POST MASTER'S LICENSURE IN SCHOOL GUIDANCE COUNSELING (5-12) PROGRAM

Requirements should be taken in the following sequence:

- GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- GC 528 Counseling and Development (3 credits)
- GC 529 Multicultural Consoling (3 credits)
- GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Intervention (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 580 Advanced Applied Counseling-School Guidance Counselor: Adolescent (5-12) (100 hours; 3 credits)
- SC 581 Practicum I: School Guidance Counselor (5-12) (300 hours; 6 credits)
- SC 582 Practicum II: School Guidance Counselor (5-12) (300 hours; 6 credits)
- Elective: (3 credits)

CERTIFICATE OF ADVANCED GRADUATE STUDY IN COUNSELING (CAGS) IN MENTAL HEALTH COUNSELING (30 CREDIT MINIMUM)

The CAGS in Mental Health Counseling is designed for students who are practicing counselors and do not possess a 60 credit master's degree in counseling or related field and need a CAGS to apply for licensure in Massachusetts as a Mental Health Counselor (CMR 262).

Admission requirements for CAGS in Mental Health Counseling:

- A master's degree in counseling, clinical psychology or social work is required.
- A 3.25 cumulative average in the master's program.
- Three letters of recommendation at least one of which should be from a supervisor who has knowledge of the applicant's counseling activities.
- Successful experience in a counseling capacity demonstrated by at least one year of full time employment as a counselor.
- Final applicants will be required to interview with a faculty member.
- A completed application including a three-hundred word personal statement that explains, based on previous experience, why a student is pursuing a license in counseling.

Students accepted in the CAGS in Mental Health Counseling will meet with a faculty adviser and design a program based on the current requirements for licensure in Massachusetts. The program will complement previous master's level coursework but must include an internship and a comprehensive examination. The program must be a minimum of 30 graduate credits.

CAGS IN MENTAL HEALTH COUNSELING PROGRAM

- GP 501 Graduate Program Planning (1 credit)
- GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
- GC 528 Counseling and Development (3 credits)
- GC 529 Multicultural Counseling (3 credits)
- GC 500 Research and Evaluation (3 credits)
- MC 564 Theories of Psychological Development (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 536 Applied Counseling: Pre-Adolescent (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- MC 568 Psychopathology (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- MC 534 The Professional Counselor: Standards, Ethics, and Legal Issues (3 credits)

- MC 570 Advanced Applied Counseling: Mental Health Counselor (300 hours; 6 credits)
- MC 671 Internship I: Mental Health Counselor (300 hours; 6 credits)
- MC 672 Internship II: Mental Health Counselor (300 hours; 6 credits)

EDUCATIONAL LEADERSHIP

Program Coordinator: Dr. Joanne Newcombe

LEAD: LEADING EDUCATORS THROUGH ADMINISTRATIVE DEVELOPMENT

This post baccalaureate licensure program is an accelerated program for school administrators, whereby candidates may – by taking SA 509 Seminar for Future Leaders and passing the Practitioner Panel – waive up to 6 credits of course work and 3 credits of the 6-credit practicum for license. Students would then take prescribed courses to meet the minimum of 24 credits and a practicum required for a school administrator license.

Courses in the LEAD program can be transferred into the master's degree program.

The LEAD program will accommodate people of varied backgrounds, prior experiences and abilities who are interested in becoming school administrators. The program incorporates a team approach to prior learning assessment and administration preparation, a flexible continuum of learning experiences, and an induction and mentoring program to support and retain administrators.

Note: For LEAD program details, contact the Educational Leadership coordinator. For information about post baccalaureate application procedures and admission standards, consult the Graduate and Continuing Education section of this catalog.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (M.Ed.) is designed to prepare students for the following positions in school administration:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- Elementary School Principal (PreK-6)
- Middle School Principal (5-8)
- High School Principal (8-12)
- Superintendent/Assistant Superintendent (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Where required, candidates who possess an appropriate professional license and who have had three year's employment under that license will be eligible for administrator licensure at the completion of this program. Documentation of this must be on file with the Office of Graduate and Continuing Education.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license except where not required by licensure regulations.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the *Graduate and Continuing Education* section of this catalog.

A minimum of 36 approved graduate credits is required in this degree program. It should be understood that those who anticipate preparing for some of the above positions, such as a superintendency, should plan to do graduate work beyond the minimum.

Applicants are required to submit a qualifying score on the Communications and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Students may choose one of the following program options: 1.) supervisor/director (various levels), 2.) administrator of special education (all levels), 3.) school business administrator (all levels), 4.) school principal/assistant principal (PreK-6), school principal/assistant principal (5-9), school principal/assistant principal (9-12) or 5.) superintendent/assistant superintendent (all levels). As part of their chosen program option, students must satisfactorily complete the following curriculum:

Initial License

1. SA 510 Seminar on Educational Leadership for the Future (prior to admission) (3 credits)
2. Pre-practicum requirements (including four field experiences):
 - A. Research Methods and Findings: SA 530

Research Applications for School Leaders (3 credits)

- B. Supervision, Evaluation and Development of Personnel and Programs: SA 564 Selection and Development of Educational Personnel (3 credits)
- C. Human Relations, Communications, and Public Relations in a Diverse Society: SA 567 Human Concerns in the Schools (3 credits)
- D. Curriculum Design and Evaluation, and Community Education: SA 578 Curriculum Improvement (3 credits)
- E. Fiscal Planning and Budgeting: SA 565 School Finance and Business Administration (3 credits)
- F. School Law and Labor Relations: SA 569 Legal Aspects of School Administration (3 credits)
- G. Strategic Planning: SA 511 Educational Leadership and Managerial Effectiveness (3 credits)

Superintendent/assistant superintendent option only:

- H. SA 591 Seminar in School Administration: The Superintendency (3 credits)

School business administrator only:

- I. AF 511 Principles of Finance for School Business Administration
- J. AF 510 Accounting for School Business Managers

Principal candidates only:

- K. SA 561 Elementary School Administration (3 credits) (degree requirement for school principal/assistant principal (PreK-6) program option)
- SA 563 Middle School Administration (3 credits) (degree requirement for school principal/assistant principal (5-9) program option)
- SA 562 High School Administration (3 credits) (degree requirement for school principal/assistant principal (9-12) program option)

3. SA 572 Technology for School Administrators (3 credits)

4. Practicum or Internship (one of the following courses):
 - SA 580 Practicum in Administration of Special Education (6 credits)

- SA 582 Practicum in School Business Administration (6 credits)
- SA 583 Practicum in Supervisorship/Directorship (6 credits)
- SA 584 Practicum in Elementary School Principalship (6 credits)
- SA 585 Practicum in Middle School Principalship (6 credits)
- SA 586 Practicum in High School Principalship (6 credits)
- SA 587 Practicum in Superintendentcy/Assistant Superintendentcy (6 credits)
- SA 590 Administrator of Special Education Internship (6 credits)
- SA 592 School Business Administrator Internship (6 credits)
- SA 593 Supervisor/Director Internship (6 credits)
- SA 594 Elementary School Principal Internship (6 credits)
- SA 595 Middle School Principal Internship (6 credits)
- SA 596 High School Principal Internship (6 credits)
- SA 597 Superintendent/Assistant Superintendent Internship (6 credits)

Candidates for the master's degree will not be required to complete an internship or practicum if they are not seeking licensure.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate initial license and have had three years of employment in the role covered by that license. This must be documented in order to become licensed.

M.Ed. comprehensive examinations are given by the committee during the months of November and March only. Students should consult the college calendar in this catalog for examination request deadlines.

For additional information relative to this program, students not yet accepted should consult with the coordinator of the program.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

Graduate students who hold a master's degree in a field of education and who are seeking further study in

educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program. This program is designed to enable the student to:

1. Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker.
2. Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments.
3. Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others.
4. Expand learning opportunities for all constituencies by having and advocating a need to be a life-long learner.

Program Description

The CAGS in Educational Leadership is a cohort, weekend program through which students earn 34 credits beyond the master's and may meet state certification requirements for educational leaders through a college-sponsored internship.

In the cohort model, a group of 18-24 students begin the program together and move through it as a group. Class sessions are planned for Friday evening and all day Saturday. Classes are held on six weekends in the fall and spring semesters and for two full weeks in July (Summer II).

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater graduates who apply to and are accepted into the doctoral program in educational leadership at UMass-Lowell may apply 24 of the credits earned toward the 60 credits required as part of the doctorate degree.

Admission Standards and Criteria

Entrance to the program will be determined based upon the following:

1. Master's degree from an accredited college or university (official transcript required)
2. Three letters of recommendation (one from immediate supervisor)
3. Completed application form
4. Academic certification through Massachusetts Department of Education
5. Qualifying score on the Communication and

Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program of Study

The initial courses in this program are designed in part to start students working on their leadership projects – Introduction to CAGS, Research Issues for School Administration, and Systems Planning. The remaining courses are designed to provide a sound knowledge base for practitioners and meet state licensure requirements.

1. Content Courses:

- SA 661 Effective School Leadership for Elementary Schools (3 credits)
- SA 662 Effective School Leadership for Middle Schools (3 credits)
- SA 663 Effective School Leadership for High Schools (3 credits)
- SA 664 The Personnel Function of Public Schools (3 credits)
- SA 665 Fiscal Aspects of School Administration (3 credits)
- SA 667 Communication Between and Among School Stakeholders (3 credits)
- SA 669 Concepts and Cases in School Law (3 credits)
- SA 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)
- SA 672 Technology for Administrators (3 credits)
- SA 675 Research Issues in School Administration (3 credits)
- SA 677 Systems Planning for Educational Leaders (3 credits)
- SA 678 Curriculum Development and Program Management (3 credits)
- SA 681 CAGS Extern (3 credits)
- SA 682 CAGS Extern II (1 credit)
- SA 691 The School Superintendency (3 credits)

2. Practicum or Internship:

- SA 603 Directed Study in School Administration (3 credits)
- SA 680 Practicum in Administration of Special Education (6 credits)
- SA 683 Practicum in Supervisorship/Directorship (6 credits)
- SA 684 Practicum in Elementary School Principalship (6 credits)
- SA 685 Practicum in Middle School Principalship (6 credits)

- SA 686 Practicum in High School Principalship (6 credits)
- SA 687 Practicum in Superintendency/Assistant Superintendency (6 credits)
- SA 688 Practicum in Directorship of Guidance (6 credits)
- SA 689 Practicum in Directorship of Pupil Personnel Services (6 credits)
- SA 690 Internship in Administration of Special Education (6 credits)
- SA 693 Internship in Supervisorship/Directorship (6 credits)
- SA 694 Internship in Elementary School Principalship (6 credits)
- SA 695 Internship in Middle School Principalship (6 credits)
- SA 696 Internship in High School Principalship (6 credits)
- SA 697 Internship in Superintendency/Assistant Superintendency (6 credits)
- SA 698 Internship in Directorship of Guidance (6 credits)
- SA 699 Internship in Directorship of Pupil Personnel Services (6 credits)

LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Program Coordinator: Dr. Anne Hird

As the catalog went to print, the Massachusetts Department of Education was completing the redesign of licensure regulations. Changes to programs did not meet catalog deadlines. Contact Dr. Anne Hird, Program Coordinator, at ahird@bridgew.edu or 508-531-2027 for specific information concerning course and program requirements.