



CAGS in Educational Leadership

# Certificate of Advanced Graduate Studies

For licensure or non-licensure: 36 credits, 4 terms full-time • • Program approved by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels) • Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) • Supervisor/Director (at level of prerequisite license)

The CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS) program in EDUCATIONAL LEADERSHIP provides opportunities for students to advance their knowledge and skills focused on the leadership issues for improving teaching and learning through school transformation. Students may concentrate on administration, curriculum, or special needs. The program is based on the standards of the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education's (DESE) Professional Standards for Administrators. Issues regarding the role that power and politics play in the school organization are emphasized as are research skills and data analysis in order to create competent, caring and qualified school leaders, based on the principles of the Teacher Education Accrediting Council.

**Outcomes** — Graduates demonstrate a knowledge and sensitivity to school and system organization. They understand that improving teaching and learning is an intricate process involving the adoption of change which comes from an educational vision which administrators must persuasively communicate. CAGS students learn from their action research requirement the power of data to inform decision making which includes the formulation of meaningful professional development programs for the faculty. These programs include technology training, strategies for reaching a diverse student body, developing skills in teaching special needs students and students who speak English as a second language. Graduates perceive their educational setting as part of a larger system and are able to identify what is needed to create positive change in their own educational setting.

**Careers** — Graduates enter into the full range of school leadership positions in public, private and charter schools and corporate education officers. These positions include teacher-leader, department chairman, assistant principal and principal. In addition, they move into the central office positions of coordinator, director, assistant superintendent and superintendent of schools.

An administrator license is required for employment half-time or more as director, department head, or curriculum specialist.

### Admissions Requirements

- Master's degree in education or a closely related field with minimum cumulative GPA of 3.0 for all graduate work attempted, and a bachelor's degree. Applicants with lower grades may apply but must provide compelling evidence of potential to complete graduate level coursework.
- Three full years of specific employment.
- And all other Educational Leadership/CAGS requirements. (See Admissions).

### Non-Licensure and Licensure Pathways

All new educational leadership students, both MEd and CAGS, must matriculate into the non-licensure pathway.

**Non-licensure program requirements:** All program components are required except the teacher tests. The faculty may provide an alternative assignment to the practicum.

**Requirements for licensure pathway** — Candidates whose goal is administrator licensure must meet the following additional requirements to be accepted into the licensure pathway. This second step is distinct from admissions: All documents must be submitted to your academic advisor.

- Passing score on the MA Communication and Literacy Test (MTEL) on official DESE letterhead or ELAR (Educator Licensing and Recruitment System).
- Minimum 3.0 GPA in Cambridge College graduate coursework.
- Two letters of recommendation from faculty instructors.
- Change of Academic Program form signed by program chair.

### Practicum Prerequisites

- Licensure candidates: Pass all courses and all teacher tests required by the state for this license, if not previously passed. Massachusetts: Communication & Literacy (MTEL).
- Pre-Practicum—25 hours.
- SEI605 Sheltered English Immersion (3 additional credits) or MA DESE-endorsed course or SEI MTEL.

### Practicum/Seminar I-II.....5 credits

**Practicum/Seminar without licensure** — Adapted to individual professional needs with approval of faculty advisor, who also provides practicum assignments. No on-site supervision required.

ECA805-806	School Administration
ECC805-806	Curriculum & Instruction
ECS805-806	Special Education Administration

**Practicum/Seminar for licensure** — 500 hours\* in role & level of license sought. Guided and evaluated by a licensed/certified school administrator in the classroom and a Cambridge College supervisor. Practicum locations are subject to MA DESE regulations and must be approved by the program chair. Students are responsible for discussing options for practicum with the program chair.

ECA805A-806A	Supt/Asst Supt (all levels)
ECA805B-806B	Princ/Asst Princ (PreK-6)
ECA805C-806C	Princ/Asst Princ (5-8)
ECA805D-806D	Princ/Asst Princ (9-12)
ECA805E-806E	Supervis/Dir (at level of prerequisite license)
ECS805S-806S	Special Education Administration (all levels)

Exit Performance Portfolio required for credit.

\*300 hours for Supervisor/Director





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<b>Research &amp; Leadership Core</b>		<b>Pre-Practicum</b>	<b>Credits</b>	<b>Schedule*</b>
ECL800	Foundations of Social Science Research	25 hours	3	every term
ECL801	Advanced Graduate Research Seminar	0	3	every term (Fall DL)
<b>Practicum</b>				
ECA725	Instructional Leadership: Supervision & Administration of Educational Personnel	40 hours	3	Fall, Summer
ECL802	Advanced Leadership	40 hours	3	Fall, Summer
ECL803	Advanced Technologies in Education	40 hours	3	every term
ECL804	Advanced Leadership in Policy & Practice	40 hours	3	Spring, Summer
<b>Concentration Courses</b>				
<b>School Administration</b>				
ECA701	School Management & the Law	10 hours	3	Fall, Spring
ECA703	Managing Financial Resources	10 hours	3	every term
ECC707	Meeting the Challenge of School Restructuring	10 hours	3	Spring, Summer
ECC710	Assessment & Developing & Evaluating Curriculum	10 hours	3	Fall, Summer
ECA720	Advanced Systems Theory (additional for Supt/Asst Supt; program total 39 credits)	10 hours	3	Summer
<b>Special Education Administration</b>				
ECS712	Advanced Psycho-Educational Assessment & Educational Planning	10 hours	3	Spring (DL)
ECS713	Administration of Special Education Programs	10 hours	3	Summer
ECS714	Collaboration & Consultation Techniques	10 hours	3	Summer
ECS716	Philosophical & Psycho-Social Foundations of Education	10 hours	3	Fall (DL)
<b>Curriculum &amp; Instruction (non-licensure only) . . . choose 12 credits</b>				
ECA704	Effective Schools	10 hours	3	Spring (DL)
ECC705	Curriculum Design & Renewal for 21st Century	10 hours	3	Spring
ECC707	Meeting the Challenge of School Restructuring	10 hours	3	Spring, Summer
ECC708	Learning Theories & Instructional Design	10 hours	3	Fall
ECC710	Assessment & Developing & Evaluating Curriculum	10 hours	3	Fall, Summer
<b>Practicum &amp; Project</b>				
see page 1	Practicum / Seminar I	150 hours	3	every term (Spring DL)
see page 1	Practicum / Seminar II	150 hours	2	every term (Spring DL)
ECL807	Action Research Project	0	1	every term
<b>Totals</b>		<b>500 hours</b>	<b>36 credits</b>	

\*Schedule for Cambridge only.

**Satisfactory academic progress** — All students must maintain a minimum GPA of 3.0 or be placed on academic probation.

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