

# Cambridge College

for working adults

## Academic Catalog 2009-2010

*November 2009 update*

### Cambridge College

1000 Massachusetts Avenue

Cambridge, MA 02138

617-868-1000

[www.cambridgecollege.edu](http://www.cambridgecollege.edu)



# College Calendar

## Fall 2009/2010

### September

- 07 Labor Day — no classes, offices closed
- New students registration/orientation---
- 12 Counseling, Education, Undergraduate
- 15 Counseling
- 16 Education, Undergraduate
- 17&19 Management (Management Seminar begins)
- 21 Fall Term begins

### October

- 05 Deadline: Drop/Add courses, indep/focused study, late ILP/IRP, Capstone
- 12 Columbus Day — classes held, offices closed
- 17 Graduate Workshops
- 30 Intent to Graduate forms for January graduates due to Registrar

### November

- 02 Satisfactory academic progress, incomplete grade notices
- 11 Veterans Day observed — classes held, offices closed
- Nov. 12-Dec. 14 Online exit interview counseling: students with loans, completing program this term
- 13 HOLD notices sent to students
- 14 Graduate Workshops
- 26-27 Thanksgiving Holiday — no classes, offices closed

### December

- 01 Continuing students web registration opens for Spring
- 11 ILP/IRP due to faculty
- 14 Last day to receive financial aid documentation for Fall awards to be processed
- Dec. 23-Jan. 03 Winter Recess
- 31 New students accepted for Spring may register

### January

- 01 New Year's Day — no classes, offices closed
- 04 Classes resume
- 09 Fall Term ends — graduate
- 16 Fall Term ends— undergraduate
- 18 Martin Luther King, Jr. Day — classes held, offices closed
- 29 Fall degree conferral date

## Spring 2010

### January

- 23 Education & Counseling — new students orientation
- 25-27 New students registration/orientation week
- 28,30 Management registration & seminar

### February

- 01 Spring Term begins — all programs
- 15 Presidents' Day — classes held, offices closed
- 16 Deadline: Drop/Add courses, indep/focused study, late ILP/IRP, Capstone
- 26 Intent to Graduate forms for June graduates due to Registrar

### March

- 01 Satisfactory Academic Progress, Incomplete Grade Notices
- Mar. 8-Apr. 16 Online exit interview counseling: students with loans, completing program this term
- 15 HOLD notices sent to students
- 20 Graduate Workshops

### April

- 01 Continuing students web registration opens for Summer
- 16 Last day to receive financial aid documentation for Spring awards to be processed
- 17 Graduate Workshops
- 19 ILP/IRP due to faculty
- 19 Patriots' Day — some classes held, offices closed
- 19-23 Spring break — some classes held, offices open
- 26 New students accepted for Summer may register
- 28-29 Cap & gown distribution, graduation materials: 5-8 pm

### May

- 15 Spring Term ends — graduate
- 22 Spring Term ends — undergraduate
- 31 Memorial Day — no classes, offices closed

### June

- 13 Commencement Exercises — Boston

## Summer 2010

### May

- 22 Education & Counseling — new students orientation

### June

- 01-02 New students registration/orientation
- 07 Summer Term begins — undergraduate
- 10,12 Management registration & seminar
- June 14-July 15 Online exit interview counseling: students with loans, completing program this term
- 14 Last day to receive financial aid documentation for Summer awards to be processed
- 14 Summer Term begins — graduate programs
- 14 Undergraduate deadline — Drop/Add courses, indep/focused study, late Capstone
- 21 Graduate deadline — Drop/Add courses, late ILP/IRP
- 26 NITE programs begin (students arrive)

### July

- 02 Satisfactory Academic Progress, Incomplete Grade Notices
- 05 Independence Day observed — no classes, offices closed
- 09 Intent to Graduate forms for August graduates due to Registrar
- 14 HOLD notices sent to students
- 23 ILP/IRP due to faculty
- 31 NITE Summer Institute ends

### August

- 02 Summer Term ends — graduate
- 09 Summer Term ends — undergraduate
- 30 Summer degree conferral date
- 30 New students accepted for Fall may register

# Cambridge College

for working adults

## Academic Catalog

# 2009-2010

*November 2009 update*

**Cambridge College**

1000 Massachusetts Avenue  
Cambridge, MA 02138  
617-868-1000

[www.cambridgecollege.edu](http://www.cambridgecollege.edu)



# Accreditation

Cambridge College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road, Bedford, MA 01730-1433  
Telephone 781-271-0022. E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

# Authorization & Approval

**Massachusetts** — All Cambridge College's degree programs are authorized by the Massachusetts Board of Higher Education. Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Department of Elementary & Secondary Education and are subject to its regulations and standards.

In addition to the Cambridge campus, authorized instructional sites are located in Lawrence, Springfield, and collaborating hospitals.

**Virginia** — Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) to operate as an institution of higher education and to confer degrees at 1403 Greenbriar Parkway, Suite 300, Chesapeake, VA.

The following programs are approved: bachelor's degrees in Multidisciplinary Studies; Master of Education programs in Early Childhood Teacher, Interdisciplinary Studies, Elementary Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration. CAGS in School Administration is approved, as well as the Master of Management.

**California** — Cambridge College was approved by the former Bureau for Private Post-Secondary and Vocational Education to offer degree programs in the state of California. The Bureau for Private Post-Secondary and Vocational Education (BPPVE) Reform Act became inoperative on June 30, 2007 and was repealed on January 1, 2008. Currently no approval is required. Cambridge College continues to comply with all applicable regulations.

The programs previously approved are: bachelor's degrees in Multidisciplinary Studies, Psychology, and Management Studies; M.Ed. in Education, School Nurse Education; Master of Management.

**Georgia** — Cambridge College is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. The College meets the requirements of the Nonpublic Postsecondary Education Commission to offer selected programs in the state of Georgia: Master of Education, M.Ed. in Elementary Education, School Administration, School Guidance, Library Teacher, Mathematics, and Special Education; CAGS in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

**Tennessee** — Cambridge College is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. (Tennessee Higher Education Commission: [www.state.tn.us/thec/](http://www.state.tn.us/thec/)).

The following programs are authorized: M.Ed. in Education, Elementary Teacher; Mathematics (1-6, 5-8), Teacher of Students with Moderate Disabilities, School Administration, School Guidance; CAGS in Educational Leadership with concentration in School Administration.

Tennessee student grievances — Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, 615-741-5293.

**Puerto Rico** — The Puerto Rico Council on Higher Education has authorized Cambridge College to offer M.Ed. programs in Art Education, Elementary Education K-3 and 4-6; English as a Second Language; Health, Family and Consumer Sciences; Instructional Technology; Library Teacher; Mathematics Education, School Administration, Special Education, Workforce Education; Addiction Counseling, Forensic Counseling, Marriage & Family Counseling, and School Counseling; Master of Management with concentrations in Negotiation Management and Technology Management.

## The President's Page

Dear Student:

I am delighted to welcome you to Cambridge College. If you are beginning your first year, are a continuing student, or are entering your last year at Cambridge College, I want to convey to you my best wishes for a rewarding and productive year.

Your contribution in the classroom and the sharing of your work experiences are the core of our teaching and learning model. The model was developed with you in mind, the adult learner. I know that there are a variety of reasons why students choose Cambridge College and the first among those is the supportive environment. I, along with my colleagues, will work tirelessly on your behalf to be sure that we provide you with the support services that you need to be a successful student.

Please let this catalog be your guide as you make your way toward the goals you have set for yourself and your career. I urge you to stay focused on the critically important work in which you are engaged, to successfully completing your academic goal.

I look forward to the day when I am able to shake your hand in congratulations at your commencement where you will join our 26,255 graduates in the workforce.

Sincerely,

Tito Guerrero, III  
President  
Cambridge College



# Contents

*This part  
of the  
web  
catalog  
includes*

College Calendar . . . . .	ii
Accreditation, Authorization & Approval . . . . .	2
The President's Page . . . . .	3
<b>Cambridge College</b>	
Mission & Values, History . . . . .	5
Teaching & Learning • Program Goals & Outcomes . . . . .	6
About Our Students & Faculty • Student Activities & Residence . . . . .	7
One Cambridge College, Several Centers . . . . .	7
<b>Undergraduate Programs</b>	
Introduction & Policies . . . . .	10
Program Locations . . . . .	12
Faculty . . . . .	12
Bachelor's Degree Programs . . . . .	15
Concentrations & Certificates . . . . .	23
Course Descriptions . . . . .	26
<b>School of Education</b>	
Introduction & Policies . . . . .	52
Program Locations . . . . .	55
Faculty . . . . .	56
Master of Education Programs Overview . . . . .	61
MEd Licensure Programs . . . . .	62
MEd Non-Licensure Programs . . . . .	75
Department of Educational Leadership	
Introduction & Policies . . . . .	82
Program Locations . . . . .	83
Leadership Career & Degree Paths . . . . .	84
MEd, CAGS & Doctoral Programs . . . . .	85
MEd Course Descriptions . . . . .	89
CAGS & EdD Course Descriptions . . . . .	117
Programs & Courses Not Currently Offered . . . . .	122
<b>School of Management</b>	
Introduction & Policies . . . . .	130
Program Locations . . . . .	132
Faculty . . . . .	132
MM Programs . . . . .	134
Course Descriptions . . . . .	137
<b>School of Psychology &amp; Counseling</b>	
Introduction & Policies . . . . .	146
Program Locations . . . . .	148
Faculty . . . . .	149

MEd Programs . . . . .	151
CAGS Program . . . . .	164
Course Descriptions — M.Ed. . . . .	165
Course Descriptions — CAGS . . . . .	174

## Resources & Services

Academic Support Services & Student Life . . . . .	178
Alumni Affairs . . . . .	179
Library Services . . . . .	180
Computers, Network & Information Systems . . . . .	181
Institutes, Centers & Collaborations . . . . .	184

## Policies & Procedures

Admission — Welcome . . . . .	186
Undergraduate Study . . . . .	187
Education: MEd & CAGS . . . . .	188
Education: Doctor of Education . . . . .	189
Master of Management . . . . .	191
Psychology & Counseling: MEd & CAGS . . . . .	192
Non-Degree Students . . . . .	193
Financial Aid . . . . .	193
Transfer of Credit . . . . .	198
Course Registration . . . . .	200
International Students . . . . .	201
Tuition & Fees . . . . .	203
Payment & Refunds . . . . .	204
Academic Policies & Procedures . . . . .	206
Learning Community Rights & Responsibilities . . . . .	210

## Cambridge College Centers

Cambridge Main Campus . . . . .	215
Lawrence, MA Regional Center . . . . .	221
Springfield, MA Regional Center . . . . .	222
Inland Empire Regional Center at Ontario, CA . . . . .	223
Augusta, GA Regional Center . . . . .	224
Puerto Rico Regional Center . . . . .	225
Chesapeake, VA Regional Center . . . . .	226
Memphis, TN Regional Center . . . . .	227

## Governance & Administration

Cambridge College Board of Trustees . . . . .	228
Cambridge College Advisory Board . . . . .	229

<b>Index</b> . . . . .	230
------------------------	-----

## About This Catalog

This catalog presents Cambridge College's academic programs, courses, resources, policies and procedures. Some programs also have their own handbooks. This catalog has been compiled from the best information available at the time of publication. Programs and policies are subject to change; any changes will be effective after having been communicated in writing to the Cambridge College community.

© October 2009, Cambridge College, Cambridge, MA

# Cambridge College

## Mission & Values

**Mission** — To provide academically excellent, time-efficient, and cost-effective higher education for a diverse population of working adults for whom those opportunities may have been limited or denied.

**Values** — Cambridge College is a responsive learning community where working adults can find ways to make the personal and professional changes they need to achieve their goals. Learning at Cambridge College takes place in an atmosphere of true diversity, where students support each other in a collaborative learning process that respects their needs and values, their prior learning and life experiences. The College's innovative adult-centered learning model links theory and practice, helping students to acquire the academic credentials they seek to enrich their lives and careers, and become leaders in their communities.

## History

In 1971, a small group of educators dreamed about a college which would serve working adults who did not have ready access to higher education. Out of this dream Cambridge College was born, first as the Institute of Open Education at Newton College of the Sacred Heart, then as part of the Antioch University Network, and finally in 1981 as an independent institution.

At first, one course of study was offered: a master's degree program for teachers, with a focus on urban schools. The mission and philosophy of the College drew attention quickly. Students from businesses, non-profit and social service agencies, and other professions became part of this adult learning community. Thanks to the commitment of

its faculty, the generosity of its friends, and the achievements of its graduates, the College now offers a broad range of academic programs that strategically serve urban communities.

The National Institute for Teaching Excellence (NITE) began in 1990, when the College first brought educators from across the United States to an Urban Education Program in Cambridge. NITE students live and learn together in an intensive summer term. They share experiences and resources. They learn new ways to create supportive and stimulating learning environments that welcome diversity and support each student's learning style and experience. Students return to their school systems renewed and empowered, and continue their academic programs at home.

NITE was the first way that Cambridge College served students outside New England. Regional centers now bring Cambridge College's programs to working adults in Springfield and Lawrence, Massachusetts, and in California, Georgia, Puerto Rico, Tennessee and Virginia.

Until 1994, all Cambridge College students earned master's degrees. Bachelor's degree programs were first offered in 1994 and have grown and diversified. The College develops educational leaders for our nations' schools with Certificate of Advanced Graduate Studies programs which began in 2000, and a Doctor of Education program which began in 2006.

When Cambridge College was founded in 1971, it was one of the few programs designed especially for working adults. Ever since, Cambridge College has been a leader in adult education, and its approach to education is now widely embraced.

## Teaching & Learning Model

Cambridge College is a learning community where working adults build their education on a lifetime of learning. Our learning and teaching practices are based on our extensive experience serving adult students.

**The College believes that each person can learn**, whatever one's age, life history, current circumstances, or past academic experience. Therefore, entrance requirements are not a barrier. The College works with students to build the skills needed for academic and career success, making new learning possible. Students are expected to meet high academic standards by the end of the program.

**Each person has a unique way of learning and thinking**, so faculty find out how their students learn, and construct learning activities for each class that make best use of their students' learning styles.

**Each student's uniqueness, capabilities, and experiences are affirmed** in a supportive classroom. Students are expected to share with the class — to learn and to teach. The real-world diversity of our classes provides rich opportunities for drawing academic learning from experience. This learning is socially constructed in class, linking students with one another and the world.

**Learning community and process are as important as content.**

Students and faculty assist one another in a collaborative learning community. A class reflects on their previous experiences related to the course, and academic perspectives bring understanding and stimulate further learning. This enables students to transcend inequities, previous failures, limitations, and the past itself.

**Theory and practice.** Classroom discussions blend academic theory, research, and current information with personal values, experience, and professional practice.

**Our students gain the knowledge and skills to meet professional standards in their field.** Many of our faculty members are experienced professionals in their fields, providing both academic and professional perspectives.

**Our students are individual adults, family members, working professionals, and community members.** Their many perspectives provide rich material for classroom discussion. Our programs support their efforts to advance their careers, change directions, and improve their lives and communities. Students report that our courses are more applicable to their jobs and of greater value for professional growth than traditional degrees.

**Time-efficient, flexible programs, and course schedules** fit busy adults' lives; intensive courses can be completed in a short time. Students' life and professional experiences are used to accelerate classroom learning. Undergraduate credit may be awarded for documented academic learning drawn from experience. Transfer credit policies recognize adults' prior academic accomplishments.

**Lifelong learning and leadership.** Our students become their own teachers, able to learn outside of school in their careers and communities. They become more effective team members and leaders, making meaningful, practical contributions to families, workplaces, and communities. Networks often form among students, enhancing their lives and careers for years.

## Program Goals & Outcomes

Cambridge College is a learning community in which adult learners experience educational practices that honor and empower them. Cambridge College programs develop and enhance skills, competencies, attitudes, values and habits of mind which enable our students to competently meet personal needs and professional challenges. Our academic programs stir and excite their emotions, curiosity, and intellect. Students will:

- Discover how they learn most effectively (individual learning style), their strengths, and potential.
- Be affirmed as individuals and professionals, and realize their potential.
- Gain the skills, knowledge, and perspectives to make sense out of experience and the larger world as an individual, professional, and community member; and build on this understanding to become a lifelong learner.
- Work effectively with people from diverse backgrounds and with diverse needs, to help them realize their potential.
- Acquire the content and skills expected in their field, to meet professional standards.
- Enter a network of ongoing relationships with fellow learners and faculty.

Cambridge College aspires to be a visionary organization and learning community. Many of our students report that the dynamic learning process at Cambridge College has transformed their professional and personal lives.



## About Our Students & Faculty

The rich diversity of faculty, administration, staff, students, and the Board of Trustees enhances learning in Cambridge College's environment of inclusion, respect, and trust. Everyone gains from listening to one another's perspectives. Class discussions draw on the richness of one of the most diverse learning communities in New England. Students bring a wealth of difference in age, educational background, professional attainment, race, ethnicity, and language. The College's faculty, staff, administration, and Board of Trustees mirror this level of diversity.

Our students are adults who are serious about learning, but may be uncertain about going back to school. Most seek their degree for professional advancement or a career change.

### Students (College-wide)

Total . . . . . over 8,000

Undergraduate. . . . . over 1,500

Graduate . . . . . over 5,300

Full-time equivalent . . . . . 5,097

- 76% female, 24% male
- 43% minority
- 42% full-time, 58% part-time
- Average age 35 years old
- Average class size 9

### Faculty (College-wide)

Full-time—26

- 69% with a terminal degree (e.g. EdD)
- 50% female, 50% male
- 38% minority

Adjunct—More than 700; many are

professionals working in their fields.

- 39% with a terminal degree (e.g. EdD)
- 59% with a master's degree
- 59% female, 41% male
- 34% minority

(2008-2009 academic year.)

## Student Activities & Residence

As a commuter college for working adults, no dormitories or cafeterias are provided. Students in our local programs and at our regional centers live and work within commuting distance and are responsible for their own living arrangements. Because our adult students are involved in community organizations, their families and jobs, no student activities are provided. However, students are encouraged to participate in student advisory groups.

Students in distance learning programs are responsible for their own transportation and lodging when they come to campus.

## An Academic Calendar for Adults

**Three Terms/Year** — see *College Calendar*

Fall . . . . . late September to January

Spring. . . . . late January to May

Summer . . . . . June to early August

Fall and spring terms are 15 weeks long for undergraduate programs, and 14 weeks for graduate programs. The summer term is nine weeks for undergraduate programs, and seven weeks for most graduate programs.

The National Institute of Teaching Excellence has a full-time summer term in residency.

**Convenient Evening and Weekend Classes** — Most classes are scheduled on late afternoons, evenings, and weekends to accommodate students' work schedules. Typically, classes meet one evening every week throughout the term (meetings are longer or more frequent in the summer term). Courses scheduled as intensives meet on several Saturdays or weekends.



# One Cambridge College, Several Centers

## Main Campus — Cambridge, MA

Cambridge College's main campus is in the heart of Cambridge, MA. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

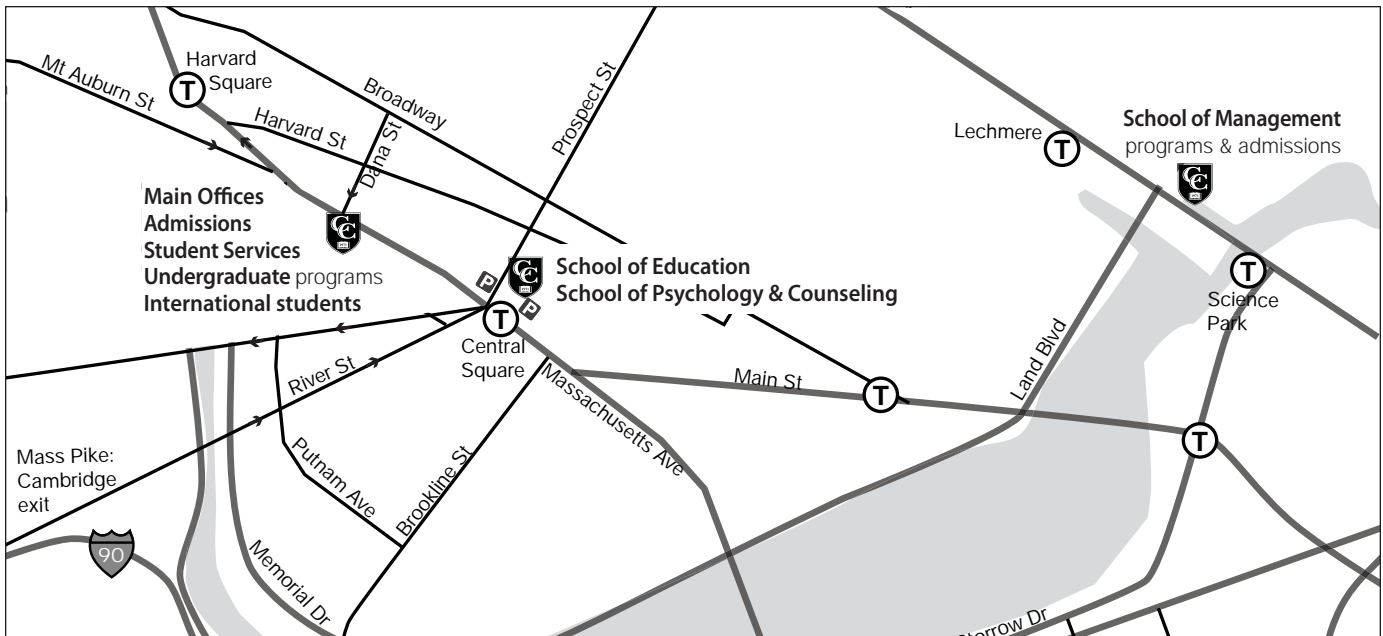
- **The main building, with admissions, student services, main offices and Undergraduate Programs**, is at 1000 Massachusetts Avenue between Harvard Square and Central Square. Look for the bright blue flags.
- **The School of Education** and the **School of Psychology & Counseling** are in Central Square at 80 Prospect Street, is a 10-minute walk down Massachusetts Avenue.
- **The School of Management** is at 17 O'Brien Highway, across the street from the Museum of Science parking garage, on the corner of Museum Way.

**Hospital/Medical locations** — Selected Cambridge College courses and programs are offered at cooperating hospitals in Massachusetts. See *Hospital/Medical Locations* under *Practical Information*.

**Satellite sites** — Some classes are offered at other locations in greater Boston and across eastern Massachusetts.

All Cambridge College offices and student services are located at the Cambridge campus, not at hospitals or satellite sites.

### Cambridge Main Campus Map



#### Regional Centers in New England

**Lawrence, MA** — Cambridge College serves communities throughout the Merrimack Valley and beyond. The College's home in a beautifully renovated mill building on the banks of the Merrimack River connects working people with higher education: both the people whose immigrant great-grandparents worked in that mill, and people who have come more recently. Our Ladder to Language program helps English language learners adapt to their new country's language.

**Springfield, MA** — Cambridge College's first regional center was established in 1972. We serve western Massachusetts and Connecticut as a leading resource for teachers, counselors, and managers advancing or changing careers. Management students enjoy our pioneering blended learning course format: the best of intensive peer learning in class, blended with online learning.

#### National Institute for Teaching Excellence (NITE)

The **NITE Summer Institute** is held in Boston. After coming to Boston for their first summer, NITE students may choose to continue their studies at any regional center where their program is offered.

Our NITE Summer Institute uses dormitories, cafeterias, and educational facilities at a college in Boston. Students continue their programs online, in their own school systems, and at regional centers.

#### Regional Centers Nation-wide

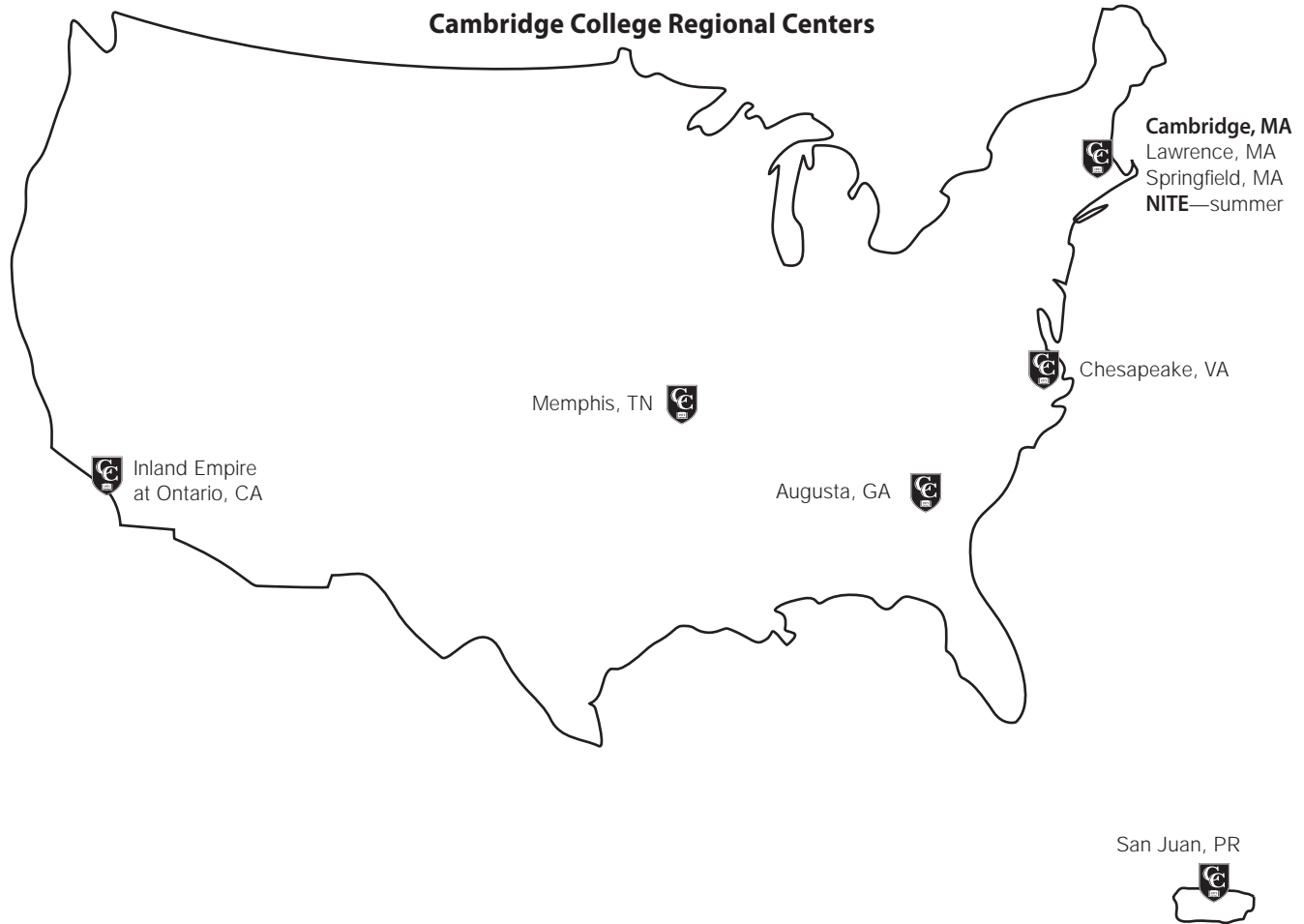
Our students and alumni have urged Cambridge College to bring its academic programs and culture of adult learning to the working people of their own cities and states.

Each regional center offers academic programs from the main campus, selected to serve local needs and authorized by state education authorities.

**Chesapeake, VA** — Established in 2002, Cambridge College Chesapeake is the first Cambridge College regional center outside Massachusetts, serving the bustling Hampton Roads area and nearby North Carolina. Teachers come to earn a license or a pay raise, to change fields, or to move into administration. People from the numerous military installations in the area, and their families, find our course work and class schedules particularly attractive, matching the needs of their military work and subsequent transition to civilian careers.

**Augusta, GA** — For years, many teachers from the Southeast have come to Boston for the summer to earn their master's degree at Cambridge College's NITE program. Cambridge College Augusta has gained a strong reputation for educating quality teachers for the children and communities of Georgia and nearby South Carolina.

**Inland Empire at Ontario, CA** — Located east of Los Angeles at the foot of the San Gabriel mountains, our California center serves a very diverse community. We are becoming known as a great place to complete a bachelor's degree. School nurses and credentialled teachers attend for the master's degree they need for career advancement.



**San Juan, PR** — With a wide selection of master's degrees for teachers, counselors and managers, coursework at Cambridge College Puerto Rico is in Spanish. Adult learners are very glad to find a college that respects their contributions to the classroom learning experience, and accommodates their busy schedules.

**Memphis, TN** — Our newest center, opened in 2007, provides graduate programs for teachers across Tennessee, nearby Mississippi, and Arkansas. Teachers eager to improve their schools are excited to find a college that offers a vibrant *face-to-face classroom* learning experience, programs with exactly the work needed to improve their schools and careers.

### Support & Communication with Cambridge

Licensure programs are supervised by the coordinators from Cambridge, taking into consideration the needs of local students and state requirements. Coordinators provide academic advising and guidance for students.

On-site administrative and enrollment services are limited. An extensive technology collaboration program enables students to communicate with Admissions, Student Records, the Bursar, and the Registrar in Cambridge. Students register, view their records, and stay in touch with faculty, program coordinators, and deans online. Web conferencing between the regional centers and Cambridge maintains our close affiliation and insures consistency.

**See practical information about the Cambridge main campus and regional centers at the end of this catalog.**