
SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS

High School Education

Middle School Education

Educational Leadership

Instructional Technology

FACULTY

Chairperson: Associate Professor Lynne Yeamans

Graduate Program

Coordinators: Assistant Professor John-Michael Bodi (SEAS Core Courses), Assistant Professor Benedicta Eyemaro (Educational Leadership), Assistant Professor Thanh Nguyen (Instructional Technology), Associate Professor Lynne Yeamans (Accelerated Post-Baccalaureate and Post-Baccalaureate Programs)

Professor: Raymond ZuWallack

Associate

Professor: Anne Hird

Assistant

Professors: Stephen Nelson, Phyllis Schnitman

Department Telephone Number: 508.531.1320

Location: Tinsley Center, Room 214A

Web site: www.bridgew.edu/SecondEd

DEGREE PROGRAMS

- MAT - (High School/Middle School)
Areas: biology, creative arts, English, history, mathematics, music education, general science, physical science, physics
- MEd in Educational Leadership
- MEd in Instructional Technology

POST BACCALAUREATE LICENSURE PROGRAMS

- Secondary Education (High School/Middle School, PreK-12 Specialist)

- Areas: biology, chemistry, dance, earth science, English, history, mathematics, music, physics, Theater, visual art
- Educational Leadership

POST MASTER'S LICENSURE PROGRAMS

- Instructional Technology

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership

UNDERGRADUATE MINORS

- Secondary Education
Secondary Education – High School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
Secondary Education – Middle School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
Secondary Education – Middle-High School
(Area: Visual art)
Secondary Education-PreK-Middle School
(Area: Visual Art)
Secondary Education – PreK-High School
(Areas: dance, health/family and consumer science, music, Theater)

UNDERGRADUATE PROGRAMS

All courses are structured to 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 learn. The department sees its role as interactive with other education departments and with the School of Arts and Sciences, addressing joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students who intend to become licensed educators must apply for admission and be accepted into professional education through the School of Education and Allied Studies. 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.

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

Students are advised to check the secondary education and preprofessional programs Web site periodically www.bridgew.edu/SecondEd/.

INSTRUCTIONAL MEDIA MINOR

This program is inactive.

SECONDARY EDUCATION MINOR (HIGH SCHOOL (8-12), MIDDLE SCHOOL (5-8), 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 who intend to qualify for a teacher license in one of the following areas:

- Secondary Education – High School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
- Secondary Education – Middle-High School
(Area: visual art)
- Secondary Education – PreK-Middle School
(Area: visual art)
- Secondary Education – PreK-High School
(Areas: dance, health/family and consumer science, music, theater)
- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Science (5-8)
- Teacher of Earth Science (8-12)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of Health/Family and Consumer Sciences (all levels)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8)

- Teacher of Physics (8-12)
- Teacher of Theater (all levels)
- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)

In addition to majoring in an appropriate academic discipline (see academic disciplines for secondary 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)

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

Cognates:

- PSYC 227 Development Through the Life Cycle
- SPED 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)

- *EDHM 210 Introduction to Teaching
- EDHM 235 Learning and Motivation
- EDHM 335 Assessment and Planning
- EDHM 445 Content Area Reading, Writing and Study Skills
- An appropriate strategies for teaching course:
MSED 450, MSED 451, MSED 456 or MSED 465
- EDHM 490 Teaching Practicum

Cognates:

- PSYC 227 Development Through the Life Cycle
- SPED 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, Theater, visual art)

*EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:
EDHM 413, EDHM 424, EDHM 425, EDHM 459,
HEAL 450 or HSED 440
EDHM 490 Teaching Practicum

Cognates:

SPYC 227 Development Through the Life Cycle
SPED 203 Cultural Diversity Issues in School and Society

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

ACADEMIC DISCIPLINES 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)

See the “Biology” section of this catalog for discipline area requirements.

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

See the “Chemistry” section of this catalog for discipline area requirements.

Dance (Teacher of Dance – all levels)

See the “Theater and Dance” section of this catalog for discipline area requirements.

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

Major courses:
EASC 100 Physical Geology
EASC 101 Historical Geology
EASC 284 Geomorphology
EASC 301 Solar System Astronomy

EASC 305 Physical Oceanography
EASC 372 Mineralogy
EASC 463 Petrology
EASC 496 Seminar in Geology
GEOG 221 Meteorology
Plus nine additional semester hours of approved earth sciences electives

Cognate courses:

MATH 151-152 Calculus I-II
or
MATH 141-142 Elements of Calculus I-II
CHEM 131-132 Survey of Chemistry I-II
or
CHEM 141-142 Chemical Principles I-II
One year of Physics or Biology

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

See the “English” section of this catalog for discipline area requirements.

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

See the “History” section of this catalog for discipline area requirements.

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

Major courses:
COMP 101 Computer Science I
MATH 130 Discrete Mathematics I
MATH 151-152 Calculus I-II
MATH 202 Linear Algebra
MATH 251 Calculus III
MATH 301 Abstract Algebra I
MATH 354 Introduction to Modern Geometry
or
MATH 325 Foundations of Geometry
MATH 401 Introduction to Analysis I
MATH 403 Probability Theory
MATH 408 History of Mathematics
One elective from any 300-400 level courses except MATH 318

Cognate courses:

PHYS 243-244 General Physics I-II

Music (Teacher of Music – all levels)

See the “Music” section of this catalog for discipline area requirements.

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

Requirements: Completion of the Secondary Education Minor, the BA or BS in Physics, and PHYS 107 Exploring the Universe

Theater (Teacher of Theater – all levels)

See the “Theater and Dance” section of this catalog for discipline area requirements.

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

See the “Art” section of this catalog for discipline requirements.

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 is offered.

A Master of Arts in Teaching (MAT) 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 is offered.

In addition, the department offers the degree of Master of Education (MEd) in educational leadership and instructional technology.

A Certificate of Advanced Graduate Study (CAGS) in Education with a focus on educational leadership is offered. (In addition, Bridgewater State College CAGS graduates who apply to and are accepted into a collaborative doctoral program in educational leadership at the University of Massachusetts-Lowell may apply up to 12 CAGS credits toward the 48 credits required for the degree.)

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

Graduate 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)
Teacher of Biology (8-12)
Teacher of Chemistry (5-8)
Teacher of Chemistry (8-12)
Teacher of Dance (all levels)
Teacher of Earth Science (5-8)
Teacher of Earth Science (8-12)
Teacher of English (5-8)
Teacher of English (8-12)
Teacher of History (5-8)
Teacher of History (8-12)
Teacher of Mathematics (5-8)
Teacher of Mathematics (8-12)
Teacher of Music (all levels)
Teacher of Physics (5-8)
Teacher of Physics (8-12)
Teacher of Theater (all levels)
Teacher of Visual Art (PreK-8)
Teacher of Visual Art (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 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

EDHM 550 Middle and High School Education:
Theory into Practice (3 credits)
Course includes 40 hours of fieldwork

EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)

or

EDHM 553 Curriculum and Instruction in the Middle and High School Arts and Humanities (3 credits)
Course includes 40 hours of fieldwork

Note: History candidates in the APB program must also complete MSED 450 or HSED 412 after successful completion of EDHM 550 and EDHM 553

EDHM 554 Student Teaching Practicum (6 credits)
or

EDHM 556 Internship Practicum (6 credits)

EDHM 558 The Reflective Middle and High School Practitioner (Includes submission of a completed competence portfolio) (3 credits)

Note: As an alternative to the APB program, the Department of Secondary Education and Professional Programs 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.” The cognates, SPED 203 and PSYC 227 are not a requirement. Contact the department coordinator for details and the School of Graduate Studies for application information.

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 MAT 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.

Applicants not holding a bachelor’s degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

MATs are available in the following areas:

Biology
Creative Arts
English
History
General Science
Mathematics
Physical Science
Physics

Students should consult the School of Graduate Studies section of the catalog for information regarding graduate program procedures.

Admission requirements:

- (1) A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- (2) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.

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Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

- (3) An initial teaching license and teaching experience.
- (4) Three appropriate letters of recommendation.

Program Requirement

Master's Core Courses 15 credits

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

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. For details please refer to the appropriate academic department section of this catalog.

Successful completion of a comprehensive examination is also required.

EDUCATIONAL LEADERSHIP

Graduate Program Coordinator: Dr. Benedicta Eyemaro

LEAD: LEADING EDUCATORS THROUGH ADMINISTRATIVE DEVELOPMENT

The LEAD program will accommodate people of varied backgrounds, prior experience 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.

The LEAD program is an accelerated initial licensure program designed to prepare students for the following professions:

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

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Admission Requirements

- Bachelor's degree from an accredited institution with a minimum GPA of 2.8
- Letter of intent articulating participant's philosophy of educational leadership in times of change
- 3 letters of recommendation
- Official copies of all undergraduate and graduate transcripts
- Initial licensure in other area dependent upon administrative licensure sought (exceptions are granted on a case by case basis as approved by the Massachusetts Department of Education)
- Passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL™). NOTE: Conditional acceptance into the program may be granted without the MTEL™ score, however, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.

Required

- EDLE 509 Seminar for Future Leaders
- EDLE 511 Educational Leadership and Managerial Effectiveness
- or
- EDLE 677 Systems Planning for Educational Leaders
- EDLE 564 Selection and Development of Educational Personnel
- or
- EDLE 664 The Personnel Function of Public Schools
- EDLE 565 School Finance and Business Administration
- or
- EDLE 665 Fiscal Aspects of School Administration

One course from the following, dependent on licensure sought:

- EDLE 561 Elementary School Administration
- or
- EDLE 562 High School Administration
- or
- EDLE 563 Middle School Administration
- EDLE 591 Seminar in School Administration: The Superintendency
- or
- EDLE 691 The School Superintendency
- EDMC 531 The Standards-Based Classroom: Curriculum
- POLI 521 Public Finance
- or
- POLI 592 Special Topics in Public Administration

SPED 512 Organization and Administration of Special Education

Practicum:

A 6 credit practicum is required.

The portfolio review in EDLE 509 will include training in the development of an electronic portfolio which is an exit requirement for your program.

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

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (MEd) 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)
- School Principal/Assistant Principal (PreK-6)
- School Principal/Assistant Principal (5-8)
- School Principal/Assistant 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 School of Graduate Studies.

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.

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:

Admission Requirements

- 1) A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2) Licensure track – A qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure (MTEL™)
Non-licensure track – A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure (MTEL™)
- 3) Three appropriate letters of recommendation.

Initial License

- EDLE 510 Seminar on Educational Leadership for the Future (prior to admission) (3 credits)
- EDLE 511 Educational Leadership and Managerial Effectiveness (3 credits)
- EDLE 530 Research Applications for School Leaders (3 credits)
- EDLE 564 Selection and Development of Educational Personnel (3 credits)
- EDLE 565 School Finance and Business Administration (3 credits)
- EDLE 567 Human Concerns in the Schools (3 credits)
- EDLE 569 Legal Aspects of School Administration (3 credits)
- EDLE 572 Technology for School Administrators (3 credits)
- EDLE 578 Curriculum Improvement (3 credits)

Practicum (one of the following courses):

- EDLE 580 Practicum in Administration of Special Education (6 credits)

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- EDLE 582 Practicum in School Business Administration (6 credits)
- EDLE 583 Practicum in Supervisorship/Directorship (6 credits)
- EDLE 584 Practicum in Elementary School Principalship (6 credits)
- EDLE 585 Practicum in Middle School Principalship (6 credits)
- EDLE 586 Practicum in High School Principalship (6 credits)
- EDLE 587 Practicum in Superintendency/Assistant Superintendency (6 credits)

School business administrator only:

- ACFI 510 Accounting for School Business Managers
- ACFI 511 Principles of Finance for School Business Administration

Principal/Assistant Principal candidates only choose one of the following:

- EDLE 561 Elementary School Administration (3 credits) (degree requirement for school principal/assistant principal PreK-6 program option)
- EDLE 562 High School Administration (3 credits) (degree requirement for school principal/assistant principal (8-12) program option)
- EDLE 563 Middle School Administration (3 credits) (degree requirement for school principal/assistant principal (5-8) program option)

Superintendent/assistant superintendent option only:

- EDLE 591 Seminar in School Administration: The Superintendency (3 credits)

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.

MEd comprehensive examinations are given to and/or digital portfolios are submitted 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) – EDUCATIONAL LEADERSHIP

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. Summer courses for the CAGS program are offered on a flexible schedule.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater State College graduates who apply to and are accepted into the doctoral program in educational leadership at UMass-Lowell may apply 12 of the credits earned toward the 48 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:

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

2. Practicum:

- EDLE 603 Directed Study in School Administration (3 credits)
- EDLE 680 Practicum in Administration of Special Education (6 credits)
- EDLE 683 Practicum in Supervisorship/Directorship (6 credits)

- EDLE 684 Practicum in Elementary School Principalship (6 credits)
- EDLE 685 Practicum in Middle School Principalship (6 credits)
- EDLE 686 Practicum in High School Principalship (6 credits)
- EDLE 687 Practicum in Superintendency/ Assistant Superintendency (6 credits)
- EDLE 688 Practicum in Directorship of Guidance (6 credits)
- EDLE 689 Practicum in Directorship of Pupil Personnel Services (6 credits)

An oral defense of the CAGS leadership project is required.

LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Thanh Nguyen

This graduate program offers the degree of Master of Education in Instructional Technology. The program prepares leaders in teaching with current technology, both in Pre-K-12 schools and in adult learning settings. The program combines technical skills and knowledge with current teaching and learning theory and aims to develop understanding of the dynamic relationship between technology and the organization into which it is introduced. The 30-credit MEd program is available predominantly online, with courses offered via interactive Web sites.

Instructional Technology Teacher Licensure

The Instructional Technology Program is designed to lead to Massachusetts Department of Education Instructional Technology teacher licensure. Upon admission to the program, students must indicate whether or not they intend to pursue this license. Students planning to apply for an instructional technology teacher license as an initial teaching license will need to achieve a qualifying score on the communication and literacy skills portion of the Massachusetts Tests for Educator Licensure (MTEL™). In addition, all candidates for licensure will be required to complete the instructional

technology subject test, pending implementation by the Department of Education.

For those who already have a master's degree, it is possible to enroll as a post-master's candidate for the purpose of licensure. Interested applicants should contact the program coordinator for more information.

Admission Requirements

- 1) A 2.8 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2) Licensure track – A qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure™ (MTEL).
Non-Licensure track – A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the Communications and literacy skills portion of the Massachusetts Test for Educator Licensure™ (MTEL).
- 3) Three appropriate letters of recommendation.

Program Requirements

Successful completion of the MEd in Instructional Technology requires that the candidate complete a 30-credit program of study. Students must complete a clinical experience, which includes a 150 clock hour internship in a professional setting. Students seeking a Massachusetts initial instructional technology license must complete two 150 clock hour practica in any two of the following levels: PreK-6, 5-8, 8-12. The clinical research project is required for the master's degree. In order to become eligible for the Master of Education in Instructional Technology, each student is required to pass a comprehensive examination based on program coursework and the clinical research project.

Required courses and recommended sequence

The following courses are required of all students pursuing an MEd in Instructional Technology:

- EDMC 530 The Teacher as Researcher (3 credits)
- INST 509 Foundations of Instructional Technology (3 credits)
- INST 522 Instructional Design (3 credits)
- INST 523 Information Access and the Internet (3 credits)
- INST 524 Technology Leadership (3 credits)

- INST 525 Emergent Technology and Learning Environments (3 credits)
- INST 526 Making Connections: Networking (3 credits)
- INST 590 Seminar in Instructional Technology: Research and Analysis (3 credits)
- INST 596 Clinical Experience (3-6 credits) Elective (3 credits) (if needed)

Total credits 30