

CERTIFICATE OF ADVANCED GRADUATE STUDY
University of Massachusetts Lowell
Graduate School of Education

CURRICULUM AND INSTRUCTION
Option: Education of Diverse Populations
ONLINE

Goal of the Program

The Certificate of Advanced Graduate Study (CAGS) in Curriculum and Instruction with a focus on Education of Diverse Populations, is designed for practitioners who wish to increase their knowledge and skills necessary to develop a school culture which values diversity and promotes high expectations and achievement for all. Experienced teachers and administrators will benefit from this degree program.

Admission to the Program

Admission to a degree program at the Certificate of Advanced Graduate Study level requires that an applicant hold a master's degree in education from an accredited college or university or a master's degree in a closely related field of study, with a cumulative grade point average of not less than 3.0. Additionally, applicants should have at least three years of full-time experience in a K-12 school or a related setting. Full admission requirements can be found at <http://www.uml.edu/grad> but include:

The candidate is required to submit:

- An online application
- Application fee
- A two-three page statement of purpose explaining the candidate's teaching experience, teaching philosophy and reason for seeking to enroll in a program that focuses on diverse populations.
- All official transcripts
- TOEFL scores if appropriate
- Three letters of recommendation – one of which should be from a senior administrator in the applicant's place of work.
- GRE scores (general test)

*** It is the responsibility of the student to secure access to a K-16 field setting to complete course work. The student is required to fulfill all the procedures of the local district or college for gaining access. UML will furnish a letter which states that the candidate is unknown personally to the Graduate School of Education, but is enrolled in an online course requiring field work.*

It is recommended that those individuals who are interested in the program take only TWO COURSES prior to seeking admission.

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Policies

In order to qualify for a Certificate of Advanced Graduate Study, each candidate must meet the following requirements:

1. Complete a minimum of 30 credits of course work in the specified degree program.
2. Complete all course requirements for the degree program at this university. A maximum of six credits of course work transferred from another accredited institution is the only exception granted.
3. Complete all course requirements with a cumulative grade point average of B or better. No additional course credits may be permitted in order to achieve the grade point average of B or better required for the degree.
4. Satisfactorily complete a two course sequence CAPSTONE PROJECT as approved by his or her faculty advisor.
5. Complete the program within five years of the date of admission.

Structure of the Program

The CAGS program is comprised of 24 credits of coursework (8 courses) and a capstone project (6 credits-2 semesters). All courses and the capstone project are conducted online; there is no on-campus component. Candidates admitted to the program will take (i) four required foundations courses, (ii) one research course, (iii) four area of specialization courses and (iv) will complete a capstone project. Students cannot register for the capstone project until 21 credits of course work have been successfully completed.

Foundation Courses (9 credits)

Each student is required to take three foundation courses chosen from those listed below. Other foundation courses (with an 01 prefix) may be substituted with permission of an advisor.

1. **Organization of Schools and School Systems** - designed to help students understand the organizational dynamics of schools. The knowledge gained should assist students in identifying and suggesting alternatives to programmatic and behavioral regularities found in a school or human service organization in order to better serve diverse populations.
2. **Children, Poverty and Schools** – How can we help children of low socio-economic status to succeed in schools? This course will examine the role that classroom teachers must play in adjusting their curriculum to meet the needs of all students. Research into effective practices will be examined and discussed.
3. **Diversity Issues for School Leaders** - examines the responsibilities of school administrators and teachers to students who are considered “at-risk” for failure as well as providing knowledge and skills necessary to advocate for instruction, programs and reform which will meet the needs of diverse K-12 student populations.
4. **Diversity and the Psychology of Human Development.** – considers the ways in which stances on the nature-nurture and continuity-discontinuity issues frame theories of human development; and, on the associations among philosophy, concepts, theories, methods, and applications of developmental science.

Capstone Project (6 credits)

A capstone project is required for successful completion of the CAGS. In this culminating project participants will synthesize and apply knowledge of diversity in schooling they have gained across the CAGS program. Students have several options for the capstone project, which include an extensive literature review in one area of diversity, the completion of an action research project, a proposal for external funding, or an advocacy action plan.

In Part 1 of the capstone project, a proposal for the project is fully developed

In Part 2 of the capstone project, the project is conducted and a report written.

Parts 1 and 2 cannot be taken in the same semester.

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To qualify for admission to a graduate program at the Certificate for Advanced Graduate Study level, applicant must have a master's degree from an accredited college or university with a cumulative GPA of not less than 3.0. GRE scores (general test) are also required. The CAGS program is a **minimum of 30 credits**. A maximum **of 6 credits** of course work may be transferred from other accredited doctoral degree granting institutions with approval of faculty.

Foundation Courses for the Education of Diverse Populations **(9 credits)**

Choose three of the following courses, or other 01 courses with approval of an advisor

01.625	Organization of Schools and School Systems
01.630	Diversity Issues for School Leaders
01.559	Diversity and the Psychology of Human Development
xx.xxx	Children, Poverty and Schools

Research and Evaluation **(3 credits)**

07.642	Program Evaluation
07.xxx	Other research course with approval of an advisor

Specialization: Curriculum and Instruction **(12 credits)**

Choose 4 courses with the approval of an advisor

04.635	Dynamics of Curriculum Change
04.637	History and Theory of Curriculum
04.638	Curriculum Design K-12
04.658	The Gifted Child
05.502	Issues, Mandates (and Ethics) in Special Education
04.576	Promoting Healthy Lifestyles
04.676	Exploring the Nature of Science *
04.673	Curriculum Design for Science*

Other courses as they become available

** These two courses are particularly suggested for elementary, middle school teachers who teach some science and for high school science teachers*

Capstone Project **(6 credits)**

xx.xxx	Part 1: Capstone Proposal
xx.xxx	Part 2: Capstone Project and Project Report

Parts 1 and 2 cannot be taken in the same semester.