

High School Education

Middle School Education

Educational Leadership

Instructional Technology

FACULTY

Chairperson: Associate Professor Lynne Yeamans

Graduate Program Coordinators:

- Associate Professor John-Michael Bodi (SEAS Core Courses),
- Assistant Professor Thomas Brady (Accelerated Postbaccalaureate and Postbaccalaureate Programs),
- Associate Professor Benedicta Eyemaro (Educational Leadership),
- Associate Professor Thanh Nguyen (Instructional Technology)

Professor: Raymond ZuWallack

Associate Professors: Anne Hird, Theodore Mattocks

Assistant Professors: Phyllis Gimbel, Stephen Nelson

Department Telephone Number: 508.531.1320

Location: Tinsley Center, Room 214

Web site: www.bridgew.edu/seconded

DEGREE PROGRAMS

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

POSTBACCALAUREATE LICENSURE PROGRAMS

- Secondary Education (High School/Middle School, PreK-12 Specialist)
Areas: biology, chemistry, dance, earth sciences, English, history, mathematics, music, physics, theater, visual art
- Educational Leadership (initial licensure)
- Instructional Technology (all levels)

POSTMASTER'S LICENSURE PROGRAM

- Educational Leadership

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership
- Educational Leadership (non-licensure)

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.

Students are advised to check the secondary education and preprofessional programs Web site periodically at 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 sciences, English, history, mathematics, physics – grades 8-12)

Credits

*EDHM 210 Introduction to Teaching	3
EDHM 235 Learning and Motivation	3
EDHM 335 Assessment and Planning	3
EDHM 445 Content Area Reading, Writing and Study Skills	3
An appropriate “strategies for teaching” course: HSED 412, HSED 414, HSED 422 or HSED 465	3
EDHM 490 Teaching Practicum.....	12

Cognate Courses

PSYC 227 Developmental Psychology	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
* To be completed prior to admission to professional education and enrollment in any other education courses.	

Total minimum credits: 33

Middle School: (biology, chemistry, earth sciences, English, history, mathematics, physics – grades 5-8)

Credits

*EDHM 210 Introduction to Teaching	3
EDHM 235 Learning and Motivation	3
EDHM 335 Assessment and Planning	3
EDHM 445 Content Area Reading, Writing and Study Skills	3
An appropriate “strategies for teaching” course: MSED 450, MSED 451, MSED 456 or MSED 465	3
EDHM 490 Teaching Practicum.....	12

Cognate Courses

PSYC 227 Developmental Psychology	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
* To be completed prior to admission to professional education and enrollment in any other education courses.	

Total minimum credits: 33

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

Credits

*EDHM 210 Introduction to Teaching	3
EDHM 235 Learning and Motivation	3
EDHM 335 Assessment and Planning	3
EDHM 445 Content Area Reading, Writing and Study Skills	3
An appropriate “strategies for teaching” course: EDHM 413, EDHM 424, EDHM 425, EDHM 459 or HEAL 450.....	3
EDHM 490 Teaching Practicum	12

Cognate Courses

PSYC 227 Developmental Psychology	3
SPED 203 Cultural Diversity Issues in School and Society.....	3
* To be completed prior to admission to professional education and enrollment in any other education courses.	

Total minimum credits: 33

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 "Biological Sciences" section of this catalog for discipline area requirements.

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

See the "Chemical Sciences" 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 Sciences 5-8 or 8-12)

Major courses	Credits
EASC 100 Physical Geology.....	4
EASC 101 Historical Geology.....	4
EASC 210 Oceanography.....	3
EASC 215 Solar System Astronomy.....	3
EASC 250 Geomorphology.....	4
EASC 260 Mineralogy.....	4
EASC 360 Petrology (Writing Intensive in the Major Core Curriculum Requirement – CWRM).....	4
EASC 496 Seminar in Geology.....	1
GEOG 221 Meteorology.....	3
Plus nine additional semester hours of approved earth sciences electives.....	9
Cognate Courses	
MATH 151-152 Calculus I-II.....	6
or	
MATH 141-142 Elements of Calculus I-II.....	7
CHEM 131-132 Survey of Chemistry I-II.....	7
or	
CHEM 141-142 Chemical Principles I-II.....	8
One year of physics or biology.....	8
Total minimum credits: 60	

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)

Credits

See the "Mathematics and Computer Science" section of this catalog for discipline area requirements.

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. See the "Physics" section of this catalog for BA or BS in physics requirements.

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 area requirements.

GRADUATE PROGRAMS

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

An Accelerated Postbaccalaureate 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 POSTBACCALAUREATE 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: Professor Thomas Brady

The Accelerated Postbaccalaureate (APB) program 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 Sciences (5-8)
- Teacher of Earth Sciences (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 Office of Graduate Admission Enrollment Management 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 of the Massachusetts Tests 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 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
- Résumé
- Transcripts
- MTEL® scores
- GRE scores (optional)
- Descriptions of appropriate life experiences
- Official transcripts of all undergraduate and graduate course work

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

APB Curriculum Credits

EDHM 550 Middle and High School Education: Theory into Practice (course includes 40 hours of fieldwork).....	3
EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science	3
or	
EDHM 553 Curriculum and Instruction in the Middle and High School Arts and Humanities (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 (three credits).	
EDHM 554 Student Teaching Practicum	6
or	
EDHM 556 Employment-Based Practicum	
EDHM 558 The Reflective Middle and High School Practitioner (includes submission of a complete competence portfolio).....	3

Total minimum credits: 15

Note: As an alternative to the APB program, the Department of Secondary Education and Professional Programs will allow accepted postbaccalaureate 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 program coordinator for details and the School of Graduate Studies for application information.

MASTER OF ARTS IN TEACHING (PROFESSIONAL LICENSURE)

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 MA DESE 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
- Mathematics
- Music
- Physical Science
- Physics

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

Admission Requirements

- A minimum GPA of 2.75 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license and teaching experience
- Three appropriate letters of recommendation
- Official transcripts of all undergraduate and graduate course work

Program Requirements

Educator Master's Core Courses

Credits

EDMC 530 The Teacher as Researcher	3
EDMC 531 The Standards-Based Classroom: Curriculum	3
EDMC 532 The Teacher as Leader: From Issues to Advocacy.....	3
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners	3
EDMC 538 The Professional Teacher (final program course)	3

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. 18

Successful completion of a comprehensive examination is also required.

Total minimum credits: 33

EDUCATIONAL LEADERSHIP GRADUATE PROGRAM

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 (9-12)
- Superintendent/Assistant Superintendent (all levels)

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
- Three 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 Elementary and Secondary Education)
- Passing score on the Communication and Literacy Massachusetts Tests 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.

LEAD – POSTBACCALAUREATE PROGRAM IN EDUCATIONAL LEADERSHIP (INITIAL LICENSURE)

Credits

EDLE 509 Seminar for Future Leaders	3
EDLE 511 Educational Leadership and Managerial Effectiveness.....	3
EDLE 564 Selection and Development of Educational Personnel.....	3
EDLE 565 School Finance and Business Administration	3
EDLE 569 Legal Aspects of School Administration.....	3

Secondary Education and Professional Programs

Choose one course from one of the following groups, dependent on licensure sought..... 3

- Principal/Assistant Principal
EDLE 561 Elementary School Administration
EDLE 562 High School Administration
EDLE 563 Middle School Administration
- Superintendent/Assistant Superintendent
EDLE 591 Seminar in Administration: The Superintendency
- Special Education Administrator
SPED 512 Organization and Administration of Special Education
- School Business Manager
POLI 521 Public Finance
or
POLI 592 Special Topics in Public Administration
- Supervisor/Director
EDMC 531 Standards-Based Classroom: Curriculum

A six-credit practicum is required..... 6

- EDLE 580 Practicum in Administration of Special Education
- EDLE 582 Practicum in School Business Administration
- EDLE 583 Practicum in Supervisorship/Directorship
- EDLE 584 Practicum in Elementary School Principalship
- EDLE 585 Practicum in Middle School Principalship
- EDLE 586 Practicum in High School Principalship
- EDLE 587 Practicum in Superintendency/Assistant Superintendency

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

Total minimum credits: 24

LEAD – POSTMASTER'S PROGRAM IN EDUCATIONAL LEADERSHIP (INITIAL LICENSURE)

	Credits
EDLE 509 Seminar for Future Leaders	3
EDLE 664 The Personnel Function of Public Schools	3
EDLE 665 Fiscal Aspects of School Administration	3
EDLE 669 Concepts and Cases in School Law.....	3
EDLE 677 Systems Planning for Educational Leaders	3
Choose one course from one of the following groups, dependent on licensure sought.....	3

- Principal/Assistant Principal
EDLE 661 Effective School Leadership for Elementary Schools
EDLE 662 Effective School Leadership for Middle Schools
EDLE 663 Effective School Leadership for High Schools
- Superintendent/Assistant Superintendent
EDLE 691 The School Superintendency
- Special Education Administrator
SPED 512 Organization and Administration of Special Education
- School Business Manager
POLI 521 Public Finance
or
POLI 592 Special Topics in Public Administration

- Supervisor/Director
EDMC 531 Standards-Based Classroom: Curriculum

A six credit practicum from below is required 6

- EDLE 679 Practicum in School Business
- EDLE 680 Practicum in Administration of Special Education
- EDLE 683 Practicum in Supervisorship/Directorship
- EDLE 684 Practicum in Elementary School Principalship
- EDLE 685 Practicum in Middle School Principalship
- EDLE 686 Practicum in High School Principalship
- EDLE 687 Practicum in Superintendency/Assistant Superintendency
- EDLE 688 Practicum in Directorship of Guidance
- EDLE 689 Practicum in Directorship of Pupil Personnel Services

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

Total minimum credits: 24

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

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (INITIAL LICENSURE)

The Master of Education degree (MEd) in educational leadership program 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 (9-12)
- Superintendent/Assistant Superintendent (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Elementary and Secondary 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 years' 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 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).

Secondary Education and Professional Programs

Students may choose one of the following program options:

- supervisor/director (various 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 (9-12)
- superintendent/assistant superintendent (all levels)

As part of their chosen program option, students must satisfactorily complete the following curriculum:

Admission Requirements

- A minimum 2.75 GPA based upon four years of work or a minimum 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A qualifying score on the Communications and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL) or Graduate Record Examination (GRE)
- Three appropriate letters of recommendation (one from supervisor)
- An essay on the candidate's philosophy of educational leadership

Program of Study

	Credits
EDLE 510 Seminar on Educational Leadership for the Future (may be taken prior to admission; prerequisite to all other 500-level EDLE courses in the program).....	3
EDLE 511 Educational Leadership and Managerial Effectiveness.....	3
EDLE 530 Research Applications for School Leaders.....	3
EDLE 564 Selection and Development of Educational Personnel.....	3
EDLE 565 School Finance and Business Administration.....	3
EDLE 567 Human Concerns in the Schools.....	3
or	
EDLE 579 Diversity Issues for School Leaders	
EDLE 569 Legal Aspects of School Administration.....	3
EDLE 572 Technology for School Administrators.....	3
EDLE 578 Curriculum Improvement.....	3
Complete one additional course from below.....	3
License Area – License Content Courses	
Principle/Assistant Principal – EDLE 561 or EDLE 562 or EDLE 563	
Superintendency – EDLE 591	
Curriculum/Supervisor – EDMC 531	
Special Education Administrator – SPED 512	
School Business Administrator – POLI 521 or POLI 592	
Complete one of the following practica.....	6
EDLE 580 Practicum in Administration of Special Education	
EDLE 582 Practicum in School Business Administration	
EDLE 583 Practicum in Supervisorship/Directorship	
EDLE 584 Practicum in Elementary School Principalship	

- EDLE 585 Practicum in Middle School Principalship
- EDLE 586 Practicum in High School Principalship
- EDLE 587 Practicum in Superintendent/Assistant Superintendent

Exit Requirement

All candidates must successfully complete a leadership e-folio and pass the comprehensive examinations as exit requirements from the program.

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.

Total minimum credits: 36

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

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP (NON-LICENSURE)

Admission Requirements

- A minimum GPA of 2.75 based upon four years of work or a minimum undergraduate GPA of 3.0 based upon work completed during junior and senior years
- Passing scores on the Communications and Literacy Skills Massachusetts Tests for Educator Licensure® (MTEL) or Graduate Record Examination (GRE)
- Three letters of recommendation (one from supervisor)
- An essay on candidate's philosophy of educational leadership

Program of Study

EDLE 510 Seminar on Educational Leadership for the Future.....	3
(may be taken prior to admission; prerequisite to all other EDLE 500 courses in the program)	
EDLE 511 Educational Leadership and Managerial Effectiveness.....	3
EDLE 530 Research Applications for School Leaders.....	3
EDLE 564 Selection and Development of Educational Personnel.....	3
EDLE 565 School Finance and Business Administration.....	3
EDLE 569 Legal Aspects of School Administration.....	3
EDLE 572 Technology for School Administrators.....	3
EDLE 578 Curriculum Improvement.....	3
EDLE 579 Diversity Issues for School Leaders	
or	
EDLE 567 Human Concerns in the Schools.....	3
Three courses (nine credits) in electives from any graduate 500-level course offered in the School of Education and Allied Studies.....	9

Total minimum credits: 36

Exit Requirement

All candidates must successfully complete a leadership e-folio and pass the comprehensive examinations as exit requirements from the program.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATIONAL LEADERSHIP (INITIAL LICENSURE)

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:

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

- Master's degree from an accredited college or university (official transcript required)
- A minimum undergraduate GPA of 3.0
- Three letters of recommendation (one from immediate supervisor)
- Completed application form
- Academic licensure through Massachusetts Department of Elementary and Secondary Education

- Qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL)
- An essay on the candidate's philosophy of educational leadership

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.

Content Courses

	Credits
EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar (may be taken prior to admission; prerequisite to all other 600-level EDLE courses)	3
EDLE 664 The Personnel Function of Public Schools	3
EDLE 665 Fiscal Aspects of School Administration	3
EDLE 579 Diversity Issues for School Leaders or EDLE 667 Communication Between and Among School Stakeholders	3
EDLE 669 Concepts and Cases in School Law	3
EDLE 672 Technology for Administrators	3
EDLE 675 Research Issues in School Administration	3
EDLE 677 Systems Planning for Educational Leaders	3
EDLE 678 Curriculum Development and Program Management	3
EDLE 681 CAGS Extern	3
Note: Students who do not complete EDLE 681 in an academic year will be required to register for EDLE 682 CAGS Extern II (1 credit) each semester thereafter (fall and spring) until the project is complete.	
Complete one additional course from below	3
Licensure Area – Licensure Content Courses	
Principal/Assistant Principal – EDLE 661 or EDLE 662 or EDLE 663	
Superintendency – EDLE 691	
Curriculum/Supervisor – EDMC 531	
Special Education Administrator – SPED 512	
School Business Administrator – POLI 521 or POLI 592	
Director of Guidance and Pupil Personnel – EDMC 531	

Practicum

Complete a six-credit practicum based on licensure sought	6
EDLE 603 Directed Study in School Administration	
EDLE 679 Practicum in School Business	
EDLE 680 Practicum in Administration of Special Education	
EDLE 683 Practicum in Supervisorship/Directorship	
EDLE 684 Practicum in Elementary School Principalship	
EDLE 685 Practicum in Middle School Principalship	
EDLE 686 Practicum in High School Principalship	

EDLE 687 Practicum in Superintendency/Assistant Superintendency
 EDLE 688 Practicum in Directorship of Guidance
 EDLE 689 Practicum in Directorship of Pupil Personnel Services

Exit Requirement

All candidates must successfully complete a leadership e-folio and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 39

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATIONAL LEADERSHIP (NON-LICENSURE)

Admission Requirements

- Master's degree from an accredited college or university (official transcript required)
- A minimum graduate GPA of 3.0
- A completed application form
- Qualifying scores on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure® (MTEL) or Graduate Record Examination (GRE)
- Three letters of recommendation (one from immediate supervisor)
- An essay on candidate's philosophy of educational leadership

Program of Study

EDLE 579 Diversity Issues for School Leaders or EDLE 667 Communication Between and Among School Stakeholders	3
EDLE 670 Certificate of Advanced Graduate Study Seminar	3
(may be taken prior to admission; prerequisite to all other EDLE 600-level courses)	
EDLE 664 The Personnel Function of Public Schools	3
EDLE 665 Fiscal Aspects of School Administration	3
EDLE 669 Concepts and Cases in School Law	3
EDLE 672 Technology for School Administrators	3
EDLE 675 Research Issues in School Administration	3
EDLE 677 Systems Planning for Educational Leaders	3
EDLE 678 Curriculum Development and Program Management	3
EDLE 681 CAGS Extern	3

Exit Requirement

All candidates must successfully complete a leadership e-folio and pass written and oral comprehensive examinations as exit requirements from the program.

Total minimum credits: 30

LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Thanh Nguyen

POSTBACCALAUREATE PROGRAM IN INSTRUCTIONAL TECHNOLOGY (ALL LEVELS) (INITIAL LICENSURE)

This program is designed for students who have a bachelor's degree and seek initial licensure in instructional technology (all levels).

Admission Requirements

Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies and the School of Education and Allied Studies.

- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communications and Literacy Skills portion of the Massachusetts Test for Educator Licensure® (MTEL)
- Official transcripts of undergraduate and graduate course work

Please note that admissions decisions to the postbaccalaureate programs are made on a rolling basis when applications are submitted within a reasonable time frame prior to the start of the academic semester.

Anyone with an undergraduate GPA less than 2.8 should contact the School of Graduate Studies for information regarding a low-GPA remedy.

Non-degree students will be allowed to enroll in two courses or six credits prior to matriculation.

Students admitted to the Graduate Certificate in Instructional Technology program will be allowed to transfer four courses or 12 credits into the postbaccalaureate program with the permission of the program coordinator, providing that the courses completed meet the course requirements for the postbaccalaureate program.

Course requirements

Course requirements	Credits
INST 509 Foundations of Instructional Technology	3
INST 522 Instructional Design	3
INST 523 Information Access and the Internet	3
INST 526 Making Connections: Networking	3
INST 529 Assistive Technology	3
INST 596 Clinical Experience	6*

Total minimum credits: 21

*Six credits are required in the clinical experience, INST 596, unless three credits are waived by the School of Education and Allied Studies due to licensure status.

Students successfully completing the program are eligible to apply for initial Massachusetts Licensure in Instructional Technology (all levels).

MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

This 30-credit program prepares leaders in teaching with current technology, both in PreK-12 schools and in adult professional 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.

Applicants must meet the criteria below in order to be admitted by the School of Graduate Studies and the School of Education and Allied Studies.

- Completed application for admission, including \$50 application fee
- A minimum GPA of 2.8 based upon four years of course work or a 3.0 undergraduate GPA based upon course work completed during the junior and senior years
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- Official transcripts of all undergraduate and graduate course work
- A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure® (MTEL)

Admission decisions to the Master of Education degree in instructional technology program are made on a deadline basis. Current admission deadlines are Feb. 15 for summer session admission, May 15 for fall semester admission and Oct. 1 for spring semester admission. For students with an undergraduate GPA less than 2.8, a low-GPA remedy is available.

Note: Students who have been admitted and completed the Graduate Certificate in Instructional Technology are permitted to transfer four courses or 12 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology. Students who have been admitted and completed the postbaccalaureate program are permitted to transfer five courses or 15 credits into the Master of Education in Instructional Technology program with the permission of the graduate coordinator, providing that the courses completed meet the course requirements for the Master of Education degree in instructional technology.

Requirements for completion of the Master of Education Degree in Instructional Technology Program

Successful completion of the Master of Education degree in instructional technology requires that a candidate complete a 30-credit program of study and a research project, and pass a comprehensive examination based on the research project.

Required Courses

	Credits
INST 509 Foundations of Instructional Technology.....	3
INST 522 Instructional Design	3
INST 523 Information Access and the Internet.....	3
INST 524 Technology Leadership	3
INST 526 Making Connections: Networking	3
INST 529 Assistive Technology	3
INST 525 Emergent Technology and Learning Environments.....	3
or	
INST 552 Multimedia for Educators	
EDMC 530 The Teacher as Researcher	3
INST 590 Seminar in Instructional Technology: Research and Analysis	3
INST 595 Advanced Research Seminar.....	3
Total minimum credits: 30	

POSTMASTER'S LICENSURE IN INSTRUCTIONAL TECHNOLOGY

This program is inactive.