

Cambridge College

Academic Catalog 2011-2012

January 2012 update



Cambridge College

1000 Massachusetts Avenue

Cambridge, MA 02138

617-868-1000

www.cambridgecollege.edu



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Academic Calendar

Fall 2011

September

- 05 Labor Day — no classes, offices closed
- 10 New Students Orientation/Registration—Education, Counseling
- 15, 17 New Students Orientation/Registration—Management
- 19 Term begins
- 22 New Students Orientation/Registration—Undergraduate

October

- 03 Last day: Drop/Add courses, Indep/focused study, Late ILP/IRP/ARP, Capstone registration
- 10 Columbus Day — classes held, offices closed
- 15 Theory and Practice in Education & Counseling (workshops)
- 28 Intent to Graduate forms for January graduates due to Registrar

November

- 01 Satisfactory academic progress, incomplete grade notices
- 08 HOLD notices sent to students
- 11 Veterans Day observed — classes held, offices closed
- 12 Theory and Practice in Education & Counseling (workshops)
- Nov. 14-Dec. 14 Online exit counseling for students with loans completing program this term
- 24-25 Thanksgiving Holiday — no classes, offices closed

December

- 01 Continuing students web registration opens for Spring
- 09 ILP/IRP/ARP due to faculty
- 16 Last day for Financial Aid Office to receive documentation for Fall awards to be processed
- Dec. 21-Jan. 03 Winter Recess — no classes; offices open
- 29 New students accepted for Spring may register

January

- 04 Classes resume
- 07 Term ends — graduate
- 14 Grades available on web portal — graduate
- 15 Term ends— undergraduate
- 16 Martin Luther King, Jr. Day — classes held, offices closed
- 21 Grades available on web portal — undergraduate
- 27 Fall degree conferral date

Spring 2012

January

- 21 New Students Orientation/Registration—Education, Counseling
- 26, 28 New Students Orientation/Registration —Management
- 30 Term begins

February

- 2 New Students Orientation/Registration—Undergraduate
- 14 Last day: Drop/Add courses, Indep/focused study, Late ILP/IRP/ARP, Capstone registration
- 20 Presidents' Day — classes held, offices closed
- 24 Intent to Graduate forms for June graduates due to Registrar

March

- 01 Satisfactory Academic Progress, Incomplete Grade Notices
- Mar. 9-Apr. 16 Online exit counseling for students with loans, completing program this term
- 15 HOLD notices sent to students
- 17 Theory and Practice in Education & Counseling (workshops)
- 26 Diplomas mailed to January graduates

April

- 02 Continuing students web registration opens for Summer
- 06 Commencement package mailed to students
- 13 Last day for Financial Aid Office to receive documentation for Spring awards to be processed
- 13 Petition to "march only" form for Commencement due to Registrar
- 14 Theory and Practice in Education & Counseling (workshops)
- 16 ILP/IRP/ARP due to faculty
- 16 Patriots' Day — some classes held, offices closed
- 16-22 Spring break — some classes held, offices open
- 26 New students accepted for Summer may register

May

- 13 Term ends — graduate
- 20 Term ends — undergraduate
- 21 Grades available on web portal — graduate
- 28 Grades available on web portal — undergraduate
- 28 Memorial Day — no classes, offices closed

June

- 3 Commencement Exercises

Summer 2012

May

- 19 New Students Orientation/Registration—Education & Counseling

June

- 04 Term begins — undergraduate
- 07 New Students Orientation/Registration—undergraduate
- 07, 09 New Students Orientation/Registration—Management
- 11 Term begins — graduate
- 11 Undergraduate deadline — Drop/Add courses, Indep/focused study, late Capstone registration
- June 13-July 17 Online exit counseling for students with loans, completing program this term
- 13 Last day for Financial Aid Office to receive documentation for Summer awards to be processed
- 18 Graduate deadline — Drop/Add courses, Late ILP/IRP/ARP
- 20 National Institute for Teaching Excellence (NITE) classes begin (DL)

July

- 02 Satisfactory Academic Progress & Incomplete Grade Notices
- 04 Independence Day — no classes, offices closed
- 09 Intent to Graduate forms for August graduates due to Registrar
- 16 HOLD notices sent to students
- 23 ILP/IRP/ARP due to faculty
- 8-28 NITE intensive residency
- 30 Diplomas mailed to students

August

- 01 Continuing students web registration opens for Fall
- 01 Term ends — graduate
- 07 Grades available on web portal — graduate
- 08 Term ends — undergraduate
- 10 NITE classes end (DL)
- 14 New students accepted for Fall may register
- 28 Summer degree conferral date

Accreditation and State Approvals

Regional 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, Suite 201, Bedford, MA 01730-1433
<http://cihe.neasc.org> • 781-541-5414 • cihe@neasc.org

Massachusetts Authorization

All Cambridge College's degree programs are authorized by the Massachusetts Department of Higher Education (<http://www.mass.edu>). Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Department of Elementary and 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.

Other State Approvals

Cambridge College is currently authorized or licensed to operate in California, Georgia, Puerto Rico, Tennessee and Virginia. The College will continue to monitor developments in state laws and obtain additional approvals as appropriate.

State Regulations Regarding Licensure Programs

Licensure requirements are governed by each state. Students are responsible for checking with the appropriate state licensure entity to determine whether Cambridge College programs are accepted for licensure in their state.

Licensure program practicum locations are subject to state regulations and are to be approved by the academic/program coordinator or regional center director. Prospective students are responsible for discussing options for licensure practicum with academic/program coordinators or regional center directors prior to program enrollment.

California

Cambridge College is approved by the California Bureau for Private Post-Secondary Education (www.bppve.ca.gov) to offer certain degree programs. Under the California Private Postsecondary Education Act of 2009, Cambridge College is approved based on its regional accreditation (see above).

The following programs are offered: bachelor's degrees in Multidisciplinary Studies, Psychology, and Management Studies; M.Ed. in Autism/Behavior Analyst, Autism Specialist, Early Education and Child Care, Interdisciplinary Studies, Teaching Skills and Methodologies; Master of Management with optional concentrations in Business and Health Care 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 ([http:// www.gnpec.org](http://www.gnpec.org)) to offer selected programs in the state of Georgia: Master of Education programs in Autism/Behavior Analyst, Autism Specialist, Early Childhood Teacher, Elementary Education (initial, professional), Instructional Technology (non-licensure), School Administration, School Guidance, Special Education/Moderate Disabilities (initial, professional), and Teaching Skills & Methodologies; CAGS in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

Georgia students entering the field of teaching may take selected programs: Elementary Teacher, School Guidance, Special Education/Moderate Disabilities. Licensed teachers may not take these licensure programs for upgrades.

Puerto Rico The Puerto Rico Council on Higher Education (www.gobierno.pr/cespr/inicio) has authorized Cambridge College to offer M.Ed. programs in Autism, Elementary Education 4-6; English as a Second Language; Health, Family and Consumer Sciences; Library Teacher; Mathematics Education, School Administration, Special Education, Marriage & Family Counseling; Master of Management with concentrations in General Business and Technology Management.

Tennessee Cambridge College is authorized for operation as a post-secondary educational institution 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/).

The following programs are authorized: M.Ed.with concentrations in Early Childhood Teacher (PreK-2, licensure), Elementary Teacher (1-6, licensure); Mathematics (1-6, 5-8, 8-12, licensure), Teacher of Students with Moderate Disabilities (PreK-8, 5-12, licensure), School Administration (PreK-6, 5-8, 9-12, licensure), School Guidance (PreK-8, 5-12, licensure), Teaching Skills & Methodologies (non-licensure); C.A.G.S. in Educational Leadership with concentrations in School Administration (PreK-6, 5-8, 9-12, licensure) and Curriculum & Instruction (non-licensure).

In order to view detailed job placement and completion information on the programs offered by Cambridge College Memphis Regional Center, please visit www.state.tn.us/thec and click on the Authorized Institutions Data button.

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, <http://www.state.tn.us/thec>.

Virginia Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) (<http://www.schev.edu/>) to operate as an institution of higher education and to confer degrees at 1403 Greenbrier Parkway, Suite 300, Chesapeake, VA.

The following programs are approved: bachelor's degrees in Multidisciplinary Studies; Master of Education programs in Autism/Behavior Analyst, Autism Specialist, Early Childhood Teacher, Early Education & Child Care, Interdisciplinary Studies, Elementary Education, English as a Second Language, Psychological Studies, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration. Student Success Certificate, CAGS in School Administration are approved, as well as the Master of Management.

The President's Welcome

Dear Student,

It is my pleasure to welcome you to Cambridge College. For those of you who are returning for another semester, welcome back.

For those of you who are new to the College, you are about to embark upon a wonderful learning experience with faculty who are supportive and engaged and fellow students who bring an amazing diversity of backgrounds, skills, and experiences to the classroom.

Our faculty and students together bring a wealth of experience and knowledge into the classroom, ensuring a rich learning environment. Faculty and staff and support services are here to support you and ensure your success. Seek them out; they exist to help you.

I look forward to congratulating you when you walk across the stage to receive your diploma. In the meantime, may your journey be a rich and rewarding one.

Sincerely,

Deborah Jackson
President
Cambridge College



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About This Catalog

This catalog presents current information about Cambridge College's academic programs, courses, resources, policies and procedures. Some programs also have their own handbooks. The development, review and updating of College policies and procedures is an ongoing process. Official College policies which have been formally adopted by the Board of Trustees may be viewed in the MyCC web portal under the public tab entitled "Resources." This catalog has been compiled from the best information available at the time of publication. Programs and policies are subject to change within the sole discretion of the College. This catalog does not constitute a contract and shall not be construed as a binding document.

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Cambridge College

Mission and 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 created an educational institution whose primary mission was to provide educational opportunities and degree attainment for working adults who did not have ready access to higher education. The art and science of helping adults learn became the foundation of education philosophy at the institution. By blending theory and practice in a developmental and participatory approach, this group of educators developed "the teaching/learning model" specifically for adult learning and to benefit those who may not have had opportunities for a college education.

First known as The Institute of Open Education within Newton College of the Sacred Heart, the Institute later became part of the Antioch University Network; finally, in 1981, it became an independent, private non-profit institution with a new name: Cambridge College. The initial degree program was launched at the graduate level: a Master of Education, which successfully supplied the growing need for teachers, especially in urban settings.

The mission and philosophy of the College drew the attention of students from businesses, non-profit and social service agencies, and other professions. As this learning community grew, the College expanded to offer a broad range of academic programs, including the Master of Management (1991), Bachelor of Arts (1994), Certificate of Advanced Graduate Studies (2000), Bachelor of Science (2002), and the Doctor of Education (2006).

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. Currently, NITE students live and learn together in an intensive summer residency program. Within this specialized and diverse environment and with the support of our highly experienced faculty, professional teachers gain knowledge and new applications for learning. Students then return to their school systems renewed and empowered, and continue their academic programs at home.

Cambridge College also serves the educational needs of students outside of its original home location in Cambridge, Massachusetts. The College has regional centers in Springfield and Lawrence, Massachusetts, and in California, Georgia, Puerto Rico, Tennessee and Virginia. The College aspires to be a visionary organization and learning community. Through the dynamic learning processes which are the foundations of our educational model, and our dedication to our mission, we are serving and transforming the lives of working adults in the national landscape.

The Teaching/ Learning Model

The College believes that each person can learn regardless of one's age, life history, current circumstances, or past academic experience. Each student's uniqueness, capabilities and experiences are valued in the classroom communities throughout Cambridge College. Coursework is designed to promote collaborative learning; to support the use of technology; and to increase content expertise. The real-world diversity of our classrooms provides rich opportunities for examining socially constructed learning in individual research projects and team-based assignments. Many faculty are experienced professionals and bring both academic and professional perspectives to the classroom allowing our students to study current trends in the field. Faculty members and program coordinators work with students to build the skills needed for academic and career success.

Cambridge College is a learning community in which adult learners experience educational practices that honor and empower them. Our programs develop and enhance skills, competencies, attitudes, values and habits of mind, which enable our students to competently meet personal needs and professional challenges. Many of our students report that the dynamic learning process at Cambridge College has transformed their professional and personal lives.

Reducing the Traditional Barriers for Working Adults

Cambridge College addresses the traditional barriers to education and postsecondary degrees that working adults and those without resources often experience. For example, entrance tests are not required for admission to the College, and undergraduate credits may be awarded for documented academic learning drawn from experience. The College course schedule is designed for working adults, offering classes in the evenings and on weekends, as well as short course intensives. And notably, Cambridge College's tuition costs are low when compared to our competitors.

Program Goals and Outcomes

Students will:

- Discover how they learn most effectively (individual learning style), their strengths, and potential.
- Acquire new skills to help them to meet professional standards and become effective leaders in their chosen field.
- Gain the 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.
- Enter a network of ongoing relationships with fellow learners and faculty.

College Profile

Our Students **Adults** — Cambridge College draws a highly diverse body of adults who are serious about learning and earning the degree credentials they need to advance their careers. Cambridge College attracts adults based on our goal-directed programming, our experienced faculty, and flexible scheduling.

Diverse — Students bring to class a wealth of difference in age, educational background, professional attainment, race, ethnicity, and language.

Committed — Our adult students have made a commitment to their education while working, parenting, and participating as members of their community.

Why We Are Distinctive

Cambridge College Teaching and Learning Model — Dedicated to the specific needs of adult learners, our education philosophy incorporates a socially constructed model of shared learning. Our programs integrate real-world experience with academic theory. We engage in process, practice, and collaborative learning and ground our model in content, building knowledge and skills through measurable outcomes. The Cambridge College teaching and learning model is based on our extensive experience serving adult students.

Affordability — Cambridge College undergraduate full-time tuition and fees are about 52% lower than the average published tuition and fees at private, non-profit four-year colleges and universities in 2010-2011 (source: the College Board).

Serving the Military — Cambridge College is among the top 15 percent of colleges, universities and trade schools nationwide to embrace America's veterans as students. The College was included in *G.I. Jobs Magazine's* List of Military Friendly Schools.

Enrollment — Cambridge College has the 10th largest enrollment among four-year private non-profit colleges in Massachusetts and the 17th in New England based on the latest information in the federal IPEDS data center.

Student Diversity

Serving Minorities — Again named one of the top 100 colleges and universities in the United States that conferred the most degrees in the academic year 2009-2010 to minority students:

Master's Degrees	Education	Psychology	Business/ Management	All Disciplines
to African Americans	6th	20th	3rd	18th
to Minorities	7th	21st	6th	41st
to Hispanics	24th	19th	9th	65th
to Native Americans	38th	n/a	n/a	n/a
to Asian Americans	n/a	n/a	9th	n/a

Bachelor's Degrees	Liberal Arts & Sciences, General Studies, Humanities	Business/ Commerce
to African Americans	39th	42nd
to Hispanics	n/a	39th

Source: *Diverse Issues in Higher Education* magazine.



Faculty Profile More than 750 active full- and part-time professors; many are active professionals working in their field.

Full-time faculty

- 29 full-time faculty members college-wide
- 69% with a doctorate degree
- 48% female, 52% male
- 34% minority
- average tenure 22 years

Part-time faculty

- more than 735 active part-time faculty college-wide
- 38% with a doctorate degree
- 60% with a master's degree
- 63% female, 37% male
- 33% minority
- average tenure 6 years

Academic Schedule **Convenient evening and weekend classes** accommodate students' work schedules.

Three terms/year — Fall and spring terms are 15 weeks 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 (see *Academic Calendar*.) The National Institute of Teaching Excellence has a five-week summer term.

Campus Life

Cambridge College, main campus and regional centers, is located in urban settings. Each location has a student lounge and vending machines but no cafeteria.

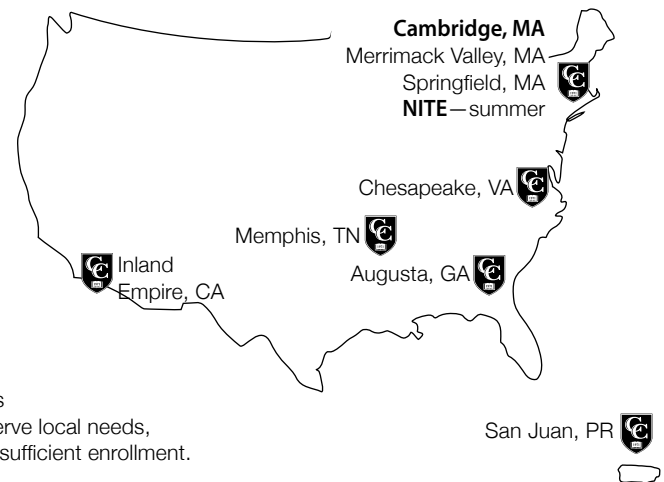
Cambridge, MA Main Campus

Cambridge College's four schools are located in three buildings in the heart of Cambridge, MA. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

- School of Undergraduate Studies
- School of Education
- School of Psychology & Counseling
- School of Management

Regional Centers

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 established at the main campus, selected to serve local needs, authorized by state education authorities, with sufficient enrollment.



Demographics

Fast Facts, Academic Year 2009-2010

Enrollment more than 8,300 students:
 undergraduate; more than 1,400
 graduate; more than 4,800
 non-degree; more than 2,000

Students 18% undergraduate; 57% graduate;
 25% non-degree

Students—full-time equivalent 3,918 (973 undergraduate;
 2,945 graduate)

Average age 37 years old

Gender 74% female; 26% male

Diversity. 63% minority (71% undergraduate;
 61% graduate)

Financial aid recipients . . 67% of all students (71% undergraduate,
 65% graduate)

Average class size 13 undergraduate; 10 graduate

Degrees/certificates
 awarded nearly 1,750 in academic year 2010

Alumni more than 29,500

Enrollment/Student Diversity

American Indian/Alaskan Native . . .0%
 Asian/Pacific Islander3%
 Black, non-Hispanic37%
 Hispanic11%
 Non-resident/international1%
 Race/ethnicity unknown19%
 White, non-Hispanic29%

Degree/Certificate Seeking

Enrollment by Location

Cambridge, Massachusetts
 main campus3,305

Augusta, Georgia 688

Chesapeake, Virginia 597

Inland Empire, California 189

Memphis, Tennessee 401

Merrimack Valley, Massachusetts . . 414

San Juan, Puerto Rico 279

Springfield, Massachusetts 405

Total6,278