

# Cambridge College

## Academic Catalog 2013-2014



Cambridge College  
1000 Massachusetts Avenue  
Cambridge, MA 02138  
617-868-1000  
[www.cambridgecollege.edu](http://www.cambridgecollege.edu)





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# Academic Calendar 2013-2014

## Fall 2013/2014

### August

Aug. 24-Sept. 28 Out-of-state locations—fall term begins  
27,29 Undergraduate group advising and registration

### September

02 Labor Day—no classes, offices closed  
03,05 Undergraduate group advising and registration  
07 Counseling, Education—orientation/registration for new students  
09 Undergraduate—fall term begins  
12 Graduate schools—fall term begins  
12,14 Management—orientation/registration for new students  
16 *Undergraduate—last day to add/drop courses*, register for focused study, late Capstone  
19 *Graduate—last day to add/drop courses*, register for independent study, late ILP/IRP/ARP

### October

14 Columbus Day—classes held, offices closed  
25 Intent to graduate forms for January graduates due to registrar

### November

01 Satisfactory academic progress, INC grade notices mailed  
06 HOLD notices sent to students  
11 Veterans Day observed—classes held, offices closed  
Nov. 12-Dec.12 Online exit counseling for students with loans completing program this term  
27 Undergraduate—last day for portfolio submission  
28-29 Thanksgiving Holiday—no classes, offices closed

### December

02 Continuing students web registration opens for spring  
06 ILP/IRP/ARP due to faculty  
14 Last day for Financial Aid Office to receive documentation for fall awards to be processed  
15-22 Out-of-state locations—fall term ends  
21 Massachusetts locations—fall term ends  
Dec. 22-Jan. 20 Winter Recess for faculty and students (some classes held)  
Dec. 25-Jan. 1 Holiday Season (no classes, offices closed)

### January

01 New Year's Day  
25 Fall degree conferral date

## Spring 2014

### January

02 New students accepted for spring may register  
07, 09, 14, 16 Undergraduate group advising and registration  
11-27 Out-of-state locations—spring term begins  
18 Undergraduate, Counseling, Education—orientation/registration for new students  
20 Martin Luther King, Jr. Day—offices closed, classes held  
21 Undergraduate—spring term begins  
23, 25 Management—registration/orientation for new students  
27 Graduate schools—term begins  
28 *Undergraduate—last day to add/drop courses*, register for focused study, late Capstone

### February

03 *Graduate—last day to add/drop courses*, register for independent study, late ILP/IRP/ARP  
17 Presidents' Day—classes held, offices closed  
21 Intent to Graduate forms for June graduates due to Registrar

### March

03 Satisfactory academic progress, INC grade notices mailed  
Mar. 11-Apr. 15 Online exit counseling for students with loans, completing program this term  
15 HOLD notices sent to students  
22 Diplomas mailed to January graduates

### April

01 Continuing students web registration opens for summer  
04 Commencement package mailed to students  
11 Petition to "march only" at Commencement due to registrar  
12 Last day for Financial Aid Office to receive documentation for spring awards to be processed  
14 ILP/IRP/ARP due to faculty  
18 Undergraduate—last day for portfolio submission  
21 Patriots' Day—some classes held, offices closed  
21-25 Spring break—some classes held, offices open  
April 27-May 18 Out-of-state locations - spring term ends

### May

12 Massachusetts locations—spring term ends  
26 Memorial Day—no classes, offices closed

### June

01 Commencement exercises

## Summer 2014

### May

May 10-June 09 Out-of-state locations—summer term begins  
20 New undergraduate students accepted for summer may register

20, 22, 27 Undergraduate—group advising for new students  
29 Undergraduate registration for new students  
31 New graduate students accepted for summer may register

### June

02 Undergraduate—summer term begins  
07 Counseling, Education—orientation/registration for new students  
05, 07 Management—orientation/registration for new students  
09 Graduate schools—term begins  
09 *Undergraduate—last day to add/drop courses*, register for focused study, late Capstone

June 10-July 16 Online exit counseling for students with loans, completing program this term  
12 Last day for Financial Aid Office to receive documentation for summer awards to be processed (except NITE)

16 *Graduate—last day to add/drop courses*, register for independent study, late ILP/IRP/ARP

### July

01-31 Doctoral program residency  
01 Satisfactory academic progress, INC grade notices mailed  
04 Independence Day—no classes, offices closed  
July 6-27 Cambridge College Summer Institutes residency (formerly NITE)  
07 Intent to Graduate forms for August graduates due to registrar  
14 Undergraduate—last day for portfolio submission  
14 HOLD notices sent to students  
21 ILP/IRP/ARP due to faculty  
July 27-Aug. 24 Out of state locations—summer term ends  
28 Diplomas mailed to students

### August

01 Continuing students web registration opens for Fall (9:00 a.m.)  
02 Massachusetts locations—summer term ends  
11 New students accepted for fall may register  
26 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](mailto:cihe@neasc.org)

## Massachusetts Authorization

All Cambridge College's degree programs are authorized by the Massachusetts Department of Higher Education ([www.mass.edu](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 chair or regional site director.

### California

Cambridge College is approved by the California Bureau for Private Post-Secondary Education ([www.bppve.ca.gov](http://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, Human Services 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 ([www.gnpec.org](http://www.gnpec.org)) to offer selected programs in the state of Georgia: Master of Education programs in Elementary Education (initial, professional), Instructional Technology (non-licensure), School Administration, School Guidance, Special Education/Moderate Disabilities (initial, professional), Teaching Skills & Methodologies and Psychological Studies; CAGS in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration; and Master of Management.

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 of Education ([www.ce.pr.gov](http://www.ce.pr.gov)) has authorized Cambridge College to offer M.Ed. programs in Autism Specialist, 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 Business and Information 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/thecc/](http://www.state.tn.us/thecc/)).

The following programs are authorized: Bachelor of Arts in Multidisciplinary Studies, Bachelor of Science in Human Services, Bachelor of Science in Management Studies; Master of Education with concentrations in: Early Childhood Teacher (PreK-2, licensure and non-licensure), Elementary Teacher (1-6, licensure and non-licensure), Interdisciplinary Studies (non-licensure), Mathematics (1-6, 5-8, 8-12, licensure and non-licensure), Teacher of Students with Moderate Disabilities (PreK-8, 5-12, licensure and non-licensure), School Administration (non-licensure), School Guidance (PreK-8, 5-12,

licensure), Teaching Skills & Methodologies (non-licensure); Certificate of Advanced Graduate Studies in Educational Leadership with concentrations in: School Administration (non-licensure) and Curriculum & Instruction (non-licensure).

In order to view detailed job placement and completion information on the programs offered by Cambridge College Memphis, please visit [www.state.tn.us/thec](http://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, [www.state.tn.us/thec](http://www.state.tn.us/thec).

## Virginia

Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) ([www.schev.edu](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 of Arts in Multidisciplinary Studies, Bachelor of Arts in Psychology, Bachelor of Science in Human Services, Bachelor of Science in Management Studies; Master of Education programs in Early Childhood Teacher, 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; Certificate of Advanced Graduate Studies in Educational Leadership with concentrations in: School Administration (non-licensure) and Curriculum & Instruction (non-licensure) 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 adult learners for whom those opportunities may have been limited or denied.

**Values** — At Cambridge College our interactions with one another and throughout our community are rooted in our core values which include providing *Access, Innovation, Excellence, Diversity and Collaboration*.

We provide a responsive learning community that encourages and supports adult learners as they make the personal and professional changes needed 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.

The College was first known as The Institute of Open Education within Newton College of the Sacred Heart, and later became part of the Antioch University Network. In 1981, it became an independent, private non-profit institution with the new name of 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 locations 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 adult learners in the national landscape.

### The Teaching and 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. Course-work 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 chairs 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 Adult Learners

Cambridge College addresses the traditional barriers to education and postsecondary degrees that adult learners 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 adult learners, offering classes in the evenings and on weekends, as well as short course intensives.

Cambridge College is an affordable option for most students, when compared to other colleges. We believe our tuition costs are a great value for the quality education received.

### 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 and change their lives. Cambridge College attracts adults based on our goal-directed programming, our experienced faculty, and flexible scheduling.

**Diverse** — Students bring to class a wealth of personal experience, 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.

## Student Diversity

Cambridge College was once again named one of the top 100 colleges and universities in the United States that conferred the most degrees in the academic year 2011-2012 to minority students:

Master's Degrees	Education	Psychology	Business/ Commerce	All Disciplines
to African Americans	4th	22nd	5th	17th
to Minorities	8th	23st	7th	53rd
to Hispanics	38th	19th	13th	n/a
to Asian Americans	n/a	n/a	6th	n/a

Bachelor's Degrees	Liberal Arts & Sciences, General Studies, Humanities	Business/ Commerce
to African Americans	40th	46th
to Asian Americans	30th	
to Hispanics	n/a	34th

Source: *Diverse Issues in Higher Education* magazine.

## Faculty Profile

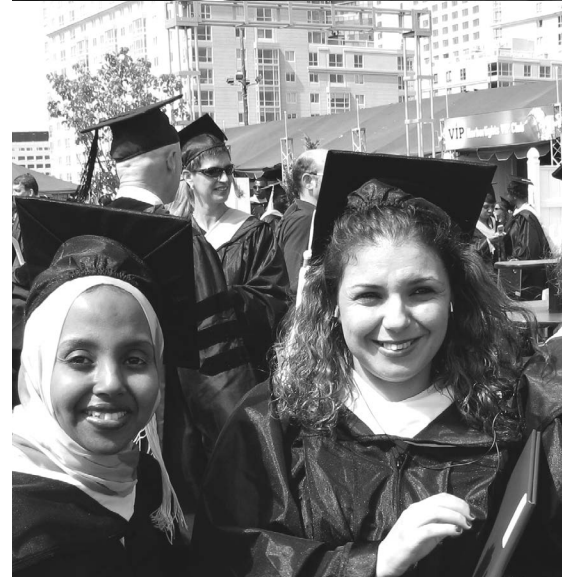
More than 450 active full- and part-time professors (Academic Year 2011-2012); many are active professionals working in their field.

### Full-time faculty

- 19 full-time faculty members college-wide
- 68% with a doctorate or other terminal degree
- 47% female, 53% male
- 26% minority
- average tenure 22 years

### Part-time faculty

- more than 430 active part-time faculty college-wide
- 59% with a doctorate or other terminal degree
- 99.5% with at least a master's degree
- 59% female, 41% male
- 36% 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 locations, are in urban settings. Each center has a student lounge and vending machines but no cafeteria, as public eateries are nearby.

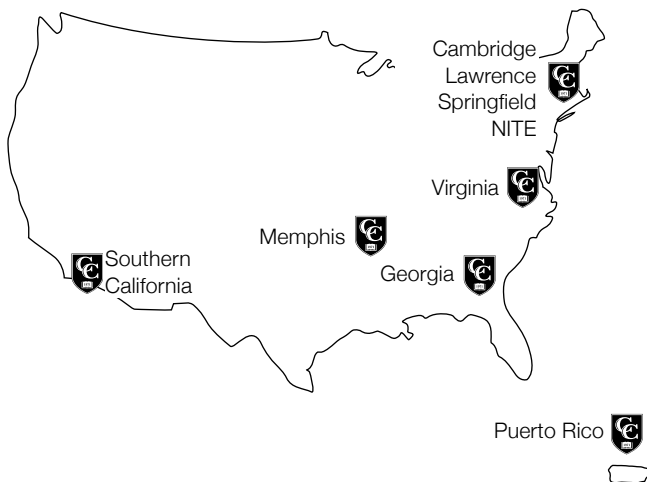
### Cambridge, MA Locations

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

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

### Regional Locations

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 Cambridge College location offers academic programs established at the main campus, selected to serve local needs, authorized by state education authorities, with sufficient enrollment.



### Student Demographics

Academic Year 2011-2012

(degree/CAGS seeking students) **Non- All**

**Undergraduate Graduate Degree Students**

<b>Enrollment/number of students</b>			
.....33% .....	67%		
Undergraduate .....	1,464		
Education .....	1,786		
Management .....	396		
Psychology & Counseling .....	822		
total .....	1,464	3,007	2,289
.....			6,760

**Full-time equivalent\*** ..... 958 ..... 2,634 ..... 3,592

\*includes non-degree students, but not YearUp

<b>Student status</b> full-time ..	.31%	.....	46%
(Fall 2011) part-time ..	.69%	.....	54%
<b>Diversity/minority</b> .....	.61%	.....	.52%
<b>Financial aid recipients</b> ..	.69%	.....	.81%
<b>Financial aid recipients</b>			
<b>graduating with debt</b> .....	.57%	.....	.54%

**Average age** ..... 36 years old  
**Gender** ..... 71% female; 29% male  
**Student to faculty ratio** ..... 16 to 1  
**Degrees/certificates awarded** ..... 1,548  
**Alumni** ..... more than 32,500

### Student Diversity

American Indian/AK Native .....	<1%
Asian .....	.2%
Black/African American .....	.38%
Hispanic, any race .....	.14%
Native Hawaiian/Pacific Islander ..	<1%
Non-resident alien .....	.6%
White .....	.29%
Two or more races .....	.1%
Race/ethnicity unknown .....	.12%

### Enrollment by Location

(degree/CAGS seeking students)	
Cambridge main campus .....	2,393
Georgia .....	410
Lawrence .....	261
Memphis .....	306
Southern California .....	160
Puerto Rico .....	153
Springfield .....	276
Virginia .....	354
Total .....	4471



# Getting Started

at Cambridge College



**WELCOME** to Cambridge College. We are a college whose educational environment and programs are designed specifically for adult learners. Our dedicated faculty, flexible scheduling, and educational centers are focused on students who are working to advance their education and working in their lives to balance employment, finances, and family commitments with their decision to go to college. The Cambridge College community is comprised of people who understand the complications of adult life, from the faculty and deans, to the staff and administrators. As important as the context of flexible education opportunities and support for working adults is, we see that adults also need the challenge to change and grow. We are here because we have a strong belief: that you want to continue developing and gaining new perspectives, even amidst the demands of life. We welcome you to become part of a special cohort of students who come from different backgrounds, but arrive with a common need to learn, to share knowledge with others, to stretch out from the comfort zones, and to be accepted as adults working and learning.

# Admissions

## Equal Opportunity

We welcome a diverse student body and academic community regardless of race, color, religion, sex, sexual orientation, gender identity, age, disability, marital status, citizenship, national origin, genetics, or any other characteristic protected by law. See NonDiscrimination and Harassment policy at [www.cambridgecollege.edu/non-discrimination-and-harassment](http://www.cambridgecollege.edu/non-discrimination-and-harassment).

## Application for Admission

Applications are available online ([www.cambridgecollege.edu/admissions/application\\_main.cfm](http://www.cambridgecollege.edu/admissions/application_main.cfm)) and printed booklets from admissions counselors. Please mail all admissions materials to your admissions counselor at the Cambridge College location that you plan to attend. See directory at the end of this catalog for addresses, or go to [www.cambridgecollege.edu/contact](http://www.cambridgecollege.edu/contact).

### Your admission file must be **COMPLETE** before:

- Financial aid may be awarded.
- Transfer credit may be evaluated.
- You may register.

**You will not be allowed to register for courses at Cambridge College until your file is complete.**

## Rolling Admissions

Cambridge College practices a rolling admissions policy. Applicant materials are processed and reviewed as they are received. Students are then notified of their admission on a continual basis, as their file becomes complete and they are accepted. Please allow 1-2 weeks for processing.

### Massachusetts locations—Cambridge, Merrimack Valley, Springfield

Term	Application Materials Due	Undergraduate Classes Start	Graduate Classes Start
Fall 2013	September 1	September 09	September 12
Spring 2014	January 10	January 21	January 27
Summer 2014	May 15	June 02	June 09

### Out-of-State locations—Augusta, Chesapeake, Inland Empire, Memphis, Puerto Rico

Term	Application Materials Due	Classes Start
Fall 2013	September 1	
Spring 2014	January 10	January 11-27
Summer 2014	May 15	May 10-June 09

(Please note: Cambridge College reserves the right to deny a student admission. Submission of all required materials does not guarantee admission.)

## Admissions Materials

Cambridge College requires all admission materials to be submitted and approved as official in order for a student to be accepted and register. See full policy at [www.cambridgecollege.edu/admission-material-policy](http://www.cambridgecollege.edu/admission-material-policy).

**Admissions documents must be submitted in English.** However, applicants to the Puerto Rico Regional Center may submit the current résumé, personal statement and professional references in Spanish.

**All materials become the property of Cambridge College** and cannot be returned to the student. Access to these materials is limited under the Family Educational Rights and Privacy Act of 1974 (FERPA). Submitted reference letters that have been designated confidential will not be available to the student.

**Keep copies** of your completed application and other items you submit. Application materials may not be returned, duplicated for personal use, or forwarded.

## Admissions Counselors

Admissions counselors serve as the first point of contact for prospective students and applicants to the College. They counsel students about Cambridge College and how to complete the application process.

Admissions counselors will refer applicants/students to appropriate parties for assessment (e.g. writing, placement), advising, registration, etc. See full policy at [www.cambridgecollege.edu/role-admissions-counselors-policy](http://www.cambridgecollege.edu/role-admissions-counselors-policy).

Students accepted into a degree or certificate program will find academic advising resources listed on their academic record that they can access through the MyCC web portal.

## Make an Informed Decision

**Applicants are responsible for reading the Cambridge College catalog** to get the information needed to make an informed program choice. Please visit [www.cambridgecollege.edu/academics/catalogs.cfm](http://www.cambridgecollege.edu/academics/catalogs.cfm) for information, including program requirements and policies, tuition, fees and refund policies. Applicants should contact the program chair with academic questions regarding their specific program of interest.





## International Transcripts

If your transcript comes from a **school outside the U.S.**, you must submit BOTH an **original or certified copy** of your transcript and an **official transcript evaluation**, completed by any NACES member evaluation service. A list of NACES member evaluation services can be found at [www.naces.org/members.htm](http://www.naces.org/members.htm).

## Student PIN

Cambridge College assigns a Personal Identification Number (PIN) upon acceptance. The PIN provides accepted students password access to the MyCC web portal for web registration and personal accounts, and academic resources including the online library. If a student forgets his/her PIN the Registrar's Office will provide the PIN upon verification of student identity by calling 617-873-0101.

## Returning Applicants

**Reapplication** — Students who have an **incomplete application, and have not been admitted**, then wish to enroll have up to three terms within a year, or a year (but no longer than a year) to request deferment to another term. They must complete the application process before being admitted. After a year, documents are disposed of and they must reapply.

**Reactivation** — Students who complete the application process, **do not register, then wish to enroll** have up to three terms within a year, or a year (but no longer than a year) to request deferment to another term. After a year, documents are disposed of and they must reapply.

**New Degree** — Students who wish to complete a degree (or certificate) different from their current or past degree must reapply through the admissions office, indicating the new degree on their admissions application and submitting all application materials.

## Students Returning After Five Years

**Students who withdraw** any time after their initial registration, and wish to return after more than five years need to reapply with all materials through the Admissions Office.



# School of Undergraduate Studies

## Bachelor's Degree

- Application Form** Complete carefully and sign.
- \$30 Application Fee** (Non-refundable)  
Check or money order payable to Cambridge College; if applying online, payment is made online.
- Official Transcripts** One of the following:
  - High school transcript (original) showing graduation OR
  - GED certificate (original)

**You must request official transcripts from all schools and colleges** you have attended, to be mailed directly to Cambridge College; we must receive them sealed and unopened. International transcripts must be translated and evaluated.

- Personal Statement**  
Write a 1-2 page typed, double-spaced essay (250-500 words) describing why you are interested in obtaining a degree from Cambridge College, your professional goals, and/or life experiences that led you to this decision.
- One Completed Recommendation Form**
- International Students**
  - International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
  - Official demonstration of English language proficiency.

## Medical Interpreter Certificate

**Non-credit, non-degree, not eligible for financial aid**

- Application form and fee.
- Demonstrated proficiency in English and one target language. Contact program chair for oral and written assessment.

For degree-credit option, students must enroll in a bachelor's degree program and meet admission requirements above.

**For more information** please contact program chair at 617.873.0246 • [norma.green@cambridgecollege.edu](mailto:norma.green@cambridgecollege.edu).

### State Health Requirements for College Students

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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- Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [/www.cambridgecollege.edu/student-forms](http://www.cambridgecollege.edu/student-forms).
- Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*



Cambridge College Admissions Requirements  
**School of Education**

## Master of Education Degrees except School Administration

**Application Form** Complete carefully and sign.

**\$30 Application Fee** (Non-refundable)

Check or money order payable to Cambridge College; if applying online, payment is made online.

**Official Transcripts**

**Degree** earned at a regionally accredited college or university:

- Bachelor's degree.

**You must request an official transcript**, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted. International transcripts must be translated and evaluated.

**Transfer Credit Request Form**

If you want prior graduate course work evaluated for transfer credit, please complete the request form and send it with course descriptions or syllabi to the Transfer Credit Office. Photocopies of course descriptions or syllabi must also clearly show the college's name; write your name and date of birth on each copy.

**Interview for Licensure Programs**

Please be ready to demonstrate your competencies and knowledge appropriate to the subject area at the level of licensure sought; strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English; and enthusiasm, sincerity, and serious intent to become a licensed educator.

**Documentation of Licensure**

If you have a current educator's license/credential, a photocopy is required. NOTE: a prior license is required only for professional licensure and some administrator licensures (see program charts).

**School Nurse Education** — Registered nursing license (RN); fill out and return the RN License Requirement form and be prepared to show your license to the program chairperson when class begins.

### All new students must register as non-licensure

within their program of choice, until the Mass. Communication and Literacy Test (MTEL) is successfully passed. Then you may change to the licensure pathway.

**If you have already passed** these licensure program requirements, please provide official documentation:

- MA Communication and Literacy Test (MTEL)
- Sheltered English Instruction — Mass. DESE-endorsed course or MTEL (when available).

**Current Résumé and Work Experience**

- **All programs** — Three years of work experience recommended.
- **Professional licensure programs** — Three full years of employment in the role of the initial license. Provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the employment required.

**Personal Statement**

Write a two page typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study and for educator licensure. How do you expect your graduate studies to apply to your school and enhance your future career? Keep an electronic copy to share with your seminar leader (academic advisor). It will be the first entry in your portfolio of learning. This portfolio may be used for program assessment.

**Two Completed Recommendation Forms**

**Math Initial Licensure (5-8, 8-12)**—Math placement test.

**International Students**

- International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

## Certificates

### BEHAVIOR ANALYST

- Application form and fee.
- Official transcript: Master's degree.

### OTHER SCHOOL OF EDUCATION CERTIFICATES

- Application form and fee.
- Official transcript: Bachelor's degree.

### State Health Requirements for College Students

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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- Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [/www.cambridgecollege.edu/student-forms](http://www.cambridgecollege.edu/student-forms).
- Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

Cambridge College Admissions Requirements  
**School of Education**

## Educational Leadership MEd & CAGS

**Application Form** Complete carefully and sign.

**\$30 Application Fee** (Non-refundable).  
 Check or money order payable to Cambridge College.

**Official Transcripts**

**Degree** earned at a regionally accredited college or university:

- MEd applicants: bachelor's degree.
- CAGS applicants: master's degree in education or a closely related field and a bachelor's degree.

**You must request an official transcript**, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted. International transcripts must be translated and evaluated.

**Transfer Credit Request Form**

If you want prior graduate course work evaluated for transfer credit, please complete the request form and send it with course descriptions or syllabi to the Transfer Credit Office. Photocopies of course descriptions or syllabi must also clearly show the college's name; write your name and date of birth on each copy.

**Interview for Licensure Programs**

Please be ready to demonstrate your competencies and knowledge appropriate to the subject area at the level of licensure sought; strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English; and enthusiasm, sincerity, and serious intent to become a licensed educator.

**Documentation of Licensure**

If you have a current educator's license/credential, a photocopy is required. NOTE: a prior license is required only for professional licensure and some administrator licensures (see program charts).

### State Health Requirements for College Students

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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**Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [www.cambridge-college.edu/student-forms](http://www.cambridge-college.edu/student-forms).

**Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

**Current Résumé and Three Years Employment**

Provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the experience required.

Three full years of employment as outlined below. (See DESE website for exact requirements for the license wanted.)

**School Administration • Curriculum & Instruction:**

- Executive management/leadership role **or**
- Supervisory, teaching, or administrative role in a public or private school, higher education **or**
- District-wide, school-based, or other educational setting accepted by the dept.

Supervisor/Director: Initial or preliminary license in another educational role required; employment may be under this license.

**Special Education Administration:**

- Initial license: special education, school psychologist, school social worker/school adjustment counselor, school principal/asst principal, or speech, language & hearing disorders teacher.
- Three full years of employment in a district-wide, school-based or other educational setting OR in law, public policy, higher education, or other related field accepted by the dept.

**Personal Statement**

Write a two page typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study and for educator licensure. How do you expect your graduate studies to apply to your school and enhance your future career?

Keep an electronic copy to share with your seminar leader (academic advisor). It will be the first entry in your portfolio of learning. This portfolio may be used for program assessment.

**Two Completed Recommendation Forms**

**International Students**

- International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

### All new students must register as non-licensure

within their program of choice, until the Mass. Communication and Literacy Test (MTEL) is successfully passed. Then you may change to the licensure pathway.

**If you have already passed** these licensure program requirements, please provide official documentation:

- MA Communication and Literacy Test (MTEL)
- Sheltered English Instruction — Mass. DESE-endorsed course or MTEL (when available).

Cambridge College Admissions Requirements  
**School of Education**

## Doctor of Education in Educational Leadership

Admission into the EdD program is a competitive process for one of the limited number of slots. Recently, the acceptance rate into the EdD program has ranged between 45 and 55 percent. Therefore, meeting minimal standards does not guarantee admission.

The following describes the documents required for the application packet, and the subsequent review process. Please contact Tahia Bell-Sykes, Program Manager, at [tahia.bell-sykes@cambridgecollege.edu](mailto:tahia.bell-sykes@cambridgecollege.edu) for assistance.

**Application Form** Complete all items carefully and *sign*.

**\$100 Application Fee** (Non-refundable)  
Check or money order payable to Cambridge College.

**Official Transcripts**

- Master's degree in education or a closely related field, from a regionally accredited college or university
- Bachelor's degree also required.
- Transcripts also required of any post-master's course work.

**You must request an official transcript**, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted. International transcripts must be translated and evaluated by a recognized transcript evaluation agency.

Please send only ONE official transcript per school attended. Only official transcripts are accepted. Student copies of transcripts printed from a university web site are not acceptable.

**Transfer Credit Request Form**

If you want prior **advanced graduate level** course work evaluated for transfer credit, please complete the request form, attach course descriptions or syllabi and send it along with your application materials. Photocopies of course descriptions or syllabi must also clearly show the college's name; write your name and date of birth on each copy.

**Two Applicant Recommendations**

Please submit two recommendations that directly address your candidacy for admission. Letters must speak specifically to the EdD program at Cambridge College and all items listed on the reference form provided in the EdD Application booklet.

1. **Letter from your grad school faculty advisor or course instructor** who is well acquainted with your academic work and able to write a confident assessment for you.
2. **Letter from an administrative supervisor at your current or most recent professional employment** who has had enough contact with you to be able to comment.

- Letters must be no more than 12 months old.
- Recommendations written by friends or family members will not be accepted.
- **Tips** — Ask at least two months before the application deadline. Give recommenders your current résumé and plenty of context for the letter. Send a friendly reminder a week before the due date if necessary.

**Current Curriculum Vitae or Résumé**

- Five years of progressively responsible professional experience in a PreK-12 educational setting or equivalent. Minimum of three years of teaching experience is expected. Your résumé is a summary of your education and work experience and may include publications and presentations (including dates); grants, fellowships, awards, and honors; and professional associations, licenses and affiliations.

**Short Essay Describing Your Purpose** in applying to the EdD program. Your essay must be written by you alone and be your original work, thoroughly addressing each item below. The essay must be typed, double-spaced, **no more than 2,000 words**.

- Your background: how your experiences (education, work, volunteer, and/or personal) have prepared you for the EdD program.
- Your objectives for advanced graduate study: career goals, possible faculty mentors, and your initial research interests.
- Your decision to apply to Cambridge College: why you think there is a good fit between your objectives and our program.
- Any additional information you think would distinguish you as an ideal EdD candidate.

*Keep an electronic copy to share with your doctoral advisor, if selected. It will be the first entry in your portfolio of learning. This portfolio may be used for program assessment.*

**Documentation of Licensure**

If you have a current educator's license/credential, a photocopy is required.

**International Students**

- International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

## Post-Application Review: Qualifying Assessments (QAs)

In lieu of graduate admissions assessments such as the GRE or MAT, you will be required to provide a folio of materials along with an initial departmental assessment. The rationale for these assessments is to showcase your capacity to analyze scholarly works as well as practical projects, use and presentation of data, writing, critical thinking and problem-solving skills.

Please note: All work must be entirely your own. You are required to sign a statement to this effect as part of the application packet. Turnitin®, an academic plagiarism checker, is used in this process and throughout the program.

**Process** — Upon receipt of your application, we will contact you to arrange for your QA and give you detailed instructions. Please make sure your application lists an email address where you can easily be reached, and check your messages often. Assessments are completed and submitted electronically, which means you will need a computer with a reliable Internet connection and Microsoft Office software (including Word, Excel and PowerPoint).

**Accommodations** — Students with disabilities who need accommodations must contact the office well in advance, so we can arrange accommodations in time for the assessment.

### **Assessment 1: Article Reviews**

All applicants are required to read three or four articles that will be given to review. These articles are generated randomly from a group of articles on related subjects submitted by members of the EdD faculty based on topics that are representative of issues covered within the program's courses. Each article will be evaluated by the EdD review committee based on a specifically designed rubric.

While this artifact is a discussion of your own philosophy, the narrative has to be based on a synthesis between personal views and scholars, thinkers, or individuals who have made a distinct impression on your thinking about education. The idea is to present your key points and how these are supported by the scholars, thinkers, or individuals who made you think the way you do. Citations have to follow the most current version of the APA Manual.

### **Assessment 2: Phone Interview**

The interview will help the committee more completely assess interpersonal skills, oral communication, and goals for the degree. One member of the Admissions Committee will conduct your interview. The committee will use standard questions and ask additional questions specific to you, based upon review of your application, transcripts, recommendations, portfolio and qualifying assessment. You will also have the opportunity to ask your own questions.

Upon receipt of your completed application, the Educational Leadership Office will contact you to set up a time for the interview. Please make sure your application lists a phone number and e-mail address where you can be reached, and check your messages often.

### **State Health Requirements for College Students**

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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**Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [/www.cambridge-college.edu/student-forms](http://www.cambridge-college.edu/student-forms).

**Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

# School of Psychology & Counseling

## MEd & CAGS

**Application Form** Complete carefully and sign.

**\$30 Application Fee** (Non-refundable)

Check or money order payable to Cambridge College; if applying online, payment is made online.

**Official Transcripts**

**Degree** earned from a regionally accredited college or university:

- MEd applicants: bachelor's degree.
- CAGS applicants: master's degree in counseling or closely related field and bachelor's degree.

**You must request an official transcript**, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted. International transcripts must be translated and evaluated.

**Transfer Credit Request Form**

If you want prior graduate course work evaluated for transfer credit, please complete the request form and send it with course descriptions or syllabi to the Transfer Credit Office. Photocopies must clearly show the college's name; write your name and date of birth on each copy.

**Two Completed Recommendation Forms**

**Personal Statement**

Write a 1-2 page typed, double-spaced essay (250-500 words) describing why you are interested in obtaining a degree from Cambridge College, your professional goals, and/or life experiences that led you to this decision.

**Current Résumé**

**School Guidance, School Adjustment**

**Interview** — Please be ready to demonstrate your competencies and knowledge appropriate to the subject area at the level of licensure sought; strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English; and enthusiasm, sincerity, and serious intent to become a licensed educator.

**Matriculation** — All new students must register as follows until they pass the Mass. Communication and Literacy Test (MTEL):

- School Guidance: register for non-licensure option.
- School Adjustment: register for Mental Health Counseling.

**Certificate of Advanced Graduate Studies**

**Meeting with the program chair** required for information and academic advising: to help you understand the CAGS, to help us understand your goals regarding further study and licensure, to review your transcripts, and to develop an individualized learning contract. Program chair approval required for admission.

**International Students**

- International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

## Certificates

### ALCOHOL & DRUG COUNSELING

- Application form.
- Official transcript: high school diploma, GED or bachelor's degree.
- Interview with and approval of program chair.

### MENTAL HEALTH COUNSELING FOR SCHOOL GUIDANCE COUNSELORS

- Application form and fee.
- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program; official transcript required if from another college.
- Initial license as a school guidance counselor (photocopy).
- Interview with and approval of Mental Health Counseling program chair.

### SCHOOL ADJUSTMENT COUNSELING FOR MENTAL HEALTH COUNSELORS

- Application form and fee.
- Completion of current Cambridge College 62-credit M.Ed. in mental health counseling or equivalent program; official transcript required if from another college.
- Interview with and approval of School Adjustment program chair.

### SCHOOL ADJUSTMENT & MENTAL HEALTH COUNSELING FOR SCHOOL GUIDANCE COUNSELORS

- Application form and fee.
- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program; official transcript required if from another college.
- Initial license as a school guidance counselor (photocopy).
- Interview with and approval of School Adjustment Counseling program chair.

### TRAUMA STUDIES

- Application form and fee.
- Official transcript: bachelor's or master's degree.
- Interview with and approval of program chair.

The School of Psychology & Counseling Admissions Committee will review application materials and inform candidates of admissions status.

**Continued** → on next page.

**State Health Requirements for College Students**

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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**Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [/www.cambridge-college.edu/student-forms](http://www.cambridge-college.edu/student-forms).

**Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under “Student Health Insurance.” Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*



# School of Management

## Master of Management

**Application Form** Complete carefully and sign.

**\$30 Application Fee** (Non-refundable)

Check or money order payable to Cambridge College; if applying online, payment is made online.

**Official Transcripts**

**MM37:** bachelor's degree.

**MM55:** associate's degree, professional degree or license (e.g. RN), or a high school diploma/ GED and at least 60 undergraduate credits that meet general criteria for transfer.

**Health Care Informatics:** bachelor's degree or School of Management dean's approval required.

**You must request an official transcript**, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted. International transcripts must be translated and evaluated.

**Transfer Credit Request Form**

If you want prior graduate course work evaluated for transfer credit, please complete the request form and send it with course descriptions or syllabi to the Transfer Credit Office. Photocopies must clearly show the college's name; write your name and date of birth on each copy. Please note: no transfer credit is accepted into the MM55.

**Work Experience—Current Résumé**

Indicate education, work experience and professional/career goals.

**MM37:** 3-5 years work experience recommended.

**MM55:** 5-10 years proven leadership and management experience required.

**Health Care Management:** 3-5 years health care experience required.

**Health Care Informatics:** 3-5 years health care or information technology (IT) experience required.

**Senior Care Management:** 3-5 years of senior care, health care, or other related experience.

**Two Completed Recommendation Forms**

**Cambridge College Graduates**

Graduates of the Cambridge College BS in Management Studies may apply for **advanced standing**. Get form at [http://www.cambridgecollege.edu/admissions/application\\_main.cfm](http://www.cambridgecollege.edu/admissions/application_main.cfm).

**International Students**

- International Students Application Supplement (Get at [www.cambridgecollege.edu/prospective-international-students](http://www.cambridgecollege.edu/prospective-international-students)), completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

## MM55-Additional Requirements

**Personal Statement** Write a 2-3 page typed, double-spaced essay describing your experience and learning, including learning outside the classroom, such as employment, family, military, volunteer work and participation in community organizations. Explain your reasons for further study, and personal and professional goals.

**Interview** with the academic dean, regional center director, or director of health care management programs.

**Evaluation** of eligibility by admissions committee and the School of Management dean and/or regional center director.

**Approval** of School of Management dean or regional center director.

Your admissions file must be complete and the admissions review completed before you may register for classes.

## Certificates

### HEALTH CARE MANAGEMENT

- Application form and fee.
- Official transcript: Bachelor's degree.
- Work Experience—Current Résumé. 3-5 years health care experience required.

### HEALTH CARE INFORMATICS

- Application form and fee.
- Official transcript: Bachelor's degree.
- Work Experience—Current Résumé. 3-5 years health care or information technology (IT) experience required.

### OTHER MANAGEMENT CERTIFICATES

- Application form and fee.
- Official transcript: Bachelor's degree.
- Work Experience—Current Résumé. 3-5 years work experience recommended.

### State Health Requirements for College Students

Students are required to comply with state laws regarding health insurance and immunizations for college students.

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- Immunizations** — Paper form required before students can register for first term of full-time study. Get form at [www.cambridgecollege.edu/student-forms](http://www.cambridgecollege.edu/student-forms).
- Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

Cambridge College Admissions Requirements & Information

## Taking Individual Courses

Students not matriculated into a degree or certificate program at Cambridge College are referred to as “special students.” Special students are allowed to take **up to nine credits** for credit without applying for and enrolling in a degree or certificate program. Students should seek advisement from the academic dean of the school in which they are taking courses. Certain exceptions based on program, alumni status or location may apply.

The College reserves the right to restrict access by special students to particular courses.

**To get the full benefit of the course work**, any course prerequisites must be met. The prior education and experience required for the corresponding degree are recommended.

**Application Form** Complete all items carefully and sign.

**\$30 Application Fee**

Check or money order payable to Cambridge College (non-refundable).

### Transfer Credit Limits

Credit-bearing courses taken at Cambridge College as a special student may be evaluated and counted as transfer credits toward a degree program at a later time, provided they meet the transfer and distribution requirements of the degree sought (see Transfer of Credit). Courses must meet all criteria for transfer, so acceptance cannot be guaranteed. Each degree program accepts a limited number of transfer credits. **Do not take more than nine credits/three courses before seeking academic advising.**

### Evaluation of non-credit courses for bachelor’s degree credit

Academic credit may be awarded to non-credit Cambridge College courses taken earlier if the student creates a portfolio demonstrating college-level work that meets the requirements of the degree program. The portfolio must show conclusive evidence of learning equivalent to a credit-bearing college course (an evaluation fee is required). Contact the undergraduate academic advising office for information and limitations.

### Financial Aid

To be eligible for financial aid, enrollment in a degree program or eligible certificate is required. Please contact the Financial Aid Office for more information.

# Tuition and Payment

Bursar's Office • 800.877.4723 x1326 • [bursars@cambridgecollege.edu](mailto:bursars@cambridgecollege.edu) • Rates as of November 22, 2013, subject to change without notice.

## Admissions

Application fee (non-refundable) . . . . .	\$50
Application fee - international applicants (non-refundable) . . . . .	\$100
Application fee - EdD (non-refundable) . . . . .	\$100

**Tuition** Rates are set by the Board of Trustees and are subject to change. Current rates apply to all students. See full policy at [www.cambridgecollege.edu/tuition-rates-and-fees](http://www.cambridgecollege.edu/tuition-rates-and-fees)

**Net price calculator** available at <https://www.collegeanswer.com/tools/loan-repayment-calculator/default.aspx>.

New rates effective Fall 2013 All rates are per credit hour.

Cambridge	Cambridge College Lawrence
BA, BS . . . . .	BA, BS . . . . .
MEd . . . . .	MEd . . . . .
CAGS . . . . .	MM. . . . .
MM. . . . .	
EdD . . . . .	<b>Cambridge College Springfield</b>
Dissertation extension courses . . . . .	BA, BS . . . . .
	MEd . . . . .
	CAGS . . . . .
	MM. . . . .
	<b>Cambridge College Memphis</b>
<b>Cambridge College Georgia</b>	BA, BS . . . . .
BA, BS . . . . .	MEd . . . . .
MEd . . . . .	CAGS . . . . .
CAGS . . . . .	MM. . . . .
MM. . . . .	
	<b>Cambridge College Virginia</b>
<b>Cambridge College Virginia</b>	BA, BS . . . . .
BA, BS . . . . .	MEd . . . . .
MEd . . . . .	CAGS . . . . .
CAGS . . . . .	MM. . . . .
MM. . . . .	
	<b>Cambridge College Puerto Rico</b>
<b>Cambridge College Southern California</b>	MEd . . . . .
BA, BS . . . . .	MM. . . . .
MEd . . . . .	
MM. . . . .	<b>National Institute for Teaching Excellence</b>
	MEd . . . . .

Courses offered in collaboration with other institutions: Tuition and fees may differ from standard Cambridge College rates.

## Special Rates

**Alumni tuition discount** . . . . . 25%  
Applies to individual courses only, not to degree and certificate programs, or courses offered in collaboration with other institutions; good financial standing with the College required; undergraduate courses limited to six credits.

**Tuition discount for active duty military personnel, their spouses and dependents** — Undergraduate tuition is reduced to the amount covered by the federal Tuition Assistance Program.  
Rate subject to change . . . . . tuition per credit \$250

<b>Course audit fee</b> . . . . .	\$160
Per credit (\$480 for a 3-credit course); subject to the same add/drop refund and tuition liability policy as are courses for credit.	
<b>Undergraduate Certificates</b> —non-credit (per course) . . . . .	\$520
<b>Graduate Certificates</b> —non-credit (per course) . . . . .	\$580

## Other Charges and Expenses

<b>Check returned by bank</b> . . . . .	\$35
<b>Course materials fee</b> (for materials provided in class) . . . . .	variable
<b>School of Psychology &amp; Counseling internship/practicum fee</b> (MEd and CAGS; charged when internship/practicum is taken; course tuition additional) . . . . .	\$500
<b>EdD research fee</b> (charged in first term) . . . . .	\$350
<b>Payment plan service charge</b> (per term) . . . . .	\$60
<b>Replace lost student ID card</b> . . . . .	\$25
<b>Health Insurance</b> , annual cost for 2013-2014 . . . . .	\$1,296
Students attending college in Massachusetts, enrolled 3/4 or full-time, are required by state law to carry appropriate health insurance. Students who do not carry their own health insurance are required to purchase the Cambridge College Sickness and Accident Health Insurance Plan (amount subject to change).	
<b>Test administration fee</b> (CLEP; additional fees charged by the external testing agency) . . . . .	\$35
<b>Undergraduate portfolio evaluation</b>	
Individual courses (per credit attempted) . . . . .	\$100
Block portfolio (multiple courses, 5 credits or more attempted) . . . . .	\$500

## Graduation and Transcripts

<b>Graduation fee</b> . . . . .	\$110
Charged at beginning of last term, as determined by anticipated graduation date in student's academic record, for processing records.	
<b>Official transcripts</b> . . . . .	\$5
<b>Transcript rush service:</b> Cost of transcript(s) plus: . . . . .	\$30
Additional charge for overnight shipping, if desired.	
<b>Unofficial transcript</b> (given to student) . . . . .	\$2

## Late Degree Completion Fees

<b>Late Capstone fees (BA, BS)</b>	
Second and third terms, per term . . . . .	\$200
no charge if completed in the next term after the first attempt.	
Each additional term until completed . . . . .	\$100
<b>Late Independent Learning/Research Project fees (MEd, MM)</b>	
Second and third terms, per term after first registration (must register with final seminar) . . . . .	\$400
Each additional term until completed . . . . .	\$100

# Payment

## Payment

Provision for payment of tuition is required prior to registration for each term. Tuition bills are prepared on the basis of course registrations each term. Registration is officially cleared by the Bursar's Office upon satisfactory payment arrangements according to standard policies. Students cannot register until payment arrangements have been made, including:

1. Full payment of all charges from previous terms, and
2. Full payment of new term tuition, or payment plan arrangement, including financial aid.

All checks should be made payable to Cambridge College, and may be mailed or delivered to the Bursar's Office. The College also accepts Visa and MasterCard. Students may pay online; see the MyCC web portal.

## Payment Plan

Contact the Bursar's Office or go directly to Sallie Mae for a "Tuition-Pay" plan. All prior charges must be paid before a payment plan may be made for a subsequent term.

Sallie Mae  
PO Box 813, Swansea, MA 02777-0801  
www.TuitionPayEnroll.com • 800-635-0120

## Employer Tuition Assistance Programs

Bring a signed and itemized purchase order to the Bursar's Office before registering for the upcoming term, authorizing Cambridge College to bill a company directly for the courses listed (include course numbers). U.S. Veterans must bring a signed VA form 28-1905 or 22-1999. Other documentation may be required from certain area employers. Contact the Bursar's Office for information. Students are responsible for providing all documentation required by their employers.

If a student drops a class and is eligible for a refund, the refund is issued to the employer on behalf of the student. Students are liable for the cost of any courses taken but not listed on the purchase order.

If an employer reimburses employees after courses are completed, students must pay for the classes when registering. The Bursar's Office provides itemized statements for students to verify charges and payments.

Students are not cleared for graduation until all tuition assistance payments have been made in full. After the graduation clearance date, students are liable for any remaining balance.

## Graduation Clearance

All tuition and other charges must be paid in full by the published graduation clearance deadline in order to receive graduation clearance from the Bursar's Office.

## Non-payment

Failure to fulfill tuition obligations in a timely manner may result in disenrollment. Transcripts, diplomas, and certificates are held by the College until debts are clear. Student debts will be submitted to a collection agency if payment is not received. In such cases, the student is liable for any court costs and collection agency fees. Collection agency fees may total up to 40% of the outstanding bill, as allowed by Massachusetts law. Cambridge College routinely reports account information to a credit bureau.

## Student Health Insurance

In compliance with state public health departments, Cambridge College requires its students to comply with state laws regarding health insurance for college students.

## Massachusetts Locations

Cambridge  
Merrimack Valley  
Springfield

Massachusetts law states that students who meet the following criteria are required to be enrolled in the College's Student Accident and Sickness Insurance Plan, or participate in a plan with comparable coverage.

- Attend classes within Massachusetts, and
- Are enrolled in a certificate or degree program, and
- Are enrolled full-time or three-quarter time (undergraduate: 9 credits or more; graduate: 6 credits or more).

A student's status as full or three-quarter time is determined as of the last date of the add/drop period.

Students who have insurance with comparable coverage may waive out of the College's Student Accident and Sickness Insurance Plan by submitting an annual waiver request by the term deadline. It is the student's responsibility to determine and certify that their insurance is comparable. To submit the annual waiver request, students must go the MyCC web portal homepage and follow the instructions under Student Health Insurance; click on the external link provided, and follow the online instructions.

**Students who do not submit an annual waiver request by the deadline are automatically enrolled in and billed** for the College's Student Accident and Sickness Insurance Plan. The deadline changes each term, but is within a week of the last date of the add/drop period for the term. The deadline for the current term is posted on the MyCC web portal homepage.

Students are required to submit an annual waiver request in the first term they are enrolled and every fall term thereafter. Students returning after a leave of absence must submit the waiver request in the term when they return.

## Locations in Other States

Students attending classes at Cambridge College locations outside Massachusetts are not required to participate in the student health program.

## NITE

**National Institute for Teaching Excellence (NITE)** students enrolled in more than three weeks of classes will need to show proof of health insurance. Massachusetts law does not require students enrolled in short-term courses (defined as no more than 15 days of classes for each term and 30 days total for the entire school year) to participate in the student health program.

## Dropped Courses —New and Continuing Students

### Tuition Charged

You must pay the full tuition for all courses for which you have registered, unless the course is correctly dropped before the add/drop deadline. (see Adding and Dropping Courses under Charting Your Path).

- If you correctly drop the course, you may get tuition credit as outlined below.
- If you do not attend class and do not correctly drop the course, your account will be billed for the full tuition.
- If you begin attending class and later cease attending classes without formally withdrawing or taking a leave of absence, your account will be billed for the full tuition.

### Tuition Credit

#### Date Add/Drop Request is Received . . . . . Tuition Credit

##### **Courses that meet every week and start in the first week:**

Before the add/drop deadline . . . . .	100%
Before third class or when no more than six hours of class time have elapsed, whichever comes first. . . . .	75%
After third class. . . . .	0%

##### **All other courses:**

Before the first class . . . . .	100%
Before second class or when no more than six hours of class time have elapsed, whichever comes first. . . . .	75%
After the second class. . . . .	0%

**Students considering a leave of absence or withdrawal are urged to see the Bursar's Office before leaving the College in order to arrange payment of any outstanding balance. Students who have received financial aid must contact the Financial Aid Office.**

## Refunds and Repayment —Students Withdrawing or on Leave of Absence

Students who withdraw from Cambridge College or take a leave of absence after having paid the current term charges or receiving financial aid are subject to the following refund and repayment policies.

**A Leave of Absence/Withdrawal form must be filed at the Registrar's Office before leaving the College.**

Federal guidelines mandate that tuition, fees, and other related charges are prorated based upon each student's enrollment status. Tuition and fees may be refunded. No other charges are refundable. Virginia-based students please see Refund Policy—Chesapeake Regional Center, below.

### College Refund Policy

Students not receiving Title IV financial aid or state scholarship monies are eligible for refund of current term charges paid as follows:

<u>Date of Withdrawal</u>	<u>Refund</u>
Before add/drop deadline (within first two weeks of term) . . . .	100%
During third week of term . . . . .	75%
During fourth week of term . . . . .	50%
During fifth week of term . . . . .	25%
Thereafter . . . . .	0%

Title IV and state scholarship recipients are subject to different refund/repayment calculations (see below).

<u>Date of Withdrawal from Intensive Courses</u>	<u>Refund</u>
Before course starts . . . . .	100%
After course starts . . . . .	0%

### Refund Policy — Cambridge College Virginia

Cambridge College operates three terms/year, each term not exceeding 4.5 calendar months. For Virginia-based students, Cambridge College will follow the regulations as stated in the Virginia Administration Code Regulations 8 VAC 40-31-160(M)(6).

<u>Date of Withdrawal</u>	<u>Refund</u>
Before add/drop deadline (within first two weeks of term) or before course starts . . . . .	100%
During the first ¼ (25%) of term. . . . .	50%
After completing ¼ (25%), but less than ½ (50%) of term. . . . .	25%
After completing ½ (50%), or more of term . . . . .	0%

## Repayment of Federal Funds

Students receiving federal financial aid, who withdraw from the College or stop attending all classes during a term before more than 60% of the term has elapsed, are subject to specific federal regulations.

The amount of Title IV aid that you must repay is determined by the federal formula for return of Title IV funds as specified in Section 484B of the Higher Education Act.

The amount of Title IV aid that you earned during the term before you withdrew is calculated by multiplying the total aid for which you qualified by the percentage of time in the term that you were enrolled (college work-study not included).

### Your disbursement or repayment owed:

- If less aid was disbursed to you than you earned, you may receive a late disbursement for the difference.
- If more aid was disbursed to you than you earned, you will be billed for the amount you owe to the Title IV programs and any amount due to the College resulting from the return of Title IV funds used to cover College charges.

### Cambridge College will return the unearned aid to the Title IV programs as specified by law:

1. Unsubsidized federal loans
2. Subsidized federal loans
3. Federal Perkins loans
4. Federal PLUS loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grants (SEOG)

## Repayment of Massachusetts Funds

Students who have received financial aid from the Commonwealth of Massachusetts are subject to the following repayment/refund policy.

**The amount of aid you earned during the term before you withdrew is calculated** by applying the federal formula for return of Title IV funds:

- If you also received federal Title IV aid this term, then the percentage of Massachusetts aid earned is the same as the percentage of Title IV aid earned.
- If you did not receive Title IV funds, the College shall use the federal formula for return of Title IV funds to determine the percentage of Massachusetts aid earned.

### The following are then applied to your tuition fees:

- The amount of state and federal aid earned (see above).
- All other sources of financial aid.
- All scheduled cash payments.
- The unearned portion of state financial aid.

### **The result is your remaining unpaid balance of tuition charges and mandatory fees.**

Note: the College cannot make any unauthorized post-withdrawal award and/or disbursement of state financial aid to cover this balance.

## Repayment of Massachusetts Funds, cont.

### Your disbursement or repayment owed:

- If the remaining balance is greater than or equal to the unearned state aid, then additional state aid can be "earned" by a student that equals 100% of unearned state aid.
- If unearned state aid is greater than the unpaid balance, then additional earned state aid has to be equal to the value of the remaining balance.

You will be billed for any amount you owe to Massachusetts financial aid programs and any amount due to the College resulting from the return of Massachusetts funds used to cover College charges.

Cambridge College will distribute the remainder of unearned state aid back to Massachusetts financial aid programs as specified by law.

1. Tuition waiver (need based and categorical)
2. Massachusetts No Interest Loan
3. Tomorrow's Teachers Scholarship
4. Commonwealth Futures Grant
5. General Scholarship (Mass Grant)
6. Performance Bonus
7. Christian Herter Memorial Scholarship
8. Gilbert Grant
9. Public Service Scholarship
10. Cash Grant (Access Grant Scholarship)
11. Part Time Grant

## Excess Funds

In accordance with federal regulations, excess funds from federal financial aid, over and above current charges, cannot be held without written authorization from the student.





# Financial Aid

Financial Aid Office • 617.873.0440 • [financialaidweb@cambridgecollege.edu](mailto:financialaidweb@cambridgecollege.edu) • [www.cambridgecollege.edu/financial-aid](http://www.cambridgecollege.edu/financial-aid)

Financial aid is available for our students who qualify, to assist in financing educational expenses at Cambridge College. Visit [www.cambridgecollege.edu/financialaid/](http://www.cambridgecollege.edu/financialaid/) to begin the financial aid process. The financial aid staff is available to assist students by phone, by appointment and by e-mail.

## Eligibility for Financial Aid

It is essential that students comply with requirements in order to receive financial aid.

### Eligibility Requirements

**Eligibility for federal financial aid is determined by the following criteria:**

- Students must be enrolled in a Title IV approved program leading to a degree or certificate and the student may only receive federal financial aid for classes that are required for degree completion. Classes outside of a student's approved program cannot be used in cost of attendance calculations and determination of half time enrollment. Students enrolled in non-degree programs or certificate programs not Title IV approved are not eligible for federal financial aid.
- Students may not receive federal financial aid from two schools at the same time. Students can only receive federal aid from the school from which they are matriculated.
- The maximum time frame allowable to complete a program will be no more than 150% of the published full-time length of the program (measured in total credits attempted, including transfer credits) for undergraduate students and no more than 200% of the published length for graduate students. If a student does not complete a program in less than 150% of the published length of the program they will no longer be eligible for federal aid. (See policy on Satisfactory Academic Progress.)
- Students must be enrolled at least half time to receive a federal direct loan. (undergraduate: at least 6 credits; graduate: at least 4 credits).
- Students must be enrolled full time to receive the maximum Pell Grant. If a student is enrolled less than full time the Pell grant will be prorated based on enrollment status.
- Federal financial aid will be adjusted if a student withdraws from all classes before 60% of the semester is completed. Students may have a balance owed to the College after these adjustments to financial aid are posted to the student's account. (See policy on Withdrawals and Leave of Absence.)
- Students must have financial need except for the unsubsidized loan program and some merit based aid or private grant aid. Need is defined as the cost of attendance minus the expected family contribution derived from filing the Free Application for Federal Student Aid (FAFSA).
- Students must have a high school diploma or equivalent (General Education Diploma (GED) certificate, a certificate from a state-authorized examination that the state recognizes as the equivalent of a high school diploma, a two year degree acceptable for full credit towards a bachelor degree), or have completed a high school education in a home setting that is treated as a home school or private school under applicable state law.
- Students must be a U.S. Citizen or eligible non-citizen.
- Students must have a valid Social Security Number.
- Students cannot be in default or owe money on a federal student loan.
- Male Students ages 18-25 must register with the Selective Service.

## Applying for Financial Aid

### Academic Award Year

For awarding purposes the Fall term is considered to be the beginning (header) of the academic award year for Cambridge College. The Summer term will be considered the end (trailer) for the academic award year. For determining eligibility and disbursing funds the Free Application for Federal Student Aid (FAFSA) year must match the academic award year.

Example: Student applies to start in the Summer 2012 term, the last term of the academic award year 2011-2012. Student must file the 2011-2012 FAFSA and will be awarded for the Summer 2012 term only. For the next academic award year of 2012-2013 the student must file the 2012-2013 FAFSA, and will be awarded starting with the Fall 2012 term and ending with the Summer 2013 term.

Students may submit an appeal to the director of financial aid if they wish to be awarded on a different schedule due to extenuating circumstances. All appeals must be in writing and contain appropriate supporting documentation. Each appeal will be reviewed on a case by case basis by the director of financial aid.

### Verification

Students sometimes make errors on their financial aid application. The Federal Department of Education requires that 30% of Free Application for Student FAFSA filers be verified, as selected by the Department of Education central processing system (CPS). However Cambridge College also has the authority, and may be required, to verify additional students. This policy applies to all Cambridge College students and their parents (only dependent students).

**Selecting students** — Cambridge College will request verification information from all students who are selected by the central processing system (CPS). Required verification items are: Household size as defined by the federal Department of Education; number in college; adjusted gross income as supplied by the IRS; U.S. taxes paid; certain types of untaxed income and benefits such as child care, IRA/Keogh deductions, interest on tax-free bonds (examples not all inclusive); All other untaxed income included on the U.S. income tax return (excluding schedules).

Cambridge College is also required to verify any application information that appears to be incorrect or contains discrepancies. Students with these applications are considered to be selected for verification by the College even though the data being verified may not be same as the required items for CPS selected students.

**Notifications** — Students who are selected for verification will be notified in writing in a letter which lists all documents that have been requested. This information is also posted on the student's Cambridge College MyCC account. Students whose award has changed due to verification will be notified through an updated award letter indicating the changes to each and any award.

**Deadlines** — Students are responsible for submitting all required verification items by the established deadline included in the letter sent to the student. Failure to submit required documents by the deadline may forfeit Federal Financial Aid eligibility. Deadlines are established each academic year and are located on the Cambridge College Financial Aid Application and on the Cambridge College web site.

**Ongoing Eligibility**

- Students must re-apply every year ([www.cambridgecollege.edu/applying-financial-aid](http://www.cambridgecollege.edu/applying-financial-aid)).
- Students must work consistently towards completing their degree in a timely manner, while making **satisfactory academic progress**.

**Satisfactory Academic Progress**

Satisfactory Academic Progress (SAP) is a measure of progress toward the completion of a student's course of study according to Cambridge College standards and required by federal regulations. Students must meet these standards to maintain eligibility for federal financial aid. These standards apply to all federal financial assistance programs and to all students: full-time and part-time, undergraduate, and graduate, degree and certificate candidates. For Financial aid satisfactory academic progress policy, see [www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap](http://www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap). If you have any questions or concerns feel free to contact the director of financial aid.

**Grants for Undergraduate Students**

**Pell Grant**

**Federal Pell Grants** may be awarded to undergraduate students based on criteria established by the U.S. Department of Education. No repayment required.

**SEOG**

**Supplemental Educational Opportunity Grants (SEOG)** for undergraduate students range from \$500 to \$2,000. Preference is given to Pell Grant recipients with high financial need. No repayment required.

**Loans for All Students**

**Federal Direct Loans**

William D. Ford Federal Direct Loans are available to students who are enrolled at least half time. Federally subsidized loans, available to undergraduate students only, are based on financial need. Unsubsidized loans are available to all graduate students and to undergraduate students who do not qualify for subsidized loans.

The interest on subsidized Federal Direct Loans is paid by the federal government while students are enrolled. Students may pay the interest on Federal Unsubsidized Direct Loans while enrolled or allow the interest to accrue. Accrued interest will increase the principal amount of the loan and result in higher monthly payments. Repayment begins six months after a student is no longer enrolled at least half time. Current rates as of April 26, 2012 are:

- Subsidized loan (undergraduate only) . . . . . 4.5% (subject to change)
- Unsubsidized loan (undergraduate and graduate) . . . . . 6.8%

**Grad Plus**

Grad Plus Loans, with a fixed rate of 7.9%, are available to credit-worthy students. If a student is denied on the basis of an adverse credit history, the student may obtain a credit-worthy endorser who will be responsible for the loan. The Grad Plus is available to students only after they have borrowed the maximum on the unsubsidized Direct loan.

**Parent Plus**

Parent PLUS loans, with a fixed interest rate of 7.5%, are available to credit-worthy parents of DEPENDENT students. If a parent is denied on the basis of an adverse credit history, the parent may obtain a credit-worthy endorser who will be responsible for the loan. If a parent is denied and cannot obtain an endorser, the student is eligible for additional Direct Unsubsidized funds. The Parent PLUS loan is available to students/parents only after they have borrowed the maximum on the Direct loans for dependent students.



## How Loans are Calculated

Students may receive federal financial aid for direct costs of a degree or eligible certificate, including **tuition and fees**. **Courses outside of the degree requirements are not eligible for financial aid.**

### Credits/Term

Federal financial aid awards are based in part on enrollment status: the number of credits taken each term. Federal guidelines are as follows:

Enrollment Status	Credits each term	
	Undergraduate	Graduate
Full time	12 or more	8 or more
At least half time	6 or more	4 or more

Credits earned through portfolios and exams are not counted toward the minimum number of credits/term.

### Student Enrollment Data

The number of credits registered for, enrollment status, leave of absence, withdrawal, etc. is electronically downloaded to the National Student Loan Clearinghouse each term by the Registrar's Office. Student loan vendors receive this information directly to verify in-school status.

### Other Educational Expenses Eligible for Financial Aid

**Computer for new and continuing students** — The cost of one computer for your academic program may be included in your first-year federal student loan. (See requirements under Computers, Network and Information Systems.) **Wait until you receive your award notice to be sure you are eligible, before you buy your computer.** Or you can wait until you receive your financial aid refund check, which will include the loan amount for your computer.

**If you buy a computer too soon, and find that you are not eligible for it, Cambridge College will not be able to assist you with funding.**

If **continuing students** do not yet have a computer that meets the requirements and now you need one, please contact the Financial Aid Office to discuss your needs.

**Standardized tests** — Undergraduate students may take CLEP or other standardized exams for credit, or earn credits by portfolios.

**Books and supplies** — **These are a personal expense** until first-term charges have been paid and a credit balance appears on your account.

**Room and board** (NITE and Augusta, GA only)— Students may receive federal financial aid for room and board if residency is **required** to attend their academic program.

- Arranged by Cambridge College — If Cambridge College has contracted with a hotel, conference center or college to provide rooms for students, the reasonable cost of basic accommodations may be included.

- Arranged by students — If students elect to stay elsewhere, or if the College has not arranged for accommodations, students must pay all their expenses up front. They may submit receipts to be considered for reimbursement.

A printed receipt or lease agreement is required from the hotel or other rental agency, showing the amount paid, date, and student's name, before additional funding can be offered.

### Transfer Credits

Prior transfer credits accepted are included in the credits earned in your first academic year. The number of terms allowed to complete your program is correspondingly reduced.

### Grade Level

In accordance with federal guidelines for determining awards, undergraduate students are classified by grade level. For example, students are classified as first year until they have completed 30 or more credit hours.

### Prior Student Loans

Students enrolling in eligible degree programs may be eligible for in-school deferment of prior student loans.

## How Funds are Disbursed

### Financial Aid Award Letter

Your award letter will be mailed to your home address, and you can view your award information on the MyCC portal.

### Awards and Disbursement

Loans are prioritized and disbursed according to the number of terms enrolled. In accord with federal policy, financial aid awards are posted to students' accounts at Cambridge College, not directly to students themselves. Once the College receives the loan disbursement from the government, the College credits the student's account. Any federal funds in excess of current charges may be refunded to the student after term charges have been paid, pending any change of enrollment status.

### Schedule of Disbursement

The first posting of financial aid funds for the fall and spring terms will be the Monday after the Add/Drop deadline of each term and the first Monday after July 1 for the summer term, and thereafter on Mondays only.

All students are expected to enroll for all three terms each year, including the summer. If students take the summer off, the College must report them as disenrolled.

### Refunds and Excess Funds

Students must wait for awards to be credited to their student accounts. Any federal funds in excess of current charges may be refunded to students after term charges have been paid, pending any change of enrollment. Any excess funds are refunded within 14 business days after the disbursement is credited to a student's account.

(14 days after the add/drop deadline, if credited earlier). The Bursar's Office will automatically mail refunds to students. Before calling the Financial Aid or Bursar's Offices, students may access their accounts on the website by logging on to the myCC portal. Student ID and PIN will be needed.

According to federal tax laws, these refunds are regarded as taxable income. Careful records should be kept and all the income must be reported on your income tax return.

## Repayment Process and Loan Rehabilitation

### Exit Counseling

All borrowers of federal student loans must complete federally mandated exit counseling when graduating or dropping to less than half-time enrollment status. Exit counseling prepares students for re-payment. Students must do the exit counseling in its entirety, with complete and correct information; otherwise the degree, diploma, and official transcripts will be withheld.

To complete the exit interview online, go to [www.studentloans.gov](http://www.studentloans.gov), and click on Exit Counseling.

Loan payments may be necessary long after graduation. Federal authorities pay careful attention to student loans; defaulting on federally subsidized loans is a serious offense. With careful planning, students should be able to enjoy the rewards of their study at Cambridge College without being overburdened by payments.

### Loan Default and Rehabilitation

Current and former students with an outstanding balance on a defaulted loan, who have not made satisfactory arrangements for payment, will not receive official or unofficial transcripts.

Defaulted Direct and Perkins (and Stafford) loan borrowers are eligible for rehabilitation and restoration of Title IV eligibility. Borrowers may regain eligibility after six on-time consecutive monthly payments; however, the loan is still in default. Once twelve such payments have been made, a federal loan is removed from default, or "rehabilitated". Defaulted borrowers must request rehabilitation. In the case of borrowers who have a judgement rendered on their loan, borrower payments must be "voluntary" — equal to the amount required under the judgement.

## Federal Financial Aid Withdrawal and Leave of Absence

### Withdrawal or Leave of Absence

Students who need to withdraw or take a leave of absence from Cambridge College may do so for academic, disciplinary, personal, or medical reasons. If the student is receiving federal financial aid and withdraws or takes a leave of absence from the College, they may be subject to the federal financial aid return policies. **Students must notify the Financial Aid Office about any change** in planned period of enrollment, whether due to withdrawal from a class, a leave of absence, a change in academic division, or withdrawal from the College.

### Non-attendance

**Non-attendance does not constitute official withdrawal.** If a student who began attendance and did not officially withdraw fails to earn a passing grade in at least one course over an entire term, the College must assume that the student has unofficially withdrawn. For this purpose, non-passing grades are defined as No Credit/Incomplete (NCI), No Credit (NC), Withdrawal (WD), Administrative Withdrawal (AW), No Show (NS). Unofficial withdrawals will be determined within 90 days of the end of the term. Federal financial aid recipients will have their awards reviewed and recalculated, resulting in a reduction in federal financial aid awarded.

### Return of Title IV Aid

The Financial Aid Office is required by federal statute to recalculate Title IV financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a term.

- **Recalculation** is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:  $\text{Percentage of earned aid} = \frac{\text{number of days of the term completed up to the withdrawal date}}{\text{total days in the term}}$ . For unofficial withdrawals, the withdrawal date used for aid recalculation is the midpoint of the term. Any break of five days or more is not counted as part of the days in the term.
- **Funds are returned to the appropriate federal program** based on the percentage of unearned aid using the following formula:  $\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed} - \text{percentage of earned aid}) \times \text{total amount of aid that could have been disbursed during the term}$ .
- If a student earned less aid than was disbursed, the College is required to return a portion of the funds that have been received by the student. Keep in mind that when federal Title IV funds are returned, **the student may owe a balance to the College**. If a student earned more aid than was disbursed, the College would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

## Scholarships

### Cambridge College Scholarships

Cambridge College provides undergraduate and graduate scholarships to students who are enrolled in degree and certificate programs through funds provided by donors and College general funds. All scholarship funds must be awarded through the Office of Financial Aid.

Scholarship information and the application form are available at [www.cambridgecollege.edu/scholarships](http://www.cambridgecollege.edu/scholarships).

Eligibility for scholarship aid will be based on the following:

- Completion of the annual Free Application for Federal Student Aid (FAFSA) for all need based scholarships. (see [www.cambridgecollege.edu/financialaid](http://www.cambridgecollege.edu/financialaid)).
- Completion of the award year Cambridge College Scholarship Application.
- Continuing students must meet "Satisfactory Academic Progress" requirements.
- Students must be in compliance with the College's Code of Student Conduct.
- Students must demonstrate financial need where necessary — based upon the Expected Family Contribution on the FAFSA.
- Students must meet any other requirements as set forth by the donor.

A Scholarship Committee recommends the selection of scholarship recipients, based upon all of the eligibility requirements to the Director of Financial Aid. The Committee shall meet once per term or more frequently as necessary, as scholarships are awarded on a term-by-term basis based upon available funding.

A student who withdraws, cancels, becomes inactive, enrolls less than full-time (when full-time enrollment is required for scholarship retention), or is suspended or dismissed from the College, will lose his/her scholarship eligibility. A student who is classified under one of the above categories due to medical reason may appeal in writing to the Committee to have his/her scholarship reinstated. The appeal must be submitted in writing with supporting documentation.

For full policy, see [www.cambridgecollege.edu/scholarship-awarding-and-administration-policy](http://www.cambridgecollege.edu/scholarship-awarding-and-administration-policy).

### Resources on the Internet

FastWeb Scholarship Search . . . . . [www.fastweb.com](http://www.fastweb.com)  
 Next Student Scholarship Search Engine. . . . [www.nextstudent.com](http://www.nextstudent.com)  
 Peterson's Education Center (find scholarships "Pay for School") . . . . . [www.peterson's.com](http://www.peterson's.com)

**Beware of scams: never pay a fee or give out your bank or credit card information!**

## Other Financial Resources

### Alternative Loans

Students may use alternative loans to pay for college expenses. Please visit [www.cambridgecollege.edu/financialaid/](http://www.cambridgecollege.edu/financialaid/) for more information.

### Veterans

Veterans may be eligible for G.I. Bill assistance. Information is available from the Cambridge College Student Affairs Office or from your regional Veteran's Administration Office.

### Federal College Work Study

These funds provide part time employment to students to help meet educational expenses; eligibility is based on financial need. Internship sites may be considered for off-campus work study opportunities. For details, please contact the Financial Aid Office.

### State Aid

Cambridge College students are encouraged to research financial aid opportunities in their own states.

### Massachusetts State Scholarships

Massachusetts residents pursuing undergraduate degrees may be eligible for the Mass State Grant or other state funding. The maximum award amount varies, depending on state funding. The application (FAFSA) must be filed before May 1 for consideration for the following academic year. Students must be full-time to receive state grants.



# Transfer of Credit

Transfer Credit Office 617.873.0143 • [transfercredit@cambridgecollege.edu](mailto:transfercredit@cambridgecollege.edu) • [www.cambridgecollege.edu/transferring-credits](http://www.cambridgecollege.edu/transferring-credits)

Transfer credit requests, initiated by the student, are evaluated only on the basis of **official transcripts**. Students must submit a completed admissions application packet, including official transcripts and course descriptions/syllabi, if applicable.

## How to initiate your transfer credit request

- Please request official transcripts from previously attended institutions as soon as possible.
- If you have any grades not on the ABC scale, ask the course instructor to clearly state the letter grade equivalent in a letter on official college letterhead, addressed directly to the Cambridge College Transfer Credit Office.
- If requesting transfer of required courses into an M.Ed., C.A.G.S., or Ed.D., fill out form (available in application booklet and website) and attach course descriptions or syllabi. Photocopies must clearly show the course number, title and description; name of the college, your name and date of birth.
- Have international transcripts translated and evaluated by any NACES member evaluation service. A list of NACES member evaluation services can be found at [www.naces.org/members.htm](http://www.naces.org/members.htm).

## Priority Dates

We must receive all documents for transfer credit evaluation (outlined above) by the following priority dates, in order to evaluate your transfer credit by the beginning of the term. Later submission will result in delayed transfer credit awards.

- By April 1 for Summer term.
- By July 15 for Fall term.
- By December 1 for Spring term.

**Veterans and Military Students** — The Transfer Credit Office adheres to the regulations and requirements outlined in the DoD Military Tuition Assistance Program. It recognizes, accepts and awards credit where appropriate; specifically credits earned through standardized examinations and from American Council on Education evaluated transcripts.

## Evaluation Process

### Evaluation Process

- The Transfer Credit Office reviews official transcripts and identifies all courses that meet the general criteria and may be eligible for transfer.
- Undergraduate academic advisors will create an academic plan which includes all eligible transfer credits that meet Cambridge College undergraduate degree/program distribution requirements. Based on the policy below, credits constituting an earned associate's degree will be accepted in total up to 69 credits. Credits outside of, or above and beyond an earned associate's degree, will be evaluated for transferability by the academic advisor.
- For licensure programs, specialized concentrations, CAGS and doctoral programs, the program chair reviews the content and approves courses that meet program-specific criteria.
- Final determination of the transferability and programmatic distribution of credit lies with the academic dean of the appropriate school.

### In Your First Term

Graduate students — Do not take any course that you hope will be covered by a corresponding course that you have submitted for assessment. Wait until your transfer credit evaluation is completed.

### Re-Evaluation of Transfer Credit

If you change concentration or program, you must request a new transfer credit evaluation.

When you return after an absence of one term or more, prior transfer credits are revised according to policies in effect at the time of your return.

### Transfer to Another College

Transfer of credit is controlled by the receiving institution. Accreditation does not guarantee that another institution will accept credits earned at Cambridge College.





# Undergraduate Transfer Credit

Student must be accepted into a specific degree and concentration for transfer credit to be evaluated. The following general criteria will guide the evaluation process.

## Courses: General Criteria

- Course credits must be earned at a regionally or nationally accredited degree granting institution of higher learning.
- For courses not included as part of an earned associate's degree, only grades of C (2.0) or better are considered, and such courses must meet program distribution requirements;
- Professional development courses (PD) and continuing education units (CEU) are not eligible for transfer;
- Associate's degrees from regionally or nationally accredited institutions are accepted in their entirety at 60-69 semester hours, including only the courses actually required for the degree.
- A maximum of 90 semester hours from a regionally or nationally accredited degree granting institution of higher learning may be accepted, provided the coursework meets Cambridge College degree/program distribution requirements.

## Standardized Examinations

- Credits earned through standardized examinations (DANTES, DSST, CLEP and AP) may be accepted and will be recorded as transfer credits.
- Credits earned through school-specific testing are *not* eligible for transfer.
- Credits earned through standardized exams may replace major requirements only at the discretion of the program chair or academic dean.
- Students already matriculated into a Cambridge College program are advised to consult their academic advisor for written approval *prior* to taking any standardized exams. *Without prior approval, acceptance of credits is not guaranteed.*

## ACE Evaluated Transcripts

Credits recognized through the American Council on Education (ACE) evaluated transcripts will be accepted at their full credit value as follows.

- Up to 60 lower level credits may be accepted, provided the coursework meets Cambridge College general education or elective distribution requirements.
- An additional 30 upper level credits may be accepted provided the coursework meets Cambridge College degree/program distribution requirements.
- No "V" or vocational credits will be accepted for college transfer credits.

## Please Note

- Prior written approval by the undergraduate academic dean is required before taking courses at other institutions.
- ACE evaluated and standardized exam credits may not duplicate a course taken at Cambridge College or at another institution.

- Electronic transcripts will be accepted from military branches that only provide electronic transcripts; i.e. Army (AARTS) transcripts which will transition to Joint Services Transcripts on January 1, 2013.

## Articulation Agreements

Articulation agreements are partnerships between educational institutions which formalize their relationship to each other, and allow for the direct transfer of academic credit. Cambridge College has developed articulation agreements with community colleges and other associate's degree-granting institutions in order to expand the higher education opportunities for their graduates. These articulations are designed to maximize the students' educational experience by providing guaranteed admission into Cambridge College bachelor's degree programs, and accepting all credits constituting the associate's degree of an articulating partner.

Any additional credits earned above and beyond the associate's degree are subject to program distribution requirements (see above).

Cambridge College currently has articulation agreements with the following colleges:

### Connecticut

- Capital Community College

### Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Mount Wachusett Community College
- Northern Essex Community College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston

### North Carolina

- Halifax Community College
- Roanoke-Chowan Community College

### Virginia

- Paul D. Camp Community College
- Thomas Nelson Community College

### People's Republic of China

- Shandong University of Science and Technology

# Master's, CAGS and Doctoral Transfer Credit

The student must be accepted into a specific degree and concentration for transfer credit to be accepted.

**All Courses** must meet the following criteria.

- Only graduate courses designed for graduate degree credit may be accepted.
- Courses completed at regionally accredited institutions authorized to grant graduate/post-graduate degrees may be accepted.
- Only grades of B (3.0) or better are considered.
- Other grades must be confirmed as equivalent to B or better.
- Courses must be degree credit-bearing graduate courses that are *not* professional development or continuing education unit courses.
- Courses must meet current program requirements.

**School Collaborative Courses**

- School collaborative courses (Cambridge College) courses are *not* transferable into any licensure program.
- Only one (1) school collaborative course taken at or through Cambridge College prior to matriculating into a non-licensure program may be transferred, if it meets all other transfer credit guidelines and current program requirements.
- Exceptions regarding school collaborative courses will be made under certain circumstances with the approval of the dean of the School of Education.

**Professional Development and Continuing Education Units**

- Professional development and continuing education units (CEU) are not eligible for transfer into graduate programs.
- Professional development course(s) up to three credits total from another institution *may* be accepted into non-licensure degree programs, providing the granting college or university accepts the course(s) into its own graduate degree program.
- Professional development courses are *not* transferable into any licensure program.

**School of Education: CAGS and EdD**

CAGS and EdD transfer courses must be advanced graduate level; courses open to undergraduate students are not accepted.

**Courses NOT Acceptable** for master's, CAGS or doctoral transfer credit.

- Course work taken at other institutions after enrollment in a degree program or during an absence from the College.
- Field experiences, practica and internships.
- Independent learning, research and applied action projects (final projects cannot be replaced by transfer credit).
- Courses/credits included in another degree (anticipated or completed).

**Licensure Course Transfer**

To safeguard your licensure application, a course is accepted for transfer into a licensure program only if:

- The content matches a corresponding Cambridge College required course, meeting the high standards of our programs, and
- It is judged to match the requirements and expectations of the licensing authorities.

**Counseling Licensure Courses** — Final approval of other institutions' course work for your licensure application is solely within the discretion of the licensing authorities; please seek their advice.

**Educator Licensure Programs** — All transfer of credit into educator licensure programs is defined by the Mass. Department of Elementary and Secondary Education (DESE) as a "waiver." Records of all waivers are kept in student files, and are subject to audit at any time by the Mass. DESE. These records will be required when you apply for licensure.

**Doctor of Education (EdD)**

Nine credits may be accepted from an approved master of education program and 12 credits from an approved CAGS program; total: 21 credits.

**Transfer Credit Limits**

DEGREE PROGRAM	Credit Limit	Time Limit
Counseling psychology programs (MEd, CAGS)	9	5 years
<b>Education programs (MEd, CAGS)</b>		
MEd licensure programs, CAGS (except as listed below)	12	5-7 years*
Instructional technology, law, and finance courses for licensure		3 years
*Time limit varies with subject and licensure area, as determined by program chair		
MEd programs without licensure (except as noted on program charts)	12	no limit
<b>Doctor of Education (EdD)</b>	21	5 years
<b>Master of Management</b>	9	7 years
One specific Cambridge College management certificate	12-16	5 years

**Please Note**

Quarter-hours are converted into semester hours at a 3/4 ratio and rounded the nearest whole number.





# Charting Your Path

Academic Advising  
and Registering for Courses

## Academic Advising

Students arrive at Cambridge College with an idea of what they want to accomplish. Some will know how to assimilate into the college experience without much need for help. Others will need to consult, ask questions, make sure they are on the right path, and learn to read the signs of success. No matter which type of student you are, we think that when students discuss plans and get advising along the way, there is a greater likelihood for success.

Cambridge College builds an academic advisor into each of its schools and programs:

- In the School of Undergraduate Studies, the Undergraduate Academic Advising Office provides academic advisors for students.
- In the School of Education, the professional seminar leader is the students' academic advisor.
- The School of Psychology and Counseling provides an academic advisor for its students. In the school guidance and psychological studies programs, the professional seminar leader provides advising.
- In the School of Management, the professional seminar leader is the students' academic advisor.

These faculty are skillful advisors who can provide information, help arrange appropriate course schedules and build professional networks. There are systems to get used to, course loads to manage, forms to know about and deadlines to keep. Faculty advisors can help, so can program chairs, academic deans and office administrators: the College supports students with the right people providing useful questions and answers.

# Registering for Courses

Registrar's Office • 617.873.0101 • registrar@cambridgecollege.edu  
 • [www.cambridgecollege.edu/course-registration](http://www.cambridgecollege.edu/course-registration)

## Steps to Registering

### NEW Students

- Complete your admissions file.
- Plan for payment: Contact the Financial Aid Office and/or Bursar's Office.
- Attend Orientation, get academic advising.
- Register online.

### CONTINUING Students

Online registration for the next term begins in the preceding term. You may register any time once registration is open, until the add/drop deadline. (See Academic Calendar).

Contact your academic advisor to plan next term's courses. Then get Bursar's Office clearance and register online.

**Registration is first-come, first-served. There is no waitlisting. Courses or sections may be canceled due to underenrollment or closed because of class size limits.**

Students who find their anticipated courses are closed or cancelled should contact the Financial Aid Office immediately to find out whether their eligibility for financial aid is affected.

## Web Registration

**Course registration is done online** through the Cambridge College website at [www.cambridgecollege.edu](http://www.cambridgecollege.edu). Click on the MyCC web portal and then on Course Search to view courses offered.

You must log in with your user ID and password (PIN), to register online. If you forget your PIN or did not receive one, call the Registrar's Office. To protect you and your records, the College does not e-mail PINs.

For assistance, please call the Registrar's Office.

## Clearance and Holds

**Clearance** — In order to register for each term, you must receive clearance from the Financial Aid Office or the Bursar's Office. If satisfactory arrangements for tuition payment are not made, a hold will be applied to your account.

**Hold** — A "hold" may be placed on your account, for example: academic, graduation, business, financial aid, immunization, international student or disciplinary. A hold will prevent you from registering for courses until it is reconciled and removed. See full policy at [www.cambridgecollege.edu/student-holds-policies-and-procedures](http://www.cambridgecollege.edu/student-holds-policies-and-procedures).

## How Many Credits to Register for

	Minimum eligible for financial aid.	Maximum registration limit*
<b>Undergraduate</b> . . . . .	6 credits/term. . . . .	15 credits/term
<b>Graduate</b> . . . . .	4 credits/term. . . . .	12 credits/term

\* The online registration system limits course registration to the maximum shown above. Exceptions require prior written approval from an academic advisor and academic dean, and are rare.

## Non-Degree Student Course Registration

Students not matriculated into a degree or certificate program at Cambridge College are referred to as "special students." Special students are allowed to take **up to nine credits** for credit without applying for and enrolling in a degree or certificate program. Students should seek advisement from the academic dean of the school in which they are taking courses. Certain exceptions may apply, based on program, alumni status or location.

See Special Students policy at [www.cambridgecollege.edu/special-students](http://www.cambridgecollege.edu/special-students).

The College reserves the right to restrict access by special students to particular courses.

**To get the full benefit of the course work**, any course prerequisites must be met. The prior education and experience required for the corresponding degree are recommended.

**A paper registration form** must be completed, which is available from the Registrar's Office or on the website at [www.cambridgecollege.edu/course-registration](http://www.cambridgecollege.edu/course-registration).

## Repeat Courses

Students may repeat a course once. See full policy at [www.cambridgecollege.edu/repeat-courses](http://www.cambridgecollege.edu/repeat-courses).

## Courses Outside Academic Program

Students may not take courses outside their academic programs. See full policy at [www.cambridgecollege.edu/courses-outside-academic-program](http://www.cambridgecollege.edu/courses-outside-academic-program).

## Auditing Courses

Courses may be audited by non-matriculating or matriculating students. Courses which are audited do not count towards degree requirements and cannot be converted to credit at a later date.

Individuals wishing to audit a course must contact the Registrar's Office to verify that the course is available for auditing. Practicum and internship courses may not be audited. Once registered, the individual should consult with the course instructor at the first class to discuss expectations for class participation.

No financial aid is available for auditing courses. Please note that financial obligations will be incurred for an audited course unless the course is dropped before the add/drop deadline.

# Adding and Dropping Courses

See full policy at [www.cambridgecollege.edu/add-drop-policy](http://www.cambridgecollege.edu/add-drop-policy)

## ONLINE Process BEFORE Add/Drop Deadline

Students may **ADD or DROP a class by the add/drop deadline** listed in the Academic Calendar for the term. Log in to the MyCC web portal and click on the Student Registration tab; click on add/drop courses.

## PAPER Process AFTER Add/Drop Deadline

Submit a **paper form** to the registrar, with all required signatures.

Get forms at the Registrar's Office, your local Cambridge College office, or at [www.cambridgecollege.edu/course-registration](http://www.cambridgecollege.edu/course-registration).

You may register for additional courses up to the first class meeting if space is available and school policies are satisfied. Faculty signature is also required to add a course if the course is full.

### Dropped courses will appear on your student record as follows:

- Courses correctly dropped before add/drop deadline or before course starts will not appear on your record.
- Grade of Withdrawn (WD) — Completed form received **after course started**, after the add/drop deadline.
- Grade of No Show (NS) — Registrar's Office has not received form.

Important: With grades of Withdrawn and No Show you remain responsible for tuition.

### Please Note

- Adding or dropping courses may impact your financial aid.
- If courses are not correctly dropped in a timely manner, students may remain liable for tuition cost. (see Tuition and Payment).
- **No verbal or telephone "drops" or "adds" permitted.**
- Students must register for a class or add it as described above. Student names hand-written in to a class roster are **not** thereby registered. Unregistered students cannot attend class or receive academic credit. See Class Rosters policy at [www.cambridgecollege.edu/class-rosters](http://www.cambridgecollege.edu/class-rosters).

## Program Changes

When thinking about changing your program, your course load, enrollment status, or taking a leave, seek advising. We recommend students check with their academic advisor or seminar leader, the Financial Aid Office and Registrar's Office to learn about the academic and administrative procedures needed.

### Change of Program or Major

Students who wish to change programs or majors, while still remaining in the same degree program, must complete the change of program form and obtain all required signatures, including their advisor/program chairs from their previous program and the new program. For example, students who wish to change from a master of

management to a master of education need to complete the Change of Major form in order to change graduate programs. They do not need to reapply using the admissions application.

Students should consider a change of program carefully and explore the financial and academic implications.

- Meet with your current academic advisor, the chair of your new program, and the academic dean to discuss the change and get approval.
- Different programs may require additional courses, time, effort, and expense.
- Transfer credits accepted may differ. Financial aid rules and awards may differ.

**Note: all students receiving financial aid must see a financial aid officer before making any programmatic change, or any changes in the total number of credits taken in a term.**

Students who do not receive financial aid are encouraged to meet with the bursar to address financial implications of their change. If the completed form is received by the dean of the student's school before the add/drop deadline, the change takes effect in the current term. Changes completed later in the term take effect in the following term.

### Leave of Absence or Withdrawal

Current students who do not wish to enroll in the next term must visit the Registrar's Office to complete the Leave of Absence/Withdrawal form.

A student who finds it necessary to withdraw or take a leave of absence must:

- Discuss it with the seminar leader/academic advisor, and
- Submit an official leave of absence/withdrawal form (available on the website) to the registrar. Then the leave of absence or withdrawal will be indicated on the student's official transcript. **The Leave of Absence/Withdrawal form must be submitted to the registrar in order to receive any reduction in tuition liability** and to inform lending institutions of the change in enrollment status.

A student who drops out of the College and/or individual courses and does not submit the leave of absence/withdrawal form or add/drop form will receive a grade of No Show, and will not receive any reduction of tuition liability.

A student who has received a federal loan must complete federally mandated exit counseling prior to leaving (see Financial Aid).

**Medical Withdrawal Policy** — Upon presenting appropriate medical documentation to the Dean of Student Affairs, a student may be allowed to drop a course or take a leave of absence for medical reasons. All withdrawal policy requirements apply (see above, and see also Add/Drop Policy). See full policy at [www.cambridgecollege.edu/medical-withdrawal-policy](http://www.cambridgecollege.edu/medical-withdrawal-policy).





# Academic Policies and Procedures

Academic Affairs prides itself in providing students with excellent instruction and outstanding opportunities for career development and enhancement. We are committed to maintaining an environment that is supportive of your academic needs, and conducive to your creative development as a student.

The provost and the Office of Academic Affairs maintain academic standards and policies that promote the achievement of professional goals. Working through four distinct schools that comprise the essence of Cambridge College, we endeavor to meet your academic needs through a variety of academic programs and services. Our doors of opportunity are open and waiting for you to join us on a horizon broadening adventure.

Cambridge College reserves the right to change academic policies including course structure, availability, content, or requirements solely at its own discretion as it deems necessary and appropriate.

## Academic Standards and Expectations

### Academic Integrity

The College believes that each person can learn, notwithstanding one's age, life history, current circumstances, or past academic experience. Cambridge College is a learning community in which learners experience educational practices that honor and empower them. The College works with students to build the education needed for academic and career success through programs which develop and enhance skills, competencies, attitudes, values and habits of the mind. As students are expected to meet high academic standards throughout their education, they engage experiences of genuine learning that make new learning possible.

### Violations of Academic Integrity

- **PLAGIARISM**

Plagiarism is the use of another's work, thoughts, or language without giving credit. Cambridge College students are expected to submit original work in courses and will not summarize, copy, or use the work of another person or source without proper acknowledgment. Plagiarism is dishonest and a serious academic offense.

- **CHEATING**

Cheating appears in multiple forms such as:

1. Unauthorized use of notes, texts, or other aids during an exam or in completing course assignments.
2. Copying the work of another student.
3. Submitting the same assignment for more than one course, subject to faculty discretion.
4. Sharing student work with a group when such sharing has not been authorized by the professor.

**Any breach of academic integrity is grounds for a grade of F/No Credit in academic courses and/or dismissal.**

See full policy at [www.cambridgecollege.edu/academic-integrity](http://www.cambridgecollege.edu/academic-integrity).



## Academic Credit and Time Management

A semester hour of credit is a quantification of student learning, representing the amount of time a typical student is expected to devote to learning the course material. In traditional classroom settings, the expectation for undergraduates is generally two hours of outside work for every hour spent in class. For graduate students, less time is typically spent in class and more time is committed to outside study — generally three hours for every hour spent in class. Including both class time and study time, a semester hour of credit for the average student entails approximately 45 hours of time devoted to active learning. A three-credit course therefore involves approximately 135 hours of commitment during the term.

At Cambridge College, course structures often vary considerably from this traditional norm, but the learning expectations are always comparable. The amount of time in class varies both with the nature of the course and its level, undergraduate or graduate. Some students progress through the course material at faster rates than others, and selected courses demand intensive interactions over shorter periods of time than a term. Certain courses entail extensive residencies, like the summer sessions of the National Institute for Teaching Excellence. Other courses build directly on students' professional experience, perhaps foreshortening the time required to master new insights and competencies. Still other courses require an extensive internship or practicum. It is important to be aware of these differences in planning your time, but as a guideline for the average, total amount of learning commitment that may be expected in a course, it is useful to keep in mind the average of 45 hours per credit.

## Class Attendance

***Class attendance at the College is required.***

In most cases, the College may reasonably accommodate religious holidays/observances of students that are not listed in the Academic Calendar as long as the integrity of the educational experience can be maintained. In recognition of the diversity of the student body, the College provides that a student may request an excused absence from class for participation in religious holidays/observances.

The following rules apply to class attendance for undergraduate and graduate courses, including all formats of courses — regular, licensure, week-long intensive, and weekend intensive courses:

### School of Undergraduate Studies

Attendance is required in on-seat undergraduate courses. A student with more than four contact hours of unexcused absence in a three-credit course is subject to receiving a failing grade for that course. No absences will be allowed for one and two credit courses.

### School of Education

- **Regular courses** — No more than a total of four contact hours of unexcused absences will be allowed. Students with more than four contact hours of unexcused absences will receive an incomplete for the course or can complete the course at the instructor's discretion. Any student with more unexcused absences may receive a "No Credit" and will have to retake the course.

- **Weekend intensive courses** — No excused absences during the first weekend period will be accepted. If a student misses one or both class sessions during the first weekend period, the student will be dropped from the course or receive "No Credit" and will have to retake the course.
- **Week-long intensive courses** — No excused absences at any time. If a student misses a class for any reason, the student will receive either an "Incomplete" for the course, and can complete the course at the instructor's discretion, or will receive a "No Credit" and will have to retake the course.
- **NITE Program Courses (4-day classes)** — There are no excused absences. However, under extenuating circumstances, if a student misses one day of class, the professor and NITE program director may work with the student to complete the work in another format. Otherwise, the students will receive a "No Credit".

### School of Psychology and Counseling

- **Three-credit courses** — For all three-credit courses, students may not miss more than four contact hours per course. The missed hours of classroom time have to be made up. If a student misses more, and has a doctor's letter, the student has to attend those missed hours in-seat in another section of the class, even if it is in the following semester. The student will receive an "Incomplete" until those hours are completed.
- **One-credit courses** — No more than two contact hours may be missed.

### School of Management

- **One-credit courses** — Students are expected to attend all of the class contact hours for the course.
- **Three-credit courses, including weekend intensives** — Attendance is expected at all class sessions. At the discretion of the instructor, a student may be permitted to miss some class time, but make-up work will be required. Unexcused absences, or missing more than four hours of class time, will result in a grade of "No Credit" for the course.
- **Management Seminars (2 credits)** — Students are expected to attend all class sessions. Students may, at the discretion of the instructor, be permitted to miss a class, but make-up work will be required. Unexcused absences, or missing more than one seminar session, will result in a grade of "No Credit" for the course.
- **Blended learning courses** — Students are required to attend all sessions. A "No Credit" may be awarded to students for unexcused absences from in-seat classes. Exceptions will be made only for major illness, serious injury, death in immediate family, hospitalization or military orders. However, the student will be required to complete additional make-up assignments for time missed.

### End of Course Evaluation Survey

Cambridge College is committed to fostering teaching excellence and we believe that students can make a significant contribution to this goal by completing online, a confidential End of Course Evaluation Survey. The purpose of the survey is to help the College to improve the quality of curriculum and instruction. Towards the completion of

each course, students will receive an e-mail invitation to participate sent to their Cambridge College student e-mail address and may also participate through the MyCC web portal. For further information, please contact the Office of Research, Planning and Evaluation.

## Program Exceptions

### Course Waivers

Additional courses must be taken to make up the credits for courses accepted for waiver. See your academic advisor.

**School of Undergraduate Studies** — Some required courses may be waived if mastery of the learning outcomes is demonstrated by the successful completion of comparable coursework from a previous, regionally accredited college or university. Eligibility for waiving a required course or courses will be determined by the student's advisor in conjunction with the academic program chair and/or academic dean. Essential skills courses in writing and mathematics may only be waived if a student has successfully completed previous college-level work in those areas, and a standardized assessment, administered by the College, indicates appropriate competencies.

**School of Education** — Required licensure courses may be waived if mastery of the learning outcomes is demonstrated by successful completion of comparable coursework from a previous, regionally accredited college or university. Other required courses may be waived if students demonstrate comparable graduate learning. Eligibility for waiving a required course will be determined by the program chair with subsequent approval by the Dean.

**School of Psychology and Counseling** — Course waivers are typically requested along with evaluation of transfer credit. (See Transfer Credit.) Other courses must be taken in place of any credits waived.

**School of Management** — Required courses may be waived if students demonstrate comparable graduate learning. Some essential skills courses may be waived if mastery of the learning outcomes is demonstrated through assessments administered by the College. Additional management courses must be taken in place of any credits waived. Contact the dean of the School of Management.

### Courses Taken at Other Institutions After Matriculation

**Undergraduate** — Only the following may be accepted into the School of Undergraduate Studies while a student is enrolled in the program.

- Courses needed for graduation that are not offered within two terms of the anticipated graduation date.
- Electives not available at Cambridge College that are pre-approved by the undergraduate dean or program chair.

Written approval from the academic advisor and undergraduate dean is required.

**Graduate** — Courses taken at other institutions while a student is enrolled in a Cambridge College master's degree program may not be transferred towards that degree. Special exceptions may be considered with the academic dean's approval.



# Grades and Grading Policy

See full policy at

[www.cambridgecollege.edu/ics/grades-and-grading-policy](http://www.cambridgecollege.edu/ics/grades-and-grading-policy)

Faculty have discretion over grades. Grades are based on performance in relation to learning outcomes listed on each course syllabus.

**Grade Entry**—No one other than instructors may enter final grades using the MyCC web portal. If an instructor is unable to enter grades through the portal, he or she is to forward a grade list to the Registrar for entry. In the event that an instructor fails to submit grades to the College, the provost may assign the dean of the school in which the instructor teaches to issue (or change) the missing grades.

## General Definitions and Policies

### Grade Point Value

Grade			Grade		
Letter Grade	Point Value	Numerical Range	Letter Grade	Point Value	Numerical Range
A	4.0	93-100	C+	2.3	77-79
A-	3.7	90-92	C	2.0	73-76
B+	3.3	87-89	C-	1.7	70-72
B	3.0	83-86	D+	1.3	67-69
B-	2.7	80-82	D	1.0	60-66
			F	0.0	0-59

**Credit (CR)** is a grade denoting content competence.

- Undergraduate programs — equivalent to D or better.
- Graduate and post-graduate programs — equivalent to B or better.

**No Credit (NC)** means that the student has not met expectations and that the academic work will not be counted toward degree requirements. Students who receive a grade of “No Credit” in a required course or seminar are required to repeat the course or seminar. In general, reasons for a grade of “No Credit” include:

- Lack of class attendance — absent for more than four hours of class time.
- Required work not completed to the instructor’s standards.
- Failing grades on required work.

Students incur financial liability for courses attempted whether or not credit is awarded.

**Incomplete (INC)** grades are assigned only to students making satisfactory progress in the course and who need additional time to complete course requirements. Incomplete grades are not awarded for unsatisfactory work. Incomplete (INC) grades automatically become No Credit/Incomplete (NCI) grades after one term, unless the instructor has submitted a Grade Change form.

In the School of Undergraduate Studies at least 2/3 of the course work must be complete and satisfactory to be considered eligible for a grade of INC. The instructor and student must complete an Agreement to Finish Incomplete Course Work form. This learning contract outlines the assignments completed and approved, lists the assignments yet to be completed in order for the student to receive credit, and specifies a deadline for completing the course work satisfactorily.

**The remaining work must be completed by the end of the term after the course was taken or the grade becomes No Credit/Incomplete and the course must be repeated.** It is the student’s responsibility to consult with the course instructor about completing all coursework and removing the incomplete grades.

**No Credit/Incomplete (NCI)** indicates that incomplete course work was not completed by the end of the subsequent term.

**No Show (NS)** indicates that a student did not attend a class and/or did not formally withdraw from the course. The student remains financially liable for the tuition.

**Changes in Grade** — Grades (including CR) are considered to be final unless a clerical or procedural error has been made. If there are discrepancies, please contact the instructor and/or the Registrar’s Office.

## Undergraduate Grades

Grades of “Credit” or “No Credit” are awarded only for portfolios, challenge exams, standardized exams, seminars, and skill development courses.

## Graduate and Post-graduate Grades

Graduate and post-graduate programs award passing grades of B or better. Coursework below B receives a grade of “No Credit”. Grades of “Credit” or “No Credit” may be an option for students in specific courses.

## Academic Support for Students With Incomplete Grades

At the end of each term, students who have two or more Incomplete grades on their grade report will receive an “academic hold” on their account. Before they can register for the next term, these students must:

- Meet with their faculty advisor. International students must also meet with the international student advisor.
- Meet with course instructors, complete their coursework satisfactorily, and clear the Incomplete grades.

## Incomplete Final Project

**Graduate:** (Independent Learning Project/Independent Research Project)/Advanced Research Project). Students have up to three years from the expected graduation date (based on entry date and length of program) to complete and have the final project (ILP/IRP/ARP) approved. An extension may be granted by the student's academic dean. If the original faculty advisor is not available, the academic dean will assign another faculty member to supervise the completion of the project.

**Undergraduate:** If the **Capstone** is incomplete, students have one term to finish the work and have the Incomplete grade changed to a letter grade. If the Capstone is still incomplete, the student must register in the next term for the Capstone completion course in order to receive a grade. For example, students who get an Incomplete grade in BHS490 and do not finish it in the following term must register for BHS491 in the next term.

Students should be aware that there are fees associated with incomplete final projects. See Tuition and Payment.

## Satisfactory Academic Progress

Students must make satisfactory academic progress to continue at Cambridge College as well as receive financial aid. Student records are reviewed at the end of each term. (See :policy at [www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap](http://www.cambridgecollege.edu/federal-financial-aid-student-satisfactory-academic-progress-sap).)

# Student Records

## FERPA — Student Records Access and Confidentiality

In compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, as amended, the College does not permit the release of personally identifiable information in student records without the written consent of the student, except as specifically allowed by FERPA statute or regulation. The registrar controls access to and disclosure of student education records and maintains safeguards against unlawful disclosure. Record of the access and disclosure of student records must be maintained by the office providing such records (usually the registrar), and will be made available to the student upon request.

Students have the right to inspect and review all College records, files and data directly related to themselves with certain exceptions such as financial records of the student's parents, confidential recommendations which were received before January 1975, or records to which students have waived their right of access. Official records and data related to a student are incorporated into his/her file, kept in the Registrar's Office. Other student records may be maintained in the office which created the records such as academic deans, faculty, dean of students, etc. The College reserves the right to charge for copies of student records and will prohibit release of official transcripts for students who have financial holds.

FERPA allows, without prior written authorization from individual students, release of personally-identifiable directory information. Non-directory information may be accessed by individuals determined to have legitimate education interest, authorized representatives of federal, state and local educational authorities, accrediting organizations, and officials of another institution of postsecondary education where a student seeks or intends to enroll. Directory information at Cambridge College includes name, class year, home address and telephone number, e-mail address, dates of attendance, program status/major, degrees awarded, high school and any college previously attended.



Students who wish to keep their entire directory information private (a "FERPA block") may contact the registrar. Students will be annually notified of this FERPA policy by web notice, catalog, email or other appropriate delivery method.

FERPA does not apply to the records of applicants for admission who are denied acceptance, nor does it apply to applicants who are accepted but choose not to attend Cambridge College. Admitted students are covered by FERPA once they have enrolled. A student is considered enrolled on the first day of classes.

FERPA defines *student* as any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records. 34 CFR 99.3. In interpreting this definition with respect to application materials, Cambridge College has generally taken the position that records sent by the student to the college are not protected as education records unless/until the student matriculates.

If students take exception to anything in their folders on the grounds that it is inaccurate, misleading or otherwise inappropriate, they have the right to challenge its inclusion and seek to have it corrected or



deleted. A written request must be submitted to the registrar for a joint meeting with the provost and vice president for academic affairs, the registrar, and any other appropriate person to discuss the matter.

If the College fails to comply with FERPA requirements, written complaints may be submitted to the Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

See full policy at [www.cambridgecollege.edu/ics/ferpa---student-records-access-and-confidentiality](http://www.cambridgecollege.edu/ics/ferpa---student-records-access-and-confidentiality).

## Change of Name, Address and Contact Information

Students must make any permanent name or address change at the Registrar's Office in Cambridge or at your local Cambridge College office.

**Address and Contact Information** — An address change requires official proof such as a utility bill, rental lease, mortgage, or other appropriate documentation. See Red Flag Identity Theft Prevention policy at [www.cambridgecollege.edu/red-flag-identity-theft-prevention](http://www.cambridgecollege.edu/red-flag-identity-theft-prevention).

**Name** — Students wishing to change their names must provide legal documentation showing the reason for the change, as well as a written version of the new name. Acceptable documents include marriage certificates, divorce papers, passports, social security cards, and other court-issued documents. Students should send the request in writing and include their student ID number and/or social security number if ID number is not known. Once a student graduates the record is closed; name changes are not possible unless the student is reapplying for a new degree. See full policy at [www.cambridgecollege.edu/change-name-address-and-contact](http://www.cambridgecollege.edu/change-name-address-and-contact).

## Transcripts

Students may request their official transcripts from the Registrar's Office at any time. Transcripts for graduating students are not released until after the degree conferral date.

Transcripts for graduating students are not released until their academic record has been cleared for graduation and their accounts are paid in full and cleared by the Bursar's Office. If students are using financial aid, transcripts are held until all funds have been received.

Official transcripts cost \$5.00, unofficial transcripts are \$2.00. The charge for "rush" service includes the cost of the transcript(s) plus \$30 and the cost of overnight shipping if requested (amount depends on destination).

Go to [www.cambridgecollege.edu/students/forms](http://www.cambridgecollege.edu/students/forms) to get the Transcript Request form. The completed form must be accompanied by full payment (check, money order, or credit card; see form). Therefore, if requesting overnight shipping please call the Registrar's Office to find out the shipping cost before submitting the completed form and payment.

## Verification of Degree or Enrollment

Cambridge College has authorized the National Student Clearinghouse to provide verifications. The Registrar's Office does not provide verifications over the phone. If you are an employer or background

scraper, you may contact the National Student Clearinghouse's DegreeVerify service by web or by mail.

Web: [www.degreeverify.org](http://www.degreeverify.org)  
Mail: National Student Clearinghouse  
2300 Dulles Station Boulevard, Suite 300  
Herndon, VA 20171

## Educator Licensure/Certification Verification

State program verification forms are processed by the Office of the Dean of the School of Education. Forms cannot be completed until the graduating student's conferral date.

# Graduation

## Student Preparation to Graduate

### • Grades Required

**Undergraduate** students must successfully complete all components of their academic program (see your program chart in the catalog) with grades of D or better, or Credit. A cumulative grade point average of 2.0 (letter grade of C) is required for all undergraduate courses completed at Cambridge College.

**Graduate** students must earn grades of B or better for successful completion of all graduate courses counted towards degree completion.

- **Intent to Graduate form** — Students planning to graduate must complete and submit to the Office of the Registrar an Intent to Graduate form. It must be submitted during the term the student intends to graduate, by the deadline published in the academic calendar, in order for the student's academic record to be reviewed for graduation clearance. Students must meet with their academic advisor and review their academic plan to ensure that all program requirements will be completed by the end of the term.
- **All tuition and other charges must be paid in full** by the published graduation clearance deadline in order to receive graduation clearance from the Bursar's Office.

## Registrar Clearance for Graduation

The Registrar will review records of students who have submitted the Intent to Graduate form by the deadline.

Candidates who have completed all academic requirements are notified by the Registrar's Office. Their academic records are closed and the degree conferral date is placed on their final transcripts. Candidates who have not satisfied the academic requirements are informed of their status and next steps.

## Degree Conferral

The College has three conferral dates for graduation, in January, June, and August. A student who completes all the requirements for his/her academic program and successfully completes the graduation clearance process can receive an official transcript from the Registrar's Office at any time after the degree conferral date (see Student Records.)

## Diplomas

Diplomas are mailed to all students who have been financially and academically cleared within three months of the degree conferral date. Diplomas are mailed via U.S. mail to the address that is in the student database as of the commencement date. If a hold is removed from the student's record after the diploma mailing, the student must contact the Registrar's Office to arrange shipment of the diploma.

**Student's Official Name** — All name changes must be received, verified and processed by the Registrar's Office prior to the degree conferral date.

**Replacement Diplomas** — Students who need a replacement diploma must request it in writing, including their name, signature, student ID number, telephone number, and an up-to-date address. Replacement diplomas cost \$27. Students may include credit card information, or a check or money order made out to Cambridge College. The replacement diploma will be mailed via U.S. mail.

## Commencement Ceremony

One commencement ceremony is held each year in Boston, in June. Graduates from all Cambridge College locations are invited to participate. Diplomas are not presented at the Commencement Ceremony, but are **mailed**.

## "March Only" Conditions

Students may be allowed to "march only" in the Commencement Ceremony with the status of "participants" only, under the following conditions:

- All core requirements, including the final project (e.g. Capstone, Independent Learning/Research Project, Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in the student's academic record by the grade posting deadline.
- Six or fewer credits remain to complete the course of study; the credits are offered and completion is anticipated in the summer term.
- The student has registered for the summer term, for all remaining credits, and the registration has been processed.
- A student must submit a Petition to March Only to the Registrar after registering and no later than April 15. The form is available at [www.cambridgecollege.edu/registrar](http://www.cambridgecollege.edu/registrar).
- No College written materials shall refer to the student as a Cambridge College graduate or otherwise imply that the student has satisfied Cambridge College graduation requirements.
- Students who have not completed graduation requirements cannot obtain a diploma and will not be given any written documentation that implies that they have graduated.





# Student Affairs

The Office of Student Affairs (OSA) serves as a vital resource for all Cambridge College students. With a focus on enhancing their quality of life, the OSA supports the many facets of a student's life through **FOUR PILLARS of STUDENT CARE**:

**Student COMMUNICATION** — Orientation and training events provide students with the necessary information and resources as they progress at the College.

**Student CONDUCT** — The Code of Conduct establishes standards of personal conduct for each student with the goal of sensitive and responsible behavior towards one another.

**Student CARE** — Care for students is provided through disability and career advising, and undergraduate academic advising. The OSA also makes available mediation for personal concerns and unresolved issues.

**Student COMMUNITY** — Opportunities for personal and academic growth are accessible through the co-curricular life where students are encouraged to participate in skill building workshops, networking events, College student clubs, and the College Student Advisory Board.

For policies about starting and operating student organizations, see policy at [www.cambridgecollege.edu/office-student-affairs-osa-policies-student-community](http://www.cambridgecollege.edu/office-student-affairs-osa-policies-student-community). If you have any questions or concerns feel free to contact the dean of student affairs.

Whether you are new to college or returning after years away from school, the student affairs and student support staff understand that the transition can feel a little overwhelming at times. They are ready to offer you guidance and assistance from orientation through

graduation and are committed to providing you with the resources, support, assistance and advice that will help you be successful. We are committed to helping you become involved with the Cambridge College community both inside and outside of the classroom and allowing to achieve your potential. We hope to see you in our offices often throughout your Cambridge College career and are here to assist you in any way that you need us.

## Career Resources

The Cambridge College Career Resource Center helps all undergraduate and graduate students to grow DEEP in their career development process. DEEP (Discover, Explore, Experience, Pursue) is the career development process created to fit each student's individualized needs. Discover yourself through self-assessment. Explore your chosen career path through research. Experience your career field with hands-on learning. Pursue your career dreams. Career Resources helps students with informed career decisions, job search strategies, and exploration of volunteer, professional, and educational opportunities consistent with their interests, abilities and values. The Cambridge College Career Resource Center serves all students enrolled in degree programs at all sites. Services available include individual career counseling, graduate school application assistance, résumé and cover letter reviews and mock interviews.

Job listings are posted on job boards around campus and updated weekly. Career Services also sponsors career development workshops, career panels, and career fairs, in which all students are invited to participate to begin making connections with employers and alumni. We provide career development resources, but are not a job placement service.

Visit the Career Resources page on MyCC for online career resources including résumé, interviewing, and networking guides. Helpful sample documents can also be found.

**Cambridge:** To make an appointment for a résumé or cover letter review, or to discuss other career development questions, contact the office via e-mail: [careerservices@cambridgecollege.edu](mailto:careerservices@cambridgecollege.edu).

**Regional Cambridge College locations:** Virtual career resources are available to all students and staff. For assistance with résumé or cover letter review, or to discuss other career development questions, contact the office at 617-873-0614.

Enrollment in Cambridge College or completion of an academic program does not guarantee employment.

## Disability Support

Cambridge College is committed to providing equal access to all educational opportunities to students with physical, psychological, or learning disabilities.

It is important to provide documentation of your disability as soon as possible as many of the services provided are outside of the College and must be arranged far in advance. Please contact the Office of Academic and Disability Support Services to arrange for an intake meeting and to discuss your needs. The Office can be contacted at [disabilitysupport@cambridgecollege.edu](mailto:disabilitysupport@cambridgecollege.edu) or by phone at 617-873-0191.

**Disability Declaration and Documentation** — Students with disabilities at Cambridge College are encouraged to contact the Office of Disability Support (ODS) to request appropriate services but are not required to disclose any disability. All students seeking accommodations under the Americans with Disabilities Act must self-identify with ODS and provide appropriate information. Students must disclose disability directly to ODS in order to receive status as a student with a disability. Disclosure to faculty, admissions counselors, or other staff members is not considered official disclosure.

Initial self-disclosure may be initiated through phone, email, or in-person, but receipt of accommodations will require an in-person meeting unless the student takes classes at one of the College's regional locations or unless an in-person meeting is impossible for another legitimate reason. In cases where an in-person meeting is not possible, only phone conversations will be acceptable.

**Appropriate documentation** — ODS asks students who request disability accommodations to describe their disability, their past use of accommodations, and the disability's likely impact on their educational experiences. Documentation provides a valuable tool for helping Cambridge College understand how courses, systems, and facilities may present barriers, and for planning strategies, including reasonable accommodations, that provide access. ODS uses external documentation to augment conversations with students and to support requests for accommodations.

Types of documentation supportive of requests include medical records, psycho-educational testing, school records, and letters or affidavits from mental health professionals. If students do not have

copies of this type of information, they are welcome to meet with ODS to discuss other ways to demonstrate a connection between the condition and academic barriers anticipated or currently being faced.

See Disability Declaration and Documentation Policy for Students at [www.cambridgecollege.edu/disability-declaration-and-documentation-policy-students](http://www.cambridgecollege.edu/disability-declaration-and-documentation-policy-students).

**Confidentiality** — The Office of Disability Support Services (ODS) is committed to ensuring that all information and communication pertaining to a student's disability is maintained as confidential as required or permitted by law. See Policy on Confidentiality of Disability Documentation and Status at [www.cambridgecollege.edu/policy-confidentiality-disability-documentation-and-status](http://www.cambridgecollege.edu/policy-confidentiality-disability-documentation-and-status).

**Accommodations** — Students with appropriately documented disabilities may be eligible for accommodations in accordance with the Americans with Disabilities Act. Under this law, students are eligible for accommodations which are deemed reasonable by the College.

At the initial intake meeting, appropriate accommodations will be discussed. Students must meet with or contact the coordinator of academic and disability support services every term to set up letters sent to faculty. Accommodations do not automatically transfer from term to term and may be course specific. It is the responsibility of the student to initiate the accommodation process from term to term.

All students are expected to fulfill essential course requirements in order to receive a passing grade, with or without reasonable accommodations. Accommodations can not be granted retroactively. For more information, please visit [www.cambridgecollege.edu/disability-support-services](http://www.cambridgecollege.edu/disability-support-services).

**Disability grievances** — See policy and procedure at [www.cambridgecollege.edu/disability-grievance-policy-and-procedure](http://www.cambridgecollege.edu/disability-grievance-policy-and-procedure).

## Emergency Phone Calls for Students

If a caller asks that a student be located because of an emergency, College staff take the caller's name and phone number, make their best effort to find the student, and give this information to the student if located. To protect student privacy, the College does not inform the caller whether the student is on the premises nor whether the call is returned. The College does not convey non-emergency messages.

## Health and Medical Care

In the event of a medical emergency, security staff will call an ambulance. Students are responsible for their personal health and medical care. The College does not provide medical services.

## Health Insurance

In compliance with state public health departments, Cambridge College requires its students to comply with state laws regarding health insurance for college students. See Tuition & Payment.

## Immunizations

In compliance with state public health departments, Cambridge College requires its students to comply with state laws regarding immunizations for college students.

**Massachusetts locations** — One-time paper form required before students can register for first term of full-time study. Get form at [www.cambridgecollege.edu/student-forms](http://www.cambridgecollege.edu/student-forms) and follow instructions on the form.

The following immunizations are required by Massachusetts law for all full-time students. The immunizations are also required for part-time students in programs with coursework in health care facilities (Medical Interpreter and Health Care Management/Informatics).

- Two MMR (measles, mumps, rubella) vaccines, the first given no earlier than one year after birth and the second at least one month after the first, or serology tests (titers) for measles, mumps and rubella that demonstrate immunity. Birth before 1957 in the United States is also acceptable.
- One Tdap (tetanus, diphtheria, pertussis) booster. A Td (tetanus, diphtheria) booster may be substituted if given within the past five years.
- Three hepatitis B vaccines or a hepatitis B serology test (titer) that demonstrates immunity. A two-dose adolescent series is also acceptable.
- Two varicella (chicken pox) vaccines or a history of varicella verified by your health care provider, or a varicella titer that demonstrates immunity. Birth before 1980 in the United States is also acceptable.

**Cambridge College Virginia** provides students with information about the risks associated with meningococcal disease and hepatitis B and the availability and effectiveness of any vaccine against meningococcal disease and hepatitis B in the Student Orientation Handbook.

**Cambridge College Memphis** provides necessary information regarding Tennessee immunization requirements to students at orientation; in turn, students are asked to return immunization requirements by the first day of class.

## Orientation

Orientation introduces new students to the Cambridge College community, helping them to make a smooth academic and personal transition into the College. Informative publications are distributed. Academic and program chairs meet new students and provide course advising and explain program paths. They also deliver information on degree completion, licensure/certification requirements, and course registration. Students also meet their new classmates.

**Orientation is required for all new students.**

The dean of student affairs and directors collaborate to provide students at regional Cambridge College locations with information and resources to help them get started at the College.

## Student Code of Conduct

All Cambridge College students are bound by a Student Code of Conduct, which is published in the Student Handbook. Student Handbooks are available in the Student Affairs Office, on the website, and in each local Cambridge College office. All Cambridge College students are responsible for becoming familiar with the Code of Conduct. The Student Code of Conduct is also available at [www.cambridgecollege.edu/ics/student-code-conduct-0](http://www.cambridgecollege.edu/ics/student-code-conduct-0).

## Student Complaints

Under the Student CARE pillars, a student complaint is any unresolved issue that a student feels should be addressed to the dean of student affairs. This process resolves differences within the College; it is not a legal forum.

Here are the steps for handling concerns and complaints:

**STEP 1** — Promptly discuss issue with the office involved and act upon their suggestions towards resolution. Connect with the director of that office or your Cambridge College regional site director if necessary. Resolution of complaints or grievances usually begins with this informal discussion with the person or office immediately concerned. Your academic advisor, program director, center director, or the dean of student affairs can suggest the appropriate channel for resolving particular complaints, and may assist you with the resolution.

Please make every effort to resolve an issue at step 1. Do not proceed to step 2 unless no adequate resolution has been achieved.

**STEP 2** — Contact the dean of student affairs with the following details:

1. Student name and ID#.
2. Date and nature of the concern.
3. Staff or faculty member involved.
4. Narrative of correspondence with involved parties.
5. Possible solutions to consider.

*If at any time a student feels uncomfortable, frustrated, or needs additional help in the resolution process, they have the right to contact the dean of student affairs as the neutral third party to facilitate the process. However, step 1 above is recommended first.*

The dean of student affairs will then review the concern and facilitate further discussion towards a resolution.

## Student Government

**Cambridge campus** — Students participate in College governance through the Student Advisory Board for their school or program. Open meetings facilitate communication and discuss ways to improve college-wide services, programs and policies. The College's Senate subcommittee on Marketing, Student Services & Retention helps departments develop policies and procedures that facilitate quality student service and retention. Meeting dates are posted on the campus website, sent monthly College-wide.

Student representatives are elected to participate in the College Senate.

**Regional Cambridge College locations** — Students are invited to contact the site director with creative suggestions for student participation efforts.

## Supportive Resources

At the main campus, a list of local external resources is available from the Office of Student Affairs. At regional Cambridge College locations, similar information is available from the center director.

- Drug and alcohol rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance with alcohol and substance abuse.

# Military Students—Veterans and Active Duty

Cambridge College is recognized as a military friendly institution offering a variety of degree and certificate programs which serve the academic and career development needs of many military members and their families. At Cambridge College our focus is on adult students, their experiences and their needs.

Our admissions staff and administration are trained to work with military students and help them get the best from all the benefits for which they qualify. At Cambridge College, we offer a personalized approach to assist our military students. Many of our faculty and staff have served in the armed forces and understand the challenges our military members and their families face each day. Our staff are here to help veterans through the admissions, registration and eligibility processes.

- The Veteran's Administration has approved Cambridge College programs for VA benefit coverage.
- Cambridge College is a Servicemember's Opportunity College (SOC) providing veteran support.
- Cambridge College is a Yellow Ribbon participant school.

## Veterans Certifying and SOC Representatives

<b>Cambridge College</b> . . . . .	800.877.4723	
<b>Institutional SOC Representative</b> Jeri M. Clay . . . . .	x6202	jeri.clay@cambridgecollege.edu
<b>Cambridge Main Campus</b> Lisa Zhou . . . . .	x1108	lisa.zhou@cambridgecollege.edu
<b>Cambridge College Georgia</b>	TBD	
<b>Cambridge College Lawrence</b> Cheryl Doherty . . . . .	x1474	cheryl.doherty@cambridgecollege.edu
<b>Cambridge College Memphis</b> Rey Jordan. . . . .	x1541	rey.jordan@cambridgecollege.edu
<b>Cambridge College Puerto Rico</b> Wilma Hernández . . . . .	x1535	wilma.hernandez@cambridgecollege.edu
<b>Cambridge College Southern California</b> Courtenay Griffin. . . . .	x1563	courtenay.griffin@cambridgecollege.edu
<b>Cambridge College Springfield</b> Brian Smith . . . . .	x6612	brian.smith@cambridgecollege.edu
<b>Cambridge College Virginia</b> Jeri Clay . . . . .	x6202	jeri.clay@cambridgecollege.edu

Students taking courses at the Cambridge, MA campus should see the Bursar's Office for enrollment certification information after they have applied for benefits through the VA Office; students at regional Cambridge College locations should see their VA certifying official.

## Transfer Credit Evaluation

**Transfer credit**—All students receiving veterans benefits will have all prior education and training evaluated upon enrollment. Credit will be awarded where applicable with the program being shortened accordingly. The student and the Department of Veteran Affairs will be notified. For transfer credit information please contact your veterans certifying representative.

**Prior learning assessment** to earn college credit and shorten your program—Veterans enrolled in undergraduate programs are especially encouraged to consider documenting their learning derived from experience in the form of standardized college-level exams and portfolios that demonstrate learning equivalent to specific college courses. For more information, ask to speak with a faculty advisor or the academic coordinator of the Cambridge College center you plan to attend, or visit [www.cambridgecollege.edu/students/services.cfm/](http://www.cambridgecollege.edu/students/services.cfm/).

## Active Duty Tuition Discount

**Tuition discount for active duty military personnel, their spouses and dependents** — Undergraduate tuition is reduced to the amount covered by the federal Tuition Assistance Program; the rate is subject to change. We do not charge out-of-state tuition to our military members or their families.

## Academic Progress

**Progress will be monitored each term** for all students receiving veterans benefits. If an undergraduate student's cumulative GPA falls below 2.0 (graduate programs 3.0), or completion rate falls below 67% (graduate programs 50%) in all courses attempted at Cambridge College, in any term, he or she will be placed on academic probation for a maximum of two additional terms. If the student's GPA or completion rate is not raised to meet graduation standards by the end of the second term of probation, the Veterans Administration will be notified and benefits will be interrupted.

**Conditions for Reentrance:** If the dean or regional site director determines that the conditions which caused the interruption have been rectified, the student will be eligible to receive benefits.

A wide range of educational benefits are available to veterans, their dependents and family members through the United States Department of Veterans Affairs. Students must apply directly to the US Department of Veterans Affairs.

Below are several links that will get you started and will provide you with the information you need to take advantage of your benefits.

## Departments of Veterans Services

U.S. Department of Veterans Affairs • [www.va.gov](http://www.va.gov)

Massachusetts • [www.mass.gov/veterans](http://www.mass.gov/veterans)

Veterans' Services Officer, 43 Hawkins Street, Boston, MA 02114  
Phone: 617-635-3037 • Fax: 617-635-3957

Virginia • [www.dvs.virginia.gov](http://www.dvs.virginia.gov)

Georgia • <http://veterans.georgia.gov>

California • [www.calvet.ca.gov](http://www.calvet.ca.gov)

Tennessee • [www.state.tn.us/veteran](http://www.state.tn.us/veteran)

Puerto Rico • [www2.va.gov/directory/guide/facility.asp?ID=308&dnum=All](http://www2.va.gov/directory/guide/facility.asp?ID=308&dnum=All)

## Other Resources for Veterans

VA Online Application for Educational Benefits • [https://www.ebenefits.va.gov/ebenefits-portal/ebenefits.portal?\\_nfpb=true&\\_portlet.async=false&\\_pageLabel=ebenefits\\_myeb\\_vonapp1](https://www.ebenefits.va.gov/ebenefits-portal/ebenefits.portal?_nfpb=true&_portlet.async=false&_pageLabel=ebenefits_myeb_vonapp1)

Montgomery GI Bill (MGIB) • [www.gibill.va.gov](http://www.gibill.va.gov)

MGIB Verification (Web Automated Verification of Enrollment/WAVE) • [www.gibill.va.gov/wave/index.do](http://www.gibill.va.gov/wave/index.do)

Reserve Educational Assistance Program (REAP) or Chapter 1607 • [https://www.gibill.va.gov/pamphlets/CH1607/reap\\_faq.htm](https://www.gibill.va.gov/pamphlets/CH1607/reap_faq.htm)





# International Students

International Student Office • 617.873.0142 • [www.cambridgecollege.edu/international-student](http://www.cambridgecollege.edu/international-student)

Cambridge College welcomes international students to its degree programs at all Cambridge College centers in Massachusetts.

**For assistance with the application process**, please speak with your admissions counselor.

**For assistance with immigration-related questions**, please speak with the International Student Office.

See also international student policies:

- [www.cambridgecollege.edu/international-student-policies-f1-non-immigrant-student-status](http://www.cambridgecollege.edu/international-student-policies-f1-non-immigrant-student-status)
- [www.cambridgecollege.edu/international-students-and-immunizations-policy---registrars-office](http://www.cambridgecollege.edu/international-students-and-immunizations-policy---registrars-office).

## Checklist of Documents Required for Admission/Issuance of I-20

International students seeking to receive an I-20 to obtain or maintain F1 non-immigrant student status through Cambridge College must be fully admitted into a full-time degree program at Cambridge College. Documents required for admission to Cambridge College include, but are not limited to:

### All International Students

- Completed, signed Application, with all required documents (see application booklet).
- Application fee (see application booklet).
- Completed, signed International Student Application Supplement.
- Official demonstration of English Language Proficiency, documented in one of the following ways:
  - Official TOEFL or IELTS score equal to or greater than the following:
    - Paper-based TOEFL (PBT): 550
    - Computer-based TOEFL (CBT): 213
    - Internet-based TOEFL (IBT): 79-80
    - IELTS: 6.0
  - A diploma from a U.S.-based college, university, or high school.
  - A Certificate of completion from a Cambridge College partner English language school. For a list of participating schools, please contact Admissions, or visit our website at [www.cambridgecollege.edu/approved-english-language-schools](http://www.cambridgecollege.edu/approved-english-language-schools).

Not required of students whose first language is English.

- Copy of your passport or other government-issued document, showing:
  - Your name
  - Date of birth
  - Country of birth
  - Country of citizenship (if different from country of birth)

- Demonstration of adequate ability to fund your studies for at least the first year of study. Documents must be:
  - In English, or accompanied by a notarized translation into English.
  - Equal to or greater than \$24,000 for bachelor's and master's students; equal to or greater than \$30,000 for doctoral candidates.
  - No older than four months from the date of acceptance; no older than one month is preferred.
  - Accompanied by a completed Declaration of Funds, signed by the student or sponsor and signed by the bank from which funds are demonstrated.

### Additional Documents

**Additional documents required for students already in the U.S. include:**

- Copy of your I-94 card (front and back).
- Copy of your most recent visa.

**Students currently in the U.S. in F1 status must also provide:**

- Copy of current I-20.
- Completed Transfer-In Request form.

**Students with dependents in F2 status must also provide:**

- Copy of each dependent's passport.
- Copy of each dependent's F2 I-20 (if applicable).
- Demonstration of financial capability for supporting the dependent while in the U.S.:
  - For a spouse, demonstrate an additional \$6,000 in financial capability.
  - For each child, demonstrate an additional \$4,000 in financial capability.

### Conditional Acceptance

Conditional acceptance is offered to students who have met all admissions requirements except demonstration of the minimum level of English language proficiency. For more information, please contact your admissions counselor or the International Student Office. See conditional acceptance policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).



## Changing to or Regaining F1 Status

Students who wish to obtain or regain F1 non-immigrant student status through Reinstatement or Change of Status must be fully accepted to a Cambridge College academic program before receiving assistance with the Change of Status/Reinstatement procedure. Cambridge College will provide assistance with but cannot guarantee the success of any Change of Status/Reinstatement application submitted to the federal government for review.

## Getting Started

### Transfer Credit

Please consult an admissions counselor, the Transfer Credit Office or your academic advisor regarding transferring credits to or from Cambridge College.

### State Health Requirements for College Students

Students are required to comply with state laws regarding health insurance and immunizations for college students.

#### CAMBRIDGE • MERRIMACK VALLEY • SPRINGFIELD

**Immunizations** — Paper form required before students can register for first term of full-time study.

Get form at [www.cambridgecollege.edu/student-forms](http://www.cambridgecollege.edu/student-forms).

**Health Insurance** — Required early in first term and yearly: Go to the MyCC web portal homepage and follow instructions under “Student Health Insurance.” Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

### Financial Planning

**Tuition and Fees** — See Tuition and Fees.

**Payment and Refunds** — See Payment and Refunds.

**Scholarships** are not currently available to international students.

**Room, Board and Personal Expenses** — All Cambridge College students are responsible for their own housing, transportation, and any personal expenses. The College does not provide dormitories, except for the NITE Summer program.

## Maintaining F1 Status

### Orientation

All F1 non-immigrant students are required to attend New International Student Orientation during their first term of study. Students who fail to attend will not be able to register for the following term until they have made arrangements to hear the information given during Orientation.

At the conclusion of New International Student Orientation, students are required to submit a completed International Student Information Sheet and Certificate of Understanding, both of which are provided during Orientation.

### Full Time Registration Requirement

In order to maintain F1 status at Cambridge College, F1 international students must:

1. Register for a full-time course of study in the first term and all subsequent terms except in the final term. “Full-time” is defined as:
  - 12 semester credits for bachelor’s (undergraduate) students.
  - 8 semester credits for master’s (graduate) students.
  - CAGS and doctoral (post-graduate) students: Course load per term is defined by the program. Please see the International Student Office for full-time registration requirements.
2. Attend all courses which contribute to full-time registration. Failing a class for truancy or absence is considered an unauthorized drop below full course of study.
3. Register for no more than three credits of online course work, except where the online course registration exceeds the required minimum full-time registration.
4. Register for and attend courses only taught at the Cambridge College center where the student has been authorized to attend. For a list of Cambridge College locations approved by the SEVP to host F1 students, please contact the International Student Office or visit [www.cambridgecollege.edu/international-student](http://www.cambridgecollege.edu/international-student).

Students are not required by federal regulations to register for Summer term; however, some academic programs may require Summer registration. Students must ask their academic advisor and/or academic dean if they are required to register for the Summer term.

### Dropping Below Full Time Registration

In order to drop below full-time registration during Spring of Fall terms, students must first contact the International Student Office. No special permission from the International Student Office is required for Summer registration.

Students in their **final term of study** may register for fewer than the required number of credits, but are advised to contact the International Student Office to advise the P/DSO of their intent to graduate that term.

Students who wish to drop below full-time registration for **academic reasons** may do so only in the **first term of study**. They must contact the International Student Office no later than the fourth week of the term to request the reduction in course load. A student’s course load

may be reduced to no fewer than **six credits** when the reduction is academic in nature. Reducing the course load to fewer than six credits during Spring or Fall terms is considered a violation of F1 status.

Students who wish to drop below full-time registration for **medical reasons** may do so at any time during the term, but must provide documentation from a licensed medical provider in the U.S. demonstrating the need for the Reduced Course Load due to a medical condition. Students must notify the International Student Office in writing (email or letter) of the intent to drop below full-time registration **prior to dropping/withdrawing from courses**. Students must provide a completed Medical Reduced Course Load form to the International Student Office no later than 10 days after visiting the medical professional who certifies the need for a reduction in course load. Failure to do so is considered a violation of F1 status.

**NOTE:** Receiving authorization for a Reduced Course Load allows students to maintain F1 status while taking fewer than the minimum required credits during a required term. **Students who reduce their course load after the add/drop period are still responsible for any late fees or charges applied to their accounts**, as per the policies of the Bursar's Office. Applying for a Reduced Course Load is not a withdrawal/drop from a class. Students must also visit the Registrar's Office and Bursar when withdrawing from or dropping a class.

## Updated Records

Students maintaining F1 status through enrollment at Cambridge College must keep all information updated with the International Student Office at all times. Students may email all information to the International Student Office and must do so within 10 days of the change in information. The information includes:

1. Current major field of study (if changed during studies).
2. Current residential address in the U.S.
3. Current legal name (if different from name provided when applying).
4. Current sources of funding (if different from funding demonstrated when applying).
5. Updated passport (may be scanned and emailed).
6. Updated visa (may be scanned and emailed).
7. Updated I-94 (may be scanned and emailed).

International students must separately inform the Registrar's Office and International Student Office of any changes to their residential address in the U.S. Failure to report to either office within 10 days of moving may result in complications with communication from the College and the federal government.

## Program Dates

Student program dates are listed in section 5 on page 1 of the Form I-20. Each student is expected to monitor his/her own program dates and notify the International Student Office if an extension is needed, if s/he will complete the program before the listed end-date, or if s/he will depart the U.S. prior to completion of the program without intention to return within 5 months.

## Degree/Enrollment Verifications

Students requesting enrollment verification must contact the International Student Office, providing their name and student ID number. The letter will confirm that the student is enrolled at Cambridge College, specify the student's standing (active, applying for reinstatement, applying for change of status, etc.), and note the student's SEVIS ID number and program dates as they appear in SEVIS. Letters issued by the International Student Office are issued within 48 hours of receipt of the request during the normal business week.

Students requesting transcripts must submit a Transcript Request to the Registrar's Office. No transcript, official or unofficial, can be provided by the International Student Office.

## Work Eligibility

Students in F1 non-immigrant status are permitted to engage in work only if they first receive authorization from the federal government through the International Student Office. There are three kinds of work in which international students may engage:

**On-Campus Employment** — International students may engage in part-time (no more than 20 hours per week) on-campus employment during required terms (Spring and Fall) and full-time (no limit on hours) during breaks and vacation (Summer). On-campus employment is not guaranteed to any student, nor is its availability guaranteed.

**Curricular Practical Training (CPT)** — International students may have the option to engage in Curricular Practical Training as part of their academic program. This is permitted only at the discretion of an academic instructor. Students interested in pursuing CPT should contact the International Student Office at least one academic term before the term in which they plan to engage in CPT.

**Optional Practical Training (OPT)** — International students completing a degree with Cambridge College may be eligible for the 12-month full-time Optional Practical Training benefit. Students should contact the International Student Office no later than the beginning of their final term of study for information on OPT and the OPT application process. Students may apply for OPT up to 90 days prior to the final date of classes listed for their level of study in the Academic Calendar, through 60 days following the same date. Students who have not been enrolled for two consecutive terms, including their final term of study, prior to completing their degree may not be eligible for the OPT benefit. As each student's situation is unique, one-on-one advising on OPT is strongly recommended.

## Additional Information

For detailed information or questions regarding federal regulations governing F1 student status, please contact the International Student Office.



# Academic Support Services

## Academic Support

**Writing** — Cambridge College produces graduates who think critically and communicate clearly. Writing is a complex process that takes a lot of time and practice. All students are encouraged to improve their communication and literacy skills to get the most from their course work and write their final projects.

Writing faculty guide students through the thinking/writing process, beginning with articulating a main idea for a paper. They help students research the topic, critically read and evaluate their findings, document their sources, develop, organize, and clearly express their thoughts about the topic, and revise the final draft.

**Academic Support Services** — Academic support is available at the main campus and regional locations. For more information, see the regional locations in this catalog and each location's web page. For Cambridge academic support services, contact the coordinator of academic support at 617.873.0191.

**Workshops** are offered by the School of Education for our students preparing for teacher tests.

**For information on academic support at your Cambridge College location, please contact the director.**

**Disability Support** — Cambridge College is committed to providing equal access to all educational opportunities to students with physical, psychological, or learning disabilities. See Student Affairs.

## Learning Assessment

The Student Affairs Office and regional locations provide assessment of key academic skills. Entering undergraduates complete writing and math assessments. The results help Cambridge College students recognize their learning strengths and specific skill needs. Academic advisors and program chairs suggest appropriate courses and learning support activities, that enable students to achieve their academic goals. Accuplacer, a nationally standardized series of placement tests, is used to assess new undergraduate students' skills and to direct them to appropriate writing and math course work.

**Portfolios** are an option for Cambridge College undergraduate students to demonstrate college-equivalent learning and gain college credit for it. For details, go to Student Services on the Cambridge College website.

## Textbooks

Textbooks are listed on course syllabi. Cambridge College does not have an official bookstore at any location.

**Alternatives to Purchase** — The faculty and administration are committed to providing students with alternatives to obtaining textbooks. Students should always consult with course instructors, check MyCC, or reference course syllabi before purchasing textbooks. Before renting or purchasing textbooks, try to find the books in the Cambridge College Online Library at [www.cambridgecollege.edu/library-services-0](http://www.cambridgecollege.edu/library-services-0) (login required).

**Cambridge College Book Exchange** is a free bulletin board posting forum for the sole use by and between Cambridge College students as a book exchange. Students are welcome to browse and post to the selection of textbooks available. On the MyCC web portal, go to the Student Services tab.

# Library Services

[www.cambridgecollege.edu/library-services-0](http://www.cambridgecollege.edu/library-services-0)

## Cambridge College Online Library (CCOL)

All registered students, current faculty and staff can use the Cambridge College Online Library, a full-featured online library. It is easily accessed from any internet-enabled computer through the Cambridge College MyCC portal. Information and instructional handouts are available at [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

Cambridge College Online Library services include:

- **Ask a Librarian** provides 24/7 live reference librarian service for individual research assistance using online chat.
- **Databases** provide hundreds of thousands of full-text scholarly articles and documents appropriate for academic research in the fields of education, counseling, psychology, management, health, and other academic areas. Our collection includes EBSCOhost Academic Search Premier, Omnifile Full Text Select, PsycArticles, PsycInfo, Education Research Complete, MEDLINE with Full-text, EBSCOhost Business Source Premier and much more. Citation-only results link conveniently to the WorldCat database for location of local libraries which have print versions. Cambridge College is not responsible for the content of these sites or of any sites to which they may link.
- **Ebrary** Electronic Books collection provides more than 80,000 recent, academic full-text books in all subject areas.
- **To see our complete current holdings**, go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions) and click "All About Cambridge College Library Services and Resources."
- **Research by Subject Area Help** links tell what is in Cambridge College Online Library and elsewhere online for each program of study at Cambridge College. See [www.cambridgecollege.edu/research-subject-help](http://www.cambridgecollege.edu/research-subject-help).
- **Writing and Reading Help, Research Skills Help, and EFL Help** provide additional resources starting at [www.cambridgecollege.edu/writingreading-help](http://www.cambridgecollege.edu/writingreading-help).
- **Technical Support** is available.

## Affiliated Library

Cambridge College has a formal affiliation which provides full services and borrowing privileges at Gutman Library of Harvard Graduate School of Education in Cambridge, MA.

Students are responsible for all materials borrowed from Gutman Library. Outstanding fines must be paid and overdue books returned before graduation clearance is given.

Gutman Library at the Graduate School of Education at Harvard University is available to Cambridge College students doing research in education and counseling. When in Gutman Library, almost all Harvard databases in all subject areas are available for downloading of articles.

Be sure to let the Gutman librarians know that you are a Cambridge College student, because you are eligible for services including individual consultations with education reference librarians, which can be made by calling in advance to 617.495.3421.

You do not need a special card to use Gutman Library during open hours including evenings and weekends, but you must present your Cambridge College ID card to gain entry. If you want to borrow books, you will need a "Special Borrower's" card. To apply, please see [www.cambridgecollege.edu/traditional-libraries](http://www.cambridgecollege.edu/traditional-libraries).

Gutman Library is in Harvard Square, a short walk from Cambridge College and two blocks from the Harvard Square subway station.

## Other Libraries

**Cambridge College regional locations and international** — For recommended academic and other research libraries open for public use, see [www.cambridgecollege.edu/traditional-libraries](http://www.cambridgecollege.edu/traditional-libraries).

## Summer Institutes (NITE)

- During summer residency programs, our host library provides library accommodations. Students are responsible for all materials borrowed from host libraries. Outstanding fines must be paid and overdue books returned before graduation clearance is given.
- Summer residency students may also use Gutman Library at the Harvard Graduate School of Education (see Cambridge information above.)
- For further information for Summer Institutes students, please see [www.cambridgecollege.edu/summer-institutes-information](http://www.cambridgecollege.edu/summer-institutes-information).

# Computer Use and Policies

IT Help Desk • 617.873.0159 • See also related policies at [www.cambridgecollege.edu/available-it-resources](http://www.cambridgecollege.edu/available-it-resources)

**Information Technology Resources, Services, & Policy Highlights** — Computer and network technology has become a critical component in education, in the workplaces and in everyday life. Technology in these areas contributes significantly to the success of our students, our faculty and our staff. The College depends on our technical resources to provide a rich environment to those individuals who learn, teach and work at the College. Technology can also enable dynamic conversations and personal interactions in our adult classroom experience.

The Information Technology department strives to make its resources as reliable and as robust as possible. We ask that you recognize and respect that these resources are limited. Please treat them in a way that will guarantee that others can share in their use. The following few pages describe various policies that are in place to make technology enabled education possible. We ask that you read through the material and by all means, ask questions of our staff if you need further information.

## Computer Requirements

While a student at Cambridge College you will use a computer to access the College's web-portal (MyCC), the on-line library, email and other software applications related to the classroom experience. **All** students are required to be able to access and use a computer while a student at the College. Computers should meet the following minimum requirements.

### Hardware and Software Minimum

<p><b>MICROSOFT WINDOWS</b>      or</p> <ul style="list-style-type: none"> <li>● Windows XP or higher (Windows XP will no longer be supported by Microsoft after April 8, 2014). It is strongly suggested that you upgrade to Windows 7 as soon as possible.</li> <li>● Microsoft Internet Explorer 7.0 or higher OR FireFox 1.3-1.7 or higher.</li> </ul>	<p><b>MACINTOSH OS</b></p> <ul style="list-style-type: none"> <li>● Mac OS 10</li> <li>● Apple Safari 1.2 or higher OR FireFox 1.3-1.7 or higher</li> </ul>
<ul style="list-style-type: none"> <li>● 512 MB RAM (1024 MB or greater highly recommended).</li> <li>● DSL, broadband cable-modem or other high speed internet access</li> <li>● Wireless capability for use while in class or at breaks</li> <li>● Sound card and speakers</li> <li>● Anti-virus software protection required (Norton, McAfee and AVG are common products)</li> <li>● Software — Microsoft Office required (Office 2007 or higher recommended)</li> </ul>	

**In-class computer use is required for MM, EdD, and NITE.**

## Access to a Computer

If you don't have access to a personal computer or don't have a high-speed Internet connection you can gain access at a Cambridge College computer lab. Other ways include:

- Local public libraries.
- Public Internet hot spots.
- Purchase.

## Purchasing a Computer

- We recommend that you wait until you receive your financial aid award notice before you purchase a computer.

## Technical Support

**The HELPDESK is available to assist with IT related questions such as:**

- MyCC, the Cambridge College web portal.
- Cambridge College email.
- Cambridge College website.
- Connection to the Cambridge College network.
- Other College web-enabled programs.
- Password reset portal.

**Please note:** The College cannot assist students with questions regarding personal hardware and software issues. Please contact the manufacturer for questions regarding the use and maintenance of your computer or software.



### To contact the IT HELPDESK

- <https://helpdesk.cambridgecollege.edu> — for currently registered students with a username and password.
- **617.873.0159** — for all students, newly enrolled and registered without proper login credentials.
- Monday-Thursday 9am-10pm EST • Friday 9am-9pm EST.
- Saturday 9am-5pm EST • Sunday 12noon-5pm EST.

### MyCC Web Portal

MyCC is available for students and faculty to access information about the following areas:

- Course search and online registration.
- Grades.
- Accounts are created upon enrollment and sent by the Registrar's Office via post mail and email.
- Log in to MyCC at the top right of the main Cambridge College website or <https://mycc.cambridgecollege.edu/ics>.

See also Web Portal Accounts Policies and Procedures at [www.cambridgecollege.edu/it-security-and-policies](http://www.cambridgecollege.edu/it-security-and-policies).

### Electronic Communication

Cambridge College provides access to email for all students. Email is an official method of communication at Cambridge College. Students are held strictly responsible for the consequences of not reading and responding to emails sent by the College to their College-provided email account.

**Email Address** — New students and returning students are provided a College-branded G-mail account upon registration, called GO Email.

- Students, senior and adjunct faculty email addresses appear as: [username@go.cambridgecollege.edu](mailto:username@go.cambridgecollege.edu).
- Core faculty email addresses appear as: [username@cambridgecollege.edu](mailto:username@cambridgecollege.edu).
- All staff use Exchange email in their conversations with students.

**Use and Responsibility** — Faculty may expect or require that students access MyCC and read notices sent to their official Cambridge College email address. Please read Electronic Communication (email) Policy at [www.cambridgecollege.edu/it-security-and-policies](http://www.cambridgecollege.edu/it-security-and-policies). Please read the policy to better understand the responsible use of email and the types of email and behaviors that are prohibited.

### Password Reset Portal

This new service allows faculty and students to reset their network password at any time from anywhere that they have web access. Your network password is used to log in to the College Online Library, our wireless network, a lab computer, and is necessary to print documents from within our computer lab environment. This service will allow users who have forgotten their passwords to conveniently reset it without having to contact an IT technician. A password reset kiosk is also available at selected locations around the College. Please contact a helpdesk technician for more information or access the portal at <https://pwd.cambridgecollege.edu>.

### Information Technology Responsible Use Policy

Cambridge College provides access to information technology resources to students, faculty and staff to support the College's mission and to conduct the business of the College. Every authorized user of information technology resources at Cambridge College is responsible for utilizing these resources in an efficient, ethical and legal manner and in ways consistent for overall College policy. Please see the Responsible Use Policy at [www.cambridgecollege.edu/it-security-and-policies](http://www.cambridgecollege.edu/it-security-and-policies). This policy also covers the following points:

- Privacy.
- Passwords and user IDs.
- Personal use.
- Security.
- Copyright, trademark and domain names.
- Compliance and enforcement.
- Violations and disciplinary actions.

## Computer Labs

Computer labs are available at the Cambridge campus and at our regional locations. Students may use these resources to conduct research and complete assignments and projects. Users can access the Internet, do word processing, create spreadsheets, and design presentations, as well as use course specific software that may be available through our labs. Some of our labs have trained staff on duty to assist in the use of our hardware. Limited software assistance can be provided. Lab users must comply with all information technology requirements and policy.

### Lab Policies

- Lab computers and printers are for registered Cambridge College students only.
- Children are not allowed in the labs.
- Lab assistants can only provide technical support for Cambridge College software applications.
- Cambridge College technicians are not responsible for tutoring.
- Food and beverages, with the exception of covered water bottles, are not allowed in any computer lab.
- Cell phone conversations are not permitted in the lab.
- Downloading, installing and running software is strictly prohibited on any lab computer.
- Playing computer games on lab computers is prohibited.
- Illegally downloading music, videos or any other copyrighted content is a crime and may result in disciplinary action.
- Please do not shut down computer lab machines. If the computer you are using is not working see a lab assistant for help, or contact the HelpDesk.
- The College is not responsible for valuables left unattended.
- Navigating to offensive, harassing or sexually explicit sites is not permitted and may result in disciplinary action.
- No chat or other form of instant messaging is permitted other than through the facilities provided by the College's MyCC portal.

## Print-outs

**\$0.10/page. Go green. Please think before you print.**

[Print charges are currently disabled; to be updated.]

For more information on our IT policies, please see [www.cambridgecollege.edu/it-security-and-policies](http://www.cambridgecollege.edu/it-security-and-policies).

## Other

### Peer-to-Peer File Sharing Application Policy

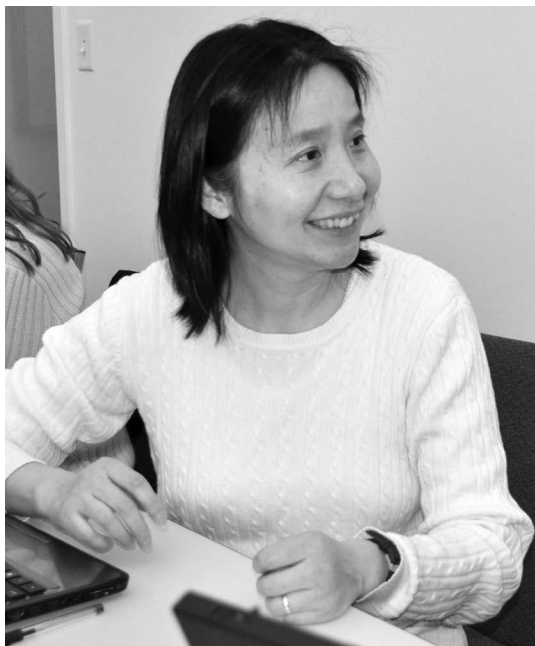
Cambridge College does not allow Peer-to-Peer (P2P) software usage on its wired or wireless network. Examples of P2P applications include Morpheus, LimeWire, BitTorrent, eMule, eDonkey, AIM for file sharing and others in this category. Anyone using P2P applications on the Cambridge College network will be blocked from the network without prior notification. Please review Cambridge College's Digital Millennium Copyright Act Policy at [www.cambridgecollege.edu/it-security-and-policies](http://www.cambridgecollege.edu/it-security-and-policies). Be aware that the action of downloading or sharing copyrighted materials by any means is illegal, and violators may be subject to criminal or civil prosecution.

## Classroom Technology Services

Classroom technology services typically include wireless labs and audiovisual equipment. Requests for these services can only be made by Cambridge College faculty and staff.

For assistance with classroom equipment, contact the IT Helpdesk at <https://helpdesk.cambridgecollege.edu> or 617.873.0159.





Cambridge College undergraduate students learn to communicate effectively; exercise analytical and problem-solving abilities; refine and focus their values to facilitate decision-making; recognize, respect, and appreciate diversity; function effectively in a variety of organizations; and understand local and global issues in the contemporary world.

### General Education Learning Outcomes

The 60-credit general education component of the bachelor's degrees at Cambridge College is designed to develop and foster specific skills and attitudes which form the intellectual framework of a well-rounded scholar. The coursework is intentionally distributed across seven topical pillars in order to promote a diversity of perspective within the student. Specific skills and competencies within the general education portion of the bachelor's degree include:

- Critical thinking, logic and analysis.
- Mathematics and quantitative reasoning.
- Written and oral communication.
- Information literacy and computer sciences.
- Understanding of the scope and relevance of the arts and humanities throughout history, and within contemporary society.
- Integration of scientific thought and analysis.
- Understanding of intercultural and intracultural concepts within the social sciences.

## School of Undergraduate Studies

### • Introduction and Policies

#### Bachelor's Degrees

- Multidisciplinary Studies
- Psychology
- Management Studies
- Human Services

### Concentrations

- Applied Sciences
- Juvenile Justice Studies
- Justice Studies
- Legal Studies
- Medical Interpreter
- Year Up
- Course Descriptions

# School of Undergraduate Studies

### Program Components

**General education** is the same in all Cambridge College undergraduate degree programs:

**Learning to learn** — College-level writing, critical thinking, quantitative thinking, computer applications, research, and presentation skills.

**Knowledge to gather knowledge** — Ability to acquire, generate, and use knowledge across disciplines — the arts and humanities, natural and physical sciences, and social sciences — especially the ability to think systemically.

**Open electives** — Each student may select 12 credits of unrestricted electives from the full spectrum of the College's course offerings.

**Major** — In-depth understanding of the field of study, including major themes and issues, historical development, major figures and ideas; analysis, synthesis, and evaluation of ideas across disciplines, from multiple perspectives, and over time.

**Major electives** may be an eclectic mixture that reflects the student's unique interests and goals, or may be focused in a particular area of study or concentration.

**Concentration options** — While a student is not required to declare a concentration, each major offers the opportunity for students to specialize. Please see program charts.

**Final project** — Near the end of their program, degree candidates complete a Capstone project. Students apply the fruits of their academic experience to a culminating learning project that interests and challenges them, on a topic related to the major and their professional goals. They do original research and develop it into an extended essay demonstrating mastery of key concepts, methods, and terminology in the field.

## Academic Advising

Admissions counselors give applicants an overview of the College's academic programs and assist with the application process and schedule students for the academic assessment. Academic advisors are available for academic counseling.

**Orientation** — Just before each term begins, group advising and registration sessions provide group course advising for new students and assistance with course registration.

**Initial advising** — Entering students take an academic-skills course, Principles and Processes of Adult Learning (LRN175). Students become independent learners who can effectively manage the structures, processes, and expectations of undergraduate education.

**Ongoing advising** — Following LRN 175, students receive advising from the Student Academic Support Services office. An advisor develops a student's academic plan that reflects his or her prior learning experiences and assessed academic skills.

Student academic support services staff:

- Assign you an advisor.
- Update your academic plan each term.
- Guide you in selecting the right courses for graduation.
- Monitor your academic progress.
- Recommend academic support (tutors) as needed.
- Provide disability support.
- Serve as a resource for creating portfolios and taking standardized tests (ACCUPLACER and CLEP).
- Provide current and accurate information regarding administrative, policy and curriculum changes.
- Provide career counseling services to students.
- Facilitate interaction between College administrators and staff (student advisory committees, Senate) as it relates to the academics and student life.

## Writing Assessment and Courses

Skill development courses are available for undergraduate students to develop the level of proficiency needed for college level work. WRT090 Effective Writing Skills is free of charge; it may be taken more than once, as needed. WRT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency.

All new students take a standardized writing assessment prior to registration. Contact the Student Academic Support Services Office or your local Cambridge College office for information.



## Taking Graduate Courses

In consultation with your advisor, and with written permission from the course instructor, undergraduate students who have completed at least 90 credits may take graduate courses at Cambridge College. These graduate courses may be applied towards a bachelor's degree if they meet current program requirements; they may not be used towards a graduate degree. Licensure courses may not be taken by undergraduate students.

## Focused Study

**Approval** — Some undergraduate courses may be completed in a focused study format if the course has not been offered for several terms and you need the course to graduate on time. A completed application for focused study must be approved by the undergraduate dean.

**Cost** — The standard undergraduate tuition per credit is charged.

**Learning Format** — Focused studies meet a minimum of four times. You and your instructor arrange meeting times; you are expected to work independently. A three-credit focused study will require about 90 hours of documented learning activities, meetings, and individual work.

## Independent Study

Self-motivated students may earn undergraduate credit through individually designed courses, which may be appropriate in the following situations:

- The field or topic is not offered by Cambridge College.
- A unique learning environment provides opportunity for college-level learning (for example, international travel, participation in a cultural exchange program, involvement in a social or political action project).
- Level of student's prior knowledge in subject area is sufficient preparation for advanced study.

After identifying a Cambridge College faculty sponsor, the student and sponsor jointly complete an independent study registration form, specifying the department, course title, number of credits, course objectives, planned activities and method of evaluation.

**Cost** — The standard undergraduate tuition per credit is charged.

### Portfolios and Exams for Credit

Undergraduate students may earn academic credit for prior learning outside the classroom (not simply for experience). They may attempt to demonstrate the learning equivalent to college courses that meet their program requirements. (Content must not duplicate courses already taken or accepted in transfer.)

By doing portfolios and standardized exams, students can save both time and tuition costs. To get started, contact the Student Academic Support Services Office.

**Portfolios** — A portfolio is a binder in which you describe and document your learning equivalent to a particular college course. A faculty expert in the field evaluates your portfolio and awards appropriate credit. For more information and to get started, go to the Cambridge College website. From the home page, go to Student Services.

**Standardized Examinations** — Undergraduate credit is awarded to Cambridge College students for CLEP and DANTES DSST exams completed with scores at or above the minimum recommended by the American Council on Education (equivalent to a grade of C). The credits earned are counted as transfer credits.

### Undergraduate Certificates

Certificates taken for degree credit may be applied to a Cambridge College bachelor's degree as program requirements allow (see degree program charts). Certificates with academic content and career development goals appropriate to a particular major may count as major electives (see program charts). Certificate credits may also count as open electives.

Certificates can be designed with partnering businesses, organizations, schools, and other institutions of higher education.







Bachelor of Arts

# Multidisciplinary Studies

120 credits

## Program Description

The baccalaureate program in multidisciplinary studies at Cambridge College is a flexible option for adult students who are attending college for the first time or returning after years away. The program develops academic and workplace skills for success, and knowledge across a variety of academic fields. It is ideal for students who have broad academic interests and a desire to continue enhancing their knowledge throughout their lives. The program is very flexible, supporting each student's interests with a wide selection of liberal arts courses to choose from.

**Required courses** provide a practical focus to the curriculum, with courses that build academic skills and broad-based knowledge across the sciences, humanities and general studies.

**Final Project** — Students will complete a Capstone project focusing on an topic of personal and professional interest. The project consists of research and written work demonstrating their critical thinking and academic knowledge.

## Program Outcomes

Specific learning outcomes of the Multidisciplinary Studies degree program include:

- Critical thinking, logic and analysis.
- Mathematics and quantitative reasoning.
- Written and oral communication.
- Information literacy and computer sciences.
- Understanding of the scope and relevance of the arts and humanities throughout history, and within contemporary society.
- Integration of scientific thought and analysis.
- Understanding of intercultural and intra-cultural concepts within the social sciences.

## Careers and Further Study

Students will acquire a vocabulary in concepts and methods of critical thinking, and will gain the skills necessary to navigate and manage complex systems, obtain fulfilling employment, and compete in the working world. Students will develop persuasive oral communication and writing skills, and be prepared to utilize them in their employment and graduate study. With these transferrable skills and broad-based knowledge, our graduates will be equipped to take on new and unforeseen challenges in this fast-paced and quickly changing world.

Our graduates go on to a wide variety of careers, often working in schools, community organizations and services, government agencies, and businesses. Many continue on to graduate study in fields ranging from education to law to business management.

## Concentration Options

**Applied Sciences** — This concentration builds a broad foundation across scientific disciplines, integrating scientific thought and analysis throughout the course of study. The applied sciences concentration provides a practical academic framework enabling graduates to work in science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Further, the broad nature of this concentration lays the theoretical and practical foundations for graduate study in the sciences.

**Early Education & Care** — Students learn to provide developmentally appropriate instruction and other services for young children in public and private institutions and agencies, including day care centers, pre-schools and family child care homes. Students currently working in the field or preparing to enter it will receive a well-rounded professional learning experience that will prepare them for advanced childcare and education work.

**Education** — Students hone their own academic skills that they will later teach to others, and they take methods courses that lay a good foundation for teaching. Content courses build a strong knowledge base in the area in which they aim to teach.

Graduates find employment as teachers or aides in a wide range of schools and as educators in community organizations. However, the concentration does not meet licensure requirements. Students who aim to be teachers will be ready for a master of education program prepare for educator licensure. Students who want to work in education before earning their master's degree can work in public and private schools.

**General Studies** is the most flexible degree path in undergraduate studies. With the aid of an academic advisor, students select coursework reflecting their personal interests and professional goals.

**Humanities** — Integrating topics in literature, history, philosophy, and science, the humanities concentration provides a thematically and historically balanced understanding of human values, practices, and accomplishments by giving students the opportunity to bring their individual perspectives to bear on a broad array of seminal works from culturally, historically, and geographically diverse traditions.

**Psychology & Human Services concentrations** (see these degree program charts).

**Other Concentration Options**—see undergraduate concentrations section of the catalog.

- Justice Studies
- Juvenile Justice Studies
- Legal Studies
- Medical Interpreter (degree credit only)



## Multidisciplinary Studies

### General Education ..... 60 credits

#### Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives. WRT090 and MAT100 required if assessment indicates need.

#### Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences (specific requirements for Applied Sciences concentration; see chart, p. 73)	9
Social Sciences	9

#### Open Electives ..... 9

### Multidisciplinary Major ..... 30 credits

Upper level courses (300 level and above) distributed by area:

Arts and Humanities	6
Natural and Physical Sciences	6
Social Sciences	6
Electives	9
BAM490 Capstone (final research project)	3

**Admissions requirements:** High school completion or GED and other general requirements (see Admissions).

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

### Concentration Options ..... choose 30 credits

**Applied Sciences**—see page 69.

#### Early Education & Care (does not satisfy licensure requirements)

EMC210	Introduction to Early Education & Care	3
EMC301	Integrated Language Arts & Reading	3
EMC315	Developing Curriculum for Young Children	3
EMC316	Creating Positive & Effective Learning Environments in Early Education Classrooms	3
EMC317	Early Childhood Growth & Development	3
<b>or</b> PSY251	Infant & Toddler Development	3
EMC307	Teaching Early Education Special Needs	3
<b>or</b> EMC318	The Successful Inclusion Classroom	3
EMC308	Observing & Recording in Early Educ. Classroom	3
Electives in education, psychology, human services		6

#### Education (does not satisfy licensure requirements)

EMC300	Classroom Management & Discipline	3
EMC301	Integrated Language Arts & Reading	3
EMC318	The Successful Inclusion Classroom	3
EMC319	Social Foundations of Education	3
EMC401	Teaching Math in the Elementary Grades	3
EMC420	Strategies for Teaching	3
PSY310	Psychology of Learning	3
Electives in education, psychology, human services		9

#### General Studies

Choose courses to support your professional and academic goals, and personal interests ..... 30

#### Humanities

Upper level humanities courses	24
Electives	6

**Other Concentration Options**—see undergraduate concentrations section of the catalog.

- Justice Studies
- Juvenile Justice Studies
- Legal Studies
- Medical Interpreter (degree credit only)



Bachelor of Science

# Management Studies

120 credits

## Program Description

The Bachelor of Science in Management presents a comprehensive management curriculum that equips students with the skills necessary to work in for-profit and not-for-profit organizations. Our students learn directly from practicing scholar-professionals, many of whom are distinguished area business leaders. The Cambridge College *practicing professional* teaching model gives students the opportunity to learn both management theory and effective, practical management techniques. By combining research, theory and practice, graduates will be prepared with the skills that will enable them to manage both people and complex issues.

**Required courses** provide a practical framework to the management curriculum, including the history of management theory, structures of for-profit and not-for-profit organizations, and theories of leadership. Students will gain knowledge of strategic planning, diversity issues in the workplace, financial requirements, human resource planning, and ethics. Along with these skills graduates will be prepared with an understanding of marketing and sales skills, and technological advances in the corporate and not-for-profit environments.

**Final Project** — Students complete a culminating research project in management related to their own personal and professional interests. Students demonstrate their mastery of management content and methodology, and apply their academic experience to a learning project that interests and challenges them.

## Program Outcomes

Successful graduates will have a demonstrated understanding of:

- Essential management skills, including effective professional communication, human relations, teamwork, and negotiation.
- Theoretical and practical understanding of business processes and organizational systems.
- Theoretical and practical understanding of business processes and organizational systems.
- Practical business skills in accounting, economics, ethics and finance.
- Creating work environments that foster corporate social responsibility, sustainability, and long-term growth.
- The importance of diversity in today's global business environment, and develop skills to manage diverse organizations.
- The analysis of complex managerial and organizational situations, taking into account the larger context, strategy, policy, and ethics.
- Information systems, databases and Internet technology as management tools.

## Careers and Further Study

Graduates will be prepared for employment as team members and managers within corporate and non-profit organizations. Areas of employment may include sales, marketing, finance, information technology, e-business, general management, human resources and hospitality.

The undergraduate management program additionally prepares students for graduate study in management, economics, finance, human resources, sales and marketing.

## Management Electives and Concentration Options

Students choose among a wide variety of management electives, and may choose a concentration that clusters their electives (below) according to their interests and professional needs.

**General Management** is the most flexible option for students wishing to explore their own areas of interest. Taking general management electives allows students to explore widely, enabling them to join organizations prepared to work effectively in various roles, including but not limited to sales, strategic planning, and grant writing. For appropriate choices, close coordination with the management chair and the student advising office is advised.

**Accounting** provides students with a theoretical and practical understanding of accounting concepts and procedures relating to small and mid-sized businesses, and an overview of accounting cycles. Students gain knowledge of financial data entry and analysis, and study cost accounting concepts and techniques in depth. The concentration covers auditing and internal control programs, taxation, and managerial accounting practices and accounting information systems tools.

**Health Care Management** provides students with a theoretical and practical understanding of health care administration. Students gain knowledge of economic, financial, historical, legal and scientific concepts within health care systems. The concentration covers the regulatory requirements, management of personnel and fiscal practices that insure proper management within the health care industry.

**Hospitality Management** equips students to manage staff and systems in the hospitality industry. The primary focus is on restaurant front of the house and back of the house management, and on hotel management. Students can become more valuable individual contributors, outstanding team members, and managers of organizations within the hospitality industry.

**Information Technology & E-Business** prepares students to develop strategies for managing infrastructure design, server management, security, e-business strategy and marketing. Graduates gain an overview of the technologies for electronic commerce on the Internet and current trends with respect to the technology of the World Wide Web, and explore various e-business models.



# Management Studies

## General Education ..... 60 credits

### Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives. WRT090 and MAT100 required if assessment indicates need.

### Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9
BSM200 Intro to Business — required in first or second term	

### Open Electives ..... 9

## Management Studies Major Required Courses ..... 39 credits

BSM300	Economics for Managers	3
BSM305	Principles of Managing Organizations	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity Issues in the Workplace	3
BSM320	Operations Management	3
BSM325	Marketing	3
BSM330	Financial Accounting	3
BSM332	Financial Management (preq. BSM330)	3
BSM333	Statistics for Business	3
BSM335	Human Resources Management	3
BSM340	Information Systems & Databases	3
BSM345	Business Ethics	3
BSM490	Management Capstone Project	3

**Accounting concentration:** Advanced Accounting Seminar (includes a capstone project in accounting) replaces BSM490.

**Health Care Management concentration:** BSM300, BSM335 and BSM345 are covered by analogous courses in the concentration, and BSM325 is not required. Four open electives replace these courses.

**Admissions requirements:** High school completion or GED and other general requirements (see Admissions).

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## Management Studies Concentration Options and Electives ..... 21 credits

Choose from the concentration options below, or select 21 credits of open electives to meet career and academic goals.

### General Management (choose 7 courses)

BSM326	Strategies for Sales	3
BSM402	Grant Writing & Fund Raising	3
BSM407	International Business	3
BSM408	Business Law	3
BSM410	Entrepreneurship	3
BSM413	Strategic Business Planning	3
BSM415	Leadership Models	3
BSM430	Nonprofit Organization Management	3
COM322	Effective Oral Presentations	3

### Accounting

- BSM330 and 332 required before concentration courses.
- *Take courses below in sequence to meet prerequisites.*

BSM456	Intermediate Accounting	3
BSM480	Small Business Accounting	3
BSM481	Cost Accounting	3
BSM482	Auditing	3
BSM483	Taxation	3
BSM484	Accounting Information Systems	3
BSM485	Accounting Internship	3

### Health Care Management

BSM350	Health Care Systems in the U.S.	3
BSM351	Human Resource Management in Health Care	3
BSM352	Health Care Economics	3
BSM354	Legal Aspects of Health Care	3
SCI339	Epidemiology and Public Health	3
Two open elective courses		6

### Hospitality Management

BSM431	Introduction to Hotel & Restaurant Operations (required first course; may be waived with permission)	3
BSM432	Hospitality Operations Management	3
BSM433	Hospitality Marketing, Sales & Food Promotion	3
BSM434	Advanced Hospitality Operations	3
BSM435	Food & Beverage Cost Control	3
BSM436	Legal Issues in the Hospitality Industry	3
BSM438	Hospitality Industry Internship	3
or BSM437	Current Issues & Trends in the Hospitality Industry	3

### Information Technology & E-Business

BSM413	Strategic Business Planning	3
BSM406	Introduction to E-Business	3
BSM418	Internet Technologies	3
BSM420	Internet Marketing	3
BSM460	Database Management	3
BSM470	Project Management	3
BSM475	Information Technology	3



Bachelor of Arts

# Psychology

120 credits

## Program Description

The Bachelor of Arts in Psychology is set within a broad-based liberal arts framework that has a strong interdisciplinary and humanistic foundation. The curriculum is a solid preparation for professional application in clinical, educational and human services, while also serving as a strong foundation for more specialized application and focus at the graduate level.

The psychology major prepares students for life-long learning, critical thinking and effective action in the field, and helps them develop a wide range of career options and skills that emerge from a broad and comprehensive grounding in psychology as the science of human behavior. An important feature of the program is personal reflection and application of new psychological knowledge and insights to new contexts. Given the scope, intensity and rapidity of social, cultural and technological changes in our world, the need to increase our understanding of the widest possible range of human experience and behavior has never been greater or more critical.

**Required courses** look at the history and methodology of psychology and introduce students to broader issues related to human growth and development, learning theory, personality, motivational and group theories, and a variety of approaches to psychopathology and psychotherapy. A special emphasis of the program is critical examination of the important roles of culture, history and belief in shaping differing approaches to the study of human behavior.

**Final Project** — Students complete a Capstone project which is a culminating piece of research in psychology related to their own personal and professional interests. Students demonstrate their mastery of psychology content and methodology and apply their academic experience to a learning project that interests and challenges them.

## Program Outcomes

Specific learning outcomes within the Psychology program include:

- Fundamental understanding of the historical development and methodologies of modern psychology.
- Understanding and basic knowledge of major psychological theories, concepts and processes.
- Understanding of learning theory and cognition, personality, motivation and group theories.
- Understanding of a variety of perspectives regarding mental health, psychopathology, maladaptive behaviors and psychotherapy.
- Understanding of the roles of cultural, social and historical forces in shaping behavior.

## Careers and Further Study

Cambridge College Psychology graduates are well prepared to enter a variety of career pathways working with people. These include clinical, educational, human service and management settings, and research. Graduates work in a wide variety of institutional and private programs and agencies.

Our graduates are additionally well positioned to enter graduate studies in psychology, counseling, social work and related fields.

## Concentration Options

Students choose among a wide variety of psychology electives, and may choose a concentration that clusters their electives (below) according to their interests and professional needs.

**Psychological Studies** is the most flexible option for students to explore their own areas of interest by taking any psychology elective, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the Psychology program chair and the student advising office is advised.

**Addiction Studies** is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences. The curriculum has been designed to meet the criteria for the Certified Alcohol and Drug Addiction Counselor (CADAC) certification.

**Holistic Studies** is an integrated approach to psychology that addresses the relationship between mind, body and spirit. It draws from multidisciplinary, theoretical and cross-cultural sources including contemporary mind-body approaches to healing. Holistic studies includes expressive art therapies and views the transformative nature of the arts as an important aspect of holistic psychology. Holistic perspectives are applied to human growth and development, psychological disorders and clinical practice, wellness, and the nature of human potential.

**Organizational Psychology** combines psychology and management. It focuses on organizational and institutional behavior; the psychology of work and working systems, leadership and management styles; and the shifting relationships between individuals and groups. Topics include communication styles and skills, enhancing work environments, mediation and conflict resolution, and valuing human diversity in the workplace.

**Family Studies** — Courses in family studies provide the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**Other Concentration Options**— see undergraduate concentrations section of the catalog.

- Juvenile Justice Studies
- Medical Interpreter (degree credit only)





# Psychology

## General Education ..... 60 credits

### Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives. WRT090 and MAT100 required if assessment indicates need.

### Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9

### Open Electives ..... 9

## Psychology Major Required Courses..... 36 credits

PSY120	Formative Ideas in Psychology	3
PSY130	Groups & Social Psychology	3
PSY210	Developmental Psychology	3
PSY310	Psychology of Learning	3
PSY315	Research in Psychology	3
PSY325	Theories of Personality	3
PSY402	Themes in Adult Development	3
PSY412	Perspectives on Psychopathology	3
PSY490	Psychology Capstone	3
Psychology Electives	9	

**Admissions requirements:** High school completion or GED and other general requirements (see Admissions).

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## Concentration Options..... choose 24 credits

### Psychological Studies

Any psychology elective, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the psychology chair and the student advising office is advised.....24

### Addiction Studies (partial list)

BHS401	Introduction to Addictions	3
BHS411	Family Systems & Addictions	3
BHS421	Mental Health & Substance Abuse	3
BHS360	Ethical Issues in Substance Abuse	3

### Holistic Studies (partial list)

PSY316	Cross-Cultural Perspectives in Psychology	3
PSY345	Spiritual Dimensions: Psychological & Educational Issues	3
PSY376	Psychological & Therapeutic Dimensions of the Arts	3
PSY428	Holistic Psychology: An Integrated Approach	3

### Organizational Psychology (partial list)

PSY110	Systems Thinking in Psychology	3
PSY421	Psychology & Work Today	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity Issues in the Workplace	3
BSM465	Negotiation & Conflict Management	3

### Family Studies (partial list)

BHS400	Family Life Cycle	3
BHS430	Families With Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3

**Other Concentration Options**—see undergraduate concentrations section of the catalog.

- Juvenile Justice Studies
- Medical Interpreter (degree credit only)



Bachelor of Science

# Human Services

120 credits

## Program Description

The Bachelor of Science in Human Services at Cambridge College is guided by systemic and holistic thinking, along with an appreciation of research and how it informs practice. A collaborative model of teaching and helping creates an environment where all students are encouraged to reach their potential. We do this by providing opportunities for our students to increase their knowledge and practical skills while recognizing the valuable contributions they are making in their workplaces and in their communities. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society.

**Required courses** provide broad-based knowledge of individuals, families and communities, with historical and multicultural perspectives. They present a unique strengths-based, systemic and culturally relevant approach to working with people effectively across many varied settings.

**Internship** — Students will apply their knowledge in a variety of community-based settings.

**Final Project** — Students will complete a Capstone project focusing on a topic related to human services. The project consists of research and written work applying their academic experience to a learning project that interests and challenges them.

## Program Outcomes

- Students gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Students learn to identify and work with the strengths inherent in individuals, families and communities.
- Students gain practical skills for assisting people in making positive changes that will improve the quality of their lives.
- Students are prepared for personal and professional growth.
- Students have built a solid base for graduate studies in a wide variety of professional and academic fields.
- Students become effective agents of positive change

## Careers and Further Study

The health and human service industry has been identified by the Bureau of Labor Statistics as an area of increasing growth in the 21st century. Students majoring in human services may find themselves working and leading in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors; as case managers or outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs.

Our graduates are well positioned to enter graduate studies in human services, psychology, counseling, social work and related fields.

## Concentration Options

Choose among a wide variety of human services and related electives to meet career and academic goals, or cluster electives in a concentration:

**Addiction Studies** is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences. The curriculum has been designed to meet the criteria for the Certified Alcohol and Drug Addiction Counselor (CADAC) certification.

**Community Building** is for students planning careers in community work: building and organizing, developing programs and re-creating communities. The courses present an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks.

**Family Studies** — Courses in family studies provide the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**Holistic Studies** — see B.A. in Psychology

**Other Concentration Options**—see undergraduate concentrations section of the catalog.

- Justice Studies
- Juvenile Justice Studies
- Legal Studies
- Medical Interpreter (degree credit only)



## Human Services

### General Education ..... 60 credits

#### Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives. WRT090 and MAT100 required if assessment indicates need.

#### Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9
PSY110 Systems Thinking in Psychology — required	

#### Open Electives ..... 9

### Human Services Major Required Courses.... 36 credits

BHS305	Introduction to Human Services	3
BHS306	Case Management for Human Services	3
BHS315	Understanding Family & Community Systems	3
BHS320	Community Building Principles & Strategies	3
BHS420	Strategies for Change	3
PSY210	Developmental Psychology	3
BHS470 or 471	Internship I or II	3
BHS490	Human Services Capstone	3
Human Services Electives	12	

**Admissions requirements:** High school completion or GED and other general requirements (see Admissions).

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

### Concentration Options..... choose 24 credits

Choose among a wide variety of human services and related electives to meet career and academic goals, or cluster electives in a concentration.

#### Addiction Studies (partial list)

BHS401	Introduction to Addictions	3
BHS411	Family Systems & Addictions	3
BHS421	Mental Health & Substance Abuse	3
BHS360	Ethical Issues in Substance Abuse	3

#### Community Building (partial list)

BHS322	Dynamics of Power in Communities	3
BHS325	Community Planning & Development	3
BHS340	Youth Development & Community Practice	3
BHS445	Leadership for Community Builders	3

#### Family Studies (partial list)

BHS400	Family Life Cycle	3
BHS430	Families with Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3

#### Holistic Studies — see B.A. in Psychology

**Other Concentration Options**—see undergraduate concentrations section of the catalog.

- Justice Studies
- Juvenile Justice Studies
- Legal Studies
- Medical Interpreter (degree credit only)

# Undergraduate Concentrations



## Undergraduate Concentration

### Applied Sciences

27 degree credits • accepted in bachelor's degree • Multidisciplinary Studies

The Applied Sciences Concentration within the Multidisciplinary Studies degree provides students with training across major scientific disciplines, enabling them to incorporate scientific thought and analysis throughout their course of study. Courses within the concentration fall into four major scientific disciplines: life sciences; mathematics; physical sciences, and technology sciences, and provide graduates with an integrated foundation across scientific fields.

**Program Outcomes** — Demonstrated general understanding of:

- Fundamentals of scientific and analytical thought, data-based reasoning, scientific method, logic, and critical thinking.
- Biological systems; concepts and lab procedures in the life sciences, human biology, and microbiology.
- Mathematical reasoning: statistics, statistical inference, probability, set theory, techniques of proof, real numbers, mathematical induction and axiomatic systems.
- General concepts and procedures in physics, geology, chemistry; materials and their impacts on human health and the environment.
- Fundamentals of engineering: machines, technologies, structures, devices and materials; information systems, computers and their impact; development and manufacturing of new technologies.

**Careers and Further Study** — Applied Sciences provides a practical academic framework enabling graduates to work in science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Further, the broad nature of this concentration lays the theoretical and practical foundations for graduate study in the sciences.

**General Education/Natural & Physical Sciences** — Students intending to concentrate in Applied Sciences must first qualify by fulfilling their general education requirement in natural sciences with a GPA of 3.3 (B+) in the following courses:

SCI225	General Biology	3
MAT201	Statistics	3
SCI308	Principles of Engineering	3

### Applied Sciences Concentration

<b>Life Sciences</b>		9 credits
SCI226	Biology Concepts & Procedures	3
SCI230	Anatomy & Physiology	3
SCI337	Microbiology	3

<b>Mathematics</b>		3 credits
MAT310	Mathematical Thought	3

<b>Physical Sciences</b>		9 credits
SCI138	Physical Geology	3
CHM100	Chemistry I	3
SCI215	Physics I	3

<b>Technology Sciences</b>		6 credits
CMP(new)	Computer Systems Theory	3
SCI(new)	Emerging Technology Theory	3



## Undergraduate Concentration

# Juvenile Justice Studies

24 degree credits • accepted in bachelor's degrees • Multidisciplinary Studies • Psychology • Human Services

Juvenile Justice Studies provide students interested in working with adolescents and the juvenile justice system with a solid introduction to the history of youth services; current theories of adolescent development; and the impact of community disadvantage, child abuse and neglect on behavior. Students develop skills in vital areas such as suicide assessment, crisis intervention, and family mediation. They gain understanding of the complex factors that contribute to adolescent behavior, its impact, and societal responses. Particular emphasis is given to current practices and research on successful treatment models. Gender-specific concerns related to female status offenses and delinquency are explored across the continuum of courses. Students gain skills to address youth issues in the context of government agencies and community organizations.

In order to apply concepts learned in class, students may participate in an elective internship providing service in youth facilities, community programs, and probation offices.

**Careers and Further Study** — Students may go on to graduate study in juvenile justice, criminal justice, forensic psychology, youth development and advocacy, family studies, addiction studies, and counseling. Career possibilities include juvenile residential and community-based programs, state and private non-profit agencies, probation departments, violence prevention, child protection and youth advocacy.

### Required Courses . . . . . 12 credits

PSY330	Adolescents in Search of Belonging . . . . .	3
JUS350	Introduction to Juvenile Justice . . . . .	3
PSY359	Understanding Child Abuse & Neglect. . . . .	3
JUS430	Global Justice for Youth . . . . .	3

### Juvenile Justice Techniques . . . . . choose 6 credits

JUS300	Working with Adolescents: Group Leadership Concepts and Techniques. . . . .	1
JUS301	Working with Families of Court-Involved Youth . . . . .	1
JUS302	Adolescents and Anger Management . . . . .	1
JUS343	Youth & Gangs . . . . .	1
PSY351	Adolescents & Addiction. . . . .	1
PSY352	Sexual Activity as At-Risk Behavior . . . . .	1
PSY353	Suicide Assessment . . . . .	1
PSY354	Crisis Intervention . . . . .	1
JUS357	Circles I . . . . .	1
(new)	Circles II . . . . .	1
JUS358	Bullying Behavior . . . . .	1
JUS365	Adolescent Females & Cutting . . . . .	1
JUS376	Internet Research Methods of Juvenile Justice . . . . .	1
JUS377	Legal Process for Reporting Suspected Child Abuse. . .	1
PSY409	Family Mediation Techniques. . . . .	1
JUS425	Program Models for Adjudicated Youth . . . . .	1
MAN350	Principles of Supervision. . . . .	1
MAN360	Risk Management for Residential Programs . . . . .	1

### Juvenile Justice Electives. . . . . choose 6 credits

JUS225	Introduction to Social Justice . . . . .	3
JUS342	Girls & Delinquency. . . . .	3
JUS356	Youth & the Law . . . . .	3
PSY328	Forensic Psychology. . . . .	3
JUS415	Violence in American Society . . . . .	3
JUS435	Restorative Justice & Victim-Offender Reconciliation . . .	3
BHS378	Program Planning & Evaluation . . . . .	3

PSY470-471	Psychology Internship I-II	<b>or</b>
BHS470-471	Human Services Internship I-II	
	one or two terms @ 3 credits . . . . .	3 or 6

Other electives may be substituted with approval of program chair.





## Undergraduate Concentration

# Justice Studies

24 degree credits • accepted in bachelor's degrees • Multidisciplinary Studies • Psychology • Human Services

Justice Studies is concerned with treating justice issues as a general class of social and political problems to be understood. It is through understanding of the issues that underlie injustice that society is able to create social change. It is the mission of the Justice Studies program to recognize that the fair and equitable provision of justice is the only path to a more just and humane world.

The concentrations that develop within the Justice Studies program will offer students applied learning for professional growth.

**Careers and Further Study** — Students may continue to graduate study in law, forensics, criminology, political science, social justice, religious and peace studies. This program can lead to careers in law, government service, corrections, law enforcement, politics, urban and community planning, mediation and management in NGOs, government, and community agencies.

### Required Courses . . . . . 15 credits

(new)	Introduction to Justice Studies . . . . .	3
JUS225	Introduction to Social Justice . . . . .	3
(new)	Special Topics in Justice Issues . . . . .	3
(new)	Wealth, Poverty & Inequality . . . . .	3
PSY470	Psychology Internship I or	
BHS470	Human Services Internship I . . . . .	3
Internships must be approved by the program chair.		

### Justice Studies Electives . . . . . choose 9 credits

JUS200	Crime & Criminal Justice . . . . .	3
JUS205	Introduction to Legal Studies . . . . .	3
(new)	Justice & Gender in World Politics . . . . .	3
JUS345	War, Peace & Non-Violence . . . . .	3
PSY328	Forensic Psychology . . . . .	3
JUS368	American Immigration Law & Policy . . . . .	3
JUS342	Girls & Delinquency . . . . .	3
JUS350	Introduction to Juvenile Justice . . . . .	3
JUS356	Youth & the Law . . . . .	3
JUS415	Violence in American Society . . . . .	3
JUS430	Global Justice for Youth . . . . .	3
JUS435	Restorative Justice & Victim-Offender Reconciliation . . . . .	3

PSY471	Psychology Internship II <b>or</b>	
BHS471	Human Services Internship II . . . . .	3
Internships must be approved by the program chair.		

Other electives may be substituted with approval of program chair.



## Undergraduate Concentration

# Legal Studies

24 degree credits • accepted in bachelor's degrees • Multidisciplinary Studies • Human Services

The Legal Studies concentration introduces students to the history and function of the American legal system and provides students interested in pursuing a law career with a basic understanding and knowledge of various aspects of law school and the legal profession.

Cambridge College students are introduced to diverse topics and learning that incorporate principles of social justice, civil liberties and service to the community. It is in this context that students learn about and discuss executive, legislative and judicial law and their power to both shape and reflect our understanding of our changing society, world and communities.

While the American Bar Association does not identify any specific majors or concentrations for undergraduate study, the ABA does identify certain skills and values that are essential to success in law school and to competent practice: analytical and critical thinking skills; critical reading abilities, writing skills, oral communication and listening abilities; research and time management skills; a commitment to serving others and promoting justice, based on significant experience in service projects and internship while an undergraduate.

Legal studies students at Cambridge College are supported in gaining these skills through general education courses in writing, critical thinking, arts and humanities, history and social science courses. Additionally, students are assisted in their career preparation through the Legal Studies coursework and the completion of a law related internship.

**Careers and Further Study** — Students may continue to law school, graduate study in forensics, criminal justice, business or political science. The program can lead to careers in the legal profession, law enforcement, government or politics.

### Required Courses..... 18 credits

JUS205	Introduction to Legal Studies .....	3
JUS200	Crime & Criminal Justice .....	3
JUS225	Introduction to Social Justice .....	3
PSY328	Forensic Psychology .....	3
JUS435	Restorative Justice and Victim-Offender Reconciliation ..	3
BHS470	Internship (law-related) .....	3

### Electives ..... choose 6 credits

JUS368	American Immigration Law & Policy .....	3
JUS350	Introduction to Juvenile Justice .....	3
JUS356	Youth & the Law .....	3

Other electives may be substituted with approval of program chair.

## Undergraduate Concentration or Certificate



# Medical Interpreter

3 terms, 1 year • Non-credit professional development certificate OR 18 degree credits accepted into bachelor's degrees: Multidisciplinary Studies, Psychology or Human Services

Students learn about anatomy, diagnoses, lab tests, prescription medicines, and medical treatments. They learn about the cultural beliefs and values of all parties and their role as interpreter, the history of medicine in the U.S., and medical insurance. They learn about the legislation that has mandated interpreter services in medical/health settings.

Students practice ethical decision making, patient/client advocacy, and conflict mediation in preparation for an internship under the supervision of a professional interpreter/mentor.

Some students and their families have experienced difficulties getting the medical care they need in the U.S., due to language barriers. Some have had medical education or related work experience in their home countries. They all want to help people get the medical care they need, who have difficulty communicating with English-speaking medical professionals.

**Program Outcomes** — Students will learn how to meet the communication needs of patients/clients and providers. They will:

- Become fluent in the bilingual terminology of human anatomy and the medical/health field.
- Increase their fluency in English.
- Develop cross-cultural communication and interpreting skills.
- Provide effective interpretation in medical/health settings.

**Careers and Further Study** — Graduates get jobs as medical interpreters in hospitals, clinics, medical practices, and interpreter agencies. For some, this is their career goal. For others, interpreting is a good transition into other medical careers. They may become more familiar with the American medical community and network within it, improve their English, and get further medical education and credentials.

Degree credit	Non-credit	TERM 1
INT100	LLICO10	Medical Interpreter Anatomy & Pathophysiology . . . . . 3
INT415	LLICO11	The Role of the Interpreter . . . . . 3
Degree students: also take in Term 1:		
	LRN175	Princ. & Proc. of Adult Learning . . . . . 3
<b>TERM 2</b>		
INT352	LLICO15	Interpreting Skills I (Multilingual). . . . . 3
INT412	LLICO12	Cross Cultural Communication . . . . . 3
<b>TERM 3</b>		
INT355	LLICO18	Interpreting Skills II (Multilingual) . . . . . 3
INT300	LLICO30	Interpreter Internship . . . . . 3

## Program Option

**Mental Health Interpreter** — Prerequisite: Completion of a medical interpreter program or professional employment as an interpreter. These are advanced courses in which students become familiar with the DSM, mental health diagnoses and treatment options, medications, and appropriate communication with mental health patients.

Degree credit	Non-credit	TERM 1-2
INT356	LLIC020	Mental Health Interpreting Skills I . . . . . 3
INT357	LLIC021	Mental Health Interpreting Skills II . . . . . 3

### Admission requirements for non-credit certificate

- Application form and fee.
- Demonstrated proficiency in English and one target language. Contact program chair for oral and written assessment.

For degree-credit option, students must meet bachelor's degree admission requirements.

**Prerequisites for internship** must be completed before third term to comply with state regulations.

- Health Insurance.
- Immunizations.
- Criminal Offender Record Information (CORI) check.

**Program and courses offered subject to sufficient enrollment.**

**Degree credit** — Students enrolled in a bachelor's degree program may take medical interpreting courses with the understanding that these courses are part of their degree program and will be charged the bachelor's degree tuition. Students who do not complete the bachelor's degree will be held responsible for the bachelor's degree tuition costs of all courses taken, in accordance with federal financial aid guidelines.

**Professional development certificate is non-credit** and cannot be applied to a degree. The cost is reduced, but is not eligible for financial aid.

**Scholarships** — Current information and an application are available from the Financial Aid Office.

**For more information** please contact program chair at 617-873-0246 • [norma.green@cambridgecollege.edu](mailto:norma.green@cambridgecollege.edu)

Training program offered by Year Up  
in collaboration with Cambridge College



## Year Up

18 credits • 1 year

### YEAR UP CORE

BSM101	Business Writing . . . . .	3
CMP130	Introduction to Computer Applications . . . . .	3
BSM130	Customer Service Essentials . . . . .	3
BSM125	Computer Networking & Support Internship . . . . .	3

### CONCENTRATION OPTIONS

#### Information Technology

CMP310	Computer & Network Support I . . . . .	3
CMP320	Computer & Network Support II . . . . .	3

#### Investment Operations

BSM225	Fundamentals of Investment Management . . . . .	3
BSM332	Financial Management . . . . .	3

One-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, college credits, and corporate apprenticeships.

For more information visit [www.yearup.org](http://www.yearup.org) (admission, non-credit program components, schedule, etc.),

## Year Up

Year Up and Cambridge College have a unique partnership. Our shared goal is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Students are dually enrolled in Year Up and Cambridge College, earning up to 18 college credits.

We achieve this mission through a high-expectation, high-support model that combines marketable job skills, rigorous academic content, stipends, apprenticeships, college credit, and a behavior management system. Year Up is able to assist urban youth in reaching their goals by providing several levels of support, which facilitate these young adults in achieving economic self-sufficiency.

### Our Program

Year Up is a one-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, academic coursework, and corporate apprenticeships.

During the first six months of the program, participants focus on skill mastery in desktop support/IT help desk or investment operations. Equal emphasis is placed on developing the professional skills required in today's workplace such as effective communication, leadership, and teamwork.

During the second six months of the program, students are placed in apprenticeships with local partner companies. A stipend is provided to all participants throughout the one-year, full-time educational program.

Gerald Chertavian, Founder and CEO.

# Undergraduate Course Descriptions

## Adult Learning, Principles of (LRN)

### LRN 175 Principles and Processes of Adult Learning - 3 credits

Students explore theories of adult learning. They clarify the fit between their academic program and their learning and career needs, and see how their prior learning fits in. They assess their academic skills of critical thinking, mathematics, writing, and computer literacy. Students become independent learners who can effectively manage the structures, processes and expectations of undergraduate education.

## Arts (ART)

### ART 200 Introduction to Studio Arts - 3 credits

This course provides essential, hands-on familiarity with the materials of art and principles of design. It focuses on the "grammar" of visual arts and art materials: line, color, texture, scale and composition, and does so especially in the media of painting, drawing and collage. It enhances your frame of reference for evaluating criteria of beauty and your ability to use and understand visual art as an expressive means of communication within and between cultures.

### ART 201 Studio Art II - 3 credits

This course is a sequel to ART200. It builds on previously learned art studio skills and visual arts "grammar." Students will be exposed to various extensions of ideas such as: art volume and space, focus, composition, pattern and placement. This course will expand the student's experience of "seeing" and the translation of visual perception into art making, especially in media such as painting, drawing and collage. Works of art from multiple cultures will be treated. Methods and principles for learning will integrate visual literacy with written and spoken communication. The course will further the idea of visual art as a powerful collective and personal expression of the human experience.

### ART 211 Experiencing the Visual and Performing Arts - 3 credits

This course provides knowledge of the arts, of various artistic practices, materials and methods of teaching art and using art to enhance literacy. Students gain understanding of the historic development, formal principles and techniques of visual art, with some attention to music and dance.

### ART 215 Introduction to the Theater - 3 credits

This course surveys major aspects of theatre from ancient Greece to the present. It includes study of significant playwrights, plays, theatre design, dramatic methods and principles. Given the public nature of drama, the relationship between the dramatic works and their cultural contexts will be explored.

### ART 217 Storytelling Through Video and Film - 3 credits

This course is designed for people who want to become better film and video storytellers. It is also geared towards those who like movies and television and want to increase their appreciation of those forms.

The course will introduce you to the basic building blocks of film and video language; such as, shot composition and framing, editing, sound and dialogue, and narrative structure.

### ART 220 Creativity and Analysis in the Arts - 3 credits

Students learn how artists, art critics and philosophers think about and create visual arts, theatre, music and other arts. We examine the lives and works of artists, theories of creativity, and criteria for defining beauty and assessing quality. Students get direct experience of the arts through art exhibits, films, interviews, performances and other media.

### ART 230 Western Arts I: A Survey of Art from Ancient Times to the Renaissance - 3 credits

Beginning with reference to ancient Minoan and Mycenaean art, this course surveys the development of Greek art to and beyond the classical period, the phases of Roman art, the Romanesque, early and late Gothic Art and the Renaissance in Europe. Students develop vocabulary and skills for the analysis of painting, sculpture and architecture, and an ability to communicate about them orally and in writing. The course examines style, technique, and iconography in their historical and cultural context, considering the religious, political, and intellectual climates expressed through the arts. We learn criteria for evaluating quality and beauty, examine how an object was made, for what purpose and audience. This course may be taken independently of ART231, Western Arts II.

### ART 231 Western Arts II: Survey of Arts from the Renaissance to Post-Modernism - 3 credits

Beginning with the Renaissance, this course surveys the exciting proliferation of styles, symbolism and techniques in western visual arts during the past five hundred years. Major styles and periods include mannerism and the baroque, neo-classicism, romanticism, realism, impressionism and the many forms of modernism, among them, expressionism, surrealism, abstraction and pop art. Students strengthen their vocabulary and skills for the analysis of painting, sculpture, architecture, and gain enhanced ability to communicate about them in writing and speaking. The course examines style, technique, and iconography in historical and cultural context, considering the religious, political, social and intellectual climates articulated in the arts, including new systems of patronage and attitudes toward the public. We learn criteria for evaluating quality, beauty and accomplishment in the arts, and examine how an object was made, for what purpose and audience. ART230 Western Arts I is useful preparation but is not required.

### ART 303 Modern Theatre and Public Conscious - 3 credits

At the dawn of the 20th Century, the idea of theatre and its role in society changed. Public spectacle about the lives of kings and queens, as well as the overheated melodramas so popular in the mid-1800s, were increasingly replaced by a subversive theatre that challenged audiences to consider their own role in society, whether "realistically," "absurdly," or "magically." Ibsen's defiant heroes and Chekhov's waning aristocrats gave rise to American working-class heroes (and losers) in Clifford's *Odets* and Arthur Miller, the militant



theatre of Bertolt Brecht, the absurd theatre of Ionesco and Beckett. Finally, the contemporary theatre must be contemplated in considering what such works as Tony Kushner's *Angels in America* and *Homebody: Kabul and the public reception of them*, have to say about us, our culture, our art, and our vision of humanity.

#### **ART 305 Women and Film - 3 credits**

This course focuses on how women are shown in key films of the 20th century. Films presented consider images of women that are one-dimensional (sex goddesses or saints, career women or mothers, vamps or all-American girls) as well as more complex, multidimensional characters. We explore the issue of how the star system, the Production Code, social values, and the personal vision of the directors affect women's depiction on the screen. We learn film vocabulary terms that help us discern and analyze how films use sound, visual, and narrative techniques to portray the image of women. Moreover, the course studies how and to what extent films today influence women's ideas about beauty, identity, marriage, motherhood, career, sexuality, and gender issues.

## Chemistry (CHM)

#### **CHM 100 Chemistry I - 3 credits**

The purpose of this course is to introduce a foundation of chemistry, green chemistry and the molecular basis of materials. It will provide teachings in molecular structure, properties and reactivity of materials. Highlighted throughout are the "real world" applications of materials and their intentional and unintentional impacts on human health and the environment. Green chemistry, the design of products and processes that reduces or eliminates the use or generation of hazards, will be infused throughout the course. The student will come away with a basic understanding of the principles of green chemistry.

## Computer Sciences (CMP)

#### **CMP 130 Introduction to Computer Applications - 3 credits**

Assessment available. This course provides a hands-on introduction to the personal computer, Windows, word processing, spreadsheet, presentation software, the Internet, and an overview of Word, Excel and Power-Point uses. Students begin with the basics of each application and progress through intermediate level.

#### **CMP 230 Information Literacy - 3 credits**

Prerequisite: CMP130 (course or portfolio) and familiarity with Windows and/or Mac operating system, or permission of instructor. Information literacy is necessary for lifelong learning and career advancement. It is the ability to analyze problems, research and select relevant information, create an effective presentation from that information, and, when appropriate, publish it in print or electronic formats. Students acquire the knowledge, skills, and abilities to apply principles of information literacy to their academic and professional

lives. A problem-centered approach is used. Students use the Internet and e-mail news groups, file transfer and Netscape, and search engines. They learn to evaluate the credibility of information and use problem-solving paradigms.

#### **CMP 310 Computer and Network Support: Part I - 3 credits**

This is the first of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students learn about PC hardware, operating systems, and basic networking.

#### **CMP 320 Computer & Network Support: Part II - 3 credits**

Prerequisite: CMP310. This is the second of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students build on their existing knowledge of networking and learn PC imaging, operating system installation, and helpdesk soft skills.

#### **CMP 330 Web Production I - 3 credits**

This is the first of a two-part course on design and implementation of full-featured, interactive websites. Students become familiar with the principles of effective web design. They learn the tools and applications necessary to develop the front-ends to effective and dynamic web sites. Through hand coding and the use of WYSIWYG editors such as Dreamweaver, students develop proficiency in HTML, Cascading Style Sheets, and JavaScript.

#### **CMP 340 Web Production II - 3 credits**

This is the second of a two-part course on design and implementation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients. Prerequisite: CMP330.

#### **(new) Computer Systems Theory - 3 credits**

This course explores the history and integration of information systems and their impact on individuals, institutions, and societies. Through a historical and technological context, students will trace the development of internal and external network systems, and how information technology works in a systematic way to improve the efficiency and effectiveness of businesses, governments and other complex institutions. Integration theory and IT compatibility issues are reviewed, and technology mapping for business is covered in detail.

## Communications (COM)

### COM 322 Effective Oral Presentations - 3 credits

Prerequisite: WRT101. Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Learners gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language, and audience engagement. Learners research an interesting topic and prepare a research paper for oral presentation. Presentations are videotaped to permit more complete and immediate assessment and support of student learning. They expand their communication skills that support work in other courses.

## Critical Thinking (CTH)

### CTH 225 Foundations of Critical Thinking - 3 credits

We learn to engage in reasoned thinking. We learn to formulate hypotheses; conceive and state definitions, and understand logical consistency and inconsistency. We explore the differences between claims of fact, value, and policy; what constitutes credible evidence; the nature of assumptions. We learn what constitutes a persuasive argument as opposed to an emotive and propagandistic one, and critically examine them. Students learn to present clear, well thought out critical arguments in writing and oral presentations. We look at the relationships among thinking, writing, speaking and listening, laying a strong foundation for improving our capacity to write, speak, and listen well.

### CTH 300 Critical Thinking Through Cinema - 3 credits

This course examines the development of film as a medium for recording and shaping history, for telling primal myths and archetypes, for entertainment, politics and commerce. We consider the vocabulary and methods of film and its limitations, especially when it transfers literature from the page to the screen.

## Education (EMC)

### EMC 200 Science in Elementary School - 3 credits

This course introduces day to day curriculum planning for sciences. Students learn the rationale, language, and ways of planning effective elementary classroom science teaching. Techniques, strategies and resources are addressed in an experiential class to develop skills that are immediately applicable in many courses 1-6.

### EMC 201 Curriculum Development: Social and Cultural Studies: Elementary Grades - 3 credits

Students master the basics of developing their own social studies unit. They study essential topics and skills as stipulated in DOE frameworks. We analyze published curricula and textbooks. The skills

to be developed include library skills, field trips, map-making, and neighborhood-based projects.

### EMC 202 Classroom Testing and Measurement - 3 credits

Educators are experiencing greater pressure to become more knowledgeable about assessment techniques. This course introduces educational testing and measurement, including traditional teacher-made tests and newer methods. Prospective teachers try out new skills for classroom application. More experienced teachers "finally make sense" of some basic testing concepts including norm-referenced and criterion-referenced tests. We practice structuring test items and learn what constitutes content validity. We apply performance based measures and learn about portfolio assessment. An overview of basic statistical concepts increases confidence in interpreting test results. More importantly, new skills improve teaching and enhance learning.

### EMC 210 Introduction to Early Education and Care - 3 credits

Students will learn about the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth. The topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to eight years of age) are integrated in the course of daily life.

### EMC 215 Integrating Technology into Teaching and Learning - 3 credits

Technology is most effective when it seamlessly supports instruction. Standards-based software can provide key skills and concepts, give the students the opportunity to model dynamic systems, and allow them to express themselves through a variety of media. Presentation tools address a range of learning styles with visual and auditory cues. Internet resources allow learners to access original source material and provide a forum for discourse among classmates, and with the instructor. Properly integrated, technology forms a silent background for sound educational purposes.

### EMC 300 Classroom Management and Discipline - 3 credits

This course is designed to support prospective teachers in the exploration of student differences in the classroom and how it impacts teaching and learning, specifically in regards to issues of classroom management and discipline. The course will focus on issues such as classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. A primary objective is to examine how well-organized and managed classrooms set the stage for student learning and achievement. This course, as such, explores both the theory and practice in the field of classroom management to provide students with a theoretical foundation and personal strategies that can be effectively implemented in the elementary classroom.

**EMC 301 Integrated Language Arts & Reading - 3 credits**

Students investigate the reading process and the rationale for integrating listening and speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition and activities that encourage creativity and methods of developing, linking and expanding a child's encounters with literature.

**EMC 304 Language, Art and Music for Children - 3 credits**

Students investigate methods of developing, linking and expanding children's encounters with literature. The course also integrates art, music and drama into the curriculum of early childhood classrooms. The course includes a weekly lab in which students design and present lessons in the creative arts. Students learn many reading, art and music activities that are age-group appropriate, and how to present them to children.

**EMC 306 Mathematics for the Early Education Classroom - 3 credits**

The course uses the Massachusetts Frameworks as the guideline to provide instruction on how to creatively teach number concepts, patterns, shapes, space, measurement, and data collection. Students learn how mathematics connects across disciplines and how this subject can be embedded in daily activities beyond the classroom, challenging teachers to be alert to opportunities for facilitating mathematical understanding.

**EMC 308 Observing and Recording in Early Education Classrooms - 3 credits**

This course covers the techniques used to understand the progress of children ages birth to 2nd grade and what programming is needed as result. Students will understand terminology such as "assessment," "evaluation," "statistical analysis," and "progress monitoring," and how such information is applied in classrooms. Gathering and analyzing data on student strengths and needs are essential practices for making decisions on students' academic and social plans. However, judgments about children and the corresponding decisions must be made carefully.

**EMC 315 Developing Curriculum for Young Children - 3 credits**

Students will demonstrate their ability in organizing the environment and planning developmentally appropriate curriculum to facilitate children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive curriculum in a supportive physical and social setting for children age three to 2nd grade.

**EMC 316 Creating Effective & Positive Learning Environments in Early Grades - 3 credits**

The emphasis of this course is on understanding the impact of a discipline system on the self-esteem of the developing child and methods of teaching pro-social skills. What is critical is to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Students will be presented with discipline models to become competent practitioners of certain techniques for PreK-2nd grade that match the student's personality and philosophy of learning as well as what is appropriate for the developing child.

**EMC 317 Early Childhood Growth and Development - 3 credits**

The course covers theories of child development and the developmental sequences critical for early education with an emphasis placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child (PreK-2nd grade). Key to a child's development is the relationship with caregivers, siblings, peers, early friendships, and others, and how such relationships contribute to cognitive growth.

**EMC 318 Successful Inclusion in the Classroom - 3 credits**

Students will learn about different techniques and models that promote the successful inclusion of all students in elementary and early education classrooms. Students will gain knowledge about existing federal and state laws, how to adequately understand and develop individualized education plans, plan collaboratively with other teachers to meet students' needs, and enrich the learning environment for all.

**EMC 319 Social Foundations of Education - 3 credits**

The social foundations of education course is an exploration and analysis of the underlying issues within contemporary educational policies, practices, and theories. It is an attempt to ground the day-to-day realities of the classroom within larger philosophical, historical, anthropological, political, legal, and sociological contexts. Such an interdisciplinary perspective will allow students to begin to reflect upon the structures and practices of American education and provide a foundation from which to continue becoming reflective and critical educational practitioners.

**EMC 330 Literature for Children - 3 credits**

This course examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child's development assess the quality of the literature, and appreciate how and why it appeals to children and young adults.

**EMC 401 Teaching Mathematics in Elementary Grades - 3 credits**

This course provides elementary teachers with a strong foundation in mathematics language, principles, and teaching methods and strategies.

**EMC 410 Current Issues and Topics in Education - 3 credits**

This course focuses on current issues in the field of education. Topics for this course are selected from issues and /or concerns raised by the United States Dept. of Education, professional educational organizations, and state boards of education. Students study the historical roots of the selected issues and evaluate approaches to addressing the issues.

**EMC 412 Storytelling and Playmaking - 3 credits**

Students learn developmentally appropriate teaching practices through stories, writing, literature, arts, storytelling, and children's play. Students learn to observe and record the behavior of children ages three to seven and apply their knowledge of developmental stages and the characteristics of young children with and without special needs, to an integrated language arts curriculum. The course includes methods to create a classroom environment that recognizes racial, cultural, and linguistic diversity in young children and supports their learning.

**EMC 415 Multidisciplinary Approach to Content Areas - 3 credits**

Study of basic disciplines (social studies, arts and humanities, sciences) and how they may be related to enhance the teaching and learning experience including experience with designing lesson plans and effective teaching units.

**EMC 420 Strategies for Teaching - 3 credits**

This course introduces students to the field of education as an entrance into the challenges and opportunities of becoming a classroom teacher. The course provides a general overview of best practices in teaching and student learning within the context of how American education is organized. This course serves as a foundation for becoming an effective and moral teacher, and, as such, emphasizes understanding of national and disciplinary standards as well as overarching codes of ethics of being a teacher. In particular, the course uses the NCATE standards to highlight the need for a teacher to possess specific content knowledge, pedagogical skills, and dispositions. The course is applicable for elementary, middle, and high school teachers and will make use of both content-independent and content-specific pedagogical methods to demonstrate and apply applicable best practices.

## History (HIS)

**HIS 101 World History I - 3 credits**

This course provides an understanding of early civilizations from ancient times until c. 1650. Early civilizations include Egypt, Babylon, India, China, Israel, Greece and Rome. European coverage includes Middle Ages, Renaissance, Reformation and beginnings of the Age of Discovery. This course includes cultural, intellectual, political and economic developments, and is the basis for the 2nd term, HIS102.

**HIS 102 World History II - 3 credits**

This course explores the historical foundations of the modern world. It reviews the Reformation, Renaissance and the effects of European trading and settlement throughout the world. It continues with the Age of Enlightenment, the American and French Revolutions, the Romantic period, nationalism, industrialization and urbanization, and the transforming 20th century movements in politics, the arts and technology.

**HIS 201 U.S. History & Constitutional Government I - 3 credits**

This course traces the development of the United States from the colonial period to the end of the Civil War, surveying the economic, political, social and cultural aspects of this development. The course covers the period of exploration, early settlements, colonial life and issues, the development of a unique political philosophy, conflict with Britain, the Revolution, the development of a government based on a new political theory and the development and problems of this new American society and government in its first seventy-five years. Constitutional development at the national and state levels is explored, with particular emphasis on the Massachusetts experience.

**HIS 202 U.S. History & Constitutional Government II - 3 credits**

This course traces the development of the United States from 1865 to its present status as a world power, analyzing economic, political, social and cultural factors. The functioning of American federal and state constitutions is analyzed, providing the knowledge and understanding needed by teachers and other professionals who interact with the public sector. The course covers the aftermath and effect of the Civil War, industrialization and its impact, waves of new immigration, western expansion, conflict with Native Americans, emergence as a world power, World War I, the Great Depression, World War II and later issues of the 20th century.

**HIS 230 A Social History of Food - 3 credits**

Throughout the world and history, people have come together over food. We are what we eat: we eat what our family, friends and society tells us is "food." But, our ancestors did not always eat the same foods as we do now. Both the types of food and more importantly, cultures, change through time and space. How has the development of towns, the exploration of the globe, religion, the slave trade, the social presentation of self and status been expressed through food? Contemporary approaches to food world-wide will also be examined. The class will bake their own sourdough bread, visit historical sites & ethnic restaurants, do oral histories, produce a cookbook and, of course, eat lots of food!

**HIS 301 US History through the Media - 3 credits**

This course explores the cultural, technological, political, and economic transformations of American life from the early 1900s to the present through various modes of mass media. The course uses visual and print media such as film, radio, and TV to examine critical issues and phenomena such as immigration, the world wars, the civil rights movement, and the rise of consumerism. Students will evaluate the content and context of new media formats and the role that such media played on the events covered.

**HIS 302 History of the Modern Middle East and North Africa - 3 credits**

This course will explore the modern history of the Middle East and North Africa through an investigation of the historical, social, political, religious and economic forces that have sculpted the current cultural landscape across this vast region. Through readings, films, art and news reports, we will examine the impact and influence of imperialism, revolution, expansionism, hegemony, post-colonialism, nationalism, gender and modernity on the region, and develop an informed perspective of the current social and cultural realities across the Middle East and North Africa.

**HIS 310 Perspectives on Ancient Egypt - 3 credits**

Ancient Egypt figures in film, song, literature and history, but is the ancient Egypt that popular culture imagines now the same as the people saw for themselves then? Drawing upon historiography, archaeology, art history, history and comparative literature in juxtaposition with popular film, fiction and song, students will dissect images of ancient Egypt through time to come to an understanding of ancient Egypt, then and now.

**HIS 321 Historical Perspectives on Contemporary Issues - 3 credits**

This course examines and analyzes the development of political, cultural and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution and current nature of American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion.

**HIS 343 History of Massachusetts - 3 credits**

This course focuses on major persons and events in the history of Massachusetts from Pilgrims, Puritans and Native Americans to the 20th century. Special attention is paid to the development of forms of representative government in the Colonial period and after independence, and to the integration of numerous immigrant groups to the Commonwealth in the 19th-20th centuries. The role of Massachusetts in driving industrial and technological change in America is considered, as is its role in inaugurating public education in America. The course satisfies a key content knowledge area for public school history teachers.

**HIS 344 History and Theory of the Labor Movement - 3 credits**

What are the origins of the modern labor movement? How is it changed and adapted in the 20th century? What new developments have occurred in the 21st century? What laws govern unions? What have unions done for workers? How have free trade, globalization, the economy, and current trends in political thought affected the effectiveness of unions? Is the labor movement still necessary and relevant to today's workers? This course will examine the formation of the AFL and the CIO, the merger AFL-CIO, and the new Coalition for Change. It will analyze the growth of industrialism and de-industrialism, consider the roles of race and class in the movement, and study the theories of the movement that brought it together and split it apart.

**HIS 350 Introduction to Political Science - 3 credits**

What is the perfect society? How much power should the government have? Is democracy the best form of government? Political science is the study of how and why people come together to form governing institutions. To understand the nature of government, political scientists study such issues as power and authority, human nature, freedom, obligations, justice and the organization of the state. In this course, we examine the work of some of the greatest political thinkers — Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Rousseau, Nietzsche, Locke and Marx — and learn how they look at politics, government and the individual. The course explores a central issue of government: the difficulty of reconciling the good of an individual with the good of the public. In thinking about this question, students reflect upon the definition of justice, the nature and importance of freedom, the relation between an individual and the community, the best form of government, and the character of the ideal ruler.

## Human Services (BHS)

**BHS 125 Spanish for the Helping Professions - 3 credits**

This course is designed for beginning level students in the helping professions such as workers in human services, community agencies, health care organizations, educators, and others who wish to learn Spanish. This course will enhance students' ability to communicate with Spanish speaking populations in work situations related to the health and human services, education and community work. This course will offer intensive exercises in oral communication, reading, listening and written practice of the Spanish language to enhance oral proficiency. Students will not become fluent as a result of this course, but will begin the process of learning how to communicate in a culturally sensitive manner within the context of the helping professions.

**BHS 205 Strategies for Success: Personal Mastery in Action - 3 credits**

In this course, students will use the concepts of personal mastery as defined by Peter Senge as a foundation from which they will develop a vision statement, and will look further at the process of transformation and self-concept as they identify goals, and develop an action plan to bring about the results they desire in their lives. Students will critically examine theories of success and empowerment as they work to apply these theories to their lives and the lives of others they view as successful. This work will culminate in the creation of a personal action plan.

**BHS 208 Financial Literacy - 3 credits**

This course will provide an historical perspective on the creation and expansion of the wealth and opportunity gap within the United States. It will look at the role that education has played in narrowing the income gap, while also looking at the limitations of increased years of education in affecting change with regard to wealth. The course will seek to broaden students' awareness and knowledge of these gaps and provide concrete information and strategies for developing a solid understanding of how to create a financial base. It will cover basic economic literacy, financial planning, credit management, basic banking, home ownership, and the impact of policies that help and hinder the creation of wealth. The course will also create opportunities for students to have increased resources in the areas addressed through the guest speakers who will present on each of the content areas. In essence, understanding of the history of wealth and asset building in this country, their current financial circumstances, how to better manage their money, and take control of their financial health. It will make explicit the role that building financial health has in creating healthier families and communities, in social mobility.

**BHS 302 Women and Addictions - 3 credits**

This course explores addictions that women have struggled with historically and some now common to women. We discuss the relevance of gender-specific treatment for women, the "real life" complexities of women's lives, the barriers that keep them from receiving the treatment they need, and the most common co-occurring disorders faced by women who experience addiction problems. The impact of the media is also considered. Students examine various theories in relation to treatment of substance-abusing women. A systemic approach is taken to the complex circumstances of these women's lives.



**BHS 305 Introduction to Human Services - 3 credits**

This course provides an overview of the history, philosophies, structures and systems of delivery for human services. Drawing from a variety of resources including case studies, students learn what the programs are, whom they serve, and how they work; they explore protocols and procedures to evaluate their success. Particular attention is paid to questions of poverty and wealth and their impact upon public welfare. Students become familiar with ethical issues involved in working with different populations and communities, and consider the implications for public policy.

**BHS 306 Case Management for Human Services - 3 credits**

This course focuses on the practice of human services in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assess and assist clients with identified needs. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary community resources for clients. All phases of the case management process will be discussed.

**BHS 307 Substance Abuse and the Law - 3 credits**

Students learn about the use of the courts, law enforcement, and other measures in the legal and criminal justice systems to prevent, intervene and treat substance abuse. Topics include: therapeutic jurisprudence, prohibition, supply-side versus demand-side interventions, and concerns of special populations. Special effort is directed toward understanding the impact of the legal and criminal justice approach to addiction problems, interacting with these systems, and improving communication between the legal and treatment systems.

**BHS 315 Understanding Family & Community Systems - 3 credits**

This course builds on systems thinking by applying systemic concepts to understand the makeup and functioning of families and communities. Students review the characteristics and interrelationships among family and community systems, and learn how to assess their respective strengths, resources, needs, and coping strategies. Local community issues impacting families, such as kinds of employment opportunities and unifying traditions on the one hand, and violence and discrimination on the other, are addressed. Students use assessment models to look at their own life situations such as job, family, neighborhood. Students interact with their peers and others seeking to make an impact with families and communities.

**BHS 320 Community Building Principles & Strategies - 3 credits**

This course introduces the history, theory, and practice of community building in order to increase the effectiveness of people working to improve their communities. It increases students' capacity and engagement in community planning, advocacy, organizing, decision-making and evaluation. The fundamental principles of community building are explored: Such as incorporating those directly affected by policies at the heart of dialogue and community building; valuing racial and cultural diversity as the foundation for wholeness; promoting active citizenship and political empowerment, building on community strengths and assets; ensuring access to fundamental opportunities and removing obstacles to equal opportunity; supporting and enhancing the well-being of children and their families; fostering sustained commitment, coordination and collaboration based on a shared vision

and mutual respect. This course is based on The Boston Community Building Curriculum, developed by the Boston Foundation and currently being implemented by Interaction Institute for Social Change.

**BHS 321 School, Family and Community Partnerships - 3 credits**

Students who are working or preparing to work in education and human services are engaged through interactive learning experiences to understand the development of partnerships with schools to reach, engage, and support families. The model for community success includes building partnerships and providing supports and opportunities that promote active and positive working relationships. Students gain a vision and practical knowledge of what effective partnerships look like and how to tap into community resources. Each student designs a plan to promote school and community partnerships.

**BHS 322 Dynamics of Power in Communities - 3 credits**

Understanding the theory and how power is used in communities is a key factor for community builders. Developing networks, relationships and strategies must be based on knowing what the forces are and how they interact. This course takes a close look at the underlying connections among the economic, social, political and personal forces of communities as to how they relate to power and change. The course will look at political structures and systems in families, workplaces, institutions and other organizations that make up a community, and the dynamics that occur in terms of decision making and the process of change.

**BHS 324 Building Community through Media - 3 credits**

Understanding the potentials and functions of media, particularly media that is available at the grassroots level, offers community people ways to reach and engage one another. In collaboration with Cambridge Community Television (CCTV) a "rigorous" emphasis will be made on the use of media for building community. The course aims to broaden students' understanding of media in general, and community media in particular, and how such media can impact a community's understanding of, and involvement in local issues. The course provides a hands-on, multimedia approach coupled with theory to help students gain a strong appreciation for what media is, how it addresses a diverse audience, how it is used and by whom, and its powerful effect upon communities depending upon who's making it and for what reason.

**BHS 325 Community Planning and Development in an Urban Environment - 3 credits**

The course will focus on community planning and development and how the process is continuous, guided, and ideally adheres to principles of community building. This course focuses on specific issues of community development where the physical and economic vitality of communities is improved through stakeholder interaction. The literature and activities used in this course will ground students in the issues and tools used to critically examine various community development approaches and projects through a community building lens. Students will be introduced to core theories and methods of city and neighborhood planning, will formulate a research design and scope of services to investigate existing conditions, and will learn how to collect and use data as part of the process of building on local assets to design effective and inclusive solutions to local needs.

**BHS 327 Building Successful Organizations - 3 credits**

Organizational capacity is the interaction of human capital (employees and clients) with organizational structures to solve collective problems and improve and maintain the well-being of that organization. This course will explore the concepts and practices of developing effective and evolving organizations. The course will be highly interactive and will emphasize the sharing of experiences, ideas, and insights from students. Students will be encouraged to ground the ideas discussed by applying them to their own organizations or those they are familiar with. Critical areas of strong organizations include creating effective teams, empowering employees and those receiving services as fellow decision-makers, and addressing the many challenges that emerge when people work together.

**BHS 330 Group Facilitations for Community Building - 3 credits**

Students who work with groups whose purpose is to strengthen the capacity of communities and other structures will learn how to work with groups to address issues and reach agreement. Skills associated with group development will be covered. The course is structured to provide students with an understanding of how facilitation skills and methodology that can be used in their practice working with groups and community building initiatives. Participants will learn how to apply group facilitation theory and use interactive methods to engage the hearts, minds, and energies of diverse groups of people in finding and implementing solutions to difficult problems.

**BHS 335 Using Dialogue to Transform Communities and Organizations - 3 credits**

Dialogue is essential to all relationship building. The course is designed for students to learn the theories of dialogue, how dialogue is used to engage large groups, and to prepare students to understand the potential changes in a community that can be sparked through specific kinds of dialogue. For community change to occur it is critical to have an understanding of the fundamental concepts of dialogue, and what constitutes dialogue for the purpose of making change. The large group dialogue process is an important component for community change whereby people come together to assess situations and develop strategies.

**BHS 340 Youth Development and Community Practice - 3 credits**

This course prepares students to work with youth in a variety of programs and environments. They will learn key concepts of youth development and explore strategies that can have an impact on individual and organizational practices, and in particular, how workers include youth in decision-making, leadership initiatives, and organizational structures. Students will learn what promotes and what hinders positive engagement with young people, and how to increase youth participation and partnership in projects, programs and especially in the community.

**BHS 360 Ethical Issues in Substance Abuse - 3 credits**

Prerequisite: BHS401 or experience in the field of addictions (permission from the instructor). This course explores current ethical issues common among a substance abusing population, such as mandatory treatment, involuntary treatment, duty to warn requirements, criminalization, and perinatal addiction. The course also covers professionals' competence, confidentiality, accountability, client welfare, emotional

health/personal wellness, and financial concerns. Students begin to understand the ethical debates and the foundations the arguments are based on. This course uses as a foundational code of ethics the Principles of Professional Standards for Substance Abuse Professionals. Students gain increased awareness of the ethical issues in the field and a broader understanding of the debates; they can address client needs more holistically and engage in public discourse on the issues.

**BHS 361 Adolescent Drug Prevention - 3 credits**

This course is designed to provide a wide range of practical and theoretical information about the adolescent drug prevention programs. Student will learn about the adolescent substances of choice, extent of their drug use and abuse, and types of school-based and community-based interventions. Multicultural considerations in the development and assessment of prevention programs will also be examined. It is recommended that Introduction to Addictions be taken prior to taking this course.

**BHS 362 HIV in Contemporary Society - 3 credits**

This course provides a basic overview of HIV/AIDS and its impact on the individual, family and contemporary American society. We begin by reviewing the history of the AIDS movement and how that has shaped the politics of illness in the U.S. today. Comparisons with other social justice movements and illnesses/medical conditions are integrated throughout the course. We then look at HIV/AIDS through a variety of lenses. Through the medical lens, we view how HIV/AIDS is diagnosed and treated. As epidemiologists, we look at who is infected and what factors increase risk of infection. Through the health educator and human service worker lenses, we look at prevention strategies, case management challenges, and the mental health needs of people affected by HIV/AIDS. Lastly, we look at how civil rights and community activists respond to the legal, advocacy, and ethical issues associated with HIV/AIDS. Its impact on particular communities and population segments are also studied.

**BHS 363 Caring for Elders with Alzheimer's and Memory Related Problems - 3 credits**

This course will provide an overview of Alzheimer's Disease and other dementias. Students will gain understanding of common issues affecting people with Alzheimer's and other memory related problems. They will explore some of the ways in which patients with these diagnoses have traditionally been viewed both from a medical perspective as well as a societal one. We will move from a deficit-based approach of caring and labeling those having dementia to one that defines and includes their humanness as they are now living with a dementia. Students will gain understanding and insight into the unique perception, emotion and perspective that a person living with dementia experiences. Students will learn what a habilitative approach to care is and how to incorporate it with those they care for. Issues of the environment, self-care for the care partner and communication will be addressed.

**BHS 364 Unequal Treatment: Disparities in Health and Human Services - 3 credits**

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist.

Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed, or color; and how this important policy has been implemented and enforced over time. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

#### **BHS 365 Ethical Issues in Working Families - 3 credits**

This course explores current ethical issues that are common when working with families in a human service setting, such as child and elder abuse reporting, mandatory treatment, involuntary treatment, duty to warn requirements, research, and privacy. In addition, six areas of ethical concern are covered, including: professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand various aspects of ethical debates, as well as the foundations the arguments are based on. The goal of this class is to increase awareness of the ethical issues within human services and develop a broader understanding of the debates. The ultimate goal is to prepare students to address client needs more holistically and to engage in public discourse on the issues.

#### **BHS 366 Family Interventions - 3 credits**

How workers intervene with families matters. This course focuses on strategies for engaging families. Students learn how to apply a strengths-based approach in helping families achieve their goals. Students will learn from others in the field who work directly with families in a variety of situations. The Family Development Curriculum (FDC) for working with families fulfills the requirement for this course.

#### **BHS 369 Legal Issues in Human Services - 3 credits**

This course surveys the intersection between legal issues, the clients served by human service agencies, and the agencies themselves. We develop an understanding of how the legal system impacts the client population with respect to various practice areas, as well as the release and exchange of information. The impact of the legal system upon the agencies and their employees is examined. We explore tensions between legal requirements and the provision of services. Finally, we examine the tools available to pursue an advocacy agenda on behalf of individuals, families and systemic reform.

#### **BHS 378 Program Planning and Evaluation - 3 credits**

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing. (formerly MAN424).

#### **BHS 400 Family Life Cycle - 3 credits**

Theories of growth and development are introduced and applied to the study of individuals and families. The impact of socioeconomic, cultural, ethnic, and social issues on the life cycle is discussed,

emphasizing the diversity of developmental schemas. Physical, moral, cognitive, behavioral, and psychosocial development of individuals are addressed in the context of family development. Students trace developmental patterns and identify factors which facilitate or impede growth, using examples from their personal and professional lives.

#### **BHS 401 Introduction to Addictions: Theory & Practice - 3 credits**

This course presents concepts and practices related to a broad spectrum of addictions and addictive behaviors, including theoretical models of addiction, terminology, review of substances and their effects, treatment strategies and programs. The impact of culture and ethnicity on substance use and abuse is addressed. Important current issues are discussed, such as difficulties in combining mental health and substance abuse perspectives. Students learn first-hand about a variety of treatment programs through guest speakers. Attendance at at least one addictions support group is strongly encouraged (AA, NA etc.).

#### **BHS 411 Family Systems and Addictions - 3 credits**

This course provides an overview of family systems, family therapy, and the history of efforts to deal with substance abuse/alcoholism in recent decades. Topics covered include theoretical models of working with families, terminology, the impact of various family members' substance use, agencies, the process of recovery, and treatment programs. We identify methods of working with families affected by substance abuse, considering social, cultural, and environmental factors. Students learn to work systemically with parents, spouses, and children. They learn what constitutes comprehensive family treatment and the resources that are available to families, including but not limited to Al-Anon. Current research is reviewed.

#### **BHS 420 Strategies for Change - 3 credits**

This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at intervention systemically and in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change and examine all aspects of an intervention process, from assessment and treatment planning, to choice of strategies, and implementation. A variety of techniques are presented for use with individuals, families and larger groups. Preventive, problem-solving approaches are discussed as well as strategies for creating new solutions. Students hear from agents of change, analyze their own personal and professional experience, and practice techniques in class and, as appropriate, at their work sites.

#### **BHS 421 Mental Health and Substance Abuse - 3 credits**

This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, personality disorders, HIV/Aids, and homelessness. Students begin to understand major symptoms and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. The course develops a heightened awareness of mental health issues and a broad understanding of co-occurring disorders, enabling students to address client needs more holistically with a focus on their strengths.

**BHS 430 Families with Special Needs - 3 credits**

Students learn about the biological, situational, and psycho-social conditions defined as “special needs,” and analyze their impact on families, communities, and other childhood environments. The history of governmental response and current laws and regulations applicable to this area are reviewed. Students become familiar with the components of individual and community programs that address special needs, including assessment and rehabilitation planning and the design of appropriate environments. Concepts of “family focus” and “family practice” are emphasized, and students hear from and interact with a number of community experts. Students develop a case study, either individually or in a group, to be presented in professionally written form and orally, in class.

**BHS 434 Community Building Across Disciplines: “Portraits of Practice” - 3 credits**

Given the multiple dimensions of community life students should be prepared to work with multiple disciplines, bringing community building principles and practices to these arenas. This course will bring together and focus on the potentials for various disciplines impacting community change, providing highly interactive and real world experiences to explore and understand the exciting possibilities of multidisciplinary practice. In teams, students will develop a project that has a potential impact on a community.

**BHS 445 Leadership for Community Builders: Theory and Skills - 3 credits**

This course will be an intensive exploration of leadership and power from personal, theoretical and historical perspectives. Class participants will reflect on their own leadership experiences, strengths and challenges. They will also develop their analytical understanding of economic, political and social forces at play nationally and locally. This course focuses on developing the skills for the 21st century collaborative and participatory leader whose job is to create the conditions for self-empowerment and leverage the wisdom and resources of multiple constituencies.

**BHS 470 Human Services Internship I - 4 credits****BHS 471 Human Services Internship II - 3 credits**

Internship experience gives students opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of organizations and community agencies. Under agency supervision, students provide counseling, advocacy, research, information, referral, and similar services, and then document and reflect on their activities. The accompanying seminar includes students from varied placements, who give and receive feedback on case presentations and agency and organization issues. All internships sites must be approved in advance by the concentration director and close ties are maintained between the agency supervisor and the course instructor. Students wishing to use their place of employment as a site should contact the concentration director to start the approval process before signing up for this course. The parameters (number of hours, days, etc.) are negotiated between the site, the student, and the College; and a joint contract is signed. Site supervisors must be immediately available to students, and must provide weekly individual or small group supervision. Students should be at their field sites approximately 6-8 hours a week and participate in a 2-hour/week seminar. Satisfactory completion requires satisfactory

work at the site and the College seminar. Internship II continues Internship I or covers a new or special internship situation; offered as a focused study.

**BHS 490 Human Services Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students’ learning in the undergraduate human services program. It is an opportunity to explore a topic of personal or professional interest in human services and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BHS491 and pass before graduating.

**BHS 491 Human Services Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Human Services Management (MAN)

**MAN 350 Principles of Supervision - 1 credit**

This course explores the use of supervision as a tool for professional development in human services professions. An action-reflection model maximizes the potential for personal and professional growth. Supervisors learn techniques for providing feedback that enhances supervisees’ skills, strengthens their ability to reflect on performance, and encourages goal-setting. Supervisees gain competence in the use of supervision as a method of documenting professional development and progress in accomplishing goals.

## Justice Studies (JUS)

**JUS 200 Crime and Criminal Justice - 3 credits**

This course provides an introduction to the nature of the crime problem in the United States, including patterns of victimization and offending and the ways in which the criminal justice system responds to these behaviors.

**JUS 205 Introduction to Legal Studies - 3 credits**

Introduction to Legal Studies introduces students to the legal system and the legal profession in the United States. The course will explore theoretical and historical influences on the American legal system and the practice of law, the origins of the legal system in English common law, the sources of American law, including an overview of the Constitution, state and federal status, the court system, and the legislative and trial process. Students will explore the legal profession and the varied roles assumed by the legal professional in contemporary society. Students will gain an understanding of the emergence of specialized areas of law and the knowledge and skills needed to pursue a law career.



**JUS 225 Introduction to Social Justice - 3 credits**

Social Justice, the state where conditions are met for all of creation to survive and flourish, is the bedrock with supports all other forms of justice. This course examines the understanding of Social Justice tradition that has developed over the last century. Principles of power, community, and responsibility will be examined in light of practical political and social problems - racism, sexism, hunger, poverty, and environmental issues.

**JUS 300 Working With Adolescents: Group Leadership, Concepts and Techniques - 1 credit**

The purpose of this class is to provide students with a basic understanding of effective group leadership skills, concepts and techniques in facilitating educational, life skill and process groups when working with the adolescent population. Students will learn the necessary skills to effectively lead group exercises for topics specific to adolescents. Students will be able to utilize a number of proven group leadership skills to enhance engagement, provide support for change, and increased communication skills.

**JUS 301 Working With Families of Court-involved Youth - 1 credit**

This class will focus on the skills necessary for students working with families of adjudicated youth. This class will offer a strength based approach to providing support and skills building for the family of adolescents and will highlight the characteristics of the family system, influences on behavior and the changing family. Students will learn to use an integrated, systemic approach to engage family groups characterized by the adolescent dynamic. The impact of economic stress, divorce, family conflict, abuse and neglect, and legal issues on the family system and adolescent behavior will be explored.

**JUS 302 Adolescents and Anger Management - 1 credit**

This course will focus on developmentally appropriate anger management and self regulation skills youth workers can model, communicate and teach to adolescents. The class will provide students with a basic understanding of the emotion, anger, during the stage of human development known as adolescence. This class will explore root causes of anger and the negative impact it can have on healthy development and interpersonal relationships. Students will learn strategies to assist adolescents in their ability to control and express anger in a healthy pro-social manner.

**JUS 342 Girls and Delinquency - 3 credits**

Historically, the Juvenile Justice field has developed program services based upon the needs and behaviors of adolescent males. Within the past five years the need for more gender-specific program and treatment models has been recognized. This course presents a gendered view of the causative issues contributing to female adolescent offending and current program initiatives developed to meet the treatment needs of girls.

**JUS 343 Youth and Gangs - 1 credit**

The emergence in the 1980s of youth gangs in the Boston area began a youth sub-culture that has taken root in geographically diverse urban communities. Students in this course will be introduced to gang culture, its origins and meaning. The reasons youth are attracted to gang life will be explored and delinquent behavior will be viewed within the context of gang expectation. Students will learn to

identify gang colors, symbols and terminology and will gain insight into the personal experience of gang membership.

**JUS 345 War, Peace and Non-Violence - 3 credits**

Working from an international and local perspective, this course will explore roots of war and peace, connect theory with practice and address personal as well as political implications of war, peace and non-violence. The course will touch on Just War theory, but focus on positive alternatives to war—including a Just Peace framework and the range of strategies (and ways of life) that are often grouped under the umbrella of “non-violence.” The course is an introduction, but we will offer time for participants to build community and dig more deeply into specific areas of interest through a final project.

**JUS 350 Introduction to Juvenile Justice - 3 credits**

This course introduces the history and principles of juvenile justice, focusing on delinquent behavior in the context of adolescence, family, and social/environmental factors. The course explores various societal responses to problem behavior from colonial time to the present, including various community-based and residential program models, and current national debates on treatment vs. punishment of juvenile offenders.

**JUS 356 Youth and the Law - 3 credits**

This course examines current legislative and judicial systems and practices of dealing with youth who have not reached the age of majority. Issues pertaining to due process, deinstitutionalization and waiver to the adult system are explored. Benefits and liabilities of the Massachusetts juvenile courts are analyzed .

**JUS 357 Circles I - 1 credit**

The circle process is an aboriginal and native way of being in relationship. Circles are used widely in these communities for resolving conflict and restoring community. In recent years the circle process has made inroads into communities and systems in the United States and Canada. Circles are being formed to help heal, support, connect, plan and problem solve within communities in ways that our traditional processes and methods of communicating have regularly excluded due to the nature of their structure. Whether circles happen at the kitchen table, or within classrooms and systems, the result is always a turning to one another that leaves us with a new understanding of what it means to be in a community. Its implications for what true democracy means and requires of us are powerful and great.

**JUS 358 Bullying Behavior - 1 credit**

Bullying behavior has recently been identified as a serious threat to the emotional, psychological and physical well-being of both victims and aggressors. This course defines bullying behaviors and examines the role of communities and educators in finding solutions and developing comprehensive plans that protect children.

**JUS 360 Risk Management for Residential Programs - 1 credit**

This class examines the clinical and environmental dynamics present within residential settings serving adolescents, in order to identify situations in which there is a serious risk of harm unless there is immediate intervention. Students learn to develop and implement proactive risk management strategies.



**JUS 365 Adolescent Females and Cutting - 1 credit**

This course studies the dynamics of the adolescent female self-mutilator in today's society. Key areas of study are: (1) What is self-mutilation, (2) Who is the self-mutilator; diagnostic factors, (3) How the disorder develops and progresses, (4) Reactions of others, (5) Attachment patterns and family dynamics, and (6) Treatment resources. Course materials are based on: Cognitive-Behavioral Treatment of Borderline Personality Disorder (M. Linehan), Self-Mutilation: Theory, Research and Treatment (Walsh and Rosen), Cutting: Understanding and Overcoming Self-Mutilation (Levenkron). The class presents clear and comprehensive information on the causes and effective treatment resources for this behavior based on the most current and relevant information from noted experts in the field.

**JUS 368 American Immigration Law and Policy - 3 credits**

This class explores many of the major trends in the history of American immigration and the legal and policy structures developed over time to regulate the flow of immigrant populations into the country. The course examines the politics and debates that have shaped major policy shifts since 1965, when the passage of the Immigration Act of 1965 marked a radical departure from a system of preference based on national origin, up to and including the immigration debate today. The class will be taught from a multidisciplinary perspective utilizing short readings drawn from legal and government documents, newspaper articles, historical essays, and oral histories to inspire class discussion and personal reflection.

**JUS 376 Internet Research Methods for Juvenile Justice - 1 credit**

Use of the internet is of great value when exploring a field as timely and diverse as juvenile justice. As the field, especially in Massachusetts, takes on a more global perspective, research and practice in countries like the U.K., Australia, New Zealand, Canada, Belgium, etc. becomes increasingly important to the learner/practitioner in a college environment. This course will explore aspects of the internet - worldwide web, usenet, listserves, ftp, etc. with a particular focus on the global dimension of Juvenile Justice.

**JUS 377 Legal Process for Reporting Suspected Child Abuse - 1 credit**

This course will cover the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students will learn the elements of law pertaining to what legally constitutes abuse, the responsibilities of mandated reporters in reporting suspected child abuse and neglect, what happens once a report is filed, and the laws governing child protection services.

**JUS 415 Violence in American Society - 3 credits**

In this course, students explore the roots of violence in this country. Students will identify risk factors for violence (e.g. interpersonal and intrapersonal violence, physical and psychological violence, social violence, war, terrorism). The risk and protective factors of violence from both current and literary examples will be discussed. They also examine existing, and construct new, strategies to prevent violence. Students explore a topic of personal interest in their final project.

**JUS 425 Program Models for Adjudicated Youth - 1 credit**

This course explores the history and developing thinking in the design of programs for adjudicated youth. Current program models within a

continuum of care are examined. Students are introduced to the basic issues and controversies in the juvenile justice field and program models utilizing social, medical, and behavioral approaches are compared and contrasted. Students develop needs assessments and service delivery plans.

**JUS 430 Global Justice for Youth - 3 credits**

The UN Declaration on the Rights of the Child has been signed by all UN nations except Somalia and the United States. This course examines our basic assumptions about the rights of children. Students explore particular factors such as gender disparity, economic disempowerment, and social class assignment which contribute to the inequities in available resource options. Universal principles of human rights and social justice are introduced. In light of these principles, students are encouraged to critically research local, national, and international laws and practices related to children and adolescents with a particular emphasis on juvenile justice systems.

**JUS 435 Restorative Justice and Victim-Offender Reconciliation - 3 credits**

An alternative to the retributive model of justice, Restorative justice offers a reconciliation model in which the victim, the offender, and the broader community can work toward a more personal and satisfying response to juvenile crime. The emergence and growth of several models such as balanced and restorative justice, VORP (Victim Offender Reconciliation Program), and circle conferencing are viewed within the context of adolescent offending. Attention is paid to issues of age, gender, and culture in various methods of conflict resolution.

**(new) Introduction to Justice Studies - 3 credits**

This course offers students an introduction to the field of justice studies. It includes an examination of moral, philosophical and political definitions of justice and injustice. The course will explore distinctions between various forms of justice, e.g., criminal, social, environmental as well as their impact on societal understanding of the concepts of justice and injustice. Central to course discussion will be the tension between morality and legality.

**(new) Special Topics in Justice Issues - 3 credits**

This seminar will provide students with the opportunity to develop an understanding of the justice issues inherent in contemporary social attitudes and institutions. Students will utilize Circles as a forum for in-depth discussion of selected social issues such as race, poverty, juvenile delinquency, crime, war, terrorism, the death penalty. Issues selected will vary.

**(new) Wealth, Poverty and Inequality - 3 credits**

This course explores differing sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, some attention is given to global inequality. The major emphasis is on socio-economic class, including intersections of class with race and gender. Students will learn about the U.S. upper class, middle class, working class, and poverty class.

**(new) Justice and Gender in World Politics - 3 credits**

Women have become central figures on the world stage of justice. Once viewed as somewhat peripheral to world politics, women are

now central to the discussion of international injustices and are essential decision makers and agents of change. Identification and response to the gender specific concerns of women and recognition of the culturally disparate roles they have in the international community will be explored.

**(new) Circles II - 1 credit**

This course is an intensive follow-up to Circles I: Introduction To Circles. Circles I is always a great and challenging beginning to community building and the sharing of stories. Circles II takes that challenge further by introducing a particular issue or situation involving harm that needs our attention, honesty and sharing in order to transform it. The first night of the course, the issue will be presented. Then together using the circle process for the remainder of the course, we will attempt to come to some agreement and action plan in a good way that will lead us on a path headed toward community rather than hopelessness and disconnectedness.

## Literature (LIT)

**LIT 200 Introduction to Creative Writing - 3 credits**

This course explores the many ways in which fiction and non-fiction are developed, and the methods of effective storytelling. It offers a workshop environment where students work as individuals and groups to thoughtfully analyze and develop poetry and fiction in various forms, and a non-fiction memoir. Short assigned readings and discussion facilitate this process of growth and expressive, multi-faceted literacy building.

**LIT 203 Introduction to Poetry - 3 credits**

This course will survey the vast variety of poetic expression, from songs, storytelling and the spoken work, to modern experimental forms. Poems which confront the full range of human experience—love and death, politics and religion, comedy and tragedy - will be selected from several ages and cultures.

**LIT 210 Topics in Literature - 3 credits**

This course explores important themes and topics through in-depth study of literature. Topics vary from term to term, centering on themes of enduring interest that have been addressed by writers of various outlooks and styles.

**LIT 215 Shakespeare - 3 credits**

This course introduces the thought, dramatic techniques, language and moral psychology of the most influential writer in the English language. In this course, we slowly and carefully read some of the plays of this dramatist and poet, examining his treatment of the enduring issues of human individuality and relationships, including: parental preference and sibling rivalries; the needs, fears, and dignity of the elderly; ambition, loyalty, self-sacrifice, lust, cruelty and honesty; the ability of human beings to plan wisely while also accounting for human weaknesses and passions; the need for every individual eventually to confront a moral dilemma that will define his or her character.

**LIT 230 Critical Thinking in the Humanities - 3 credits**

This course explores fundamental approaches to the thinking about,

creating and evaluating works in the Humanities, including literature, history, philosophy, art and religion. This course uses core texts from various periods to examine works in these disciplines to explore essential questions: "Where do we come from? What are we? Where are we going?"

**LIT 330 Literature for Children**

Examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child's development, assess the quality of the literature, and appreciate how and why it appeals to children and young adults. (formerly EMC330).

**LIT 301 Exploring Our World Through Poetry - 3 credits**

This course investigates the ways poetry helps us interpret and describe the world around us, our relationships with society, other people, and ourselves. The specific forms of verse in the English language tradition will be explored, as will poetic forms in other cultural traditions which have influenced English. The social functions of poetry in various contexts will also be examined. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

**LIT 309 Divided Loyalties: Contemporary Latino/a Literature - 3 credits**

Prerequisite: WRT101. This course examines the contributions to American literature made by Chicanos, Puerto Ricans, Cuban, Dominicans and other Latino/ Latina writers in the United States over the last fifty years. Through a variety of Latino/Latina writing, we will explore the ways in which these writers represent community, class, race, gender, culture, nation, and ethnicity in their works. We will also examine the ways in which Latinas(os) have manufactured identities within mainstream society, as well as the development of cultural hybrids and other forms of cultural registers. Representative works of various genres will be read and analyzed within a cultural context: the testimonial, the autoethnographic essay, the narrative (novel and short story), drama, poetry and film. Authors include Rudolfo Anaya, Gloria Anzaldua, Sandra Cisneros Luis Valdez, Cristina Garcia, Julia Alvarez, Junot Diaz, Achy Obejas and Piri Thomas.

**LIT 310 Gothic Fiction - Horror - 3 credits**

This course explores texts, mainly fiction and poetry of the last two hundred years when a fascination with scientific theories and applied science mixed with a sense that art, nature and science might provide a new religion for human spirituality and perfection. Students read, discuss and write about the excitement and terrors that arose as individuals were encouraged to create a new and better world and to acquire god-like powers. Themes include a fascination with dream states, utopian hopes, progress, emphasis on friendship, empathy, enthusiasm, alienation, and worship of nature. Authors include Poe, Keats, Coleridge, Mary and Percy Shelley, Hawthorne, H.G. Wells, and others.

**LIT 311 Studies in Literary Genres - 3 credits**

This course deepens the student's initial encounter with literature by closely examining the specific ways in which the various literary genres work, why a writer might choose one genre over another, and

how material may be transformed when adapted from one genre to another (when, for example, a film is based upon a novel). The course will study fiction, poetry, memoir, drama, and film. In each semester there may be a particular emphasis on one or more of these genres.

**LIT 312 World Literature - 3 credits**

Literature is one of the most effective ways to become familiar with cultures that are not one's own. In literature, we are invited, on the most intimate terms, into the homes and minds of people whose experiences we might otherwise know only from headlines or school textbooks. This course examines major texts from various nations, cultures, and periods, in the most reliable and readable English translations. Both universal themes and localized concerns will be discussed, as will the social and historical contexts of each text.

**LIT 314 Introduction to Western Literature - 3 credits**

This course presents a study of selected major works of Europe from the ancient world and Renaissance to the present, with attention to their historical and literary settings. This course provides insights into such issues as identity, authority, emotions, relationships and social change and structures, from a broad palette of significant writers. Students develop their ability to recognize literary themes, authorial style and the connections between literature and history.

**LIT 315 American Literature - 3 credits**

The American literary tradition encompasses a wide variety of cultures and social classes. In this course, we examine the literary heritage, selecting significant works and authors from the colonial through contemporary periods. Emphasis is on historical background, cultural context, and the literary analysis of selected prose, poetry, and drama. Students learn to interpret, analyze, and respond to literary works in their historical and cultural contexts. Students gain substantial knowledge of the major periods, authors, and themes in American literature emphasized in the Curriculum Frameworks for Massachusetts teachers.

**LIT 316 Survey of British Literature - 3 credits**

This course provides an overview of great British Literature across the centuries and in several genres and styles. Texts may include medieval, Renaissance, Restoration, 18th century, Romantic, Victorian and 20th century literature. In reading, discussing and writing on these exciting texts, students will strengthen their vocabulary for evaluating the quality of literary works as they grapple with social, political and psychological issues, reveal facets of the culture from which they speak and examine timeless human concerns.

**LIT 318 The Modern Literatures of Africa, The Caribbean and South Asia - 3 credits**

This course will survey the postcolonial literatures of Africa, the Caribbean, and South Asia since 1950. Fiction, plays, and poems will be read within the social-historical context of the long colonial experience and the often trying tensions following political independence. A major theme will be the centrality of literature—of storytelling, song, and performance—in the popular responses to social change. Readings will include the work of women and men writers from more than a dozen countries in the former colonized world.

**LIT 325 African-American Literature - 3 credits**

Literature has provided the most powerful and perceptive expressions of the African-American experience, from slavery to our own day. Through a rich selection of folktales, songs, short stories, novels (and excerpts), drama, autobiography and poetry, this course will explore the contradictions, defeats and triumphs of Black individuals and communities over four tumultuous centuries. As the African-American story lies at the core of the larger American story, so African-American narratives lie at the core of American literature.

**LIT 400 Themes in Literature: Outsiders, Authority, Law and Injustice - 3 credits**

This course focuses on the struggle by experienced and caring executives to manage people with very different backgrounds, personal styles and issues. Each text dramatizes attempts to do justice through reason and law, tempered with compassion; focuses on the mystery of the individual personality or soul, particularly among those who have suffered loss; inquiries into the nature of madness; how being reasonable itself may blur the line between sanity and insanity; whether innocence can survive in the workplace; how an outsider calls into question 'business as usual'; and whether law can accommodate truth. There are ethical dilemmas, values, clarification under stress, presentation and analysis of various leadership models, attempts to gather and evaluate evidence, make moral choices, manage crisis and to comfort and resolve grief.

**LIT 401 Enduring Themes in Great Literature - 3 credits**

One test of greatness in literature is that it provides insights, knowledge and ways of understanding the varieties of human behavior and potential. Examining a small number of core texts in a variety of styles, students in this course will gain familiarity with themes, topics and dilemmas of timeless relevance to vital personal and professional concerns. Reading, discussing and writing about these works can help us understand and respond to issues including rites of passage, managing and delegating authority, determining effective methods of education, recognizing and mediating between divided loyalties, spiritual healing and well-being, social status and individual identity.

**LIT 402 The Eastern Epic - 3 credits**

This course emphasizes the study and consideration of the literary, cultural, and human significance of selected Eastern epics. An important goal of this course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. The course will consider the transition from oral culture to literate culture, address questions about poetry in general, and appreciate the formative and creative analogues of the Iliad and the Odyssey.

## Management Studies (BSM)

### **BSM 101 Business Writing - 3 credits**

The course presents an introduction to the demands of business writing. Students learn how to develop the skills for effective written business communication including idea formulation, research, outlining, drafting, revising, peer editing, and presentation skills. Students will demonstrate an understanding of the relationship between reading and writing as well as the relationship between a writer and his/her audience. They will gain a better understanding of the writing process. They will also acquire the tools to help them think conceptually, read critically, and write analytically. In the process they will learn the importance of, and how to, understand and better evaluate what they read. The course will provide opportunities to evaluate and discuss the ideas of their peers while learning to use these ideas as starting points in their own critical thinking, questioning, and idea development. This course will provide opportunities for students to understand their role as writers as well as their role as critics of each other's writing. As this course relies heavily on discussing assigned readings and on questioning various elements and tools of the writing process, active participation is mandatory; this class will only be as successful as the students make it!

### **BSM 125 Computer Networking & Support Internship - 3 credits**

The internship experience provides students with the opportunity to put into practice the technical and support skills that they learn in the classroom and to gain valuable business experience working in a corporate environment. Under the guidance of the instructor and the internship supervisor, the student works on a helpdesk and/or provides desktop support in a professional environment. Students continue to build their computer networking and support skills through attending learning sessions and through use of journals and other writings and research.

### **BSM 130 Customer Service Essentials - 3 credits**

While manufacturing jobs have dwindled in the United States, the service sector has been on a rapid increase. Consequently, service related roles have been on a rapid increase. Often we think of customer service roles that are characterized as low wage, simple and repetitive. However, nothing could be further from the truth. Service roles vary from industry sector to sector. Roles range from helpdesk functions to more sophisticated consultative roles in finance, accounting, and human resources. In the ever increasing global market, service remains a hotly contested market. All service functions and roles require in-depth customer knowledge, attentiveness to detail, quality standards and a high level of dedication to the customer. This course's primary purpose is to equip students with the varied knowledge, skills and attitudes to be an integral part of an ever-evolving sector and organizational function.

### **BSM 200 Introduction to Business - 3 credits**

Students learn how American business operates. The course begins with a study of business in its broader perspective, looking at the context within which American business fits, and the investment markets which provide the capital needed to grow. The external factors influencing business development and the role business plays in the

world economy are examined. The course then focuses on the internal organization and the operations of American business, highlighting major issues associated with managing functional areas of a business, such as marketing, production, technology, and supply chain management. In the later part of the course, financial management, both personal and business, and financial institutions are studied.

### **BSM 225 Fundamentals of Investment Management - 3 credits**

Fundamentals of Investment Management provides an introduction to the financial industry and develops an understanding of the players, markets, economic interplay, products, clients and functional processing that exist in the world of investments. Subjects covered include the history of financial services, evolution of the industry, risk and return, industry laws and regulatory agencies, how the industry makes money, credits, exchanges and redemptions.

### **BSM 300 Economics for Managers - 3 credits**

This course provides an overview of economics and establishes a foundation and vocabulary for future courses. It gives an applied, practical introduction to macroeconomics and microeconomics. At the macro-economic level the course helps the learner understand how the American economy functions, and what impact changes in the economy may have on the individual and the organization, as well as the impact of the global economy. At the microeconomic level the course examines how individuals and firms make economic decisions. This knowledge becomes the basis of understanding key concepts of supply, demand and pricing, as well as average and marginal costs and breakeven analysis.

### **BSM 305 Principles of Managing Organizations - 3 credits**

This course focuses on the evolution of traditional and modern management theories, practices and behaviors for planning, organizing, leading and controlling in organizations, and considers the contemporary and changing forces that challenge the practice of management. It helps students understand the importance of the environment in which managers function, and explores the processes of strategic, operational and tactical planning. It considers various organizational structures, the contexts for which they are best suited, and the role of communication, decision-making and leadership in managing organizations. It also discusses the principles of organizational control and the role of control systems in improving organizational productivity and efficiency.

### **BSM 310 Organizational Theory & Behavior - 3 credits**

This course examines the factors which influence individual, group and firm behavior in the work place. Topics include communication, motivation, group dynamics, leadership, power, and organizational design and development. Theories and frameworks, case discussions and skill-building exercises are used to understand and apply each topic. Class sessions and assignments help participants acquire the skills that managers need to improve organizational relationships and performance.

### **BSM 315 Diversity Issues in the Workplace - 3 credits**

This course looks at the significance of diversity in management and the implications of diversity for how organizations are organized and how they function. The changing demographics of the workplace are

examined and the significance of diversity for domestic and international business are discussed. Organizational approaches to diversity are examined and analyzed. The course attempts to engage differences within the class and help students develop leadership skills for managing diversity, including consensus building, conflict resolution and talking through differences.

#### **BSM 320 Operations Management - 3 credits**

This course covers the essentials of the operating systems of manufacturing and service organizations that convert materials and other resources into finished goods and services. Topics covered include key performance metrics, process mapping and analysis, product and process design, new product introduction, supply chain management, plant location and capacity planning, total quality and effective resource management. The goal is to understand the concept of total product life cycle management, and the effect of strategy in the operations role, as well as tactical issues such as inventory control, quality assurance and operations scheduling. The course also discusses recent developments such as computer-integrated manufacturing, flexible-manufacturing systems, and just in time inventory. It considers the interrelationship of operations decisions with marketing, finance and the overall strategy of the organization.

#### **BSM 325 Marketing - 3 credits**

In this course students master the basic principles and practices of modern marketing. The course offers a broad overview of the nature and fundamentals of marketing activity. It provides an introduction to managing the marketing activities of an organization including marketing information systems and research, the marketing organizational system, and the marketing planning and control system. Topics include analysis of the global marketing environment of the firm, market research, customer and client analysis, target marketing and segmentation, product and service planning, pricing, communications, advertising and sales promotion, distribution management, and the development of marketing and sales strategies and plans. The use of marketing concepts and tools by nonprofit organizations is discussed.

#### **BSM 326 Strategies for Sales - 3 credits**

Successful selling requires good communication skills and an understanding of the stages of a sales call. Often a technical person who knows a product or services needs to be more effective in selling that product or service. This course presents a systematic approach to selling. This course is ideal for those who want to learn how to communicate in a more effective manner and to learn how to best present themselves and their products or ideas. The course explores the interrelationships between the psychological and technical aspects of the sales process. It helps develop and sharpen one's interviewing skills.

#### **BSM 330 Financial Accounting - 3 credits**

This course introduces the principles that govern financial accounting systems and the income statement and balance sheet that are the principal end products. Students learn how accounting information is used to evaluate the performance and financial status of private, non-profit and public organizations. The course emphasizes the use of accounting information by managers within the organization and by shareholders, lenders, and other outside parties. Basic accounting terms and concepts, and the language of financial management

are presented as well as the essentials of the accounting process. The course also builds an awareness of the ethical, information and regulatory environment of accounting.

#### **BSM 331 Principles and Practices of Consumer Credit - 3 credits**

This course defines and examines consumer lending basics including regulations, credit policy, operations, loan closings and loan servicing, product knowledge and the decision-making process. The focus is on how to make an appropriate consumer loan by using a decision-making process which includes interviewing, investigating and knowing various loan products. This course includes lecture material and related case studies for students to develop fundamental credit skills and sound lending judgement.

#### **BSM 332 Financial Management - 3 credits**

This course provides tools for managing business funds and making decisions that will affect the financial position of an organization. Students gain an understanding of financial analysis and its use in planning and control functions. Capital budgeting, discounted cash flow, and present/future value techniques are presented as well as the capital formation process, the advantages and disadvantages of various capital structures, and the long and short term uses of capital. Students gain an understanding of the workings of financial markets and institutions, financial instruments, and the domestic and international financial environment. Prerequisite: BSM330.

#### **BSM 333 Statistics for Business - 3 credits**

Business Statistics presents the use of quantitative methods to define, analyze and choose among business alternatives. The scientific method of problem solving is presented to provide systematic analysis, selection and evaluation of business alternatives. Various statistical tools are introduced to collect, study and use information in support of rational business decision-making. Topics include decision-making under uncertainty, evaluating independent and dependent alternatives, selection of alternatives given limited resources, forecasting and simulation modeling.

#### **BSM 334 Principles of Banking - 3 credits**

This course covers the history, purpose and function of banking. It examines how banks, in today's competitive and changing economic environment, serve the financial needs of individuals, businesses, and the government. The course will also compare the financial services offered through traditional banking institutions and other financial service providers.

#### **BSM 335 Human Resources Management - 3 credits**

This introductory course surveys what current and aspiring general managers need to know about personnel and human resource management in business and nonprofit organizations. It is for students who are exploring career opportunities in personnel management rather than experienced personnel specialists. The course covers staff recruitment and selection, performance evaluation, compensation, and management training. It considers the impact of human resource policies on productivity, employee morale and turnover. It also covers the promotion of equal employment opportunity, with discussion of recent court decisions, government regulations, and technical advances that affect the personnel management function.



**BSM 340 Information Systems and Databases - 3 credits**

This course presents the fundamentals of information management and provides an overview of the issues managers face in the selection, use, and management of information technologies. As economies have become globalized and competition has increased, organizations have turned with increasing frequency to information technology (IT) to help them deal with data processing and information management constraints. The first part of the course covers the basics of designing databases to serve the information needs of the enterprise. Relational database concepts are presented and students build a working database. In the second part of the course, a case study approach is used to cover topics related to the overall management of information systems such as system acquisition, requirements analysis, make-or-buy decisions, decision support systems, and the management of end-user computing.

**BSM 345 Business Ethics - 3 credits**

Business Ethics provides an in-depth understanding of the ethical, social and political context of organizations today. It approaches social problems with an ethical framework for choosing among alternative courses of action. The course emphasizes the application of ethical reasoning to real business and management situations, problems and decision-making.

**BSM 350 Health Care Systems In the U.S. - 3 credits**

BSM 350 provides students the historic development, organization and unique characteristics of the health care delivery system in the US. We explore the history and functions of health care providers in America; contrast that history and structure with those of other developed nations, discuss organizational patterns of health care facilities, current payment and reimbursement systems, external accrediting agencies, governmental regulation, and medical staff organization.

**BSM351 Human Resource Management in Health Care - 3 credits**

This course provides an essential overview of policies, practices, and organizational structures within human resources management in health care settings. Students will compare and contrast the relationship between human resources management and general management; explore the roles, responsibilities, requirements and expectations of human resource management in health care organizations; review compensation and benefits, recruitment, selection and retention of staff, training and development, and other topics in the field of human resources management in health care.

**BSM352 Health Care Economics - 3 credits**

This course is designed to give students an understanding of the fundamental characteristics, structures, policies and practices of health care economics in the United States. Students will develop an understanding of health care markets; including supply and demand, delivery, production, services, and costs. Additionally, this course explores practical economic analysis, a survey of insurance policies and programs, and a review of current regulations in healthcare.

**BSM354 Legal Aspects of Health Care - 3 credits**

This introductory health law course surveys current federal and state regulatory structures and policies governing the provision of health-care. Students will learn about professional licensure, malpractice,

the provider-patient relationship, informed consent, the regulation of healthcare facilities, the organization of healthcare entities (such as integrated delivery systems), the regulation of health insurers and managed care providers, managed care liability, Medicare/Medicaid, federal self-referral and "anti-kickback" prohibitions, and other topics.

**BSM 401 Health Care Management Fundamentals - 3 credits**

Hospitals and other health service organizations are critical to our well-being. Skilled management is required to provide these sophisticated services. Health care managers must be knowledgeable in budgeting, capacity planning, process and job simulation and quality control. The course covers the planning, coordinating and management of these complex resources and skills needed to provide quality health care at affordable costs.

**BSM 402 Grant Writing and Fund Raising - 3 credits**

A critical skill in business, especially for non-profit organizations, is the ability to raise money by fund raising and grants. This covers the planning and proposal development phases of grant writing, strategies for fund raising, identifying and qualifying potential donors, and grant administration. Hands-on activities provide practice in the skills of grant preparation.

**BSM 403 Personal Finance - 3 credits**

Personal Finance develops an understanding of the financial alternatives from which an individual must choose in making their personal financial decisions. Subjects covered include financial goal setting, budgeting, financial institutions, consumer credit, insurance and investing.

**BSM 404 Social Media for Community Businesses - 3 credits**

Community and small businesses often gain a competitive advantage through the use of social media that builds upon their local connections and commitments. However, small businesses typically operate without a formalized marketing department, or the necessary training to use social media as a tool to listen to and engage more effectively with their customer communities. Social Media for Community Businesses is a fundamentals course designed to provide training in the use of social media to promote service and product awareness, community engagement, and customer interaction.

**BSM 405 Investment - 3 credits**

Investment provides a comprehensive understanding and ability to evaluate debt, equity and other investment opportunities. The investment characteristics of bonds, preferred stocks and common stocks are covered as well as mutual funds and portfolio management. Students participate in an investment project and team projects.

**BSM 406 Introduction to E-Business - 3 credits**

The course explores the systems, opportunities, challenges and strategies involved in successfully developing and maintaining electronic business. Issues covered include infrastructure design, server management, implementation, security, e-business strategy and marketing. It provides an overview of the key technologies for electronic commerce on the Internet, and reviews current trends and extensions to the technology of the World Wide Web. Electronic payment systems and related issues pertaining to authentication,



security and privacy are covered. Organizational applications are explored, and the different business models underlying various types of business-consumer, business-business and intra-organizational commerce applications are analyzed. Students are also introduced to the key legal, ethical and policy issues underlying the use of electronic commerce.

**BSM 407 International Business - 3 credits**

International Business explores the challenges of managing across national borders and the complexities imposed by operating in multiple markets during an era of rapid globalization. The course examines the ethical and cultural context within which global managers must function and the strategic, organizational, and functional challenges the international environment poses for an effective global manager.

**BSM 408 Business Law - 3 credits**

This course provides an overview of the U.S. legal system and discusses current issues in business law and ethics. Topics include the role of the legal system in business commerce, consumer pricing, competition and global competitiveness. Students develop knowledge of the Uniform Commercial Code as it relates to the law of sales, commercial paper, and secured transactions. Special attention is given to the importance of ethics in business and potential ethical dilemmas.

**BSM 409 Management Accounting - 3 credits**

Management accounting focuses on the use of internal product, service and other internal accounting and non-accounting information to improve management decision-making. The course examines actual organizations facing management issues such as pricing, product design, and make or buy decisions. Knowledge gained about cost behavior, cost analysis and budget forecasting contribute to an understanding how to make informed business decisions.

**BSM 410 Entrepreneurship - 3 credits**

Entrepreneurship explores the challenges and rewards of operating a small business. Areas studied include opportunity evaluation, location, marketing, financing, organizing and operating start-up and small business. Of special interest are the issues of success and growth management.

**BSM 411 Business Planning & Budgeting - 3 credits**

Business Planning and Budgeting focuses on the needs of managers to more accurately plan and budget their scarce resources in order to achieve their objectives. The course presents an overview of various planning and budgeting techniques and computer based tools currently in use by business.

**BSM 412 Money and Banking - 3 credits**

Prerequisite BSM300. For anyone in business it is important to understand the influence that the banking system has upon interest rates, economic growth, and price and employment stability. This course covers the banking system, credit, money and interest rates, and the interrelationship between the domestic and international financial institutions. The course begins by studying monetary systems from 5000 BC to modern times. Students learn how our economies evolved from barter societies to new forms of money such as credit cards and

electronic funds transfer. Next, the course presents the commercial banking systems in the U.S. and foreign countries. Then the course covers the role of the Federal Reserve System's and other nations' central banks in influencing a country's economic status. Then a more detailed analysis of bank operations is presented and the analysis is expanded to other types of financial institutions such as savings banks, credit unions, mortgage companies and government agencies. Finally, international banking institutions and international monetary exchanges are studied.

**BSM 413 Strategic Business Planning - 3 credits**

Strategic Business Planning explores strategic planning from the general manager's viewpoint. The course covers the range of strategic decision-making from establishing a strategic vision and mission, setting objectives, crafting and executing a strategy to achieve the objectives and evaluating performance and initiating corrective adjustments.

**BSM 415 Leadership Models - 3 credits**

Constant changes in the world and fast-paced changes in technology call for effective leaders with vision. Leaders are the Change Agents. The course examines effective approaches to leadership. What constitutes an effective leader? What are the significant differences between leaders and managers? What importance does power hold in the transition process? The course analyzes leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques, and effective strategies for implementation of goals.

**BSM 418 Internet Technologies - 3 credits**

Internet Technologies presents an overview of current and emerging technologies relevant to electronic commerce. Topics include communications and networking, the Internet, programming languages, security, databases and archiving, web authoring tools, multimedia, transaction processing, search engines, and data mining. Students learn the function and interrelation of component e-commerce technologies and the modern vocabulary of e-commerce technology.

**BSM 420 Internet Marketing - 3 credits**

The course addresses marketing on the Internet. Integrating web marketing activities into organizational marketing strategies is a major challenge for ongoing businesses and startups alike. This course focuses on the capabilities that allow business and nonprofit organizations to develop distinctive marketing approaches on the Internet. Throughout, it emphasizes the role of Internet marketing in the overall marketing strategy of an organization as well as the need for careful integration between strategies executed in cyberspace and in the physical world. Students analyze varied Internet marketing cases and develop marketing plans that include major Internet elements.

**BSM 430 Nonprofit Organization Management - 3 credits**

Nonprofit organizations are making an increased contribution to our society and economy on a domestic and global level. Managers of nonprofits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resource and legal issues of nonprofits. The course explores the challenges faced by non-profit managers and approaches used to respond.

**BSM 431 Introduction to Hotel and Restaurant Operations - 3 credits**

Prerequisite: BSM200. This course will introduce students to hotel and restaurant industry and provide an overview of the different functions within the field. Students will gain a basic understanding of the restaurant and hospitality industry. Students will also gain an understanding of the evolution of the industry and explore current trends. The course will be delivered through a variety of lectures, site visits and class projects.

**BSM 432 Hospitality Operations Management - 3 credits**

Students will analyze the workings of a restaurant from all operational perspectives. These include menu design, location analysis, physical layout, front- and back-of-the-house design, and back-of-the-house work flow. This course will integrate material taught in other classes and result in an understanding of and appreciation for the complex world of successful restaurant operations.

**BSM 433 Hospitality Marketing, Sales and Food Promotion - 3 credits**

Prerequisite: BSM325. This course examines the principles of menu pricing, food and drink development and enhancement. The course will also provide students with the ability to properly develop marketing plans and understand how to target the appropriate customer base. Topics will include forecasting product requirements, researching menu trends, competitive analysis of restaurant concepts and how to manage the development of marketing concepts to target markets. Topics will also include personal selling by waitstaff, advertising, and public relations. Students will develop marketing plans and analyze current merchandising plans for food products and services.

**BSM 434 Advanced Hospitality Operations - 3 credits**

Prerequisite : BSM 431. This course will emphasize customer service, industry trends, sales, and merchandising. Students will explore the details that are necessary to create and maintain reservation and point of purchase systems. Students will learn how to plan and control inventory, learn the latest merchandising products and services and learn how to utilize customer relations management techniques and technology.

**BSM 435 Food and Beverage Cost Control - 3 credits**

Prerequisites: MAT102 and BSM330. This course will examine the information and skills necessary to analyze and improve the profitability of a foodservice establishment. Topics include forecasting sales, and controlling labor and food costs. Students will also analyze the complete purchasing cycle of a restaurant, beginning with product and vendor selection.

**BSM 436 Legal Issues in the Hospitality Industry - 3 credits**

Prerequisite: BSM200. This course gives students an overview of the legal issues surrounding the operations of a hospitality facility. Students will leave with an understanding of their legal obligations as an employer, business owner, and manager. This course will also give students an understanding of the legal concepts that are very specific to the hospitality industry such as ServSafe.

**BSM 437 Current Issues and Trends in the Hospitality Industry - 3 credits**

Must be taken in the student's final semester. This course will explore issues that currently impact the hospitality industry in the local, national and international arenas. The course will deal with employee development and assessment.

**BSM 438 Hospitality Industry Internship - 3 credits**

Prerequisite: BSM200. The internship provides participants with practical experience within an actual food service or hotel operation.

**BSM 456 Intermediate Financial Accounting - 3 credits**

Considerable attention will be given to examples from current accounting practice and the reporting requirements promulgated by the Financial Accounting Standards Board. The focus is on an external user perspective and financial accounting standards promulgated in the U.S.; however, international contrasts and/or constituencies are brought into the discussion of many of our topics. Ethical considerations and impact on various stakeholders are also an important component of our study of financial reporting practices. The course is for students preparing to become practicing accountants in either the public or private sector. In addition to prospective practicing accountants, the course provides valuable background for those looking forward to various managerial or financial careers.

**BSM 460 Database Management - 3 credits**

This course introduces the fundamental concepts necessary to design, use, implement and administer database systems. The course stresses the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing and administering database systems. Students learn how to use SQL to create, update and query a relational database, build a database application, and perform basic database administration tasks. Data integrity and transaction controls techniques and the impact of networks and client-server architecture on database management systems are discussed.

**BSM 465 Negotiation & Conflict Management - 3 credits**

Networked organizations present different challenges for the negotiation and conflict resolution skills of managers. The fact that today's networked organizations are less hierarchical and more global makes negotiation at every level a necessity and increases the potential for conflict, while the lack of face-to-face communication and long-standing relationships make the resolution of conflict more difficult. This course examines the basic theories of integrative bargaining and problem solving and helps extend these models to the current realities of distributed work and collaboration. Through case studies and experiential exercises students analyze the processes of diagnosing conflict, planning for negotiation, and implementing solutions within networked organizations; and develop conflict resolution skills.

**BSM 470 Project Management - 3 credits**

This course introduces the principles of project management. In today's organizations, work is increasingly being organized in the form of temporary projects. The project manager is responsible for pulling together resources from across the organization and for delivering

results on time. The course provides an overview of the basic management principles and procedures involved in starting, managing, controlling and terminating a project successfully. Topics covered include the project management process, controlling and managing a project, selecting the project team, understanding the relationships of projects to organizational goals, defining project scope, project scheduling, control and coordination techniques.

**BSM 475 Information Technology - 3 credits**

Technology is an integral part of every manager's work. An understanding of computer technologies is essential for today's successful manager. The course presents an overview of computer technology, its use, and strategic value across the enterprise environment. Subjects include hardware, software, security, networking and databases.

**BSM 480 Small Business Accounting - 3 credits**

Prerequisites: BSM330, BSM332, and BSM456. This course introduces accounting concepts and procedures relating to small business. Content includes a basic overview of the accounting cycle, data entry using manual and computerized systems, analysis and use of financial statement data.

**BSM 481 Cost Accounting - 3 credits**

Prerequisites: BSM330, BSM332, and BSM480. This course presents an advanced discussion of cost accounting and provides in-depth study of accounting concepts and techniques. Content includes application of cost concepts in manufacturing under differing costing methods; with a focus on job, process, standard, variable and activity-based costing. Short-term and long-term decision techniques with focus on cost-volume-profit analysis, incremental analysis and capital budgeting. Additional content includes inventory control, JIT, cost allocation methods and decentralization issues with transfer pricing.

**BSM 482 Auditing - 3 credits**

Prerequisites: BSM330, BSM332, and BSM481. This course is concerned primarily with financial auditing. Content includes auditing standards, concepts and techniques, internal control, audit programs and audit reports.

**BSM 483 Taxation - 3 credits**

Prerequisites: BSM330, BSM332, and BSM482. This course offers practical study of current federal income tax concepts, requirements, procedures and forms as they relate to businesses and individuals. Content includes income inclusions and exclusions, capital gains and losses, business and personal deductions and accounting methods.

**BSM 484 Accounting Information Systems - 3 credits**

Prerequisites: BSM330, BSM332, and BSM483. This course requires work with accounting systems to maintain books and prepare financial statements. Content includes preparation of source documents, flowcharts, journal entries, adjusting entries, general ledgers, subsidiary ledgers, bank reconciliations, depreciation schedules, payroll records, and financial statements, including the statement of cash flows. Microsoft Excel used in this course. Prior experience with the software not required.

**BSM 485 Accounting Internship - 3 credits**

Prerequisites: BSM330, BSM332, and BSM484. This internship experience gives students an opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of an organization's accounting procedures and systems. Under supervision, students provide accounting services for companies or non-profit agencies. The students and host organization will document and reflect on their activities.

**BSM 490 Management Studies Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate management program. It is an opportunity to explore a topic of personal or professional interest in the field of management and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BSM491 and pass before graduating.

**BSM 491 Management Studies Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Mathematics (MAT)

**MAT 100 Foundations of Mathematics - 3 credits**

Math100 emphasizes the central mathematical ideas of logic, data-based reasoning, pattern recognition, analysis, and rational communication. By combining real-life problem solving with mathematical operations and investigation, we develop and enhance the essential concepts underlying undergraduate mathematics. Topics include a review of multiplication and division, fractions, decimals, percents, ratios, positive and negative integers, expressions, equations and inequalities, exponents, basic graphing, geometric functions, and the fundamentals of algebraic functions.

**MAT 101 College Mathematics I - 3 credits**

Prerequisite: MAT100 if assessment indicates need. This course introduces students to the value of mathematics for students' career and educational goals. Students will acquire mathematical study skills, gain strategies for problem solving, and develop a sound foundation for future mathematics coursework. The course is structured towards engaging students in active, applied, and real-life learning in order to facilitate mathematical problem solving and conceptual understanding.

**MAT 102 College Mathematics II - 3 credits**

This course develops students' mathematical thinking and problem solving around issues of both mathematical content and process. Students will acquire a conceptual and practical understanding of and

familiarity with numbers and operations, algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, reasoning and proof, communication, connections, and representations. A key feature of the course is active student involvement to support communicating mathematics in everyday and academic contexts. Prerequisite: MAT101 If assessment indicates need. Challenge exam available.

#### **MAT 200 Using and Understanding Algebra - 3 credits**

This course covers the traditional topics of college algebra. In contrast to the traditional course, this course emphasizes real-life applications of mathematics, stresses understanding of concepts over practice and drill, and makes use of graphing calculators, the Internet, and other new technologies. The knowledge obtained in this course helps students understand mathematical concepts used throughout the physical and biological sciences as well as giving you a mathematical base to build on for more advanced math courses.

#### **MAT 201 Introduction to Statistics - 3 credits**

Statistics is the branch of mathematics that focuses on the collection of data, data analysis, probability, and statistical inference. In this course students will learn the principles of using data to identify patterns, ascertain distributions, conduct accurate group comparisons, and make data-based inferences and predictions. Concepts of spread, normal distribution, multi-modal distribution, standard deviation, statistical skewing, graphing, statistical significance, variance, validity, and probability will be covered.

#### **MAT 203 Pre-Calculus - 3 credits**

This course reviews and strengthens algebraic and logical reasoning skills necessary for the study of advanced math concepts. Topics include: operations with polynomials, literal equations, absolute value, linear equations, determinants, quadratic functions, synthetic division, rational functions, exponential and logarithmic functions, binomial theorem, and sequences and series. The trigonometric subsection studies topics of right triangle trigonometry, trigonometric equations, law of tangents, sines and cosines, identities and graphing of trigonometric functions. The course also explores limits and introductory ideas of rate of change.

## Medical Interpreter (INT)

#### **INT 100 Medical Interpreter Anatomy & Pathophysiology - 3 credits**

(Formerly SCI100) This course surveys the human body in health and disease in order to expose students who plan to work in health care to the major systems of the body, common diseases, diagnostic tests, pharmaceuticals and treatment options. Students learn how to define complex medical terms, concepts and abbreviations, and apply this knowledge according to their area of interest.

#### **INT 300 Interpreter Internship - 3 credits**

Prerequisites: LLIC010/INT100, LLIC011/INT415, and Interpreting Skills I.

Students strengthen and refine their interpreting skills at a local internship site. They are evaluated for ability to work with providers and clients and to demonstrate understanding of service protocols in their field. In addition to completing the internship in the field, students also participate in debriefing seminars at the college to share and reflect on the meaning of the internship experience.

#### **INT 352 Interpreting Skills I Multilingual - 3 credits**

(Formerly COM352) Multilingual. Prerequisite: proficiency in other languages. Students already fluent in the language will learn the theoretical basis of interpretation and translation, and applied interpreting skills and techniques for medical settings. Emphasis is placed on bilingual vocabulary and phraseology, and practice of interpreting skills through role play.

#### **INT 355 Interpreting Skills II Multilingual - 3 credits**

(Formerly COM355.) Prerequisites: LLIC010/INT100, LLIC015/INT352. Students integrate and apply the interpretation and translation theory learned in Skills I through extensive practice of simulations, predominantly in the consecutive mode. Students learn self-monitoring and coping strategies. They continue to develop bilingual medical vocabulary and phraseology as well as explore the challenges of simultaneous interpretation.

#### **INT412 Cross Cultural Communication - 3 credits**

(Formerly SOC412) This course provides the participants with the opportunity to identify cross-cultural issues and their impact on the medical interpretation encounter. Students will analyze concepts such as communication, culture, cultural identity, non-verbal communication and cultural context related to interpretation. Readings of selected short stories that illustrate cross-cultural concepts will provide the basis for cultural contextual analysis.

#### **INT 415 The Role of the Interpreter - 3 credits**

(Formerly SOC415) This course focuses on the history of health care and social work, various cultures within our society, and the role of medical interpreters in the United States. Issues about advocacy that often impinge upon the interpreter-client relationship are examined. Students learn about confidentiality, patient rights, ethical and legal issues, as well as laws governing federal and state human-service agencies.

**INT 356 Mental Health Interpreting Skills I - 3 credits**

(Formerly COM356) Students learn how to meet the needs of both patients and providers by becoming fluent in English, mental health vocabulary and one other language. Students will become familiar with the DSM, frequent and less common mental health diagnoses and treatment options and appropriate modes of communication for the mental health patient. Both consecutive and simultaneous modes of interpretation will be considered.

**INT 357 Mental Health Interpreting Skills II - 3 credits**

(Formerly COM357) Prerequisite: LLIC020/INT356. In a continuation of Mental Health Interpreting Skills I, students complete their study of the DSM, increase their knowledge of mental health terminology and experience advanced aspects of mental health interpreting. The student will learn how to interpret at various assessments of functioning and medication evaluations while providing cultural mediation and patient advocacy as necessary. Special considerations in mental health interpreting are considered such as working with delusional patients, crisis services, safety issues, and managing personal feelings. Role plays of increasing challenge will be performed using both consecutive and simultaneous interpreting.

## Multidisciplinary Studies (BAM)

**BAM 490 Multidisciplinary Studies Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate multidisciplinary program. It is an opportunity to explore a topic of personal or professional interest in the field of multidisciplinary studies and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BAM491 and pass before graduating.

**BAM 491 Multidisciplinary Studies Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Music (MUS)

**MUS 100 History of Jazz - 3 credits**

The purpose of this course is to familiarize students with the rich heritage of jazz, America's true artform, through historical and cultural data, examination of style, and an in-depth visual and aural evaluation of the great artists who have contributed to enrichment of society through this music.

## Philosophy (PHI)

**PHI 201 Introduction to Philosophy - 3 credits**

How can we best understand the meaning of love, faith, friendship, truth, anger, forgiveness, or address the purpose of life? Can we know that God exists? What is justice, and do we live in a just universe? What is true happiness? What is the role and purpose of education in our lives? While we all confront these issues, few of us are able to formulate answers to them in a systematic way. When we do philosophy, we attempt to do just that. Philosophy comes from the Greek word meaning, "love of wisdom." This simple statement hints that philosophy combines passion and reason, emotion and intellect. This is why Aristotle wrote that experience of wonder is the beginning of philosophy. Nearly all human beings spend time wondering about the big issues mentioned above. All of us attempt some philosophy on our own. In this course, we work on it together. We read works by some of the people who have wondered most carefully about these issues. To do this, we develop our own capacities for rational inquiry. This means learning how to make sound arguments, ask good questions, and recognize logical errors in our own thinking and that of others. This course develops our capacity for rational inquiry and wonder so that we can confront and begin to resolve the questions and problems that matter the most to us.

**PHI 300 Existential Philosophies - 3 credits**

"Existence" literally means to step forth. Characteristic of existential philosophies is the inquiry into what it means to "step forth" in the journey of becoming a self, i.e. a journey involving freedom, anxiety, despair, risk, choice, and the joy of embracing life. The course examines writings by 19th century philosophers and writers, such as Kierkegaard, Nietzsche, Dostoyevsky, Kafka, whose texts contain existential elements that inspired the mid-20th century philosophical-cultural movement of existentialism (Sartre, Camus, Beckett) as well as the phenomenological response (Heidegger) to existentialism. Finally, the course discusses 21st century philosophical positions that both react to and are inspired by these previous philosophies.

**PHI 310 Ancient Greek Philosophy - 3 credits**

Both Plato and Aristotle held that all philosophy begins in wonder. This course examines the wonder that the ancient Greek felt and how it got transmuted into philosophy, that is, into the attempt to give an account of the world and human life within it. This account had to be based on principles and used a rational or logical methodology devised and applied by the intellect. But this view raised questions about the nature of the human intellect, the soul, and the nature of the knowledge which it could generate. These and related questions will be explored mainly through the works of the Pre-Socratics, Plato, and Aristotle.

**PHI 315 Philosophy of Religion, Faith, Doubt and Reason - 3 credits**

This course explores the human phenomena of faith, doubt, and reason primarily in their religion dimensions but also in their humanistic dimensions. We examine classical questions in Western philosophy of religion such as the various conceptions of the reality of God and challenges to these notions, the problem of evil as evidence against the existence of God; the function of religious language; and the



pluralism of religious traditions. This leads to an inquiry into reason, faith, and doubt in a broader humanistic horizon where we ponder the impact of these phenomena on one's sense of self, trust in other persons, belief in institutions, and identification with values and ideas.

### **PHI 318 Ethical Analysis in Contemporary Society - 3 credits**

The existential question "who am I?", perhaps the ultimate question of philosophy, is closely related to questions of morality/ethics such as "what ought I to do?" and "what are the principles for right conduct?". We are all continually being confronted with ethical situations and dilemmas, whether we choose to respond or not. Ethics is the study of the standards of human conduct and of the foundation for judgment. As such ethics addresses issues pertaining to individual and societal norms, and it involves reflecting on the role of the self in regards to others. With this base we identify contemporary social issues that need change as well as the ways in which such change can be brought about.

### **PHI 320 Philosophy of Film - 3 credits**

This course examines how and why we watch films. The course studies films, film theory, and philosophical texts. It covers topics related specifically to film, e.g. the structure of film, the question of how film technology impacts film content, as well as topics pertaining to the humanities, such as the roles of gender and ethnicity. Through these topics, the class looks at how films see themselves and how films develop ideas of identity, including the meaning of being a spectator.

## Psychology (PSY)

### **PSY 110 Systems Thinking in Psychology - 3 credits**

Systems thinking in psychology is introduced as a theoretical approach to understanding the relationships and interactions of individuals, families, groups, and organizations. Attention is paid to application of the systemic model and how it differs from the linear model, when studying human interactions, analyzing social problems, and developing interventions. Students apply systems theory to problems they select from their daily lives or jobs.

### **PSY 120 Formative Ideas in Psychology - 3 credits**

The CLEP exam in Introductory Psychology is accepted as equivalent. The field of psychology is introduced and the historical development of psychology as an academic discipline and as a professional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

### **PSY 130 Groups and Social Psychology - 3 credits**

The nature and quality of individual experience can only be fully understood when simultaneously observed in its social context. This course introduces the essential sociological perspective that grows out of the psychological study of individuals and their experiences of groups, group behavior, and group membership. This perspective becomes an essential component of psychological understanding, especially as it relates to education, growth, and development.

Students gain conceptual and practical knowledge of the ways groups form and develop, how they function and vie with each other, and the multi-dimensional influences groups have upon our lives.

### **PSY 210 Developmental Psychology - 3 credits**

The CLEP exam in Human Growth and Development is accepted as equivalent. This course helps students understand the ways in which people from various cultures and countries develop and change over their lifetimes. Students focus on particular topics such as cognition, social development, or identity, and follow the topic across the lifespan. In this way, we get away from a "stage theory" approach and focus instead on the variety of ways that people live out developmental scripts. Students are introduced to terms and concepts which are basic to a cross-cultural view of development, such as developmental orientation, cross-cultural "perspective," and a systems approach. These concepts are applied to each topic area, so that students learn, for example, how cognitive development is affected by living in different cultures and how one's identity is influenced by the various systems within which we live. In addition to reviewing readings and discussion, each class features a group exercise to help students understand and apply information and concepts.

### **PSY 251 Infant and Toddler Development - 3 credits**

This course covers infant and toddler development in the context of family life cycle issues and factors relating to the larger social environment. Physical, cognitive, social, personal and moral development are addressed, along with the resulting implications for creating optimal out-of-home care environments. Multicultural and multi-linguistic influences are considered throughout, and students become familiar with major child and family policy areas. The course focuses on general developmental trends and issues, and students bring in questions from their personal and professional lives. Students also learn report-writing and understanding of assessments.

### **PSY 310 Psychology of Learning - 3 credits**

The conditions of learning are explored, from the prenatal through adolescence and early adulthood, emphasizing cognitive and emotional development. Current views of behavioral change and the learning process are introduced. The theoretical models of Piaget, Pavlov, and Erickson are covered. Students formulate original ideas and incorporate established theories to develop a better understanding of concepts and assist with transferring theory into practice. Topics include the nature-nurture controversy, Maslow's hierarchy of needs, effects of prenatal development on learning, cultural and environmental effects of development, and multicultural awareness.

### **PSY 311 Group Dynamics and Diversity - 3 credits**

Prerequisite: PSY120 recommended. This course examines the psycho-social dimensions of groups and explores the impact of diversity on group formation and process. Students use the classroom and/or other groups to which they belong as laboratories to study and apply the concepts learned in class. The course builds on the knowledge gained from PSY110.

### **PSY 315 Research in Psychology - 3 credits**

Strongly recommended: at least two psychology courses including PSY120 or permission of instructor. This course introduces students to the major research findings that have had significant influence on

the development of psychology as the science of human behavior throughout the twentieth century. Students will learn about the history and philosophy of specific research topics, research questions and methodologies and how they have affected the scope and direction of psychological knowledge and the practice of psychology as a profession. Particular attention is paid to the impact of culture and epistemological models implicit in both quantitative and qualitative research methodologies and how they have influenced the direction of research in the field of psychology.

#### **PSY 316 Cross-Cultural Perspectives in Psychology - 3 credits**

This course introduces cross-cultural, traditional, and psycho-spiritual views on human growth and development, wellness and illness, healing and belief, the ritual process, the roles of healers, altered states of consciousness, and comparative models of self-realization. Drawing from a wide range of cultures and perspectives, the course emphasizes the internal coherence of these views and how individuals experience and use them in their own lives and settings. Given recent trends in diversity and cross-cultural encounters, it has become critical to understand the views of those who embrace radically different ideas about the world we all share. Special emphasis is given to the practical implications of this understanding in a variety of human service, educational, and therapeutic settings.

#### **PSY 317 Community Psychology - 3 credits**

This course provides an introduction to the field of community psychology. Community psychology is concerned with how individuals and groups interact within their environments and how issues of health and the well-being of community members are addressed in response to shifting social and historical conditions, including crisis situations. Community psychologists seek to systematically understand people within their larger social worlds and as an applied discipline, work towards optimizing both individual and collective aspects of mental health. We will examine how community psychologists emphasize prevention of psychological distress, work towards empowering persons and communities often having few resources, and develop strategies to deal with a wide variety of social and environmental issues that impact individual lives.

#### **PSY 321 Child Development: Themes and Topics - 3 credits**

This course will examine human growth and development from birth through adolescence. Students will be provided with an overview of the key concepts and theories that comprise the field of child development through lectures, selected readings and films, and through a variety of educational activities that involve students' own observations and experiences. We will study the work and theoretical models that have historically described child development drawn from some of the most influential authorities in the field and locate their observations within the context of prevailing social and historical trends. Recent developments and research directions in child development will be incorporated in the content and topics presented in class. The didactic materials and class assignments will enable students to develop pragmatic perspectives about children which can facilitate their own professional goals and aspirations.

#### **PSY 325 Theories of Personality - 3 credits**

Students are introduced to conceptual models which serve as a basis for understanding personality development and working in the

helping fields. The major dimensions of personality development are presented: biological, psychological, cultural, and social-structural. In each instance, case examples are discussed to illustrate theory. Illness and health models of helping are presented and compared, with particular emphasis on the public health, or prevention model. Students create a mini-prevention program, as either an individual or group project.

#### **PSY 328 Forensic Psychology - 3 credits**

This course is an introduction to the field of forensic psychology and examines how psychological theory and practice intersect with the law, the legal system and the field of criminal justice. It will offer a broad perspective of the field and will cover the role that psychology has played in a number of related areas including: theories of crime and criminal behavior, the nature of eyewitness testimony, criminal investigation, the psychological evaluation and understanding of criminal suspects and jury selection.

#### **PSY 330 Adolescents in Search of Belonging - 3 credits**

In this course we look at adolescents in traditional and non-traditional families and residential treatment communities. We explore the adolescent search for a sense of belonging in and beyond the family, and for acceptance and inclusion in adult society. We discuss the developmental tasks of adolescence including sexual maturation, identity, and autonomy. We explore adolescent culture, role development, and societal attitudes to adolescents. We research community responses to teen parenting, depression and suicide, substance abuse, and delinquent activity. We look at prevention, intervention, and restoration in the context of community systems.

#### **PSY 332 Learning to Say Goodbye: Death, Dying and Grief in the 21st Century - 3 credits**

Nothing is more profoundly human than the experience of loss and the awareness of our own mortality and those around us. It is unique, personal and informed by our community, our culture, and our sense of history. The ways in which society has experienced, processed and expressed such awareness will be examined through a review of centuries of literature, poetry, music and prayer. We will look at the cultural and historical rituals and beliefs that influence the manner in which we approach an understanding of our own mortality and the multiple losses we experience throughout our lives. While considering topics of grief, bereavement, aging and the dying process, emphasis will be placed on the complex bioethical questions of end of life care in the 21st Century. Among the topics to be considered are hospice care, palliative care vs. aggressive medical treatment, DNR orders, physician assisted death, organ donation, health care proxy and living wills. These topics will be considered from multiple perspectives including those of science, religion, culture and law.

#### **PSY 340 Changing Lives: Psycho-Social Perspectives of Women - 3 credits**

Students are introduced to women's issues, including current debates in feminist theory and the changing role of women in social institutions. The course addresses a wide range of theoretical perspectives, including psychology, social psychology, literature, and women's studies.

**PSY 345 Spiritual Dimensions: Psychological and Educational Issues - 3 credits**

Educators, clinicians and human service providers need to understand the impact of spiritual experience and religious traditions upon the lives of the people we work with and to recognize how such understanding is intrinsic to new and emerging holistic views of development. This interdisciplinary course explores the impact of the spiritual dimension upon education, psychological understanding, and development. Starting with the voices of children, our study draws from the psychology of religion, anthropology, education, and the humanities to examine the experiential core intrinsic to spiritual life. Special emphasis is given to helping students find practical ways to incorporate this learning into their professional activities.

**PSY 351 Adolescents and Addiction - 1 credit**

Within the framework of adolescent development, students are introduced to cognitive, personality, behavioral, social/environmental and biological/genetic risk factors which may contribute to adolescent addiction. Stages of substance abuse progression are discussed, as well as screening, assessment, prevention, and treatment strategies. Recovery is presented as a developmental process.

**PSY 352 Sexual Activity as At-Risk Behavior - 1 credit**

This class studies the developmental, familial, and societal influences on the sexual behavior of teens. It covers STD, HIV and AIDS, teen pregnancy and teen prostitution. Students learn to identify the risks and warning signs of "high risk" sexual behavior among adolescents; they gain the basic knowledge and skills to begin an intervention.

**PSY 353 Suicide Assessment - 1 credit**

This class covers developmental issues unique to adolescence, characteristics of youth who are at risk for suicide, and stressors including mental illness, family, and cultural issues. Students gain an elementary understanding of the dynamics present within a suicidal adolescent and the basic skills to provide safety and a complete suicide assessment. They are introduced to community referral, supports and prevention strategies.

**PSY 354 Crisis Intervention - 1 credit**

This course exposes students to the dynamics present in situations in which there is a risk of serious harm or death to self or others unless there is immediate intervention. Students examine crisis assessment and intervention techniques, with emphasis on techniques appropriate to adolescents.

**PSY 359 Understanding Child Abuse and Neglect - 3 credits**

This course is an overview of child abuse, neglect, and interventions targeted to this social problem. This course will assist the student in understanding, through case studies and readings, contemporary definitions of child abuse, neglect, sexual abuse, institutional abuse, adolescent abuse and catastrophic maltreatment. Child abuse will be discussed in context of family stress and the course will examine the historical role of societal intervention. Additionally, childhood neglect and abuse and their impact on delinquent behavior will be discussed. The course will review theories related to family relationship and attachment, community empowerment and disadvantage and the impact on adolescent growth.

**PSY 376 Psychological and Therapeutic Dimensions of the Arts - 3 credits**

This course explores the psychological dimensions of the arts, creativity, and art-making and how the expressive arts are included in contemporary psychological thinking and therapeutic encounters. Using current and cross-cultural examples, we explore how music, dance, theater, painting, poetry, and theater deal with fundamental aspects of human experience and how this awareness informs our psychological understanding of human growth and development and the inner life. We consider how current psychological practice incorporates the arts in therapy and how creative art therapists work. Implications of this study are incorporated into the student's professional work.

**PSY 377 Psychology and Applied Neuroscience - 3 credits**

In this course, students will learn about recent advances in brain science and their applications in the fields of psychology, human services, and education. With recent research in neuroscience, a variety of psychological theories and methods can be better understood in terms of what we know about the how the brain functions. This understanding can be applied in a variety of contexts, both personal and professional. The course will include both theory and experiential activities to help students understand how neuroscience can be applied in a variety of psychological contexts and populations.

**PSY 390 Psychology of Aging - 3 credits**

The life phase of old age is characterized by a dynamic interplay of internal and external adaptations including often, a prevailing sense of loss: loss of ones' capabilities and skills, one's physical abilities and health, the loss of friends, spouse or social world and of course, the increasing sense of the loss of ones' own future. And yet, Erik Erikson has also described old age at its best, as a time for the gathering of wisdom and the deepening of personal integrity which can be passed on to others for all to benefit. What does it mean to age "successfully"? What are the challenges, the rewards and the stresses of aging and how do they affect one's psychological experience of oneself and of those around an aging individual? In what ways can old age challenge or fulfill one's sense of oneself? This course will examine the components of successful aging as well as the psychological stressors older adults may experience as they travel through the last phases of the life-cycle. Topics include the influence of age on cognitive processes, personality and psychological well-being. Special attention will be paid to the impact of culture, gender, and socioeconomic as one looks at the psychology of aging and we will describe strategies to reduce isolation and increase social interaction for the elderly.

**PSY 395 Psychology of Race - 3 credits**

This course explores the psychological and social factors that influence how we perceive race and how differing notions about race affect our interactions with people from different racial or ethnic groups. The course begins with an interdisciplinary examination of ideas about race, including biological, cultural and perceptual constructs. Cultural transmission theories including meme theory are used to examine how beliefs about race are acquired, reinforced and expressed. We explore the neuropsychology of perception and attribution theory to better understand how race influences our personal and social experience. We will consider the application of this understanding within a variety of psychological and educational contexts.

**PSY 396 The Psychology of Women - 3 credits**

This course critically examines psychological, behavioral and socio-cultural factors that impact women's lives across the lifespan. Students will learn about sex differences in brain and neuropsychological development, stereotypical gender roles and communication styles, gender differences in relationship expectations and goals and issues related to women's sexuality. Historical and current research on the psychology of women will be examined.

**PSY 400 Personnel Psychology: Diversity and Empowerment - 3 credits**

Managers and their organizations are trained to tap the full potential of the wide ranging talents and perspectives of their increasingly diverse, global workforces. Emphasis is on the management of diverse workforces and teams in profit and nonprofit organizations, and public and private workplaces. Students explore the principles and practices needed to develop people and work productively in organizations increasingly characterized by differences of color, gender, culture, style, and approach.

**PSY 402 Themes in Adult Development - 3 credits**

This course explores the development of emotional maturity, using concepts drawn from biological psychology, psychoanalytical theory, and cognitive-behavioral theory. The class identifies biological underpinnings of emotional maturity and focuses on early development, roadblocks, and unconscious pressures that contribute to the development of, resistance to, or retardation of emotional intelligence. Small groups study emotional maturity in the context of counseling, teaching, or the workplace.

**PSY 407 Principles and Practices of Art Therapy - 3 credits**

This course addresses the foundations of art therapy including its history, major theoretical perspectives, pioneers in the field, and clinical application. The significance of the therapeutic alliance is covered, as well as skills to enhance the therapeutic relationship. The clinical application (individual and group) of art therapy to children, adolescents, adults, and families is examined. The diagnostic application of art therapy is also explored.

**PSY 408 Movement and Healing - 3 credits**

Drawing from recent theoretical and clinical developments in body-oriented psychotherapy and dance/movement therapy, this course explores the psychological, creative and spiritual dimensions of the body and how it is central to contemporary developments in psychological thinking and approaches to healing. We explore how movement and the body are connected with fundamental aspects of psychological awareness and how this impacts upon our emotional, social, creative and spiritual lives. We examine how current body-oriented approaches to psychology inform our understanding of growth and development, education, psychological diagnosis and treatment in areas such as trauma, body-image, eating disorders, depression, anxiety, and developmental delays.

**PSY 409 Family Mediation Techniques - 1 credit**

Conflicts among family members are particularly stressful for adolescents. This course offers techniques for successful mediation of family disputes. Emphasis is placed upon introduction of strong

communication skills for family members. The role of the mediator is presented as an unbiased facilitator in the family's attempt to resolve conflict.

**PSY 410 Theories of Motivation - 3 credits**

This course examines current research and theoretical models of motivation in relation to the factors that give rise to, sustain, and direct behavior. Emphasis is on achievement and competence motivation and understanding diverse motivational needs of individuals and groups. Theoretical models explored include Elton Mayo and the Harvard Studies' impact of cooperation, camaraderie, participation and communication; Douglas McGregor's impact of management philosophy; Chris Argyris' impact of the organization; Abraham Maslow's hierarchy of human needs and high performance teams; Robert White (competence); Stanley Schachter (affiliation); and David C. McClelland (achievement). Topics for discussion and field analysis include: concepts of the self; environment; commitment and contribution; career counseling and planning; emotional maturity, needs, and security; human energy and shared vision; assessing and measuring achievement.

**PSY 411 Conflict Prevention in a Multicultural World - 3 credits**

Prerequisite: PSY110 recommended. Techniques and methods of understanding and addressing conflict in diverse groups, organizations, and communities are explored. The course helps students develop the characteristics and skills of a good negotiator/mediator, who can effectively facilitate constructive changes in themselves, their families, workplaces, and communities. Theories and methods are applied to the classroom experience and off-campus settings, as appropriate. Students examine their assumptions about people who are different from themselves and explore how those assumptions influence how they interact with, and are perceived by other people. This course builds upon systems thinking.

**PSY 412 Perspectives in Psychopathology - 3 credits**

This course surveys the history of attempts to categorize "deviance," introduces the current model which emphasizes pathology, and discusses selected syndromes (e.g. schizophrenia, depression). We also look at the mental health practices and social service systems for adults and children that have historically resulted from diverse concepts of "abnormal" behavior. Students explore the stress, coping, and resiliency model for viewing human behavior. This paradigm looks at the whole person, with both strengths and deficits, in an environment with factors that foster or debilitate resiliency. Students use this holistic model to assess individual case studies and develop strengths-focused intervention strategies. They grapple with the complexity of individual lives and the mysterious human psyche, and actual cases.

**PSY 421 Psychology and Work Today: Introduction to Industrial and Organization - 3 credits**

The DANTES exam in Organizational Behavior is accepted as equivalent. This course provides an overview of organizational psychology and examines how general psychological principles operate among individuals in social and organizational settings. The course provides in-depth application of theories and concepts in Organizational Psychology to public and private work settings, and profit and non-profit

organizations. Learners acquire competencies based on practical applications of behavioral science research findings in motivation, decision-making, problem-solving, employee development, working conditions, and employee safety and health in the workplace.

**PSY 426 Self-Care for Helping Professionals - 3 credits**

Students learn about the impact of stress on physical and mental health, job functioning and learning, family and other relationships. Students learn ways to deal with the stress that is often inherent in the helping professions. Concrete skills help them take better care of themselves and pass these skills on to others. Topics addressed include stress management and relaxation techniques, physical activity, nutrition, time, cognitive restructuring, and attitude. Whether you work in human services, health care, schools, or corporate America, this course gives an understanding of stress and stress management and practical applications for you and your clients.

**PSY 428 Holistic Psychology: An Integrated Approach - 3 credits**

This is a course on integrative approaches across the healing disciplines, focusing on integrating body, mind and spirit in a variety of psycho-educational, human services, and healing contexts. Students learn a multidimensional approach to healing that integrates different techniques, therapeutic orientations and approaches. The course combines theory and research, experiential learning, and practical application of new techniques. We explore new information about ourselves, the ways we approach our professions, and how we can apply this knowledge in our work with various populations.

**PSY 433 Existential Psychoanalytic Theory and Life - 3 credits**

This course will examine major topics in psychoanalysis and existential therapy. The course focuses on both traditional and current developments in the field. There will be a review of the work of Sigmund Freud, Medard Boss, Rollo May and Viktor Frankl. Why do people do the things that they do? How can we free ourselves from our compulsion to repeat certain behavioral and emotional patterns? We'll explore the powerful forces that compel us to "act out" unconscious scripts. Issues covered will include: the repetition compulsion of addictions, the tyranny of anxiety and fear, the possibility of purpose and freedom, acceptance and commitment, love and will, and the relationship between "dreaming" and authentic living. A willingness to develop self-reflection and self-analytical skills is required.

**PSY 470 Psychology Internship I - 3 credits**

**PSY 471 Psychology Internship II - 3 credits**

Psychology Internships give students the opportunity to practice knowledge and skills gained in the classroom and to experience first-hand the practical applications of how psychology and psychological skills are practiced professionally in a wide variety of settings. All Internship sites and student's activities must be approved in advance by the program director and close ties are maintained between the on-site agency supervisor and the course instructor.

**PSY 490 Psychology Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate psychology program. It is an opportunity

to explore a topic of personal or professional interest in psychology and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PSY491 and pass before graduating.

**PSY 491 Psychology Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Public Health & Wellness (PHW)

**PHW 300 Introduction to Wellness and Health Promotion - 3 credits**

This course introduces students to the concepts, theories and research related to wellness and health promotion. We will examine the state of health, our current model of care in the U.S. and the implications for adopting a wellness or health promotion approach. Students will research factors that influence wellness and health promotion, such as nutrition, exercise, stress reduction and sleep. We will explore wellness and health promotion initiatives and challenges related to implementing and sustaining them within various settings and with diverse populations. Future trends and efforts towards prevention will be explored. Students will research career opportunities in prevention, health maintenance, education and promotion, such as health and wellness coaching.

**PHW 301 Understanding Obesity - 3 credits**

This course explores the current epidemic of obesity; what factors influence the development and persistence of this public health problem and what efforts are underway to address the weight of the nation. This course will include a review of the literature on the burden, causes, consequences and prevention of obesity for both children and adults. We will explore how we got here, the costs we currently encounter and why individual will power is not enough to change this epidemic. Stigma, bias and environmental factors that impact obesity will be examined. Students will identify and develop effective prevention strategies.



## Religion (REL)

### REL 230 Religions of the World - 3 credits

The religious impulse expresses itself in innumerable systems of thought, belief and behavior in which people seek to give an account of the world, the forces of nature, and understand the meaning of human existence in every cultural and historical epoch. This course explores the philosophical, historical and cultural foundations of the world's major religions and in doing so, builds a framework in understanding the many ways religions offer prescribed ways of knowing, seeing, and being in the world. Interdisciplinary in nature, the course draws from the fields of history, philosophy, anthropology, sociology, psychology and the arts, as we examine how religion continues to shape and influence an astonishing range of human motivation and activity. The course will include study of the major religious traditions of the world: Christianity, Judaism, Islam, Buddhism, Hinduism, Taoism, Confucianism, indigenous native religions, shamanism, and the new religious movements found in the contemporary world.

### REL 300 Religion, Justice, & Globalization - 3 credits

This class will seek to equip students with the resources to better understand religion's role in globalization. This will be achieved in two ways. First, we will spend time learning about the historical set of beliefs and rituals belonging respectively to Judaism, Christianity, Islam, and Buddhism in order that we grasp the theological values and assumptions which define their worldviews. Second, we will read authors whose work represents attempts to address from within their traditions some of the most controversial issues emerging from globalization. As a result of these readings, class discussion, and assigned writing, students will develop a knowledge base and set of critical faculties so that they may independently evaluate the various roles which some of the world's religions have come to play in the debates surrounding globalization.

## Sciences (SCI) (See also Chemistry)

### SCI 131 Physical Science - 3 credits

This course provides education and training in the scientific method and opportunity to master the fundamentals of chemistry, physics and astronomy. This includes the study of atomic theory and structure, formation of compounds, chemical equations, acid and bases, and behavior of gases, as well as classical mechanics, kinematics, mechanical energy, magnetism and electric forces, reflection and refraction of light. The course emphasizes the effects of these contributions in science on modern living.

### SCI 138 Physical Geology - 3 credits

This course provides an overview of the physical features, components, and geologic dynamics of the planet Earth. Topics include a study of rock and mineral types, volcanism, plate tectonics, and the physical effects of glaciers, oceans, rivers, wind, volcanoes, and earthquakes. Additionally, aspects of resource utilization and management, and the geologic histories of other planets in our solar system will be explored. SCI138 is an introductory course, suitable for students with a limited knowledge of physical geology.

### SCI 210 The Nature of Inquiry in the Natural and Social Sciences - 3 credits

This course explores the fundamental content and processes scientists use to understand the natural and social world. We explore scientific method and conduct guided experiments in the natural sciences and inquire into a problem of interest using biological and social perspectives, observation, classification of information, measurement, inference, development of a hypothesis, experimentation, conclusion, and communication of findings.

### SCI 214 The Elements of Geography - 3 credits

A study of the major elements of physical and human geography, with an overview of the world's regions. Emphasis is on global relationships and distributions, both environmental and cultural. This includes climates, natural vegetation, land forms, cultural origins and diffusions and economic patterns. Survey of weather elements as a basis of the regionalization of world climate as well as an examination of the human imprint on the environment.

### SCI 215 Everyday Physics - 3 credits

Physics is the study of matter, energy, and their interactions. This is a practical introductory course that explores the laws and principles of physics through investigation of everyday objects. Topics covered include: energy and motion, light and color, sound and music, electricity and magnetism. We explore these topics by questioning how everyday objects such as clocks, violins, air cleaners, flashlights, radios, and televisions work.

### SCI 216 Introduction to Chemistry: Chemical Equations to Food Calories - 3 credits

Chemistry is the science of the composition, structure and properties of substances. This course is an introduction to the basic concepts of chemistry, designed for students lacking previous chemistry training or whose background may require an extensive review. We examine chemistry principles and learn how they affect everyday events.

### SCI 224 Fundamentals of Astronomy - 3 credits

A comprehensive approach to past and current astronomy: early astronomy, the distribution and properties of the stars, their life cycles and our galaxy. The course also encompasses the solar system, other galaxies, asteroids, comets, meteors, variable stars, x-ray stars, pulsars and quasars, as well as current space exploration and the latest discoveries and theories.

### SCI 225 General Biology - 3 credits

This survey course lays the foundation for the study of the life sciences, including biology, biochemistry, biotechnology, health sciences, and other specialized life science fields. The course begins with the study of cellular structure, single-celled organisms, cellular metabolism, and reproduction, and then proceeds to the study of tissues and more complex organisms including multi-cellular plants, fungi and animals. Additional topics include genetics, evolution, ecology and the interrelationships between organisms and their environments.

### SCI 226 Biology Concepts and Procedures - 3 credits

This course introduces students to a breadth of laboratory procedures. Students learn about the techniques used in everyday biology laboratories, and then implement that knowledge hands on.

We initially focus on the foundation of all science laboratories: the scientific method and measurement. We then venture into use of microscopes, analysis of enzyme activity, and DNA analysis.

### **SCI 230 Anatomy and Physiology - 3 credits**

SCI230 provides a systemic approach to the major anatomical and functional components of the human body, and is designed to help students understand how these systems function together in health and disease. Topics include basic medical and diagnostic terminology, histology, and an in-depth examination of the body's anatomical and physiological systems.

### **SCI 230L Anatomy and Physiology Lab - 1 credit**

Prerequisite: enrollment in SCI 230. This hands-on component of SCI 230 introduces students to laboratory and dissection techniques used in the study of human and comparative anatomy. The laboratory follows lecture topics presented in SCI 230, and takes a systemic approach to the study of anatomical structure and function.

### **SCI 231 Marine Biology - 3 credits**

SCI231 is designed to introduce students to the principles of marine biology, oceanography and marine ecology. It is broad in scope and covers a number of diverse topics including basic oceanography, pelagic and coastal ecology, and the taxonomy and biology of marine invertebrates, fishes, reptiles, seabirds, and mammals. Additional course topics include a review of New England's history as a maritime economy, global conservation concerns, and responsible oceanic resource management. A background in general biology is recommended.

### **SCI 235 Principles of Health & Wellness - 3 credits**

An exploration of the psychological, emotional, spiritual, physical, behavioral, environmental and social health aspects of everyday living. Through self assessment inventories, students examine their health behaviors, identify problems and recommend lifestyle changes. Students refine their decision-making skills to help them make more educated decisions on personal and community health problems including drug and alcohol misuse and abuse. Students become knowledgeable on health-related topics enabling them to become educators themselves. Community health services, functions, eligibility or access are explained.

### **SCI 240 Systems of Thought in Science: How They Shape Our World - 3 credits**

This survey course facilitates students' acquisition of the knowledge of theories and applications in cosmology, evolution, mathematics, life sciences, physics, and religion and science. Students examine the development of these domains of science, how they are converging and informing each other, and gaps in this convergence, which sometimes create contradictions within the various domains. Students explore how science affects social systems at the individual, community, and global level. Special focus is directed towards the pivotal connection between science and culture, and the systemic effects on education, government, domestic and international politics, economics, health care, family and community systems, and religion.

### **SCI 300 Principles of Ecology - 3 credits**

Ecology is the study of the interactions between organisms and their environment, and the way in which these interactions determine the distribution and abundance of organisms. This course presents an introduction to the basic principles and outlines the essential principles of ecology from the theoretical fundamentals to their practical applications. The course is designed to present a comprehensive overview of all aspects of ecology, including evolution, ecosystems theory, practical applications, plants, animals, biogeochemical cycles, and global change. The science of ecology is examined from three levels: ecology of the individual, ecology of populations, and ecology of systems. Since ecologists often play a significant role in constructing and evaluating conservation or environmental management programs, we incorporate the application of ecological theory to current environmental problems throughout the course. The course will combine lectures and group learning dealing with both the theory of ecology and applied issues with a practical component of laboratory and field projects.

### **SCI 301 Global Ecology - 3 credits**

This course will explore and analyze current global environmental issues and their existing and potential solutions. Human population growth, food production, energy use and conservation, air and water pollution, desertification, deforestation and climate change will be the topics of classroom discussion, class exercises, and field trips. Historic and current knowledge and understanding of each issue; its relationship to ecological and human social systems, and current potential solutions will be examined. The use of critical thinking skills and a problem solving process will be introduced and practiced throughout the course. Each global issue will be addressed through student research and solution proposals. The purpose of the course is to introduce students to current global environmental issues and their impact upon human well being, ecological health and contemporary culture. Students will explore and analyze current global environment issues through selected readings, critical thinking and a problem solving process. Students will be challenged to explore their role and potential solutions to the presented global environment issues.

### **SCI302 Wetland Ecology - 3 credits**

Wetland Ecology provides students with an introduction to the nature and function of wetlands and their conservation and management. Students will be introduced to: history of wetland loss in the U.S., wetland classification, wetland identification and delineation, biological adaptations to wetlands, wetland soils, hydrology and plants, human impacts on wetlands and the importance of wetlands in the water cycle and health of the environment. Wetland functions, the restoration of wetland functions, and the laws protecting wetlands will be reviewed during classroom discussion, exercises and field trips.

### **SCI 308 Principles of Engineering - 3 credits**

Principles of Engineering is the process of applying scientific principles to the conception, design, construction and implementation of machines, technologies, structures, devices and materials. It is a broad field with many sub-fields, including but not limited to: mechanical engineering, electrical engineering, computer engineering, genetic engineering, civil engineering, aerospace engineering and

chemical engineering. This course introduces students to the general theory, methods and processes of engineering, and explores the various applications of scientific engineering principles. Topics include the history and development of engineering principles, mechanics, design, construction, implementation and the integration of technologies into modern society.

### **SCI 310 Scientific Inquiry - 3 credits**

This integrated course encompasses certain aspects of physics, chemistry, astronomy, earth sciences and emphasizes general principles and their application to real-world situations. This course is for students who have had some exposure to one or more of the basic sciences and are interested in a basic understanding of a variety of scientific fields and how they can be applied.

### **SCI 335 Topics in Biology: Understanding Human Genome Project - 3 credits**

Prerequisite: SCI225 or permission of instructor. This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered from the human genome project impacts society, specifically discussing various benefits and drawbacks.

### **SCI 336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits**

Prerequisite: SCI225 or permission of instructor. This course examines the journey of a variety of pharmaceuticals from their discovery to their use in everyday life. Students discuss how drugs are discovered and how scientists study, manufacture, proceed through clinical trials and the Food and Drug Administration approval processes. We investigate how certain drugs affect our bodies/cells and fight disease states. Throughout the term a variety of different pharmaceutical classes are discussed including but not limited to over-the-counter drugs, prescription drugs, "life-style" drugs, anti-viral drugs, allergy medications, and chemotherapeutic agents.

### **SCI 337 Microbiology - 3 credits**

This course focuses on the principles of medical microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine, and biotechnology. This course is designed for premed biology concentrators, nursing students, and students looking to receive comprehensive training in medical microbiology. Topics include the general principles of microbial growth; the evolution and classification of microbes and viruses; the natural ecology of microorganisms; pathogenesis, diagnosis, and treatment, and the use of microorganisms in biotechnology and medicine.

### **SCI 337L Microbiology Lab - 1 credit**

This one credit laboratory is the counterpart to SCI337. Microbiology. This lab focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, behaviors, and the

use of microbes and viruses in human health, medicine, biotechnology, and in nature.

### **SCI 338 Urban Ecology - 3 credits**

The urban environment is characterized by highly altered landscapes and ecosystem function, and requires a specialized approach to its ecological study. Urban Ecology explores the distinctive human-generated ecological conditions and processes that typify urban environments, and presents evaluative methods unique to these highly-altered ecosystems. Course topics include: urban microclimates; water, carbon and nutrient cycles in the urban setting; urban vegetation; urban wildlife; urban soils; aquifer recharge and subsistence; and urban water and air quality. After gaining an understanding of how urban ecosystems function, students will explore current management techniques and policies which work to mitigate the adverse effects of altered landscapes on urban ecosystems.

### **SCI 339 Epidemiology and Public Health - 3 credits**

Epidemiology and Public Health introduces the foundations of epidemiology and biostatistics as applied to the study, monitoring and maintenance of public health. This course focuses on the foundations and methods of epidemiologic investigation; accurate sampling, analysis and presentation of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; outbreaks, spread, epidemics, pandemics, and control strategies. Additionally, this course discusses and reviews epidemiologic study designs, cause and effect, treatment efficacy, and ethical and legal issues in epidemiology.

### **SCI 400 Ethology: Principles of Animal Behavior - 3 credits**

Prerequisite: general biology or permission of instructor. Ethology is the branch of zoology that focuses on the scientific study of animal behavior. This course is designed to introduce students to the specialized field of animal behavior analysis and the various conditions that shape both simple and complex behavioral constructs. In this course students explore animal behavior through the study of function, causation, development, and evolutionary history. We consider in-depth studies of fixed action patterns, animal communication, and imprinting, and use these analyses to shed light on the development of behaviors throughout vertebrate and invertebrate taxa.

### **SCI 406 Evolutionary Biology - 3 credits**

Prerequisite: general biology or permission of instructor. This advanced course in biology explores the history, dynamics and analysis of evolutionary theory. It is broad in scope, and includes topical reviews of fitness, functional analysis, adaptation, optimization theory, selection theory, and the ethics of predictive modeling in sociobiology. Additional discussions of modern views and applications of evolutionary theory to business models, interpersonal relationships, and the development of human culture will be included.

### **(new) Emerging Technology Theory - 3 credits**

The speed of development of new technologies has increased exponentially over the last century, and older technologies have been becoming extinct at an equivalent rate. To keep up with the fast-paced march of emerging technology, one must have a historical background and technical understanding of the forces that shape

the development of new technologies. This course brings together the history of modern technological development, and leads us to the current cutting edge of scientific and technological advances. Students will learn about the latest development theory, engineering practices, and manufacturing techniques in the industry today, and will explore what emerging technologies are currently being developed and why.

## Sociology (SOC)

### **SOC 120 Cross-Cultural Communication - 3 credits**

Drawing on cross-cultural research in psychology, anthropology, and education, this course considers the role of culture in shaping and interpreting a wide range of verbal and non-verbal communication behaviors. We examine the physical, psychological, aesthetic and social dimensions of the communication process, how different cultures understand, symbolize and utilize them, and how specific meanings and the kinds of modalities employed in communication processes affect individual, collective, and inter-group experiences.

### **SOC 201 Cultural Anthropology - 3 credits**

How do societies and cultures work? How do we know how to behave? What are the rules that make our society function? Do these rules differ from other societies? How do minority groups fit in? Cultural anthropology asks all these questions, and the process of discovering answers changes the way students think about themselves and their actions in society. Students analyze the behavior of people in groups and realize that practices contrary to their own may be logical from another's point of view.

### **SOC 213 Adult Career Development - 3 credits**

A typical adult's career in today's fluid work environment is marked by frequent transitions that can dramatically affect job and career stability, with a concomitant negative impact on self-esteem and personal productivity. This course provides a comprehensive understanding of how organizational and personal transitions occur and how they impact careers and lifespan development. Through relevant theoretical perspectives from systems theory, sociology, and psychology, students analyze adult development, career change, and the American workplace. They learn to evaluate their own work history, transferable skills, and core work motivations. Students also discuss and explore how organizations react and change due to market trends.

### **SOC 215 Language and Society: Introduction to Linguistic Anthropology - 3 credits**

Language is so essential to culture that it is the only topic to which anthropology devotes an entire branch of study. Linguistic anthropologists examine the role language plays in society, linguistic structural components, and how languages evolve over time and in different circumstances. In this course we explore such questions as: Could society exist without language? What does language allow us to do? Why are people the only animals to speak? Or are we? Are our brains wired for language or is it something we are taught? Through discussion, direct observation/experimentation and readings, students will understand the relationship between our linguistic abilities and the nature of our humanity.

### **SOC 260 Themes in Sociology - 3 credits**

This course develops specific themes in sociology to better understand sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. This course will serve as an in-depth examination of a set of contemporary issues, including themes of socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, education, and political sociology.

### **SOC 302 Martin, Malcolm and the Movement - 3 credits**

This course examines and analyzes the development of selected political and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution of the American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion. This semester, historical perspectives on contemporary issues will focus on two central figures of the civil rights movement, Martin Luther King, Jr. and Malcolm X. This course seeks to critically examine the social context, the philosophical and ideological framework of Martin Luther King Jr. and Malcolm X. Through biographical and historical analysis, students will develop a greater appreciation of the two historical figures. In addition, we will critically evaluate and relate the methods of each to contemporary U.S.A. and Third World racial, social, political and economic problems. We will read and study the assigned material and bring to class questions on issues that we wish to critically examine through writings and class discussions. Your attendance and active participation is therefore crucial in this course. The instructional modes in class will be based primarily upon lectures, discussion/debates, DVDs, and audiotapes.

### **SOC 311 Images of Women - 3 credits**

This course studies the ways in which women are seen historically and in the world today. This course draws from literature, sociology, anthropology, speeches, advertising and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imaging and self-empowerment are significant components in this course.

### **SOC 322 Women in the Workforce - 3 credits**

Women have contributed significantly to this country's social, political and economic history through their roles in the workforce. This course will trace women's roles as workers from the 18th century to the present time, detailing the difficulties they have faced, the evolution of their roles, and their accomplishments. It will examine their leadership in reform movements and unions, and relate their work to the students' lives and experiences as workers and educators.

## Spanish (SPA)

### **SPA 100 Spanish I - 3 credits**

Spanish I serves as an introductory course to spoken and written Spanish. This course covers four important aspects of new language acquisition: listening, speaking, reading and writing. Students are immersed in a highly interactive environment where they learn Spanish through associative and mnemonic methods rather than direct translation into their mainstream language. This innovative method encourages students to think in Spanish and to understand rather than translate the message into their native languages. Course coverage includes vocabulary, grammar and verb conjugation, and idiomatic expressions that are in common use for the Spanish native speaker. Pronunciation, articulation and enunciation are emphasized throughout the course.

## Writing (WRT)

### **WRT 090 Effective Writing Skills - 0 credits**

Skill development course. Learners build skills to engage critically in reading and communicate clearly in writing, and become comfortable with the essay form. Topics include vocabulary, grammar, spelling and punctuation, good sentence to paragraph structure, and the skills needed to build a coherent essay. Effective reading, listening, and speaking skills are developed.

### **WRT 101 College Writing I - 3 credits**

Through challenging readings, class discussion, small group collaboration, and different forms of writing, students learn the skills and process of "thinking on paper." They learn to construct an argument or discussion that supports a clear thesis and present it effectively in a well-organized essay that observes the conventions of written English. They write academic papers that analyze and synthesize the issues suggested in two or more readings. Critical reading, critical thinking, research skills, and forms of documentation are also introduced.

### **WRT 102 College Writing II - 3 credits**

WRT102 acquaints students with the academic research paper as both process and product. The course begins with an intensive review of the strategies and techniques for writing an academic essay that are covered in WRT101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 12-15 page argument research paper. The final paper includes an abstract, an introduction, discussion, conclusion, and references. Students learn how to write an annotated bibliography and use APA documentation for in-text citations and references.





# School of Education

## Introduction

Cambridge College offers a variety of master of education programs that lead to educator licensure (certification) and professional advancement for teachers and school administrators. These programs can help educators renew their passion for working in schools and advance their careers.

## Mission and Values

Our mission is to provide educators in public and private schools and colleges with the knowledge, skills and values necessary to enable their students to excel academically and socially. Its distinct programs offer educators a blend of theory and practice and experienced faculty who model what they teach. Educators are prepared to become agents of change in their schools, and in the local and global communities.

The School's core values include:

- Innovation in Curriculum and Teaching Strategies
- Diversity
- Academic Excellence
- Social Justice
- Honesty and Integrity
- Building Community

## Learning Community and Faculty

The Cambridge College School of Education is a broadly based, inclusive learning community. Our diverse faculty of scholar-practitioners includes experienced teachers, other educators, school administrators, and educational researchers. The School of Education attracts a highly diverse student body, providing a rich learning experience for all.

## Effective Learning and Teaching

The education faculty has pioneered effective learning and teaching techniques such as accelerated learning and integrative teaching. Incorporated into elementary and secondary curricula, these effective teaching methods improve the performance of an increasingly diverse school population.

## Choose Your Program Carefully

**Applicants are responsible for reading the Cambridge College catalog** to get the information needed to make an informed program choice. They are responsible for being thoroughly informed about licensure requirements and to understand Cambridge College academic programs and policies. Applicants should also understand the differences between non-licensure and licensure programs, and how program choice may affect plans for educator licensure. Applicants should contact the program chair with academic questions regarding their specific program of interest.

## Advising and Professional Seminar

**Admissions counselors** give applicants an overview of the College's academic programs and assist with the application process. Program chairs are available for academic counseling.

**Professional Seminar** — The faculty instructor leading the professional seminar will be the academic advisor and mentor to each student throughout the program. The seminar provides varied opportunities for self-assessment, peer assessment, and faculty guidance for pursuing growth and competencies related to success in the area of study and/or licensure. In licensure programs, the professional seminar also includes a clinical journal and professional growth plan. Students bring the wealth of their individual experiences to the seminar, and learn from the collective knowledge of all. They advise, support, and network with one another throughout their program and thereafter. The seminar leader is the supervisor of the final project (independent learning/research project, action research project, or doctoral dissertation) with responsibility for approval. The program chair is available to provide additional advising and information regarding licensure.

## Writing Support

A major goal of Cambridge College is to produce graduates who think critically and communicate clearly—orally and in writing. Writing is a complex process that takes a lot of time and practice. Therefore, a writing assessment is conducted and students are referred to writing course work and writing support as needed. Students can improve their communication and literacy skills to get the most from their course work and write their independent learning projects. Writing faculty tutors guide students through the writing process.

## Transfer Credit

Transfer courses must meet all general criteria for transfer and match current program requirements, especially for licensure programs. See Transfer of Credit for more information.

# Licensure Programs and Policies

## Educator Licensure Programs Approved

Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Dept. of Elementary and Secondary Education (DESE), are within current Massachusetts state guidelines, and are subject to its regulations.

**Licensure Practicum** — Practicum students are guided and evaluated by a licensed/certified educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to MA Department of Elementary and Secondary Education (DESE) regulations and are to be approved by the program chair or regional site director. Prospective students are responsible for discussing options for licensure practicum with the program chairs.

**Regulations and programs may change** — To help our students meet evolving professional standards, our programs are subject to change and our program chairs are available to counsel students.

## Federal and Other Regulations

**Legal status** as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621. This applies to teacher, administrator, and counseling licensures.

**Massachusetts requirements prior to practicum** — Students seeking educator licensure are responsible for complying with all policies and procedures of the state of Massachusetts and the school where they seek a practicum placement, including:

- Criminal Offender Record Information (CORI) check.
- Insurance.
- Immunizations.

## Programs Leading to State Licensure

**Licensure Candidates Matriculation** — Students who wish to enroll in one of the Cambridge College graduate education programs leading to state licensure must register for the non-licensure option until they have passed the MA Communication and Literacy MTEL. Students who enter the College with a successful "pass score" in this test may register for the licensure option in their desired program of study. It is highly recommended that students take and successfully pass the above test(s) within the first term of their enrollment.

**Academic Support** — Cambridge College will provide students who demonstrate difficulty in passing this test with workshop classes focusing on the skills necessary to achieve a passing score. These workshops are offered to students at an additional nominal fee.

**Satisfactory Academic Progress** — Students enrolled in licensure programs will have their grade point average (GPA) posted at the end of each term. Students in programs leading to state licensure must maintain an overall GPA of 3.0 or better. Should a student's GPA drop below 3.0, she/he will receive an academic warning and will be placed on academic probation. Students will not be allowed to graduate from their licensure program with a GPA of less than 3.0.

**Non-licensure candidates** — Non-licensure students in MEd teacher training programs are required complete all program components except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

New students in the school administration/MEd program must complete the pre-practicum and practicum hours associated with their courses and professional seminar until a final determination is made whether they will complete the non-licensure option, or are admitted as licensure candidates. Thereafter, non-licensure students are not required to complete any further practicum hours. Licensure students must complete the balance of the 500 hour practicum. Faculty may provide alternative assignments to the practicum.

Please note: **Students who complete a non-licensure option cannot be endorsed for licensure.**

## Practicum Prerequisites

**Prerequisites** — Before registering for practicum, you must:

- Pass all teacher tests required for the license sought.
  - Effective Fall 2013: Students must pass an approved course in Sheltered English Instruction:
    - Before enrolling in a Cambridge College program: Pass a prior MA DESE-endorsed course or Sheltered English Instruction MTEL (when it becomes available).
    - After enrolling in a Cambridge College program: Pass SEI600 Sheltered English Instruction Endorsement Course for Teachers; required as soon as possible.
- Not required for Health, Family & Consumer Sciences; Library Teacher; School Guidance; and School Adjustment Counseling.
- Complete Pre-practicum of 75 or more hours of directed field-based training in conjunction with selected courses.
  - Pass all required courses.

## Practicum

**Massachusetts** — The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks.

- Under a licensed supervising practitioner who holds the license for which you are preparing.
- With supervision and on-site visitation by licensed Cambridge College faculty.

The degree program and its practicum prepare students for licensure in **one** area and level of licensure. For example, students preparing for special education licensure must choose either PreK-8 or 5-12, not both. State regulations do not permit students to add a second practicum for a second license at the same time.

**Practicum site** — Licensure students are expected to locate a practicum site and a local educator who is willing to serve as the supervising practitioner. This educator must possess a license corresponding to the license the student is seeking. The student's program chair must approve the practicum and the practicum site. Cambridge College will select a licensed faculty supervisor to observe students in practicum.

**An Exit Performance Portfolio** is required to pass the practicum seminar. It must show evidence of knowledge and skills in the area and level of licensure sought, and mastery of the Professional Standards for Teachers. It also documents:

- Nature and length of the pre-practicum.
- Courses.
- Clock hours fulfilling the role(s).
- Name and position of the College supervisor and supervising practitioner(s).
- Evidence of meetings between supervisors and the candidate.

## Career Advancement Programs and Policies

**For Licensed/Certified Teachers and Other Education Professionals**

### Renewal, Advancement and Special Topics

Some academic programs are designed for educators who wish to advance or renew their careers by pursuing professional development opportunities, or for educators who work in settings where a license is not required. Some current programs include School Nurse Education, Teaching Social Justice, Interdisciplinary Studies, Literacy Education, and Autism Specialist.

**These programs do not lead to educator licensure.** *The School of Education cannot fill out state program verification forms, nor can the College endorse for educator licensure graduates of these programs.*

### Non-Licensure Students Taking Licensure Courses

All students registering for courses that include pre-practicum hours of directed field-based training outside of class must complete all pre-practicum hours in order to earn credit for the course **whether or not they intend to take a practicum or pursue licensure.**



## Collaborations

### The Evergreen Center and Beacon Services

The Cambridge College School of Education is partnering with the Evergreen Center and Beacon Services in Milford, MA to expand the special education opportunities for teachers working with students diagnosed with autism or other autism spectrum disorders. Through this collaboration, the College will offer a master's degree, an approved course sequence, and practicum fieldwork supporting our students' efforts towards earning board certification of behavior analysis (BCBA).

**The Evergreen Center** is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. At the Evergreen Center the standard for successful instruction is social competence. The agency believes that the achievement of social competence is a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen staff members have been reported at professional conferences throughout the country.

**Behavioral Education, Assessment, and Consultation (BEACON Services)** is a private practice of behavioral educators founded on the principles of applied behavioral analysis (ABA). BEACON is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral assessment and trainings services for early interventionists, parents and public schools. BEACON works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. BEACON is committed to the dissemination of applied research completed in educational settings through presentations at regional, national and international conferences.

**For more information, contact** the Evergreen Center and Beacon Services, 345 Fortune Blvd., Milford, MA 01757  
 ● 508.478.5597 ● [services@evergreenctr.org](mailto:services@evergreenctr.org)

## Summer Institutes (formerly NITE)

Cambridge College's School of Education brings educators from around the country and abroad for an intensive summer institutes (formerly the National Institute for Teaching Excellence, NITE). Students spend a "summer sabbatical" with the best teachers and experience Boston, Cambridge, and New England, while working towards a higher degree, professional advancement and potential for increased income. They return to their schools with a new network of professional colleagues and friends, renewed and empowered to improve their classrooms, school systems, and their own lives.

### Site, Facilities and Services

Cambridge College holds the Summer Institutes at a site in greater Boston with the facilities and services needed to support our academic programs. Cambridge College supplies or arranges for the audio-visual and computer equipment used for classroom instruction.

### Begin in the Summer Term

In an intensive summer term in residence, students typically complete coursework and participate in a professional seminar with their faculty advisor and other educators and school professionals in their field. They also get academic support and participate in other academic activities.

### Finish the Degree

Students continue the degree through distance learning during the academic year and return for a residency in the second summer. (Some students with transfer credits may be exempted from the second residency.)





Master of Education With Concentration • Post-Master's Certificate

## Autism/Behavior Analyst

MEd: 38 credits, 6 terms • Post-master's certificate: 18 credits

BCBA course sequence approved by the Behavior Analyst Certification Board. • This degree program does not satisfy licensure requirements for K-12 public school teachers\*.



**Program Description** — Autism is becoming more prevalent in our society and the need for specialists dedicated to serving this population is growing rapidly. This program provides knowledge of the autism spectrum and the skills necessary to meet the needs of individuals with autism. By completing the Behavior Analyst program, students meet the course requirements to sit for the BCBA examination, earning a credential that is in high demand.

**Learning Outcomes** — Students will demonstrate knowledge of applied behavior analysis (ABA) and associated scientific principles that govern human behavior and the treatment of individuals with autism spectrum disorders (ASD). Students will demonstrate knowledge of clinical, educational and ethical issues pertaining to the application of ABA across a broad range of treatment contexts and behaviors.

**Careers** — Graduates, who also complete the supervised fieldwork requirements and successfully pass the BCBA exam, will be able to work in a wide range of educational and clinical treatment settings as a Board Certified Behavior Analyst.

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission).

For Certificate in Applied Behavior Analysis only, master's degree required in behavior analysis or other natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the BACB.

**Cambridge College offers this program in collaboration with the Evergreen Center and Beacon Services.** The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. Beacon Services is a private practice of behavioral educators founded on the principles of applied behavioral analysis.

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

**\*Licensure:** Massachusetts does not grant teaching licensure in this area.

**Students are responsible** for monitoring and understanding the requirements set by the Behavior Analyst Certification Board, including required supervision hours, and for ensuring that their program of study complies with all requirements for BCBA certification. In addition, graduates must pass the BCBA examination to become a Board Certificated Behavior Analyst.

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

**Program chair:** Mary Garrity, Ed.D.

617.873.0168 • Mary.Garrity@go.cambridgecollege.edu

### Autism & Special Education Courses . . . . . 20 credits

- All courses @ 3 credits except as noted.
- Course sequence below is strongly recommended.

ESP610	Autism: History, Prevalence, Diagnosis & Characteristics . . . . .	Fall 1
ESP621	Assessment & Appraisal Process (ASD) . . . . .	Spring 1
ESP630	Social and Psychological Perspectives in Autism Spectrum Disorders . . . . .	Summer 1
ESP616	Communication Disorders (ASD) . . . . .	Summer 1
ESP800	Independent Learning Project @2 credits . . . . .	Spring 2
ESP615	Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . . .	Summer 2
ESP594	Collab & Consultation Technq (2 credits) . . . . .	Summer 2
ESP705	Applied Behavior Analysis Fluency Seminar (1 credit) . . . . .	Summer 2

### BCBA Course Sequence / Certificate . . . . . 18 credits

- Courses may be taken alone as a post-master's certificate in Applied Behavior Analysis.
- All courses @ 45 contact hours.
- Courses **must** be taken in sequence below.

ESP622	Basic Applied Behavior Analysis (ASD) . . . . .	Fall 1
ESP726	Advanced Applied Behavior Analysis (ASD) . . . . .	Spring 1
ESP724	Research Design and Ethics in the Application of Applied Behavior Analysis - ASD . . . . .	Fall 2
ESP704	Ethics & Professionalism in Applied Behavior Analysis . . . . .	Fall 2
ESP722	Clinical Applications of Applied Behavior Analysis (ASD) . . . . .	Spring 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD) . . . . .	Spring 2





# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis



**For licensure: 48 credits preK-8, 51 credits 5-8, 4-5 terms full-time • Non-licensure: 40 credits, 3-4 terms full-time**  
 • Program approved by the Mass. Dept. of Elementary & Secondary Education  
 • BCBA course sequence approved by the Behavior Analyst Certification Board.

The **TEACHER of STUDENTS WITH MODERATE DISABILITIES & APPLIED BEHAVIOR ANALYSIS** program offers a unique opportunity for educators to become licensed special educators and certified behavior analysts. The program prepares special educators and behavior analysts to be caring and competent in the classroom with the essential and critical skills to understand the use of diverse curriculum design and development and also provide all the services necessary to implement behavior plans in schools. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities (preK-8 and 5-12). They are prepared to take the exams required by the Behavior Analyst Certification Board.

**Outcomes** — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum. They are also prepared to become behavior analysts upon completion of the BACB exam.

**Careers** — Students who complete this program will be eligible for licensure to teach in grades Pre-K-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings. They will also be able to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in extremely high demand.

## Special Education

PreK-8: 25 credits

**Courses** ..... 5-12: 28 credits

All courses @ 3 credits except as noted:

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . .	every term
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . .	every term
ESP594	Collab & Consultation Technq (2 credits) . . . . .	every term
ESP662	Principles of Language Dev Bridging Differences & Disorders. . . . .	Summer, Fall
ESP689	Theories of Typical & Atypical Human Development . . . . .	Summer, Fall
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children. . . . .	Summer, Spring
ESP615	Assistive Technology: Modifying Curric for Diverse Learners . . . . .	Summer, Spring
ESP680	Pedagogy in Reading & Eng Lang Arts . . . . .	Summer, Spring
MAT708	Diagnosis & Remediation of Learning Problems in Math . . . . .	Spring, Summer
ESP800	Independent Learning Project (2 credits) . . . . .	Spring
ESP705	Applied Behavior Analysis Fluency Seminar (1 credit). . . . .	Summer
ESP698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit) . . . . .	Spring

### One additional course for 5-12:

SCI680	Attaining Science Literacy. . . . .	once/year
or ESP636	Teaching Social Science, History and Multicultural Education in Grades 5-12 . . . . .	Fall

Course schedule for Cambridge, subject to change.

## BCBA Course Sequence..... 18 credits

- All courses @ 45 contact hours.
- Courses **must** be taken in the order delineated below.

ESP622	Basic Applied Behavior Analysis (ASD) . . . . .	Fall 1
ESP726	Advanced Applied Behavior Analysis (ASD). . . . .	Spring 1
ESP724	Research Design and Ethics in the Application of Applied Behavior Analysis (ASD) . . . . .	Fall 2
ESP704	Ethics and Professionalism in Applied Behavior Analysis . . . . .	Fall 2
ESP722	Clinical Applications of Applied Behavior Analysis (ASD) . . . . .	Spring 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD) . . . . .	Spring 2



Continued

# Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

## Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTELS:
  - PreK-8:** Communications and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.). In addition, a Competency Review is required for a Preliminary license.
  - 5-12:** Those seeking this license for 5-12 must take and pass the Communications and Literacy, Foundations of Reading and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 75 hours embedded in courses, in diverse settings (0 credit)
- Pass all required courses.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**Cambridge College offers this program in collaboration with the Evergreen Center and Beacon Services.** The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. Beacon Services is a private practice of behavioral educators founded on applied behavioral analysis principles.

## Practicum: Moderate Disabilities

(licensure students only) . . . . . **5 credits**

Guided and evaluated by a licensed/certified special educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to state regulations and are to be approved by the program coordinator or regional site director.

**ESP790A Practicum (PreK-8) — 300 hours** in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring  
**or**

**ESP790B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring

**ESP791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Exit Performance Portfolio required for credit.

## Students are responsible for:

- Monitoring and understanding the requirements set by the Behavior Analyst Certification Board and for ensuring that their program of study complies with all requirements for BCBA certification.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.

In addition, graduates must pass the BCBA examination to become a Board Certified Behavior Analyst.

**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.**

**Program Chair:** Mary Garrity, 617-873-0168,  
mary.garrity@cambridgecollege.edu

Master of Education With Concentration



# Autism Specialist

**36 credits, 3 terms full-time** • This program does not satisfy licensure requirements for K-12 public school teachers.

**AUTISM SPECIALIST** — Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities. It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide. ***This is not a licensure program and does not lead to BACB certification.***

**Learning Outcomes** — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs.

**Careers** — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission). Master's degree required if enrolling in Certificate in Applied Behavior Analysis only.

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

**Program and schedule subject to change.**

**Professional Seminar & Project .....9 credits**

- ESP691S-693S Professional Seminar in Special Education/ Autism Spectrum Disorders — 3 terms @ 2 credits . . . . .every term
- ESP800 Independent Learning Project @3 credits (take with Seminar III) . . . . .every term

**Autism & Special Education Courses ..... 27 credits**

- ESP689 Theories of Typical & Atypical Human Development . . . . . Summer, Fall
- ESP610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . . Summer, Fall (DL)
- ESP616 Communication Disorders (ASD) . . . . .Summer, Spring
- ESP621 Assessment & Appraisal Process (ASD) . . . . . Spring
- ESP625 Behavior Management (ASD) . . . . . Summer
- ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders. . . . . Summer
- ESP635 Teaching & Curriculum Development for Students with Severe Disabilities . . . . . Summer
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . . .Summer, Spring
- ESP695 Laws & Regulations Pertaining to Special Education . . . . .Fall, Spring (DL)

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Early Childhood Teacher of Students With & Without Disabilities (PreK-2)

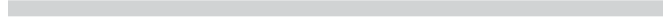
For licensure: 42 credits, 4 terms full-time • Non-licensure: 37 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **EARLY CHILDHOOD PREK-2** program is for students who plan to teach in private and or public schools. They are prepared with the appropriate skills and knowledge that will assist them in pursuing their initial license in Early Childhood PreK-2 With and Without Disabilities.

**Learning Outcomes** — Students learn the principles of early childhood education, including developmentally appropriate lessons and activities for educators working with children in preK-grade 2 settings. Students are introduced to practices appropriate for children with learning disabilities and for diverse students (not limited to English language learners). Students learn to work with parents and administrators to provide a solid program in the various academic areas to enhance the abilities of their children.

**Careers** — Graduates who have completed the licensure option are able to apply for initial licensure and are qualified for employment in private preschool/kindergarten as well as in public schools to teach in the early childhood arena.



**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

**Professional Seminar & Project . . . . .9 credits**

- ECE691-693 Professional Seminar (3 terms @ 2 credits) . . .start in first term
- ECE800 Independent Learning Project (3 credits) . . .take with Seminar III

**Courses . . . . . 28 credits**

All courses @ 3 credits except as noted:

- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ELE521). . . . . every term
- ELE521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . every term
- ESP512 Inclusion & Behavior Management . . . . . every term
- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term
- ESP594 Collab & Consultation Technq (2 credits) . . . every term
- ECE600 Development of Young Children . . . . . Fall, Spring
- ELE594 Integrating Physical Education into the Early Childhood & Elementary Curriculum (1 credit) . . . . . Fall, Summer
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum . . . . . Fall, Summer
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall, Summer
- ELE656 Teaching Social Science, History & Multicultural Education in Early Childhood & Elementary Curriculum. . . . . Spring, Summer
- MAT618 Math Essentials . . . . . Summer, Spring
- MAT623 Teaching Numerical & Geometric Structures. . . . . every term

Course schedule for Cambridge only.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy, Early Childhood, and Foundations of Reading (MTEL).
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pass all required courses including Independent Learning Project.
- Pre-Practicum — 75 hours in diverse settings (0 credit).

**Practicum (licensure students only) . . . . .5 credits**

**ECE790 Practicum**— 400 hours (3 credits) . . . . . Fall, Spring  
 Guided and evaluated by a licensed/certified early childhood teacher in the classroom and a Cambridge College early childhood 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.

**ECE791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
 Exit Performance Portfolio required for credit.



Master of Education with Concentration



# Early Education & Child Care

**39 credits, 4 terms full-time** • This program satisfies national standards for early child care professionals. It does not satisfy licensure requirements for K-12 public school teachers.

**EARLY CHILDHOOD EDUCATION AND CARE** is a program of study of the general growth pattern of developing children. The program studies both the physical and psychological influences and educational experiences that contribute to making a healthy thriving child. Children require interaction and stimulation, affection, security, and learning through exploration and discovery using developmentally appropriate activities. The program integrates all aspects of development and education of children 0–8 years old in daycare settings and preschools.

**Learning Outcomes** — Developmental needs and appropriate activities are explored that are consistent with the age of the child. Discussions and classroom assignments are geared to Infants and toddlers who particularly need interaction with caregivers, including auditory stimulation and physical touch. Preschoolers ages three through five have more social needs, and begin to learn about how to get along with others. School-age children transition to more structured learning in the classroom but it is important to stress emotional needs. Best practices are modeled that is specific to the daycare education environment that deal with the hygiene and needs of diverse students, including English language learners and special needs students.

**Careers** — Graduates will be eligible to pursue jobs in preschool and daycare settings. Additionally, they would be able to prepare to plan and open a daycare center. However, this program does not lead to public school licensure.

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission).

**National Association for the Education of Young Children (NAEYC):** This program meets NAEYC standards, which can lead to career opportunities in the field. Students may apply for a student membership (visit [naeyc.org](http://naeyc.org)).

**Program starts in Fall term only** and requires four consecutive terms.

**Transfer students:** Students in other Cambridge College education programs, who are not applying for public school licensure/certification, may apply to this program with permission of the program chair.

They must take this program's practicum, DMG615, and any other required courses not yet completed. The practicum may take place for these students in one term but cannot be used for certification.

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

**Program subject to change.**

**Professional Seminar & Project** ..... 12 credits

- EEC691-693 Professional Seminar: Early Education & Child Care — 3 terms @ 3 credits ..... 9
- EEC800 Independent Learning Project (take with Seminar III) ... 3

**Courses** ..... 21 credits

- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (req. for ELE521) ..... 0
- ECE600 Development of Young Children ..... 3
- ELE521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum ..... 3
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum ..... 3
- ELE593 Integration of Visual Arts for the Early Childhood & Elementary Curriculum ..... 1
- ELE594 Integrating Physical Education into Early Childhood & Elementary Education ..... 1
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum ..... 3
- ESP662 Principles of Language Development Bridging Difficulties and Disorders ..... 3
- MAT618 Math Essentials ..... 3
- DMG615 Developing a Business Plan ..... 1

**Practicum Prerequisite**

- CPR course (further information TBD)

**Practicum** ..... 6 credits

Includes field experience in a PreK-K setting (in the student's workplace or an assigned practicum placement) with supervision by qualified Cambridge College faculty and a licensed, site-based teacher.

**EEC791-793 Practicum I, II, III: Early Education & Child Care** — 3 terms @ 2 credits ..... 6

- Each practicum requires 75 hours for a total of 225 hours.
- Practicum is required for program completion.
- Professional seminar required concurrently.
- Exit portfolio required each term for credit.



Master of Education Leading to Massachusetts INITIAL LICENSURE



# Elementary Teacher (1-6)

For licensure: 43 credits, 4 terms full-time • Non-licensure: 38 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education

The **ELEMENTARY TEACHER 1-6 initial licensure** program is for students who plan to teach in public schools or collaboratives. Students are prepared with appropriate skills and knowledge that will assist them in pursuing their initial license as an Elementary Teacher 1-6.

**Learning Outcomes** — Students learn the principles and knowledge needed by elementary educators, including strategies for teaching students with diverse abilities and languages in the various academic areas. This includes working in cooperative learning groups and co-teaching exercises that transfer into the classroom. Students will look at research on best practices for today's classrooms and teacher's accountability.

**Careers** — Graduates who have completed the licensure option are able to apply for initial licensure and are qualified for employment in public schools and collaboratives, teaching elementary grades 1-6.



**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

**Professional Seminar & Project . . . . .9 credits**

- ELE691-693 Professional Seminar (3 terms @ 2 credits) . . .start in first term
- ELE800 Independent Learning Project (3 credits) . . .take with Seminar III

**Courses . . . . . 29 credits**

All courses @ 3 credits except as noted:

- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; req. for ELE521). . . . . every term
- ELE521 Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum . . . every term
- ELE510 Developmental Psychology . . . . . Fall
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum . . . . . Fall, Summer
- ELE594 Integrating Physical Education into Early Childhood & Elementary Education (1 credit). . . . . Fall, Summer
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum . . . . . Fall, Summer
- ELE593 Integration of Visual Arts for the Early Childhood & Elementary Curriculum (1 credit) . . . . . Fall, Spring
- ELE630 Classroom Management with Models of Teaching . . Spring
- ELE656 Teaching Social Science, History & Multicultural Education in Early Childhood & Elementary Curriculum. . . . . Spring, Summer
- MAT609 Euclidean Geometry . . . . . Fall
- MAT618 Math Essentials . . . . . Summer, Spring
- MAT623 Teaching Numerical & Geometric Structures. . . . . every term

Course schedule for Cambridge.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy, General Curriculum, math sub-test, and Foundations of Reading (MTEL).
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pass all required courses including Independent Learning Project.
- Pre-Practicum — 75 hours in diverse settings (0 credit).

**Practicum (licensure students only) . . . . .5 credits**

**ELE790 Practicum**— 400 hours (3 credits) . . . . . Fall, Spring  
Guided and evaluated by a licensed/certified elementary teacher in the classroom and a Cambridge College elementary 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.

**ELE791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Exit Performance Portfolio required for credit.





Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE

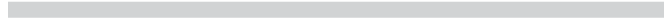
# Elementary Teacher (1-6)

34 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education

The **ELEMENTARY TEACHER professional licensure** program prepares teachers who hold an initial license to complete their MA licensure requirements.

**Learning Outcomes** — Teachers enhance their academic knowledge base and professional experiences through research and best practices. They apply these additional skills to their classroom and planning lessons for diverse student groups' academic needs.

**Careers** — This program allows candidates to continue teaching in Massachusetts public schools and is a pre-cursor to license recertification in the area of Elementary Education 1-6.



**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admission).
- Initial license in elementary education.
- Three full years experience in the role of that license.

**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.**

**Further Massachusetts requirements for professional licensure**  
Students are responsible to meet the following requirements:

- A one year induction program with a trained mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year.

**Professional Seminar & Project .....9 credits**

- ELE691P-693P Professional Seminar (3 terms @ 2 credits) . . . . . start in first term
- ELE800 Independent Learning Project (3 credits) . . .take with Seminar III

**Education Courses..... choose 13 credits**

All courses @ 3 credits except as noted:

- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . .every term
- EED618 Integrative/Accelerative Learning: Classroom Applications . . . . . Fall
- EED628 Effective Schools . . . . . Spring
- EED704 Seminar in Educational Issues. . . . . Spring
- EED710 Alternative Assessment Strategies Across Curriculum . . . . . Spring
- EED705 Multicultural Diversity in the Workplace & Classroom. . . . . Fall, Summer
- ESP721 Using Multiple Intelligences & Accelerated Learning in Teaching Eng Lang Arts, Math, History, Science . . . . . Fall, Summer
- EED615 Introduction to Integrative Learning & Learning Styles . . . . . Summer
- EED699 Language & Literacy for Teachers (K-12) . . . . . Summer

**Arts & Sciences..... 12 credits**

All courses @ 3 credits:

- EIT712 Using Educ Technology to Improve Teaching & Learning in Math, Science & Language Arts . . . . . Fall
- EIT711 Advanced Technologies in Education . . . . . Spring
- MAT708 Diagnosis & Remediation of Learning Problems in Math . . . . . Spring, Summer
- ENG701 Integration of Reading & Writing With Children's Literature . . . . . Summer

Course schedule for Cambridge.

Master of Education Leading to Massachusetts INITIAL LICENSURE

**English as a Second Language (PreK-6 or 5-12)**

For licensure: 39 credits, 4 terms full-time • Non-licensure: 34 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education



Massachusetts and U.S. classrooms include students whose first language is not English. English language learners (ELLs) face learning a new language and culture while simultaneously meeting the same academic standards as English-speaking classmates. The **TEACHING ENGLISH AS A SECOND LANGUAGE** program prepares knowledgeable, compassionate, committed educators who create learning environments that work for ELLs and value their contributions. This program is for educators who want to get to know these students and support them. Faculty are veteran professionals with broad knowledge of language acquisition and cultural factors that affect learning, and experience with best classroom practices. They model relevant pedagogy, encouraging students to value their prior knowledge as a foundation to discuss new ideas, read and write critically, collaborate, apply new skills, and demonstrate and assess their own learning.

**Learning Outcomes** — Students will understand language acquisition; cultural factors affecting achievement; and current theory, research, and best practices for English literacy. They will use research-based ESL methods to help ELLs achieve proficiency in English, and Sheltered English Instruction (SEI) strategies to meet content standards. Students will plan curriculum, deliver effective instruction, manage a classroom, promote equity, and meet professional responsibilities.

**Careers** — Licensure graduates will be eligible for state SEI Endorsement, able to teach ESL in schools, educational collaboratives, and community programs. Non-licensure graduates will be able to provide ESL support and tutoring in schools; teach/tutor ESL in other settings including higher education intensive ESL, other countries, immigrant support programs, and workplace ESL.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

**Professional Seminar & Project .....7 credits**

- ESL691N-ESL692N Professional Seminar (2 terms @ 2 credits) . . . . . start in first term: Fall, Spring
- ESL800 Independent Learning Project (3 credits) . . . . . take with ESL692N

**Courses ..... 27 credits**

All courses @ 3 credits:

- ESL630 Equitable Assessment of ESL Learners . . . . . Fall
- ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . . Fall
- ESL631 Second-Language Acquisition & Culture . . .Fall, Spring (DL)
- ESL605 Teaching ESL Learners in Diverse Settings . . Fall, Spring
- ESL610 Linguistics & Language Variations . . . . . Fall (DL), Spring, Summer
- ESL620 Teaching Reading & Writing to ESL Students . . . . . Spring, Summer
- ESL635 Sheltered English Instruction & Assessment. . . . . Spring, Summer
- ESL650 Teaching Content to ESL Learners . . . . Spring, Summer
- ESL625 Technology for Linguistically Diverse Classrooms . . . . . Fall (DL), Summer

Course schedule for Cambridge.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy and English as a Second Language (MTEL). Take English as a Second Language test (MTEL) in Spring term.
- Pre-Practicum — 75 hours in diverse settings (0 credit).
- Pass all required courses (includes Sheltered English Instruction).

**Practicum (licensure students only) .....5 credits**

**ESL790 Practicum** — 300 hours (3 credits) . . . . . Fall, Spring  
Guided and evaluated by a licensed/certified ESL teacher in the classroom and a Cambridge College ESL 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.

**ESL790A Practicum (PreK-6) or ESL790B Practicum (5-12)**

**ESL791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
Exit Performance Portfolio required for credit.



**Massachusetts (MA) Sheltered English Instruction Endorsement:** Completers of this ESL licensure program will be *automatically eligible* to apply simultaneously for both the Mass. ESL license and the Mass. SEI Endorsement. Therefore, ESL licensure students are NOT required to pass the SEI Endorsement Course (SEI600) or the SEI MTEL. However, ESL licensure students are encouraged to audit the SEI Endorsement Course, to understand the training that non-ESL academic colleagues are receiving and to prepare to collaborate closely with SEI academic teachers in their schools. Auditors will also build their ESL ‘teacher leadership toolkit’ as they reinforce SEI instructional practices in the school. Note: As part of the RETELL initiative, the MA DESE plans to offer an ESL teacher leadership course, to assist ESL teachers’ efforts to enhance supports for ELLs in schools and districts. (Source: MA DESE 2013. *The SEI Endorsement: A District Implementation Guide*. April 2013. Malden MA.)



# English as a Second Language (PreK-6 or 5-12)

Graduate certificate



## English as a Second Language

12 credits, 3 terms part-time

This certificate provides an opportunity to explore the field of teaching English as a second language. Participants learn ESL concepts, principles, theories, and classroom practices that are effective in helping immigrants of all ages to learn English and succeed in a new culture. Note: If a student later enrolls in the Cambridge College ESL M.Ed. program, these courses will be considered for transfer toward meeting the program requirements.

**Licensed K-12 teachers** — The certificate, or individual courses, will provide key information and strategies (Sheltered English Instruction/ SEI) that licensed K-12 teachers can use in teaching their content area to English language learners. With approval from a school or district, the courses may be included in the professional development documentation that supports a teacher’s application for 5-year re-licensure.

All courses @ 3 credits:

ESL630	Equitable Assessment of ESL Learners . . . . .	Fall
ESL631	Second-Language Acquisition & Culture . . .	Fall, Spring (DL)
ESL635	Sheltered English Instruction & Assessment. . . . .	Spring, Summer
ESL620	Teaching Reading & Writing to ESL Students . . . . .	Spring, Summer

Master of Education Leading to Massachusetts INITIAL LICENSURE



# General Science (1-6 or 5-8)

For licensure: 35 credits, 5-6 terms full-time • Non-licensure : 32 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **GENERAL SCIENCE EDUCATION** program provides essential science content, integrated with best practices in hands-on, inquiry-based science education. The curriculum is firmly rooted in the Massachusetts science education model with a balance of earth, life, physical and engineering sciences. Students experience a blend of seated and online content science courses.

**Learning Outcomes** — Students will understand the principles guiding modern scientific thought, and master science content knowledge. They will design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data. They will develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations. Students will know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. Students will understand historical and philosophical theories in science, and identify common misconceptions. They will identify socially important issues including the impact of technology on our environment.

Teachers will use professional “best practices” in teaching inquiry-based science. They will develop a balanced approach to hands-on science instruction using appropriate methodology. They will learn to engage students of varied learning styles and abilities.

**Careers** — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

## Professional Seminar & Project .....7 credits

ESE691-692 Professional Seminar (2 terms @ 2 credits)

ESE800 Independent Learning Project (3 credits)

## Science Methods.....15 credits ... 12 credits

Licensure courses @ 3 credits **grades 1-6** **grades 5-8**

MAT623 Teaching Numerical & Geometric Structures.....●

SCI680 Attaining Science Literacy.....●

**option for 1-6:** SCI680 or ELE653 Teaching Sci & Technol in Early Childhood & Elem Curric

### Methods & Materials for Teaching:

SCI682 Life Science.....●

SCI684 Earth Science.....●

SCI686 Physical Science.....●

## Science Content..... 8 credits.....11 credits

Online courses @ 1 credit **grades 1-6** **grades 5-8**

SCI591 Intro to Online Science Learning.....●

SCI601 Aquatic Ecology.....●

SCI603 Electricity & Magnetism.....●

SCI605 Water Quality.....●

SCI607 Structure of the Earth.....●

SCI609 Transfer of Energy.....●

SCI611 Ocean Science.....●

SCI613 Earth in the Solar System.....●

SCI615 Forces & Motion.....●

SCI617 Earth's History.....●

SCI619 Teaching Project-Based Science.....●

SCI600 Cell Biology (elective).....●

SCI627 Teaching Chemistry Through Inquiry (elective).....●

SCI629 Practical Meteorology (elective).....●

In-class course option @ 3 credits (replaces three 1-credit courses)

SCI688 Methods & Materials for Teaching

Middle School Chemistry.....●

COURSE SCHEDULE — All courses offered at least once/year.

## Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy test and:  
1-6: Successful completion of coursework  
5-8: General Science 5-8 MTEL exam
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 75 hours in diverse settings (0 credit).
- Pass all required courses.

## Practicum (licensure students only).....5 credits

**SCI790 Practicum** – 300 hrs in an elementary (1-6)

or middle school (5-8) science classroom (3 credits) . . . . Fall, Spring

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science 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.

SCI790A Practicum 1-6 • SCI790B Practicum 5-8

**SCI791 Practicum Seminar** (2 credits) . . . . . Fall, Spring

Exit Performance Portfolio required for credit.

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses. Two more credits of graduate level science content electives are chosen in consultation with program chair. MAT623 may be replaced with science content electives.

**Program subject to change.**

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

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





Graduate Certificate

# STEM: Science, Technology, Engineering and Mathematics

12 credits, 2 terms or more part-time

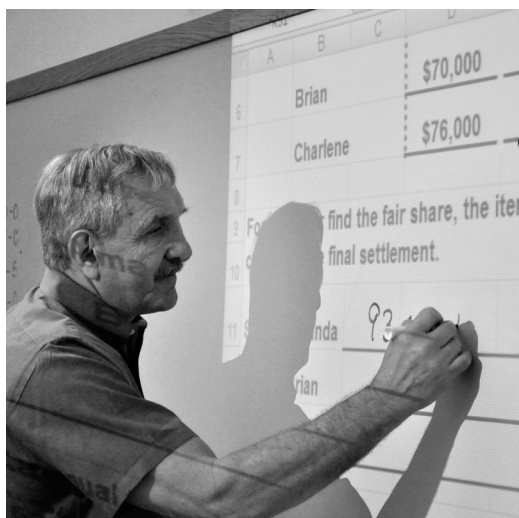
The **STEM CERTIFICATE in SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS** provides early childhood, elementary, special education and middle school educators with the core background skills and content knowledge necessary to become highly-qualified mathematics, science and engineering educators serving our younger students.

The courses combine math, science and engineering content with methodology at the elementary and middle school levels. The 12 graduate credits include both seated and online courses, making for a very user friendly learning experience.

**Learning Outcomes** — Participating teachers will:

- Gain significant mastery of science content, preparing their students for the Massachusetts grade 5 and 8 MCAS exams and for science and technology challenges into their future.
- Integrate earth, life and physical science concepts to solve engineering problems.
- Apply design process steps to solving engineering and science problems.
- Recognize and use connections, relationships and patterns among mathematical ideas; and use representations to model and interpret physical and technical phenomena.
- Gain the necessary mathematical skills in order to become highly qualified and competent teachers of elementary and middle school mathematics.

**Careers** — After the completing the STEM certificate program, teachers may wish to add a Massachusetts state certification in Mathematics (1-6), Mathematics (5-8), General Science (5-8), or Mathematics/Science (combo 5-8) by taking and passing the appropriate Massachusetts MTEL exam.



**Science and Engineering Courses** .....6 credits

- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum (in class) . . . . .3
- SCI619 Teaching Project Based Science (online) . . . . .1

Choose two science content courses (online) @1 credit each: . . . . .2

- SCI 601 Aquatic Ecology
- SCI 613 Earth in the Solar System
- SCI 617 Earth's History
- SCI 603 Electricity & Magnetism
- SCI 607 Structure of the Earth

**Mathematics Courses** .....6 credits

- MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas . . .3
- MAT708 Diagnosis & Remediation of Learning Problems in Math . . .3

COURSE SCHEDULE — All courses offered at least once/year.

**Admissions requirements:** Bachelor's degree and other general requirements.

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

**Program subject to change.**

**Tuition discount:** Candidates must enroll for the entire 12-credit program to receive a tuition discount of 30%. (Full tuition is charged for part-time enrollment, and the discount is applied in the final term retroactively to all 12 credits.)

**For more information please contact:**  
 Dr. Nicholas Rubino . . . . . nicholas.rubino@cambridgecollege.edu  
 Professor John Papadonis . john.papadonis@cambridgecollege.edu  
 Dr. George Guasconi. . . . . george.guasconi@cambridgecollege.edu

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Health/Family & Consumer Sciences (All Levels)

For licensure: 38 credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **HEALTH /FAMILY & CONSUMER SCIENCES** initial licensure program prepares health educators to be proficient in the Massachusetts Professional Standards for Teachers, the National Health Education Standards, and the American Association of Health Education/National Council for Accreditation of Teacher Education standards.

**Learning Outcomes** — Our graduates are experts in health education content, able to conduct a needs assessment, plan and implement curriculum, assess student learning, coordinate school health, advocate for health education, and serve as a resource to the school, students and their families, and the community.

Our students graduate with confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health. They know how to identify student risk factors and help young people reduce their risky behavior and improve their personal health and academic performance.

**Careers** — Graduates teach (preK-12) and work as health educators in many settings: local health departments, hospitals and clinics, business and industry. In colleges, they also teach courses and conduct research.

**Professional Seminar & Project** .....9 credits

EHE691N-693N Professional Seminar (3 terms @ 2 credits) . . . . . Fall, Spring, Summer

EHE800 Independent Learning Project (3 credits) take with Seminar III. . . . . Fall, Spring

**Courses** ..... 24 credits

All courses @ 3 credits:

EHE610 Principles of Health Promotion & Disease Prevention: Public Health Issues . . . . . Fall

EHE620 Curriculum Implementation in the Health Classroom . . . . . Fall

EHE630 Growth & Development, Human Sexuality & Family Management Skills . . . . . Fall

EHE640 Promoting Wellness: Building Positive Health Behavior. . . . . Spring

EHE650 Preventing Unintentional Injury & Violence . . . . . Spring

EHE680 Teaching Skills for Risk Reduction & Positive Behavior Change . . . . . Spring

EHE660 Family & Interpersonal Health: Promoting Mental Health Through School-Based Intervention. . . . . Summer

EHE670 Building & Evaluating Coordinated School Health Programs. . . . . Summer

Course schedule for Cambridge.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy and Health Education (MTEL).
- Completed course in anatomy and physiology.
- Pre-Practicum — 75 hours in diverse settings (0 credit).
- Pass all required courses.

**Practicum (licensure students only)** .....5 credits

**HEA790 Practicum** – 300 hrs (150 hrs in an elementary school setting & 150 hrs in a secondary setting) . . . . . 3

Guided and evaluated by a licensed/certified educator 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.

**HEA791 Practicum Seminar** . . . . . 2  
Exit Performance Portfolio required for credit.

**Admissions requirements:**

- Bachelor’s degree and other general requirements (see Admissions).
- Bachelor’s degree with competencies in relevant content areas: personal health and wellness, child and adolescent growth and development, psychology, drug abuse prevention, nutrition, human sexuality. 24 credit hours total (including anatomy and physiology).

If content area coursework (other than anatomy and physiology) are not completed at time of admission, students may complete them concurrently.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

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

**SEI Endorsement optional** — Health, Family & Consumer Science students are not required by the Mass. DESE to be endorsed in Sheltered English Immersion. If you are interested becoming endorsed, Cambridge College offers SEI600.

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





# Health/Family & Consumer Sciences

Graduate certificate



## Health Education

12 credits, 2 or more terms

This **HEALTH EDUCATION** certificate is for physical educators, community and public health educators, wellness and fitness center employees who want current knowledge of health and how to teach it effectively. Students learn to teach skills-based health education based on the performance indicators of the National Health Education Standards.

Two courses are required and two are selected from the initial licensure courses of the Health and Family & Consumer Sciences Master's program.

**Learning Outcomes** include increased competency in health education content and teaching skills.

**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admissions).

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

**Pre-Practicum hours:** Students completing the certificate do not need to complete pre-practicum hours. However, students who may wish to matriculate at a later time must complete all pre-practicum hours associated with these courses.

**Successfully completed courses** may be accepted into the Health, Family & Consumer Science initial licensure program if taken within 5-7 years of matriculation (subject to change).

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

All courses @ 3 credits:

**Required courses . . . . . 6 credits**

- EHE620 Curriculum Implementation in the Health Classroom . . . . . Fall
- EHE630 Growth & Development, Human Sexuality & Family Management Skills . . . . . Fall

**Electives in Health Education . . . . . choose 6 credits**

- EHE610 Principles of Health Promotion & Disease Prevention: Public Health Issues . . . . . Fall
- EHE640 Promoting Wellness: Building Positive Health Behavior . . . . . Spring
- EHE650 Preventing Unintentional Injury & Violence . . . . . Spring
- EHE680 Teaching Skills for Risk Reduction & Positive Behavior Change . . . . . Spring
- EHE660 Family & Interpersonal Health: Promoting Mental Health Through School-Based Intervention . . . . . Summer
- EHE670 Building & Evaluating Coordinated School Health Programs . . . . . Summer

Course schedule for Cambridge.



## Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE

**Health/Family & Consumer Sciences (All Levels)**

36 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary &amp; Secondary Education

The **HEALTH /FAMILY & CONSUMER SCIENCES professional licensure** program builds on the knowledge and pedagogical skills of the initial licensed health educator to increase expertise and proficiency in the Massachusetts Professional Standards for teachers, the National Health Education Standards and the American Association of Health Education/National Council for Accreditation of Teacher Education Standards.

**Learning Outcomes** — Our graduates are experts in health education content, able to conduct a needs assessment, plan and implement curriculum, assess student learning, coordinate school health, advocate for health education, and serve as a resource to the school, students and their families, and the community.

Our students graduate with confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health. They know how to identify student risk factors and help young people reduce their risky behavior and improve their personal health and academic performance.

**Careers** — Graduates teach (preK-12) and work as health educators in many settings: local health departments, hospitals and clinics, business and industry. In colleges, they also teach courses and conduct research.

**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admission).
- Initial license in Health/Family & Consumer Sciences (all levels).
- Three full years experience in the role of that license.

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

**SEI Endorsement optional** — Health, Family & Consumer Science students are not required by the Mass. DESE to be endorsed in Sheltered English Immersion. If you are interested becoming endorsed, Cambridge College offers SEI600.

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

**Further Massachusetts requirements for professional licensure**

Students are responsible to meet the following requirements:

- A one year induction program with a trained mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year.

**Professional Seminar & Project .....9 credits**

EHE691P-693P Professional Seminar  
(3 terms @ 2 credits) . . . . . Fall, Spring, Summer  
EHE800 Independent Learning Project  
(take with Seminar III) . . . . . Summer

**Courses ..... 24 credits**

All courses @ 3 credits:

EHE701 Current Research on Interrelationship of Risk Factors . Fall  
EHE703 New Perspectives in Teaching Human Sexuality . . . . Fall  
EHE705 Promoting Wellness in a Media-Saturated Society . . Fall  
EHE707 Violence Prevention in Today's School  
Environment . . . . . Spring  
EHE709 The Interdependence Between the Ecological  
Environment & Human Health . . . . . Summer  
EHE711 Evaluation of School Health Programs (ESN750). Summer  
EHE713 Assessing Health Literacy . . . . . Summer  
Electives Choose two professional licensure courses with approval  
of your program chair. (2 electives @ 3 credits)  
Suggestions: EIT703, EIT711, EIT712, ENG701, ESN710, ESP721.

Course schedule for Cambridge.

**If you enter in the Spring or Summer**

The program chair will assist you to:

- Take some courses (12 credits maximum, including other transfer credits, before program starts in the Fall), and
- Begin research for your Independent Learning Project.

Master of Education With Concentration



# Instructional Technology

**33 credits, 3 terms full-time** • This degree program does not satisfy licensure requirements for K-12 public school teachers.

Digital technologies are used throughout our society: in school, work place and at home. The Master of Education in **INSTRUCTIONAL TECHNOLOGY** is for educators who embrace these technologies in order to offer the best educational experiences possible for their students. At the same time, they develop a sense of responsible, good digital citizenship. The program focuses on the technologies and also on pedagogy which must change in tandem with the technologies. The teacher is no longer the primary source of knowledge in the classroom. The teacher is now an expert guide for students, overcoming limitations of geography and time in their quest for meaningful and useful knowledge. Their students no longer are passive recipients of information. Together, they are explorers, manipulators, and presenters of knowledge.

**Learning Outcomes** — Students gain broad knowledge of digital technology and pedagogy that is not restricted to any one set of hardware or software. They learn current best practices in education and teacher training. They become skilled and confident using technology for classroom use and professional presentations. They learn how to improve communication and collaborations using educational technologies. Their digital literacy skills, learned at the graduate level, apply also to K-12 environments. They become familiar with assistive technology resources for special education. They explore legal and ethical issues related to educational technology. They conduct research in the field, articulate and present their findings.

**Careers** — Graduates may work as educators in school, community and corporate settings. Teachers can re-direct their careers toward information technology and content development, increased participation in their school's IT policy formation and evaluation of future technologies, and involvement in professional conferences. (The program does not currently lead to initial licensure).

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission).

**Blended learning:** This program includes courses in classroom residence and distance learning courses.

**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.

**Professional Seminar & Project** .....9 credits

- EIT691-693 Professional Seminar (3 terms @ 2 credits)
  - EIT691 ..... Summer
  - EIT692 ..... Fall
  - EIT693 and ILP. .... Spring
- EIT800 Independent Learning Project (3 credits) . . .take with Seminar III

**Courses** ..... 24 credits

All courses @ 3 credits:

- EIT600 Using the Computer as a Research Tool for Educators ..... Summer
- EIT710 Legal & Ethical Internet Issues for Educational Technology ..... Summer
- EIT712 Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts Classroom ..... Summer

Some summer courses may also be offered in the Fall or Spring. See MyCC when web registration opens.

- EIT630 Perspectives on Pedagogy, Curric. & the Web. .... Fall
- EIT703 Impact of Technology on Education ..... Fall
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners ..... Fall
- EIT640 Integration of Technology & Computer Applications in the Classroom. .... Spring

Educational Technology Elective — Upper level course (600 or higher) chosen with approval of program chair. .... Spring

**If you enter in the Fall or Spring**

- The professional seminar leader will assist you to:
- Take some courses (12 credits maximum, including other transfer credits, before program starts in the summer), and/or
  - Begin research for your Independent Learning Project.







**Continued** → **Instructional Technology**

**Graduate Certificate**



**Educational Technology**

**9 credits, 1 summer term in class and online** • This certificate does not satisfy licensure requirements for K-12 public school teachers.

The role of educational technology in schools, at home and at work has never been more important. This certificate includes course work in online research methods, hands-on use of educational technologies, and good digital citizenship. Students will get a good start towards offering the best possible educational experiences for their audience.

**Careers** — This certificate is for educators considering content development or learning management specialist roles in school, community and corporate settings. It is also for those exploring becoming teachers. The courses give students an opportunity to build their technology skills, explore a possible new career direction and jobs.

**Next Step** — Students who want to pursue a degree may enroll in Cambridge College’s **Master of Education in INSTRUCTIONAL TECHNOLOGY**. The additional courses, seminar, and master’s project give students a broad, graduate-level knowledge of educational technology and teaching. They become skilled and confident using technology in school classrooms and professional presentations. They learn how to improve communication and collaborations using educational technologies. Their digital literacy skills, learned at the graduate level, apply also to K-12 environments and to special education.

**The certificate courses may be accepted** into Cambridge College’s MEd in Instructional Technology as transfer credits. The nine credits are included in the 12-credit transfer credit limit, and must be taken within 3 years of matriculation. (See Transfer of Credit).

**Courses** ..... **9 credits**

All courses @ 3 credits:

EIT600	Using the Computer as a Research Tool for Educators . . . . .	Summer
EIT710	Legal & Ethical Internet Issues for Educational Technology . . . . .	Summer
EIT712	Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts Classroom . . . . .	Summer

**Admissions requirements:** Bachelor’s degree and other general requirements (see Admissions).

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

**Program chair:** Hormoz Goodarzy, MPA  
617.873.0269 • hormoz.goodarzy@cambridgecollege.edu





Master of Education With Concentration

# Interdisciplinary Studies

32 credits, 3 terms full-time • This degree program does not satisfy licensure requirements for K-12 public school teachers.

The **INTERDISCIPLINARY STUDIES** program enables students to develop their own program in consultation with a faculty advisor to augment their knowledge and professional skills and, in some instances, prepare for a career transition. Students select courses from among the College's offerings in any or all disciplines. They are expected to articulate a rationale for each course selected. (Note: the program cannot prepare students for licensure.)

**Assessment** — Students meet with their faculty advisor to assess their progress in meeting their program goals as part of a formative evaluation process.

**Independent Learning Project** — Students will research and write about a topic that supports their post-graduate endeavors and/or personal growth.

**Learning Outcomes** — Students learn to integrate information from interdisciplinary perspectives and enhance their creativity, insightfulness, and unconventional but considered thinking. They improve their higher-order cognitive skills, capacity for independent thinking, and autonomous action. They employ meta-cognition in the classroom and in life circumstances, make connections among seeming dissimilarities; appreciate and enjoy questions, ambiguity, and paradox. Students interrogate diverse world views and become cognizant of ethical dimensions of issues and dilemmas.

**Careers** — Our graduates pursue a wide variety of jobs that involve a significant element of educating. They are tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations and human services, the criminal justice system; religious organizations, community planning and development, the criminal justice system, and corporations.

### Professional Seminar & Project .....9 credits

EED691-693 Professional Seminar — 3 terms @ 2 credits .....6  
 EED800 Independent Learning Project (take with Seminar III) ...3

### Theory & Practice of Education .....2 credits

EED590 (Fall) and 591 (Spring) — 2 terms @ 1 credit .....2

### Courses ..... 21 credits

Choose seven 3-credit graduate courses in education, counseling psychology, and/or management in consultation with professional seminar leader.

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission)

**12 transfer credits may be accepted:** Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

### Suggested Courses

Selected courses offered each term in response to student requests, subject to sufficient enrollment. Please contact program chair early the preceding term.

All courses @ 3 credits:

- EED544 Teacher As Artist. . . . .every term
- EED628 Effective Schools . . . . . in class and DL: every term
- EED647 Human Brain / Human Learning . . . . .every term
- EED704 Seminar in Current Educational Issues . . . . . in class and DL: every term
- EED705 Multicultural Diversity in Workplace & Classroom. . . . . in class every term; DL Fall, Spring
- EED512 Inclusion & Behavior Management . . . . . Fall
- EED564 Motivation and Teaching: Theories and Practices . . . Fall
- EED518 Effective Classroom Discipline Strategies . . . . . Spring
- EED520 Civil Rights and Social Justice: History of the Civil Rights Movement. . . . . Fall (in-class and DL)
- EED604 Social Science Research: Writing Your ILP . . Fall, Spring
- EED615 Intro to Integrative Learning & Learning Styles . Fall, Spring
- EED710 Alternative Assessment Strategies Across Curriculum . . . . . in class and DL: Fall, Spring
- EED699 Language & Literacy for Teachers K-12 . . . Fall, Summer
- ENG701 Integration of Reading & Writing With Children's Literature . . . . in class and DL: Fall, Summer
- EED617 Foundations of Social Justice . . . . . Fall, Summer
- EED680 Teaching America Through Its Literatures. . . Fall, Summer
- EED681 Visualizing Social Justice. . . . . Fall, Summer
- EED636 Re-Reading Global Oppression: The Last 500 Years. . . . . Summer
- EED663 Teaching Social Studies: The United States Through the Media . . . . . Summer
- EED503 Teaching Children With Different Learning Styles. . Summer
- EED584 Images and Information: An African American Woman's Notebook. . . . . Summer
- EED610 Strategies for Teaching Critical Thinking Across the Curriculum . . . . . Summer
- EED644 Theories of Leadership . . . . . Summer (DL)

See also course descriptions in the catalog for more elective courses.

Course offerings plan for Cambridge, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.

**If nine or more transfer credits are accepted,** the Professional Seminar is reduced to two terms and the Theory & Practice of Education to one credit.

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

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Library Teacher

For licensure: 38 credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education.

The **LIBRARY TEACHER** program prepares library teacher candidates who share a commitment to improving student learning and providing exemplary school library programs that engage children and teachers in the development of information, media, and technological literacy skills and lifelong learning values. School libraries today provide 21st century learning environments that ensure that students and staff are effective and ethical users and creators of ideas and information. By working with classroom teachers to plan, deliver, mediate, and assess student learning, library teachers have crucial roles to play in amplifying and deepening classroom lessons with the resources and specialized skills available to them.

**Learning Outcomes** — Our library teacher candidates are prepared to develop and promote quality school library programs. They understand and apply multiple technologies for individual and group learning, empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. They understand the history and current role of school libraries in education and learning. They are ready for leadership roles in teaching and information literacy, technological literacy, and media literacy. They work closely with other educators to instill a love of learning and reading, ensure equitable access to information resources, and to develop knowledge and skills needed to stimulate and integrate quality reading and inquiry skills into classrooms, labs, and libraries.

**Careers** — Graduates choose from a number of library and technology related careers including school librarians, media center directors, information and media literacy consultants, library technicians, library aides, media technicians, publishing assistants, educational software sales, and fee-based information services.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

**Professional Seminar & Project** .....9 credits

- ELM691N-693N Professional Seminar (3 terms @ 2 credits) . . . . . start in first term
- ELM800 Independent Learning Project (3 credits) . . . . . take with Seminar III

**Courses** ..... 24 credits

All courses @ 3 credits

- ELM509 Overview of the School Library Program . . . . . Fall
- ELM521 Reference Resources . . . . . Fall
- ELM532 New Technologies in the School Library . . . . . Fall
- ELM517 Literature for Young Adults . . . . . Spring
- ELM533 Information Literacy . . . . . Spring
- ELM523 Children's Literature . . . . . Summer
- ELM515 Evaluation, Selection, & Management of Learning Resources . . . . . Summer
- ELM561 Production of Instructional Materials . . . . . Summer

Course schedule for Cambridge.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy (MTEL).
- Pass all required courses.
- Pre-Practicum — 75 hours in diverse elementary, middle and high school settings (0 credit).

**Practicum (licensure students only)** .....5 credits

**ELM790 Practicum** — 300 hours (3 credits) . . . . . Fall, Spring (150 hours at each of any two of the following levels: PreK-5, 6-8, 9-12). Guided and evaluated by a licensed/certified library teacher 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.

**ELEM791 Practicum Seminar** (2 credits) . . . . . Fall, Spring Exit Performance Portfolio required for credit





Master of Education With Concentration

# Literacy Education

**31 credits, 4 terms full-time** • This degree program does not satisfy licensure requirements for K-12 public school teachers.

**LITERACY EDUCATION** considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing.

It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

**Learning Outcomes** — Students learn to recognize and demonstrate the influence that current trends (i.e., school restructuring, integrated/interdisciplinary curriculum, outcomes-based education, developmentally appropriate practices, instructional technologies, alternative assessment, and inclusion) have on curriculum. They utilize effective literacy lesson plans that use various instructional strategies and provide rationale for each component in literacy education. Students develop, teach and evaluate lesson plans for literacy lessons that include problem solving and critical thinking, with provisions for special needs learners, English language learners, gender factors, learning styles, multicultural aspects, global concerns and community setting.

**Careers** — Graduates may be able to become a literacy specialists for a collaborative, public, or private schools. Career possibilities include a literacy coach for adult learners and adults with diverse language and reading skills.

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission).

**12 transfer credits may be accepted:** Transfer courses must meet all general criteria for transfer (see Transfer of Credit). Three credits must be in content courses; nine credits must be in teaching skills & methodology.

**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.**

**Professional Seminar & Project .....5 credits**

- EUL691 Professional Seminar I .....0
- EUL692 Professional Seminar II .....2
- EUL800 Independent Learning Project with focus on literacy education (take with Seminar III) .....3

**Courses ..... 27 credits**

*Literacy specialist options — choose one*

All courses @ 3 credits:

**Early Literacy—Grades 1-5**

- EDU630 Emergent Literacy: Reading, Writing & Oral Development in the Early Grades ..... Summer
- ESL631 Second-Language Acquisition & Culture ..... Summer
- EDU632 Understanding Reading K-5 ..... Spring
- EDU635 Developing Writing Skills in the Early Childhood Years ..... Fall
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum ..... Fall

**Middle & Secondary Literacy—Grades 6-12**

- EDU602 Theory & Practice of Teaching Reading Comprehension (8-12) ..... Summer
- EDU612 From Writing to Reading ..... Summer
- EDU622 Active Assessment for Active Reading. .... Spring
- EDU625 Reading Comprehension in the Content Areas ..... Fall
- EED699 Language & Literacy for Teachers K-12. .... Fall

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Mathematics (1-6, 5-8, or 8-12)

For licensure: 38 credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **MATHEMATICS EDUCATION** program prepares students to effectively teach mathematics at the elementary (1-6), middle (5-8), and high school levels (8-12). Students learn the concepts, language, and procedures of mathematics; and develop competence in mathematics and interest in applying it to the world around them. The program builds on the College's successful student-centered curriculum that links theory and practice in a collaborative learning environment.

**Learning Outcomes** — Teacher candidates will understand and apply mathematical problem solving processes and construct rigorous mathematical arguments. They will understand how mathematics is best learned and taught, supporting positive attitudes towards the subject. They will make connections among ideas in mathematics and other fields. They will use varied representations of mathematical ideas to communicate mathematical thinking and deepen students' understanding. They will embrace technology as an essential tool for mathematics. They will become proficient in computation, understand relationships among quantities, use measurement concepts and tools, spatial visualizations and geometric modeling. They will understand data analysis, statistics, and probability. For middle and high school levels, they will also understand concepts, techniques and applications of the calculus and discrete mathematics.

**Careers** — The program is ideally suited for: a) adults who want to work with and help children learn the language of mathematics; b) current teachers who wish to add mathematics as a new subject area; c) those wishing to become National Board Certified mathematics teachers, mathematics coaches, mathematics specialists, and mathematics coordinators/directors; d) non-mathematics majors who wish to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who wish to pursue a more meaningful career in working with children. Teachers of mathematics at all school levels remain in high demand nationally; and individuals coming from careers in business, engineering, finance and the military are often very successful in relating the importance of the mathematics they teach, to the real world they have worked in for many years.

**Admissions requirements:** Bachelor's degree and other general requirements. Applicants for levels 5-8 and 8-12 must take a Cambridge College math placement test. Based on test results and program chair's recommendation, selected lower level math courses may be required before initial licensure courses.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

**Professional Seminar & Project . . . . . 9 credits**

- EME691N-693N Professional Seminar in Mathematics - Initial Level (3 terms @ 2 credits) . . . . . start in first term
- EME800 Independent Learning Project (3 credits) take with Seminar III

**Courses . . . . . 24 credits**

Take courses for your licensure level . . . . . 1-6 5-8 . . . 8-12

- MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas . . . . . ● . . . . ●
- MAT605 Technol in Math Learning & Teaching . ● . . . . ●
- MAT607 College Algebra . . . . . ● . . . . ●
- MAT609 Euclidean Geometry . . . . . ● . . . . ●
- MAT611 Calculus I . . . . . ● . . . . ●
- MAT613 Discrete Math . . . . . ●
- MAT615 History of Math . . . . . ● . . . . ● . . . . ●
- MAT618 Math Essentials . . . . . ●
- MAT621 Data Analysis . . . . . ●
- MAT623 Teaching Numerical & Geometric Structures . . . . . ● . . . . ●
- MAT625 Number Theory . . . . . ●
- MAT627 Abstract Algebra . . . . . ●
- MAT629 Non-Euclidean Geometry . . . . . ●
- MAT631 Calculus II . . . . . ●
- MAT633 Probability & Statistics . . . . . ●
- MAT635 Applied Math . . . . . ●

**Practicum Prerequisites**

- Pass all MTEL teacher tests required for this license: Communication & Literacy, and Elementary Mathematics, Middle School Mathematics, or Mathematics (8-12).
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 90 hours in diverse settings (0 credit).
- Pass all required courses including Independent Learning Project.

**Practicum (licensure students only) . . . . . 5 credits**

**Practicum** in Mathematics—300 hours (3 credits). . . . . Fall, Spring

Guided and evaluated by a licensed/certified math teacher in the classroom and Cambridge College mathematics 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.

- MAT790A Practicum 1-6
  - MAT790B Practicum 5-8
  - MAT790C Practicum 8-12
  - MAT791 Practicum Seminar** in Mathematics Teaching (2 credits). . . . . Fall, Spring
- Exit Performance Portfolio required for credit.







Continued

# Mathematics (1-6, 5-8, or 8-12)

## COURSE OFFERINGS PLAN / PREREQUISITES

Professional Seminar, Independent Learning Project . . . . .	every term
MAT609	Euclidean Geometry . . . . . Fall
MAT625	Number Theory (req. MAT611) . . . . . Fall
MAT611	Calculus I (reqs. MAT607 & 609) . . . . . Fall, Spring
MAT615	History of Math (reqs. MAT607, 609, 611) . . . . . Fall, Spring
MAT631	Calculus II (req. MAT611) . . . . . Spring
MAT613	Discrete Math (reqs. MAT607 & 609) . . . . . Spring
MAT621	Data Analysis . . . . . Spring
MAT635	Applied Math (reqs. MAT611 & 631) . . . . . Spring
MAT623	Teaching Numerical & Geometric Structures . . . . . Spring, Summer

MAT603	Arithmetic to Algebra . . . . .	Summer
MAT605	Technol. in Math (reqs. MAT607, 609, 611, 613) . . . . .	Summer
MAT607	College Algebra . . . . .	Summer
MAT618	Math Essentials . . . . .	Summer
MAT627	Abstract Algebra (req. MAT607) . . . . .	Summer
MAT629	Non-Euclidean Geometry (req. MAT609) . . . . .	Summer
MAT633	Probability & Statistics (req. MAT613) . . . . .	Summer
MAT790-791	Practicum and Practicum Seminar . . . . .	Fall, Spring

Prerequisites as listed or program chair's approval.

Course schedule for Cambridge only.

## Graduate certificate



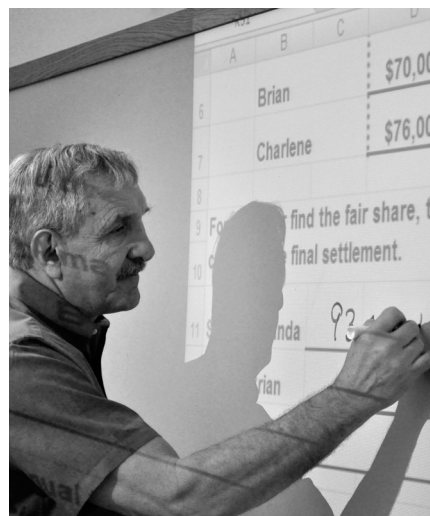
# Mathematics Specialist

12 credits, 2 terms

This program is best suited for current classroom teachers who wish to add mathematics as a new subject area to their professional skills; and to new teacher candidates entering the teaching profession who are non-mathematics majors, and who wish to earn a highly qualified title to their academic experience and broaden their teaching careers as a mathematics specialist or mathematics coach.

Choose math specialist option in elementary/middle school or high school math, and take courses as outlined below.

3-credit courses for your Math Specialist choice	Elem/Middle School	High School
MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas . . . . .	•	
MAT623 Teaching Numerical & Geometric Structures . . . . .	•	
MAT615 History of Math . . . . .	•	•
MAT708 Diagnosis & Remediation of Learning Problems in Math . . . . .	•	•
MAT611 Calculus I . . . . .		•
MAT609 Euclidean Geometry . . . . .		•



Master of Education With Concentration



# School Nurse Education

**32 credits, 4 terms full-time** • In Massachusetts, this degree may lead to school nurse professional licensure. In other states, this program does not satisfy licensure requirements. You must check with your state licensing/credentialing authorities.

Inspired by increased responsibilities of school nurses in the past decade, our M.Ed. in **SCHOOL NURSE EDUCATION** strengthens the knowledge of school nurse professionals. The curriculum focuses on nursing processes with school age children, management and evaluation of school health programs, leadership skills, research in the field, and legal and ethical issues in this unique nursing specialty.

The program builds upon the standards of the National Association of School Nurses and reflects competency requirements outlined by the Massachusetts Department of Elementary and Secondary Education (DESE).

**Learning Outcomes** — Students will discover their learning style and strengths, becoming lifelong learners. They will make sense of previous experiences and build on them to integrate new information, skills, and attitudes. They will gain competencies in research and analysis, and understanding of evidence-based health program outcomes, practice protocols and policies. They will serve more effectively as nurses and educators of children and adults from diverse backgrounds with diverse needs, creating learning environments and presentations. They will have a network of relationships with fellow learners, Cambridge College faculty, and the faculty of their own schools, a ready resource for their career growth in collaborative school health leadership.

**Careers** — Graduates will grow in confidence and competence in their professional role as an expert school health manager and leader in each of their school systems. They are encouraged to publish in professional journals, present at local and national conferences for educators and school nurses, develop and initiate new policies/health care protocols within their school districts, mentor new school nurse hires, and apply for and advance into formal leadership roles.

**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admissions)
- Registered nursing license (RN).

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

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

**Program chair:** Patricia Johnson, RN, EdD  
617.873.0347 • Patricia.Johnson@cambridgecollege.edu

**SUMMER 1 on campus and distance learning . . . . . 14 credits**

ESN691	Professional Seminar I . . . . .	2
ESN660	Principles, Process, Practc of School Health Mgt . . . . .	3
ESN710	Dealing With Grief & Loss: Role of Educators & School Nurses. . . . .	3
ESN725	Legal Responsibilities & Ethical Issues for School Nurses . . .	3
ESN780	School Nurse Leadership in School & Community. . . . .	3

**FALL 1 distance learning . . . . . 5 credits**

ESN692	Professional Seminar II . . . . .	2
ESN750	Evaluation of School Health Programs. . . . .	3

**SPRING 1 distance learning . . . . . 7 credits**

ESN693	Professional Seminar III. . . . .	1
ESN800	Independent Learning Project . . . . .	3
	One elective . . . . .	3

**SUMMER 2 on campus and distance learning . . . . . 6 credits**

	Two electives . . . . .	6
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**Electives** must be in health, family & consumer sciences, instructional technology, counseling psychology, school guidance, special education, or teaching skills and methodologies. If courses in these areas are not available, other courses in educaton may be taken as electives with program chair's approval.

**Nine transfer credits** in education or nursing may be accepted as electives. Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

**Program changes** effective Summer 2012.

**No more than 15 credits** can be completed through Cambridge College distance learning courses.

**If you enter in the fall or spring**, work with program chair to choose electives and begin research for the Independent Learning Project.

**Continued** → See also post-master's certificates, next page.



Continued

# School Nurse Education — Advanced School Nursing Practice Certificates

Post-master's certificate



## Health Promotion for School Nurses

15 credits, 3 terms part-time

This certificate addresses the continued needs of professional school nurses to advance their leadership skills within a variety of school settings. They will strengthen their advocacy and public relations skills, as well as grow in confidence and competence as health management leaders within their school communities. They will acquire skills to build multidisciplinary school/community partnerships, to promote and advance the mission of coordinated school health programs.

All courses @ 3 credits:

EHE660	Family & Interpersonal Health: Promoting Mental Health Through School-Based Interventions . . .	Summer
EHE709	The Interdependence Between the Ecological Environment & Human Health . . . . .	Summer
EHE610	Principles of Health Promotion & Disease Prevention: Public Health Issues . . . . .	Fall
EHE701	Current Research on the Interrelationship of Risk Factors . . . . .	Fall
EHE707	Aspects of Violence Prevention: Special Concerns in Today's School Environment . . . . .	Spring

Post-master's certificate



## Health Education for School Nurses

15 credits, 3 terms part-time

This certificate provides school nurse/educators with additional knowledge, skills and competencies for addressing classroom and individual educational needs of faculty, staff, and students at all levels; and of parents within their school communities. Emphasis is on recognizing the domino effect of risk behaviors, assessing health literacy including various types of media influence, and developing and evaluating the effectiveness of classroom health curriculum.

All courses @ 3 credits:

EHE713	Assessing Health Literacy . . . . .	Summer
EHE670	Building & Evaluating Coordinated School Health Programs . . . . .	Summer
EHE620	Curriculum Implementation in the Health Classroom . . . . .	Fall
EHE703	New Perspectives in Teaching Human Sexuality . . . .	Fall
EHE680	Teaching Skills for Risk Reduction & Positive Behavior Change . . . . .	Spring

**Admissions requirements:**

- Master's degree and other general requirements (see Admission).
- Registered nursing license (RN).

**Programs and course schedules** subject to change without notice.

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

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Teacher of Students with Moderate Disabilities PreK-8

For licensure: 45 credits, 4-5 terms full-time • Non-licensure: 40 credits, 3-4 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **TEACHER of STUDENTS WITH MODERATE DISABILITIES** program prepares special education teachers and leaders to be caring and competent, with the essential and critical skills to understand the use of diverse curriculum design and development. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8.

**Outcomes** — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum.

**Careers** — Students who complete this program will be eligible for licensure to teach in grades preK-8 as a co-teacher, a consulting teacher or a teacher of record in resource room settings.

## Professional Seminar & Project .....7 credits

ESP691N-692N Professional Seminar in Special Education-Initial (2 terms @ 2 credits) ..... start in first term

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800 Independent Learning Project (3 credits) take with Seminar II

## Courses ..... 33 credits

All courses @ 3 credits except as noted:

- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) ..... every term
- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) ..... every term
- ESP594 Collab & Consultation Technq (2 credits) . . . . . every term
- MAT623 Teaching Numerical & Geometric Structures . . . every term
- ESP512 Inclusion & Classroom Behavior Mgt . . . . . Summer, Fall
- ESP662 Principles of Language Dev Bridging Differences & Disorders. . . . . Summer, Fall
- ESP689 Theories of Typical & Atypical Human Development . . . . . Summer, Fall
- MAT609 Euclidean Geometry . . . . . Summer, Fall
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children. . . . . Summer, Spring
- ESP615 Assistive Technology: Modifying Curric for Diverse Learners . . . . . Summer, Spring
- ESP680 Pedagogy in Reading & Eng Lang Arts . . Summer, Spring
- ESP695 Laws & Regulations Pertaining to Special Education. . . . . Fall, Spring
- MAT618 Math Essentials . . . . . Spring

Course schedule for Cambridge, subject to change.

## Practicum Prerequisites

### Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTEs: **PreK-8:** Communications and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.). In addition, a Competency Review is required for a Preliminary license.
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 75 hours embedded in courses, in diverse settings (0 credit)
- Pass all required courses.

## Practicum (licensure students only) .....5 credits

**ESP790A Practicum (PreK-8) — 300 hours** in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring

Guided and evaluated by a licensed/certified special educator 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.

**ESP791 Practicum Seminar (2 credits)** . . . . . Fall, Spring  
Exit Performance Portfolio required for credit.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Teacher of Students with Moderate Disabilities 5-12

For licensure: 45 credits, 4-5 terms full-time • Non-licensure: 40 credits, 3-4 terms full-time

• Program approved by the Mass. Dept. of Elementary & Secondary Education

The **TEACHER of STUDENTS WITH MODERATE DISABILITIES** program prepares special education teachers and leaders to be caring and competent with the essential and critical skills to understand the use of diverse curriculum design and development. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities 5-12.

**Outcomes** — Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum.

**Careers** — Students who complete this program will be eligible for licensure to teach in grades 5–12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings.

**Professional Seminar & Project . . . . . 7 credits**

ESP691N-692N Professional Seminar in Special Education-Initial (2 terms @ 2 credits) . . . . . start in first term

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800 Independent Learning Project (3 credits) take with Seminar II

**Courses . . . . . 33 credits**

All courses @ 3 credits except as noted:

- ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit) . . . . . every term
- ESP592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit) . . . . . every term
- ESP594 Collab & Consultation Technq (2 credits) . . . . . every term
- ESP512 Inclusion & Classroom Behavior Mgt . . . . . Summer, Fall
- ESP662 Principles of Language Dev Bridging Differences & Disorders . . . . . Summer, Fall
- ESP689 Theories of Typical & Atypical Human Development . . . . . Summer, Fall
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children . . . . . Summer, Spring
- ESP615 Assistive Technology: Modifying Curric for Diverse Learners . . . . . Summer, Spring
- ESP680 Pedagogy in Reading & Eng Lang Arts . . Summer, Spring
- ESP695 Laws & Regulations Pertaining to Special Education . . . . . Fall, Spring
- MAT618 Math Essentials . . . . . Spring  
**or** MAT708 Diagnosis & Remediation of Learning Problems in Math . . . . . Summer, Spring
- SCI680 Attaining Science Literacy . . . . . once/year
- ESP636 Teaching Social Science, History and Multicultural Education in Grades 5-12 . . . . . Fall

Course schedule for Cambridge only.

**Practicum Prerequisites**

- Pass all teacher tests required by the state for this license.  
 Massachusetts MTEs: **5-12:** Those seeking this license for 5-12 must take and pass the Communications and Literacy, Foundations of Reading and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 75 hours embedded in courses, in diverse settings (0 credit).
- Pass all required courses.

**Practicum (licensure students only) . . . . . 5 credits**

**ESP790B Practicum (5-12) — 300 hours** in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring  
 Guided and evaluated by a licensed/certified special educator 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.

**ESP791 Practicum Seminar** (2 credits) . . . . . Fall, Spring  
 Exit Performance Portfolio required for credit.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication & Literacy Test (MTEL).

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

**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.**





Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE

# Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)

34 credits, 3 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education

The **TEACHER of STUDENTS WITH MODERATE DISABILITIES professional level** program prepares teachers with an initial license in Moderate Disabilities to complete their MA licensure requirements.

**Outcomes** — Graduates enhance their academic knowledge base and professional experiences as special educators with courses in pedagogy and the arts and sciences. They successfully combine their own experiences with what they have learned in courses, research and best practices. They demonstrate understanding of these areas through successful completion of required courses.

**Careers** — The Commonwealth of Massachusetts requires all teachers to complete a two-stage licensure program. With a professional license, a teacher can continue to teach in Massachusetts schools. With this license, a qualified teacher could be the “teacher of record” in a substantially separate classroom, a co-teacher working with general educators, or support students and faculty through consultation.

**Admissions requirements:**

- Bachelor’s degree and other general requirements (see Admission).
- Initial license in moderate special education.
- Three full years experience in the role of that license.

**Further degree requirement** if not previously completed:

- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.

**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.**

**Further Massachusetts requirements for professional licensure**  
Students are responsible to meet the following requirements:

- A one year induction program with a mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year.

**Professional Seminar & Project .....7 credits**

ESP691P-692P Professional Seminar in Special Education- Professional Level — 2 terms @ 2 credits . . . . . start in first term

An additional professional seminar may be required, based on the student’s experience and progress made in Professional Seminar I.

ESP800 Independent Learning Project (3 credits) . . . . . take with Seminar II

**Education Courses..... choose 12 credits**

All courses @ 3 credits:

- ESP721 Using Multiple Intelligences & Accelerated Learning in Teaching Eng Lang Arts, Math, History, Science . . . . . Summer
- EED705 Multicultural Diversity in Workplace & Classroom . . . . . Summer, Fall
- EED710 Alternative Assessment Strategies Across Curriculum . . . . . Fall
- EED628 Effective Schools . . . . . Spring
- EED704 Seminar in Current Educational Issues . . . . . Spring

**Arts & Sciences..... choose 15 credits**

All courses @ 3 credits:

- ENG701 Integration of Reading & Writing With Children’s Literature . . . . . Summer
- ESP701 Students with Disabilities & the Visual Arts . . . . Summer
- MAT708 Diagnosis & Remediation of Learning Problems in Math . . . . . Spring, Summer
- EIT712 Using Educational Technology to Improve Teaching & Learning in Math, Science, & English Lang. Arts (DL) . . . . . Fall
- EIT703 Impact of Technology on Education . . . . . Spring

Course schedule for Cambridge, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.





Master of Education With Concentration

# Teaching Skills & Methodologies

**32 credits, 3 terms full-time** • This degree program does not satisfy licensure requirements for K-12 public school teachers.

**TEACHING SKILLS & METHODOLOGIES** is a program for mid-career teachers.

**Outcomes** — Students gain current, strategic skills and knowledge that can revitalize teachers' classrooms.

Effectively research, write and submit a professional, master's project that enhances the students learning for post graduate endeavors;

**Careers** — Teachers and college faculty will benefit from Teaching Skills and Methodologies. (The program does not lead to licensure.)

**Admissions requirements:** Bachelor's degree and other general requirements (see Admission).

**12 transfer credits may be accepted:** Transfer courses must meet all general criteria for transfer (see Transfer of Credit). Three credits must be in content courses; nine credits must be in teaching skills & methodology.

**If nine or more transfer credits are accepted,** the Professional Seminar is reduced to two terms and the Theory & Practice of Education to one credit.

**Each term, some of the courses listed will be offered.**

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

**Program subject to change.**

**Professional Seminar & Project .....9 credits**

- EED691-693 Professional Seminar  
3 terms @ 2 credits; start in first term . . . . . every term
- EED800 Independent Learning Project  
take with Seminar III . . . . . every term

**Education Courses.....2 credits**

- EED590-591 Theory & Practice of Education — 2 terms @ 1 credit . . . . . Fall, Spring

**Skills & Methodologies ..... choose 12 credits**

Choose four courses @ 3 credits:

- EED586 How to Teach and Reach All Students Using Multiple Intelligences . . . . . Summer
- EED623 Classroom Management Using Accelerated Learning . . . . . Summer
- EED503 Teaching Children With Different Learning Styles. . Summer
- EED610 Strategies for Teaching Critical Thinking Across the Curriculum . . . . . Summer
- EED704 Seminar in Current Educational Issues . . . . . in class and DL: every term
- ESP512 Inclusion & Classroom Behavior Management . . . . . Summer, Fall
- EIT640 Integration of Technology & Computer Applications in the Classroom. . . . . Summer, Spring
- EED705 Multicultural Diversity in Workplace & Classroom. . . . . in class every term; DL Fall, Spring
- EED710 Strategies for Teaching Alternative Assessment Across the Curriculum . . . . in class and DL: Fall, Spring
- ELE630 Classroom Management with Models of Teaching. . Spring

**Content Electives ..... choose 9 credits**

Choose content courses in literature, English, social studies, mathematics, science, health, literacy, English as a second language.

Course offerings plan for Cambridge, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.



Master of Education With Concentration

# Teaching Social Justice

**32 credits, 4 terms** • This degree program does not satisfy licensure requirements for K-12 public school teachers.

The **TEACHING SOCIAL JUSTICE** program is based on the recognition that education is critical to creating a more just and sustainable world. Education is approached as a transformational, liberating force for educators, social change agents, and students.

Diverse written and visual texts from around the world are used to address systemic structures that lead to domination and oppression. Alternative world views that can serve as a foundation for building just communities are explored.

Extensive reading, writing, research, and oral assignments, intensive classroom discussion and distance learning provide meaningful learning opportunities.

**Outcomes** — Students come to understand the last 500 years of historical, geographical, political, religious and other legacies that have created the current injustices in America and the world, and they interrogate systemic injustice. Students appreciate the richness of diverse cultures and the complexities of human development and identity formation. They develop a heightened interdisciplinary sense of global interconnections. They critically measure personal belief systems vis-a-vis scholarly literature, and understand multiple diverse and global perspectives.

They learn to design educational courses or organizational plans of action from an interdisciplinary approach and social justice perspective, to promote social, political, educational, ecological, and economic justice. They are able to engage in leadership actions to sustain, restore, and preserve communities and the environment. Their research project and presentation can support their post-graduate endeavors. They participate competently in a supportive professional network, becoming change agents at their places of employment and in their communities.

**Careers** — Our graduates pursue a wide variety of jobs that involve a significant element of educating. They are tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations and human services, the criminal justice system; religious organizations, community planning and development, and corporations.

**SUMMER 1 on campus ..... 14 credits**

EUE691	Professional Seminar I	2
EED636	Re-Reading Global Oppression: The Last 500 Years	3
EED617	Foundations of Social Justice	3
EED647	Human Brain, Human Learning	3
EED705	Multicultural Diversity Issues in the Workplace & Classroom	3

**FALL 1 distance learning ..... 6 credits**

EUE692	Professional Seminar II	2
EED590G	Theory & Practice of Education (DL)	1
	One education elective	3

**SPRING 1 distance learning ..... 6 credits**

EUE693	Professional Seminar III	2
EED591G	Theory & Practice of Education (DL)	1
EUE800	Independent Learning Project	3

**SUMMER 2 on campus ..... 6 credits**

Choose two courses:

EED584	Images and Information: An African American Woman's Notebook	3
EED663	Teaching Social Studies: The United States Through the Media	3
EED680	Teaching America Through Its Literatures	3
EED681	Visualizing Social Justice	3

**Admission requirements:** Bachelor's degree and other general requirements (see Admission).

**12 transfer credits may be accepted:** Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

**If nine or more transfer credits are accepted,** the Professional Seminar is reduced to two terms and Theory & Practice of Education to one credit. Education electives are also reduced or eliminated, enabling students to complete the program in 2-3 terms.

**No more than 15 credits** can be completed through Cambridge College distance learning courses

**Program subject to change.**

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

**Program chair:** Diane Harper, MA • 617.873.0259  
Diane.Harper@cambridgecollege.edu



# Department of Educational Leadership

## Introduction and Policies

The Department of Educational Leadership is committed to making a systemic difference at the local, regional, and national levels of the educational system by developing a new generation of educational leaders who are able to work collaboratively to find ethical and socially responsible research-based solutions to the concrete and complex challenges facing K-12 school systems. The department offers a master of education (MEd) in school administration, certificate of advanced graduate studies (CAGS) programs in school administration, curriculum and instruction, and special education administration; and a doctor of education (EdD) in educational leadership. All our programs are presently linked by three threads: transformative leadership, educational renewal, and social justice. All programs are based on the standards of the Educational Leadership Constituent Council (ELCC) and follow the Massachusetts Department of Elementary and Secondary Education's (DESE) Guidelines for the Preparation of Administrative Leaders. The ultimate goal is to create competent, caring and qualified educators, based on the principles of the Teacher Education Accreditation Council (TEAC).

### Cohort-Based Education

Our cohort-based instructional model provides students with a built-in network of committed educators. The sequence of courses allows a cohort to develop professional relationships, support systems, and partnerships that will help sustain learning, research, and professional development. All cohorts are guided by experienced advisors who help students link coursework, practicum, research design, the culminating project, and contemporary educational issues.

**Doctoral applicants are reviewed annually and a new cohort is admitted every other year.**



### Master Practitioner-Scholars

Our programs are taught by highly qualified faculty with extensive scholarly and/or practical K-12 experience. Students take courses from seasoned researchers and practitioners who work collaboratively to support each one's professional growth and development.

### Social Justice- Oriented Education

Our cohort-based instructional model provides students with a built-in network of committed educators. The sequence of courses allows a cohort to develop professional relationships, support systems, and partnerships that will help sustain learning, research, and professional development. All cohorts are guided by experienced advisors who help students link coursework, practicum, research design, the culminating project, and contemporary educational issues. Cambridge College is committed to fostering equity and social justice at all levels of the educational system. Our graduates are making a difference at the classroom, school, district, state, and national levels.

### Theory Into Practice

Our programs actively support the transformation of research into meaningful change. Master's students complete an independent learning project (ILP); CAGS students complete an action research project (ARP); and doctoral students complete a dissertation. Projects are subject to review by the Institutional Review Board that approves the research methodology for studies to ensure that the rights and welfare of human subjects involved in the research study are not abrogated or endangered.

### Program Standards

The Educational Leadership Program is based on the standards of the Massachusetts Department of Elementary and Secondary Education (DESE) and the Educational Leadership Constituent Council (ELCC). The Dept. of Educational Leadership has recently submitted re-designed programs to DESE and has received approval with conditions.

### Program Objectives

The program is designed to develop educational leaders who exhibit performance indicators identified by DESE which demonstrate that graduates of the program will promote the learning growth and achievement of all students and staff. They will have a vision of powerful teaching and learning; understand how to ensure effective management and safety; know how to develop partnerships with families and the community; and provide ethically reflective leadership.

### Licensure

Master's and CAGS course work is structured in accordance with the standards and performance indicators for leadership licensure of the Massachusetts Department of Elementary and Secondary Education (DESE) and is subject to change.

## Leadership Career and Degree Paths

After teaching for a time, the next steps in your career may become clearer. Perhaps you find yourself a leader among your colleagues, and you have discovered a passion and ability to organize other people toward change in your school and community. School leadership — as a principal, superintendent or supervisor — may be your next career step.

After some years as a licensed principal or other school leader, you find that you're capable of expanding your reach beyond your school or your school system. Possibly, you find yourself with the drive and experience necessary to teach and mentor others to be educators. Or, perhaps you have encountered a specific educational problem that you know you could solve if you were better equipped as a researcher.

The School of Education at Cambridge College can help you reach your goals of serving our children, our schools and our communities through its Educational Leadership programs:

### Prepare for Administrator Licensure

Prepare for initial licensure as a school administrator:

- Master of Education.
- Certificate of Advanced Graduate Studies.

### Licensed School Administrators

If you are already a licensed school administrator (or are not yet seeking licensure), you can choose another concentration of interest and become more knowledgeable in another area.

- Prepare for licensure as a school or central office administrator.
- Learn to do action-based research and prepare a school improvement plan.
- Increase your earning potential as an educator.
- Strengthen and lead school-wide and district-level educational reform.

### Educational Leaders

Become a practitioner-scholar with our doctor of education program:

- Conduct and apply original research, analyze findings, develop solutions based upon the data, and put them into action.
- Transform your schools and districts through collaborative social justice leadership.
- Expand the reach of your leadership from the classroom or school-level to the district and state level.
- Teach at the college or university level.





## School Administration

**For licensure or non-licensure: 37 credits, 4 terms full-time** • **Program conditionally approved** (see below) 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 **SCHOOL ADMINISTRATION** program is based on the standards of the Educational Leadership Constituent Council (ELCC) and follows the Massachusetts Department of Elementary and Secondary Education's (DESE) Professional Standards for Administrators. The program prepares administrators who have demonstrable skills in instructional leadership, management and operations, family and community engagement, and fostering of a professional culture. The ultimate goal is to create competent, caring and qualified educators, based on the principles of the Teacher Education Accreditation Council.

**Outcomes** — Graduates demonstrate a realistic understanding of the expectations and responsibilities of site-based administrators. They shall be able to promote the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling. They are able to effectively, safely, and efficiently use resources to implement appropriate curriculum, staffing, and scheduling; establish effective partnerships with families, community organizations, and other stakeholders to support the mission of the school and district; and nurture and sustain a school culture of reflective practice, high expectations, and continuous learning for staff.

**Careers** — Graduates who qualify to seek one of the site administrator licenses can enter into the full range of school leadership positions as well as enter into the policy arena. Most commonly graduates assume teacher-leader roles, assistant principal and principal positions. Some move into management of corporate education. Those graduating in the non-licensure track are able to pursue positions in private and charter schools; in workforce development, training, or policy. Some graduates enter the Cambridge College CAGS program in educational leadership and move into the same positions as above with the addition of central office positions.

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

### Admissions Requirements

- Bachelor's degree with **minimum cumulative GPA of 3.0**. Applicants with lower grades may apply but must provide compelling evidence of potential to complete graduate level coursework.
- Three full years of specific employment.
- All other Educational Leadership/MEd 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.

**Admission 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, one from EAD691 leader and one from an course faculty instructor.
- Change of Academic Program form signed by program chair.

### Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy (MTEL).
- SEI600 Sheltered English Instruction (3 additional credits) or MA DESE-endorsed course or SEI MTEL.
- Pre-Practicum — 25 hours.
- Pass all courses.

### Practicum — 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.

EAD790A Supt/Asst Supt (all levels)

EAD790B Princ/Asst Princ (PreK-6)

EAD790C Princ/Asst Princ (5-8)

EAD790D Princ/Asst Princ (9-12)

EAD790E Superv/Dir (at level of prerequisite license)

Exit Performance Portfolio required for credit.

\*300 hours for Supervisor/Director

**Continued**



Continued

## School Administration

Seminars, Courses & Final Project		Pre-Practicum	Credits	Schedule
EAD691N	Professional Seminar I	25 hours	2	first term
EAD692N	Professional Seminar II	0	2	second term
		Practicum		
EAD693N	Professional Seminar III: Research	65 hours	2	third term
EAD688	Legal Aspects of School Administration	10 hours	3	Fall (DL), Spring
EAD690	Finance & Business Admin for School Administrator	10 hours	3	Fall, Spring (DL), Summer
EAD684	Selection, Development, & Supervision of Educational Personnel	10 hours	3	Fall, Summer
EAD712	Curriculum Development, Assessment & Improvement for the School Administrator	10 hours	3	Fall, Summer
EAD662	Contemporary Issues & Topics in Educational Administration /Technological Skills	10 hours	3	Spring, Summer
EAD782	Reconceptualization of Schools	10 hours	3	Spring, Summer
EAD720	Advanced Systems Theory (additional for Supt/Asst Supt; program total 40 credits)	10 hours	3	Summer
EAD694N	Professional Seminar IV: Research <i>must be taken together with EAD790</i>	65 hours	2	
EAD790	Practicum in School Administration (see below)	300 hours	5	
EAD800	Independent Learning/Research Project	0	3	last term
		Totals	500 hours	37 credits

**Program approval** — This newly redesigned program is conditionally approved by the Mass. Dept. of Elementary and Secondary Education. Conditions must be met before formal approval is granted, or approval may be revoked. During conditional approval, the College and its candidates receive the full benefits of state approval; however, candidates may not enjoy full reciprocity benefits outside Massachusetts.

**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.**

## CAGS in Educational Leadership



# Certificate of Advanced Graduate Studies

**For licensure or non-licensure: 36 credits, 4 terms full-time** • **Program conditionally approved** (see below) by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels) • Principal/Assistant Principal (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.
- SEI600 Sheltered English Instruction (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.

ECA805 <b>A</b> -806 <b>A</b>	Supt/Asst Supt (all levels)
ECA805 <b>B</b> -806 <b>B</b>	Princ/Asst Princ (PreK-6)
ECA805 <b>C</b> -806 <b>C</b>	Princ/Asst Princ (5-8)
ECA805 <b>D</b> -806 <b>D</b>	Princ/Asst Princ (9-12)
ECA805 <b>E</b> -806 <b>E</b>	Supervis/Dir (at level of prerequisite license)
ECS805 <b>S</b> -806 <b>S</b>	Special Education Administration (all levels)

Exit Performance Portfolio required for credit.

\*300 hours for Supervisor/Director

**Continued**



CAGS in Educational Leadership

Continued

# Certificate of Advanced Graduate Studies

<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.

**Program approval** — This newly redesigned program is conditionally approved by the Mass. Dept. of Elementary and Secondary Education. Conditions must be met before formal approval is granted, or approval may be revoked. During conditional approval, the College and its candidates receive the full benefits of state approval; however, candidates may not enjoy full reciprocity benefits outside Massachusetts.

**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.**

**Website:** [www.cambridgecollege.edu/edleadership](http://www.cambridgecollege.edu/edleadership)

# Doctor of Education

The Doctor of Education in Educational Leadership equips practitioner-scholars to become more effective leaders through improved analytical and research skills. It develops community-oriented and culturally competent leaders who epitomize the ideal of the practitioner-scholar. Our goal is to develop a new generation of social justice leaders in education who work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems.

PLEASE NOTE: Doctoral cohorts are admitted every other year.

## Educational Leadership Mission

The Educational Leadership Doctoral Program (ELDP) offers an intensive and rigorous degree program that embraces and extends the Cambridge College mission. Our focus is building quality leadership capacity for social justice through collegial engagement with theory, practice, and research.

## Vision

By providing our students with a supportive and challenging preparation in theory, practice and research, we develop skilled leaders who act on the belief that there can be no true equity without excellence, just as there can be no true excellence without equity.

## Program Advising

Students advance through the doctoral program with the help of faculty members who serve as guides and advisors for various aspects and stages of the program. In addition, doctoral students are assigned to select committees of faculty who examine and approve the student's progress through program requirements. Upon admission to the doctoral program, students are assigned a program advisor.

## Doctoral Candidate Status Requirements

At the end of the first year all doctoral students will be required to meet the following requirements, allowing them to change status from doctoral student to doctoral candidate.

Successful completion of:

- Written review research documents similar to those reviewed upon admission to the program.
- EDL940.
- The research prospectus.

During EDL 940, students will prepare a prospectus of the research dissertation they are planning. Students will present this prospectus to a faculty member whom they would like to be chair of their dissertation committee. Once the faculty member agrees to serve as chair, the faculty member will also serve as advisor to the students in the writing of their dissertation and the selection of dissertation committee members.

## Proposal Defense & IRB Review

Upon completion of the proposal, all doctoral candidates are required to defend their proposal to their committee. Successful defense is required before the doctoral candidate can submit an IRB proposal for review – a review by the Institutional Review Board (IRB) that

approves the research methodology for studies to ensure that the rights and welfare of human subjects involved in the research study are not abrogated or endangered. Unless special dispensations are agreed to in advance for extraordinary circumstances, no doctoral candidate is allowed to proceed with his or her fieldwork until IRB approval is given.

## Dissertation

It is the student's responsibility to discuss the selection of the dissertation committee with the dissertation chair. A minimum of three individuals with doctoral degrees and expertise in the research topic is required for all doctoral committees. In consultation with the dissertation chair, the student selects a dissertation committee of at least two Cambridge College doctoral faculty members. The student may select a third Cambridge College faculty member or an external faculty member with a doctoral degree who is approved by the Cambridge College doctoral faculty. The dissertation committee will evaluate the student's dissertation proposal. Faculty members may accept or decline a student's request to serve as dissertation advisor or as a member of the dissertation committee.

Doctoral candidates wanting to graduate and participate in graduation ceremonies must defend no later than March 11 in order to allow for any post-defense changes that may be required to fully meet the Committee's expectations and a final review to ensure that the final dissertation is ready for submission to UMI Dissertation Publishing. If post-defense changes are not successfully completed by mid-May and other reviews not completed by the third week in May, the doctoral candidate will not be able to participate in the next graduation ceremony.

## Residency

The anchor points of the doctoral program are the two summer residencies required of students. The required residencies provide the opportunity for intensive instruction, research, and interaction within a scholarly community with access to the rich research resources of Boston and Cambridge.

## Doctoral Seminars

A unique feature of the Cambridge College doctoral program is the doctoral seminar series. This series of four seminars in which the entire doctoral faculty participate, focus on critical topics in the development of the intellectual skills and attitudes that characterize practitioner researchers. Students have the opportunity to engage in scholarly discussions with faculty who are accomplished as both researchers and educational practitioners.

## Transfer of Credit

With prior approval of the program director, students may transfer up to 21 graduate credits (up to 9 master's degree credits and/or up to 12 CAGS or EdS credits). Requests for transfer must be made at the time of application. Transfer is made after careful consideration of the course content, grade, and issuing institution. Application for transfer of credit does not guarantee approval.





EdD in Educational Leadership

# Doctor of Education

70-72 credits, 9 terms/3 years

## Summer 1 4-week cohort residency

EDL830	Educational Leadership & Social Justice . . . . .	3
EDL850	Contexts for Qualitative & Quantitative Research Methodologies . . . . .	3
EDL900	Introduction to Doctoral Studies . . . . .	1
EDL910	Doctoral Research Seminar I: Strategies & Tactics. . . . .	3

## YEAR 1 Fall

EDL920	Doctoral Research Seminar II: Research in the Public Interest . . . . .	1
EDL810	Transformative Educational Leadership . . . . .	3
EDL860	Qualitative Research Methods & Design . . . . .	3

Doctoral elective possible.

## YEAR 1 Spring

EDL930	Doctoral Research Seminar III: Reflective Inquiry as Stance . . . . .	1
ED 870	Quantitative Research Methods and Design . . . . .	3
EDL892	Systems Approaches to Educational Leadership . . . . .	3

## Summer 2 5-week cohort residency

EDL940	Prospectus Development for Doctoral Candidacy . . . . .	3
EDL840	Social & Cultural Foundations of Educational Leadership . . . . .	3
EDL880	Advanced Qualitative Research	
or EDL890	Advanced Quantitative Research. . . . .	3

## YEAR 2 Fall

EDL895	Ethical Leadership in Education Systems . . . . .	3
EDL950	Dissertation Proposal Seminar I— Fall (asynchronous and in-person) . . . . .	2

Two doctoral electives possible.

## YEAR 2 Spring

EDL820	Collective Bargaining & Conflict Resolution . . . . .	3
EDL960	Dissertation Proposal Seminar II— Spring (asynchronous and in-person) . . . . .	2

Two doctoral electives possible.

## YEAR 3 Fall and Spring Dissertation Completion & Defense

EDL970	Dissertation Research & Writing . . . . .	3 or 4
EDL980	Dissertation Completion & Defense . . . . .	3 or 4

Doctoral elective possible.

## Doctoral Electives

Selected courses offered as needed for cohort interests.

ECL803	Advanced Technologies in Education Systems . . . . .	3
EDL805	Educational Evaluation & Assessment Systems . . . . .	3
EDL815	Instructional & Curricular Leadership . . . . .	3
EDL825	Leading Learning Organizations & Adult Learners . . . . .	3
EDL891	History: Education Policy & Reform . . . . .	3
EDL893	School Finance & Fiscal Management . . . . .	3
EDL894	Policy, Power, & Politics Seminar . . . . .	3
EDL896	Special Topics . . . . .	1-4

**Admissions requirements:** Master's degree in education or closely related field and other requirements (see Admission).

**Admissions timeline:** All application materials must be received by January 15, 2014 to be considered for the next cohort, which will begin in the Summer 2014.

**Not for licensure:** This program does not satisfy licensure requirements for K-12 public school administrators.

**Website:** [www.cambridgecollege.edu/edleadership](http://www.cambridgecollege.edu/edleadership)

**For more information:** please contact Tahia Bell-Sykes at 617-873-0669 or [tahia.bell-sykes@cambridgecollege.edu](mailto:tahia.bell-sykes@cambridgecollege.edu)

**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.

# Master of Education Courses

Not all courses are offered every term or at every Cambridge College location. See online course schedules each term on the MyCC web portal.

**Autism** (ESP). . . . See **Special Education**.

## Early Childhood and Elementary Education (ECE, ELE)

### **ECE 600 Development of Young Children - 3 credits**

An introduction to the child, from birth to age eight, as a learner with needs to explore and communicate, as well as to develop social competence. Explanation of current themes/theories of child development is provided with special emphasis on understanding children's developmental levels through childhood. Topics covered include: conception, heredity and prenatal development, infant development, the child in the family, toddlerhood and early childhood. Observation in a childcare center or preschool setting is a requirement of this course.

### **ECE 691 Professional Seminar I: Early Childhood - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar sets for the foundation for future seminars. It continues to engage students in developmentally appropriate practices that meet the needs of young students with and without disabilities as well as English Language Learners PreK to grade 2. Students will learn instructional strategies that incorporate various movements, visual, performance and language arts as part of an integrated program. The cohort studies professional standards and subject matter knowledge for early childhood teachers and the requirements for state licensure. Students integrate their learning from classes, research, and observations. The seminar also supports students' work on their independent learning project\*s, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

### **ECE 692 Professional Seminar II: Early Childhood - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar continues to engage students in developmentally appropriate practices that meet the needs of young students with and without disabilities as well as English Language Learners PreK to grade 2. Students will learn instructional strategies that incorporate various movements, visual, performance and language arts as part of an integrated program. The cohort studies professional standards for early childhood teachers and the requirements for state licensure. Students integrate their learning from classes, research, and observations. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

### **ECE 693 Professional Seminar III: Early Childhood - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar explores ways to create a standards-based, inclusive early childhood setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, math, and science and classroom management. The cohort continues to study the professional standards, subject matter knowledge for early childhood teachers, and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

### **ECE 790 Practicum: Early Childhood (preK-2) 400 hours - 3 credits**

400 hours. Prerequisites: Pre-practicum 75 hours, all initial licensure courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently. Students must participate in the role and at the level of the license sought, under a supervising practitioner with the appropriate license, with Cambridge College supervision. The practicum experience provides student teachers with an opportunity to gain insights into the profession, refine their teaching skills, and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies, utilize contemporary teaching techniques and differentiate instruction to meet the needs of all learners in action. Students develop instructional strategies and align lesson plans with the Massachusetts Curriculum Frameworks/Common Core Standards, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio/ePortfolio documents their experiences.

### **ECE 791 Practicum Seminar: Early Childhood - 2 credits**

Students must participate in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The practicum experience provides student teachers with an opportunity to gain insights into the profession, refine their teaching skills, and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies, utilize contemporary teaching techniques and differentiate instruction to meet the needs of all learners in action. Students develop instructional strategies and

align lesson plans with the Massachusetts Curriculum Frameworks, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

**ECE 800 Independent Learning Project: Early Childhood - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning with their professional experiences into a meaningful whole. It reflects the general guidelines for early childhood educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education.

**ELE 500 Teaching Phonological and Phonemic Awareness and Phonics - 0 credit**

This course is a prerequisite for ELE521. This course will emphasize the development of children's phonemic awareness, phonological awareness and phonics skills and the learning environment that supports the development of such skills. It will also cover concepts of print, explicit/implicit instruction, analytic/synthetic methods, word analysis skills, the alphabetic principle, and language development.

**ELE 510 Developmental Psychology - 3 credits**

This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observations and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction. Pre-practicum hours of directed field-based training required.

**ELE 521 Development of Reading & Writing Skills for the Early Childhood & Elementary Curr. - 3 credits**

Prerequisite: ELE500. This course will emphasize the development of children's reading and writing skills in the primary to upper elementary grades and the learning environment that supports the development of such skills. The relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: whole language, balanced literacy, effective teaching strategies, use of research-based programs, literature-based instruction, use of different assessment tools to inform instruction, standard-based instruction, federal funding, culture and democracy. Pre-practicum hours of directed field-based training required.

**ELE 593 Integration of Visual Arts for the Early Childhood & Elementary Curr. - 1 credit**

The Arts enable teachers to better engage their students while also addressing student's different learning styles and allowing student creativity to flourish. This course will give participants an introduction to using the visual arts as a vehicle for learning in the classroom. Teachers will learn ways to use the arts and art materials as a pathway toward gaining knowledge and using higher order thinking skills. Presentation of material will be part reading, part lecture and part hands on participation and exploration. Students will leave the course with a deeper understanding of art materials, art language and how to use visual arts in the early childhood and elementary classroom that includes special needs and ESL students.

**ELE 594 Integrating Physical Ed. in Early Childhood & Elementary Education - 1 credit**

This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines.

**ELE 620 Integration of Children's Lit. in Early Childhood & Elementary Curr. - 3 credits**

This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks/Common Core Standards. Many genres of literature are explored, along with basic literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented. Pre-practicum hours of directed field-based training required.

**ELE 630 Classroom Management with Models of Teaching - 3 credits**

Participants learn strategies and techniques for managing students in the classroom. Students observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, non-directive teaching models and problem-solving. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures and working with content and process. The Massachusetts Frameworks and teacher licensure competencies are taught to fully support teacher/student learning and instruction techniques. An historical approach to elementary education in America is researched in the course. One to two hundred years of teaching/learning techniques, legislation, and philosophies are discussed and paralleled with contemporary educational issues and guidelines for student learning. Pre-practicum hours of directed field-based training required.

**ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curr. - 3 credits**

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. Educators learn how to develop lessons that address student experimentation and design techniques using readily available materials. Safe laboratory practices for the classroom are also addressed. A standards-based approach to

science education is our template for lesson development, covering the major domains in science: life, physical, earth, inquiry-applied and engineering technology; and historical scientific discoveries in each area. Alignment of curriculum is emphasized; national benchmark standards in elementary science are also supported. Analysis of elementary summative science assessments, based on the National Science Standards is incorporated in the coursework. Pre-practicum hours of directed field-based training required.

**ELE 656 Teaching Soc. Sci. Hist. & Multicul. Early Childhood & Elementary Curr. - 3 credits**

This course prepares educators to teach social studies that includes the multicultural contributions of the world. They gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum frameworks/Common Core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure. Pre-practicum hours of directed field-based training required.

**ELE 691 Professional Seminar I: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar introduces the student to a variety of perspectives including historical, socio-cultural and development. Students investigate topics that include learning theories, diversity, teaching models and approaches. A focus for this seminar is the professional teaching standards, subject matter knowledge requirements for state licensure relating to elementary students (1-6). Students integrate their learning from classes and observations and become reflective practitioners. The seminar leader is the students' academic advisor and guides them through their graduate program and supports students' work on their independent learning projects. Pre-practicum hours of directed field-based training required.

**ELE 691N Professional Seminar I: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar introduces the student to a variety of perspectives including historical, socio-cultural and development. Students investigate topics that include learning theories, diversity, teaching models and approaches. A focus for this seminar is the professional teaching standards, subject matter knowledge requirements for state licensure relating to elementary students (1-6). Students integrate their learning from classes and observations and become reflective practitioners. The seminar leader is the students' academic advisor and guides them through their graduate program and supports students' work on their independent learning projects. Pre-practicum hours of directed field-based training required.

**ELE 691P Professional Seminar I: Elementary Education (Prof.) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for elementary teachers, and the requirements for state licensure. They also look at related questions such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ELE 692 Professional Seminar II: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar builds upon the first seminar. It continues to engage students in developmentally appropriate practices that meet the needs of students with and without disabilities as well as English Language Learners PreK to grade 2. Students will learn instructional strategies that incorporate technology and various academic areas as part of an integrated program. The cohort studies professional standards for elementary teachers and the requirements for state licensure. Students integrate their learning from classes, research, and observations. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ELE 692N Professional Seminar II: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar builds upon the first seminar. It continues to engage students in developmentally appropriate practices that meet the needs of students with and without disabilities as well as English Language Learners PreK to grade 2. Students will learn instructional strategies that incorporate technology and various academic areas as part of an integrated program. The cohort studies professional standards for elementary teachers and the requirements for state licensure. Students integrate their learning from classes, research, and observations. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ELE 692P Professional Seminar II: Elementary Education (Prof.) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group

of students with a faculty leader licensed in elementary education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for elementary teachers, and the requirements for state licensure. They also look at related questions such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ELE 693 Professional Seminar III: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar explores ways to create a standards-based curriculum, education evaluation in an inclusive classroom setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, working with math manipulatives, and effective classroom instruction. The seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to study the professional standards and subject matter knowledge for elementary teachers and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished project.

**ELE 693N Professional Seminar III: Elementary Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar explores ways to create a standards-based curriculum, education evaluation in an inclusive classroom setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, working with math manipulatives, and effective classroom instruction. The seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to study the professional standards and subject matter knowledge for elementary teachers and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished project.

**ELE 693P Professional Seminar III: Elementary Education (Professional) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. This program is designed for

students who have completed 3 years of work in a public school. They have completed the mandated one year induction program and an additional year of mentorship by a licensed teacher. The course is designed to focus on the latest research in teaching methodologies, updated curriculum materials, current issues in educational practice and policy, special topics. The program enhances the teachers' knowledge of pedagogy, content, and critical inquiry skills that lead to greater pupil achievement. The seminar promotes and supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing to completion. The seminar leader approves the finished projects.

**ELE 790 Practicum: Elementary Education (1-6) 400 hours - 3 credits**

400 hours. Prerequisites: Pre-practicum 75 hours, all initial licensure courses, Pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently:

Students must participate in the role and at the level of the license sought, under a supervising practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession, refine their teaching skills, and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies, utilize contemporary teaching techniques and differentiate instruction to meet the needs of all learners in action. Students develop instructional strategies and align lesson plans with the Massachusetts Curriculum Frameworks/Common Core Standards, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio/ePortfolio documents their experiences.

**ELE 791 Practicum Seminar: Elementary Education - 2 credits**

Practicum required concurrently: ELE790. Exit Performance Portfolio required for credit. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks and become familiar with the current reforms, changes in state regulations on educator licensure, and teachers' Code of Ethics. Students present an Exit Portfolio as part of their evidence of the preservice preparation experience.

**ELE 800 Independent Learning Project: Elementary Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for elementary educators and articulates the



individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in elementary education.

## Early Education and Child Care (EEC)

See also Early Childhood and Elementary Teacher, above.

### EEC 691 Professional Seminar I: Early Education and Child Care - 3 credits

EEC791 required concurrently. This seminar focuses on the introduction and foundations of early childhood development and education of young children. It provides the basics of developmentally appropriate practices, social/emotional needs of young children and the academic basis to create an environment for them to learn.

### EEC 692 Professional Seminar II: Early Education and Child Care - 3 credits

EEC792 required concurrently. Students focus on aspects of learning through play, adaptation of the environment for children with special needs, English language learners from diverse cultures. Additional attention is given to the appropriate discipline of the students through guidance, assessment and reporting, and working with paraprofessionals and parents.

### EEC 693 Professional Seminar III: Early Education and Child Care - 3 credits

EEC793 required concurrently. During this seminar, students explore and create developmentally appropriate curriculum in the areas of literacy, mathematics, science, and social studies for young children. Each curriculum area will include adaptations for special needs children and English language learners from diverse cultural backgrounds.

### EEC 791 Practicum I: Early Education and Child Care (75 hours) - 2 credits

EEC691 required concurrently. Each student is assigned or applies to an acceptable site with an on-site qualified teacher. During this practicum students will make observations (kept in a log) of the differences in the abilities of the various age groups, and work with the teacher in preparation of activities/lessons. In addition, students will look at and participate in classroom management of the class, keep a log, and print out the management plan and rules used in the classroom. Students are observed twice during the 75 hours—once by the licensed site-based teacher and once by the College supervisor. Exit portfolio: Case study of the behaviors and academic habits of one child with the characteristics of the behaviorists studied in class, identifying the stages of development. Include developmentally appropriate examples of the child's work. Chart the progress of the child and give a five-page summary. The student is to coordinate and conference the case study with the site based teacher throughout the practicum. The site-based teacher must sign off on the child study. All teacher and college supervisors' observations and conferencing forms should be included.

### EEC 792 Practicum II: Early Education and Child Care (75 hours) - 2 credits

EEC692 required concurrently. Students will document in a log their knowledge of and competencies in health, safety, and administration issues and policies in the early childhood setting. The student is to work with the site-based teacher in preparing and teaching developmentally appropriate learning activities for the children in the class, work with paraprofessionals, parents, and peers on location. Students will collect samples of developmentally appropriate work in all core academic areas of mathematics, reading/literacy, science, social, and science, from children of diverse speaking cultures, and special needs children. Students are observed twice during the practicum—once by the site-based teacher and once by the College supervisor. Exit Portfolio: Evidence of working with parents and families, conferences, approved lesson plans taught and evaluated by the site-based teacher and College supervisor. Copies of the student log of observations and a two-page summary of the practicum experience. All observations/evaluations and conferencing forms from the site-based teacher and college supervisor are also included in the portfolio.

### EEC 793 Practicum III: Early Education and Child Care (75 hours) - 2 credits

EEC693 required concurrently. Students are each assigned to a specific group of children and work with the licensed site-based teacher in preparing and teaching developmentally appropriate lesson plans and activities. Student teachers work directly with parents, demonstrate and document networking activities (conferences, workshops, family nights, etc). They must keep a log and write a two-page summary of the practicum experience. They prepare a portfolio of developmentally appropriate lessons/activities in the various core academic areas. Students are evaluated twice by the licensed site-based teacher and twice by the college supervisor. The final Exit portfolio will combine the materials from Practicum I and II with the sections specifically marked. The additional materials from Practicum III include approved lesson plans/activities, a teaching and learning log, materials from the family conferences and networking, organized school activities, student-teacher evaluations and observations, completed and signed by the site-based teacher and college supervisor.

### EEC 800 Independent Learning Project: Early Education and Child Care - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for early childhood education and care, and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the field of early education and child care.

## General Education (EDU, EED, EUE)

### **EDU 602 Theory and Practice of Teaching Reading Comprehension (8-12) - 3 credits**

An exploration of the multiple aspects of teaching reading, this course covers present methodologies, the connection between reading and writing, approaches to the study of literature and culture, criteria for the selection of materials, the use of technology, and media in the teaching of reading.

### **EDU 610 Project-Based Learning in Middle and High Schools - 3 credits**

This course examines the educational research and theories in the area of teaching, learning, and human development and how it can be applied to educational practices in middle and high school classrooms. The focus of the course is on project-based learning and includes the teacher's role and responsibilities in learning, and the motivational strategies that support an effective learning environment, and the design of authentic learning experiences. Project-based learning is a philosophy and a practice; it is what we, as educators, believe about education and how we act on those beliefs in the classroom. Participants will explore techniques that encourage students to engage in complex, real world problem solving that is academically rigorous and relevant to the students' lives.

### **EDU 612 From Writing to Reading - 3 credits**

This introductory course gives an overview of basic perspectives on writing instruction in 8-12 classrooms, emphasizing the use of writing as a bridge to reading. The focus is on technical features of language, movement between the particular and the global, making of sentences, and text structure.

### **EDU 616 Meeting the Social and Emotional Needs of Gifted Learners - 3 credits**

This course focuses on the unique social and emotional development of gifted learners and the special needs that result. Review and discussion of several case studies provide students with an in-depth understanding of the social/emotional needs of gifted learners. Exploration of a variety of theories of development are applied to the development of gifted learners. Effective strategies that respond to these needs are applied and evaluated.

### **EDU 617 Effective Strategies for Gifted Learners - 3 credits**

This course focuses on both traditional and new best practices for educating gifted learners. The students explore strategies for differentiation of curriculum for gifted learners. Students apply a variety of strategies in order to differentiate existing curriculum to meet the unique educational needs of gifted learners. Differentiated lesson plans that address the Virginia State Standards of Learning are developed, evaluated and put into practice.

### **EDU 618 Curriculum for Gifted Learners - 3 credits**

In the Effective Strategies for Gifted Learners course the focus was on both traditional and new best practices for educating gifted learners. The students explored strategies for differentiation of curriculum for gifted learners and applied a variety of strategies in order to differentiate existing curriculum to meet the unique educational needs of gifted learners. Differentiated lesson plans that address State Standards

of Learning were developed, evaluated and put into practice. In this course, the students will continue to develop lesson plans for a unit of study designed for gifted learners. Their knowledge of the concept of differentiation will be enhanced and their application of effective strategies will be demonstrated.

### **EDU 618 Curriculum for Gifted Learners - 3 credits**

In the Effective Strategies for Gifted Learners course the focus was on both traditional and new best practices for educating gifted learners. The students explored strategies for differentiation of curriculum for gifted learners and applied a variety of strategies in order to differentiate existing curriculum to meet the unique educational needs of gifted learners. Differentiated lesson plans that address State Standards of Learning were developed, evaluated and put into practice. In this course the students will continue to develop lesson plans for a unit of study designed for gifted learners. Their knowledge of the concept of differentiation will be enhanced and their application of effective strategies will be demonstrated.

### **EDU 622 Active Assessment for Active Reading - 3 credits**

This course offers an overview of formative and summative reading assessments for middle and high school students. Educators are provided with practical information on developing, interpreting, and scoring alternatives to traditional tests to inform reading instruction. This course combines practical discussion with theoretical information on the rationale for active assessments. It enables educators to explore questions and gain ideas that they can immediately use in their classrooms.

### **EDU 625 Reading Comprehension in the Content Areas - 3 credits**

This course explores reading comprehension in the content areas. Reading to learn, learning to read—reading as being more than the integration of strategies, but as a discreet set of separate components. Different approaches to doing word study are covered. This is a practical course; teachers reflect on ways to set up classroom contexts that best enhance reading comprehension.

### **EDU 630 Emergent Literacy: Reading, Writing and Oral Dev. in the Early Classrooms - 3 credits**

This course will emphasize the development of children's reading and writing skills in the primary grades and the learning environment that supports the development of such skills. The relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: balanced literacy, effective teaching strategies, use of research based literacy programs, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, culture and democracy.

### **EDU 631 Second Language Acquisition and Literacy - 3 credits**

This course is an introductory comprehensive course on literacy and the English language learner. Teaching children in the process of acquiring English literacy requires understanding the larger social, cultural, and political context. In addition, engaging in teaching literacy for language-minority children also requires understanding of the cognitive and psycholinguistic challenges inherent in learning a second language. The course readings and lectures will focus on addressing

he following questions: What is the process of becoming bilingual? What language policies support individual bilingualism? What are the challenges of adapting mainstream strategies in an English as a Second Language classroom? How is reading in a second language different to reading in a first language?

#### **EDU 632 Understanding Reading K-5 - 3 credits**

This course introduces theoretical and instructional issues in reading development. Participants will engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis will be given to the social nature of reading, thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: a study of reader capacities that help explain variations in comprehension outcomes (e.g. short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

#### **EDU 635 Developing Writing Skills in the Early Childhood Years - 3 credits**

In this course teachers and pre-service teachers are introduced to the writing components essential to a balanced literacy program. Topics include: interactive writing, writing workshop, conferring with student authors, content area writing, reading-writing connections, writing with special education and bilingual students, and assessing student writing. Students take part in a writing mini-workshop, keeping a writing notebook to gather seed ideas, developing one idea into a piece of writing, meeting in response groups, revising and publishing the piece in a group anthology. Throughout the semester, they draw from their experience to inform their teaching. Students are expected to complete readings, keep a reflection journal and a writers' notebook and design a unit of study for writing workshop.

#### **EED 503 Teaching Children with Different Learning Styles - 3 credits**

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

#### **EED 512 Inclusion and Behavior Management - 3 credits**

In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include students with disabilities in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students.

#### **EED 515 Understanding and Educating Gifted Learners - 3 credits**

This course provides an overview of and an introduction to the field of gifted education. In this course, the students focus on the characteristics and learning modalities of gifted individuals. These unique characteristics and learning modalities are then applied to creating and implementing an effective educational plan for gifted learners. A case study of a gifted learner is researched, compiled and presented

to the class. The results of the case study are then applied to the educational needs of gifted learners.

#### **EED 518 Effective Classroom Discipline Strategies - 3 credits**

Educators will evaluate their expectations for students' behavior and learn practical strategies to increase student responsibility, self-control and self-management. Teachers will learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities.

#### **EED 520 Civil Rights and Social Justice: The History of the Civil Rights Movement - 3 credits**

This course is an historical review of the civil rights movement. Participants come to understand the context and conditions under which African American children live. Topics covered include desegregation of public schools, the tactics of nonviolence, the role of young people in the movement, the struggles for the right to vote, the relationship between protest and legislative action, affirmative action, the 1967 uprising in Detroit, the founding of the Black Panthers, Malcolm X, the connections between the war in Vietnam and the problems of poverty in the United States, and the call for black power. Participants view the video series *Eyes on the Prize* and discuss the societal implications of the civil rights movement. Social justice and social responsibility are the key concepts which serve as a model for action. Participants create curriculum resources which can empower teachers and students.

#### **EED 522 Negotiation and Conflict Resolution for Classroom Teaching - 3 credits**

This course increases knowledge and skills in conflict management. Teachers will be better negotiators and conflict managers with the ability to: (1) incorporate these skills into their curriculum, (2) use the skills in the classroom with their students, and (3) draw upon these skills in their interactions with parents, peers, colleagues and administrators. Participants experience personal and professional growth in conflict resolution. Teaching communication and problem-solving skills so all may learn how to express and resolve their disputes and reduce tensions and hostilities associated with conflict is also emphasized. Learning is experiential, including video-tapes, role plays and simulations.

#### **EED 536 Moral Development in Children - 3 credits**

What is "excellent" moral behavior? Is it natural biological inclination? Divine/"natural" gift? Culturally learned behavior? A combination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, Vygotsky, and others, especially in regard to children's moral development from birth through puberty, especially children in grades K-6. Students prepare a short case study from their own teaching, parenting or counseling, illustrating the adult's role in cultivating some aspect of moral development in a child. The class puts together an informal guide for colleagues that challenges our ingenuity — especially in our republic's strict separation of church and state and teachers having taken on, in many cases, the roles of parents and clergy.

#### **EED 544 The Teacher as Artist - 3 credits**

Materials fee. This course provides classroom teachers with the basic concepts and methodology of traditional art experience. This class has been a constant source of inspiration to those with "limited" art experience as well as to those who are practicing art teachers. The

course is committed to the philosophy that you need not be an “artist” to take this course because you already are one. Activities include an introduction to drawing and color theory, creative visualization, and a final symbolic self portrait.

**EED 558 Integrating Self-Esteem Development Activities into the Content Areas - 3 credits**

This course helps participants understand the impact of self-esteem on their own lives and the lives of their students. The course focuses on developing self-esteem through hands-on lessons and activities which will be transferable to classrooms using journals, affirmations, kinesiology, visualizations, and specific subject area strategies. Special emphasis is given to the theories and implementation strategies of Jack Canfield and Michelle Borba. Participants create curriculum resources for their own classroom. The course is premised on the belief that neither an individual nor organization will out-achieve their perceived level of self-esteem.

**EED 560 Models of Teaching - 3 credits**

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

**EED 564 Motivation and Teaching: Theories and Practices - 3 credits**

The strategies teachers use in many classrooms to reinforce learning are based on the theory, “If you learn this, then I will give you that.” Much of what is taught is reinforced by extrinsic rewards such as praise, kisses and hugs, or gold stars. However, many teachers feel frustrated because they want children to love learning and to see learning as a reward in and of itself. This course will examine current research and theoretical models which can help educators understand how to develop a child's intrinsic desire to learn by satisfying certain needs we all have within us.

**EED 584 Images and Information: An African American Woman's Notebook - 3 credits**

Literature-based curriculum can develop a student's critical reading and writing skills using entire novels as a method of discovery and a source of information. This course will explore novels written by African American women from autobiographical, historical, and cultural perspectives unique to the Black woman's experience. These novels trace the lives of contemporary African American women who made their marks on society.

**EED 586 How to Teach and Reach All Students Using Multiple Intelligences - 3 credits**

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be

presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

**EED 590A/591A Theory & Pract of Educ: Parenting and Teaching Issues - 1 credit**

This course will address important issues in parenting and raising positive children. There will be discussions of parenting and teaching in the home and classroom. It will address development stages of children and adolescence. A key question for discussion, What do children expect from themselves and their parents in the area of education, social settings, familial relationships, friendships and getting along with siblings. All are welcome! Teachers are parents and parents are teachers with their various roles in children and young adult lives.

**EED 590B/591B Theory & Pract of Educ: Researching Your Independent Learning Project - 1 credit**

This course will focus on research methods, ILP requirements, and technology integration as you research and write the ILP. The following will be covered: identifying a topic; defining key words; searching the online library for journal articles; identifying scholarly sources for research; preparing a webliography; developing a research plan; writing a literature review; and using the American Psychological Association (APA) format for in-text citations and references.

**EED 590C/591C Theory & Pract of Educ: Diversity Issues in the Workplace - 1 credit**

The purpose of this course is to educate the public and create an environment that is appreciative of its diverse population and influence positive change. This course will address the following issues: national origin, age, sex discrimination, religion, disability, race, creed, ancestry and language. It is the hope of this course to help increase and heighten your level of awareness with regard to all the unique skills, cultural differences, one's presentation free from harassment of any kind and differences are accepted and valued.

**EED 590D/591D Theory & Pract of Educ: Resume Writing and Interviewing - 1 credit**

The course will cover the employment counseling aspect, preparation for the career change/opportunity, resume writing, direct and relevant job hunting skills and interviewing techniques. There will be a series of group discussions, mock interviews regarding the resume format and specifically content to address direct and relevant skills, experience, qualifications and education. Please bring (2) copies of your resume for discussion.

**EED 590E/591E Theory & Pract of Educ: Brain Dominance, Key to Academic & Career Success - 1 credit**

Why is it that some students always do better than others? Why is it that some people do well in some careers but are a disaster in others? There are four quadrants in the brain and each one is wired to perform very specific tasks. Participants will learn the functions of each quadrant and will take an assessment to determine their own brain dominance. With this knowledge students will learn what careers they are best suited for, what their major should be, and specific strategies to be successful in school and life.



**EED 590F/591F Theory & Pract of Educ: Differentiated Instruction - 1 credit**

This workshop provides an understanding and application of the steps and strategies needed to enhance learning for academically diverse students. Using concepts from learning preferences frameworks and the taxonomies, participants will learn how to plan differentiated lessons to meet the needs of a variety of learning styles and cognitive abilities found in their classrooms.

**EED 590G /591G Theory & Pract of Educ: Reflective Practice for Educators - 1 credit**

This one-credit course is designed to help teachers improve their classroom practices through daily reflections on their work. By developing a greater level of self-awareness about the nature and impact of their performance, it is anticipated that they will understand the how and why of what they do as they teach, manage their classrooms, and develop curriculum. This will enable them to gather information about their professional practices and take major steps to improve their teaching.

**EED 604 Graduate Level Writing for Social Science Research: Writing your ILP**

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook. Enrollment limited to 20.

**EED 610 Strategies for Teaching Critical Thinking Across the Curriculum**

Critical thinking is approached through a holistic model that stresses creative and analytic strategies. Participants consider cognitive development issues informing the design of instructional materials and methods which promote higher-order thinking. Practical strategies for immediate classroom application are a priority. An open environment promotes collegial exchange that builds on professional experiences while cultivating new skills that engage students in active learning and independent thinking.

**EED 615 Introduction to Integrative Learning and Learning Styles - 3 credits**

This course introduces a full-spectrum, whole-brain learning and teaching method known as integrative learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different learning styles.

**EED 617 Foundations of Social Justice - 3 credits**

What are the norms and values that characterize a socially just society? This course is designed to explore this question. We will examine justice under the follow contexts: theories of justice, principles and scope of social justice, why social justice matters, the machinery of social injustice, targeting injustices, identifying inequities on the basis of social group memberships, advocating for social justice, and

teaching social justice. This course heightens awareness of contemporary social issues and helps learners develop action plans that foster action for socially just principles. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills necessary for engaging in social justice action for social change.

**EED 618 Integrative/Accelerated Learning: Classroom Applications - 3 credits**

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

**EED 622 Ethical Dilemmas for the Twenty-first Century - 3 credits**

This course addresses the nature of ethical dilemmas, namely, the tension that arises when two or more values compete for our attention or allegiance in particular situations (such as truth vs. loyalty, short term vs. long term goals, justice vs. mercy, or self vs. society). More particularly, the course focuses on the dilemmas which surface in professional life and social institutions. The course includes discussion of ethical cases and exploration of the various sides of contemporary ethical debates.

**EED 623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated Learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

**EED 628 Effective Schools - 3 credits**

This course helps students attain a basic understanding of the major dimensions of effective schools. The class examines research findings and personal reflections of noted educators on the determinants of effective schooling in which all children learn; where teacher and other school employee satisfaction is at a high level; and where public confidence in the schools is very strong. Particular emphasis is on the pivotal role of school administrators, teachers, parents and students in the development and maintenance of effective schools.

**EED 629 Solving Your Own Problems and Those at Your School - 3 credits**

Discover ingenious answers to your own issues and to some of the issues and problems of your classroom and school while learning three or more of the major systems of creative problem solving methods now in professional use around the world. Note: anyone who tries to achieve something unusually worthwhile in schools is going to encounter problems and needs to know some of the more effective systematic ways to solve them! Also note: anyone now reading



this can readily, ingeniously and creatively solve problems, given the right methods to work with. Also note: learning and creativity overlap by about 95%, which means that what helps the one also helps the other.

**EED 636 Re-Reading Global Oppression: the Last 500 Years - 3 credits**

This course examines, from a systems perspective, the last 500 years of socio-political, psychological, cross-cultural, educational, religious, and economic dimensions of various world atrocities that have led to and continue to sustain current oppression of diverse peoples across the globe. It is designed to prepare learners to be knowledgeable about and to challenge individual, group, and institutional biases and how these contribute to discrimination and oppression. Equally important, this course will examine the adaptive strategies and strengths of oppressed/marginalized groups and will assist students in understanding the complex nature of their own personal values, beliefs, and behaviors that may limit their ability to practice effective methodologies in their schools, communities, and areas of work. Students critically analyze both written and visual texts that include but are not limited to documentaries, film, poems, novels, essays, trade cards, advertisements, etc. This course is both reading and writing intensive; written and oral work challenge learners to move beyond reflecting on personal experience alone to identify and challenge contemporary systems of oppression.

**EED 642 Succeeding with the Resistant Student**

Teachers are excellent because of how they teach, not what they teach. Students learn the “hows” to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

**EED644 Theories of Leadership for Educ. /s and Administrators**

Leadership is defined as working through and with people to accomplish organizational goals; it represents a blend of theory and experiential activities. Participants discuss leadership, motivation, effective use of personal and organizational power, and teacher empowerment. Learning is supported through sharing new ideas, debating current issues and understanding certain trends in managerial practice and leadership behavior.

**EED 647 Human Brain, Human Learning - 3 credits**

This introductory course in brain-compatible teaching and learning will entail a review of some of the latest research findings from the neurosciences, cognitive psychology, information science, psychobiology and neurolinguistic programming. The goal of this course is to provide educators and trainers with the opportunity to learn about the role of the brain / mind in the learning process so that they will be able to read and understand current brain / mind research and apply some of the findings to their teaching practice. Some time will also be spent on accelerated learning techniques. The course would be appropriate for educators of all grade levels and subject areas as well as for

corporate trainers and other trainers of adult learners.

**EED 666 Methods for Altering Unproductive Student Behavior - 3 credits**

Several key concepts are involved in altering unproductive student behavior. Teachers will most effectively help children develop new skills and demonstrate responsible behavior when everyone understands his/her responsibility and works cooperatively. All interventions made in response to behavior problems should be educational in nature. As educators, we will most effectively assist children if we view misbehavior as based on the dual factors of responses to the environment and skill deficits. Underlying behavior change interventions is the belief that students should be actively involved in all attempts to alter their behavior.

**EED 680 America Through Its Literatures - 3 credits**

This intensive survey course explores literary depictions of America (the United States) through literature. The texts may include short stories, poems, plays, books, film, music, advertising, television, political speeches, and comic strips. The class develops pedagogical strategies to introduce students to mythologies, dystopias, deconstruction, hauntologies, plimpsests, panopticism, hybridity, colonial and post colonial debates, and the ways in which authors create parallel universes to comment on the America we now inhabit. Students become aware of other *Americas* that exist in parallel with our own, realities from which many of our students come.

**EED 681 Visualizing Social Justice - 3 credits**

This intensive course explores the different ways that artists of different persuasions have treated the subject of social justice both at present and in the past. The term “visualizing” is meant to include all of the arts (i.e. the “visual arts,” drama, dance, literature and poetry, music, etc.). The class develops pedagogical strategies to introduce students to methodologies and philosophical vehicles and to integrate such methods into their own curriculum.

**EED 691-693 Professional Seminar: Education- three terms @ 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in education, such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**EED 699 Language and Literacy for Teachers K-12 - 3 credits**

This course considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing. It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best

practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

#### **EED 704 Seminar in Current Educational Issues - 3 credits**

This course defines some concepts, philosophies, that serve as foundations for structuring schools and learning environments, including: humanistic education, essentialism, perennialism, progressivism, social reconstructivism, and critical theory. The seminar also examines critical practical realities including: change, the economy, technology and science, leisure and work, communications, the human population, ecology, government and politics, values and lifestyles. Students explore and evaluate school / learning environment structures and teaching strategies, and they make compelling arguments for their professional points of view.

#### **EED 705 Multicultural Diversity Issues in the Workplace and Classroom - 3 credits**

This course studies (1) ethnic-cultural history, (2) prejudice, biases and value systems, and (3) the appreciation of diversity in professional skills and personal strengths. Students discuss teaching cultural diversity in various learning environments, and individuals' power in realizing differences and similarities. Students explore ethnicity, race, gender and class from an historical and contemporary perspectives. The class looks at teaching styles and ways to manage culturally diverse classrooms. The importance of building students' self-esteem and sensitivity to their varied learning styles are addressed. Students should come prepared with a brief overview of their ethnic/cultural history (e.g., photo albums, letters, journals, and family trees).

#### **EED 710 Alternative Assessment Strategies Across the Curriculum - 3 credits**

This course enhances educators' ability to develop a conceptual framework of assessment procedures to improve their teaching techniques for the wide variety of learning styles found in the classroom today. Assessment is an important component of our educational system. However, many educators are now questioning the heavy emphasis on standardized tests and the decreasing attention to the value of classroom assessment. Dissatisfied with the current methods of assessment, and motivated by the desire to improve public education, educators, policy makers, parents, and community members are focusing increased attention on how we go about determining what our students know and can do, from kindergarten through grade 12.

#### **EED 732 The Culture of Adolescence - 3 credits**

What was your world like as a teenager? What were your passions? What were your dreams? What was your favorite song? What did you think you would become when you "grew up"? These are some of the questions we explore to understand adolescent culture. We read *The Basketball Diaries* by Jim Carroll, *Fanny Hill: The Memoirs of a Lady of Pleasure* by John Cleland, *Chocolates for Breakfast* by Pamela Moore, and various short selections. Through recollection of our own teenage years, various readings, and interviews with young people we explore the experience of being a young person in confusing times, how they cope with stress, and how we as teachers can help.

#### **EED 800 Independent Learning Project - 3 credits**

The Independent Learning Project (ILP) is a comprehensive, culminating learning experience in the master's program. Students relate their learning experiences in the Master of Education to their experiences as educators and to their professional development interests. The ILP may take a number of forms: a traditional thesis, a professional or curriculum project for use in the classroom, or a creative project with discussion of its pedagogical value. The Professional Seminar leader provides support, advice, and oversight throughout the ILP process; the seminar group and some of its activities provide additional support.

## English (ENG)

#### **ENG 701 Integration of Reading and Writing With Children's Literature - 3 credits**

This course is designed to allow teachers to revisit literature as an expression of the imagination and creativity, as well as critical/expository writing and to assist teachers in integrating reading and writing skills/competencies with the teaching of children's literature. By recognizing the value in teaching reading and writing with authentic, well-written literature, having rich and varied vocabulary, teachers will learn to integrate the teaching of reading and writing with both literary and expository written and "visual" texts. It will address language arts, specifically reading and writing, as primary areas of concern in the Massachusetts Common Core Standards and Teacher Licensure Objectives.

## English as a Second Language (ESL)

#### **ESL 605 Teaching ESL Learners in Diverse Settings - 3 credits**

This introductory course builds participants' professional knowledge so that as educators, they can teach ESL learners more effectively in diverse pre-K-12 settings. Emphasis will be put on the philosophy, history and politics of education in regards to English language learners (ELLs). Instructional methods will address listening, speaking, reading, and writing, with a primary focus on English language development, WIDA standards, TESOL standards, and the common core and Mass. frameworks. This includes increasing participants' awareness of differences in home experiences, background knowledge, skills, and linguistic development. The role of culture and heritage of languages will also be considered. Participants will learn about teaching strategies and learning activities that are appropriate for various disciplines across pre-K-12 classrooms and with students of diverse English language proficiency. Participants will also learn how to integrate appropriate sheltered English or subject matter strategies for ESL as well as guidelines for interpreting formal and informal assessments of content knowledge. Pre-practicum hours of directed field-based training required.

#### **ESL 610 Linguistics and Language Variations - 3 credits**

This course introduces the study of language as it applies to the professional preparation of teachers. Participants will examine the

different analytical levels of language and consider their role in the development of linguistic and academic proficiency in English of language-minority students from grades preK-12. They will explore how various factors (regional, socioeconomic and developmental factors) play a role in language variation and bilingualism or multilingualism. In addition, participants will demonstrate their understanding of the structure of language (phonology, morphology, semantics, syntax, and discourse analysis). Participants will also apply linguistics concepts to assess second language learners' proficiency levels to guide how to differentiate their instruction for ELLs of varying proficiency levels.

**ESL 615 Methods and Materials for English as a Second Language - 3 credits**

This introductory course provides an overview of second language instruction methods, including major trends in twentieth-century language teaching; alternative approaches and methods; and communicative approaches to teaching. Much of the focus will be on how to teach the language domains of listening, speaking, reading, writing, and the form-focused instruction (grammar) with the beginning and early intermediate learners in mind.

**ESL 620 Teaching Reading and Writing to ESL Students - 3 credits**

This course will provide a comprehensive analysis of reading and writing theory with practical classroom applications for ESL learners preK-12. This will enable students to provide a balanced, comprehensive program of instruction with explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies for ESL learners. A balanced approach to reading and writing includes explicit instruction in basic reading skills and comprehension strategies. The course will explore theory and practice through discussion, demonstration, and other strategies. In addition, participants will better understand how cultural and linguistic differences affect literacy development and how to implement literacy instruction that motivates students. Pre-practicum hours of directed field-based training required.

**ESL 625 Technology for Linguistically Diverse Classrooms - 3 credits**

Due to the rapidly changing demographics in our classrooms, teachers face the challenge of working with culturally diverse and multi-level populations at grade levels preK-12. Technology, both low-tech and high-tech, can facilitate the adaptation and differentiation of the core curriculum to assure that English language learners (ELLs), including those with disabilities, gain access to the content material. This course reviews a range of technological techniques that can be integrated into the mainstream, bilingual, SEI (sheltered English instruction) or ESL classroom that will help scaffold and accelerate the ELLs' learning. Participants will have an opportunity to experiment with these techniques, analyze the use of such techniques, and draw conclusions about the best practices made available by the various technologies. They will also explore the teaching/learning theories that informed the development and use of these technologies in the classroom. The use of various technologies for sheltered instruction will be considered within the framework of general best practices, based on the concepts of UDL (universal design for learning).

**ESL 630 Equitable Assessment for ESL Learners - 3 credits**

This course helps participants understand and explore a variety of

issues related to assessment of English language learners at grade levels preK-12. They will learn how to use assessment as a tool to place ESL learners appropriately, and they will learn to interpret assessment results to plan instruction that helps students achieve high standards at all levels of English proficiency. They will understand how language proficiency and culture can affect learning and assessment. Strategies will be included in class activities that give participants experience with various means to assess the academic progress of English language learners. Participants will become familiar with state and federal assessment requirements, the usefulness and limitations to standardized tests, and appropriate accommodations for ELLs. Pre-practicum hours of directed field-based training required.

**ESL 631 Second Language Acquisition and Culture - 3 credits**

This course provides an overview of the study of language as it applies to second language acquisition and second language learning. It enables participants to understand the principles of language acquisition and language learning to facilitate the learning of English for students with various language skills and cultural backgrounds in content classrooms. The course will focus on different analytical levels of language and their impact on cognitive academic language proficiency from preK through grade 12. This course will explore educational theory of language development and address how to best work with students from various language skills. Participants will discuss how culture influences our attitudes and approaches to education. Issues of language and culture will be covered as they relate to the academic development of second language learners in a sheltered instruction classroom. Participants will also have an opportunity to put into practice their personal awareness of social, political, and cultural constraints on teaching ELLs. Culturally relevant pedagogy for the academic development of English language learners will be strongly emphasized. Pre-practicum hours of directed field-based training required.

**ESL 635 Sheltered Instruction and Assessment - 3 credits**

This course is designed for teachers and administrators experiencing the challenge of meeting the academic needs of multilevel, diverse classrooms PreK-12 that require sheltered instruction techniques and state mandated assessment instruments for English language learners (ELLs). This course will provide participants with multiple opportunities to learn and apply sheltering content instruction strategies to enable ELLs to meet grade level academic standards by utilizing the Sheltered Instruction Observation Protocol (SIOP) as demonstrated in national research on best practices for effective instruction. Pre-practicum hours of directed field-based training required.

**ESL 640 Identification and Instruction of ESL Learners with Disabilities - 3 credits**

This course will provide a framework for developing a comprehensive system for the assessment and instruction of ESL learners preK-12 with disabilities and/or limited or interrupted formal schooling. Participants will gain an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. They will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling, including under-representation

and over-representation in special education, appropriate assessment measures, and legal responsibilities. Participants will have the opportunity to discuss the use of alternative assessment measures for distinguishing between disability, literacy development, and developmental process of second language learning. They will also develop appropriate second language instruction for ELLs with disabilities and/or limited formal schooling.

#### **ESL 650 Teaching Content to ESL Learners - 3 credits**

This course provides educators working with second language learners a theoretical and practical framework for integrating academic language development into content area instruction in grades preK-12. Students will be presented with an overview of instructional concepts and approaches that recognize the role that language plays as the major medium of instruction and learning including language across the curriculum, CALLA (cognitive academic language learning approach), process writing, cooperative learning and cognitive instruction. Participants will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. They will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher order thinking skills, and strategically apply learning strategies.

#### **ESL 691N Professional Seminar I: English as a Second Language (Initial) - 2 credits**

The professional seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader experienced in teaching English language learners. This professional seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for ESL teachers, and the requirements for state licensure (preK-6 and 5-12). Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics relevant to their course of study, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **ESL 692N Professional Seminar II: English as a Second Language (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model, grounding learning in a cohort group of students with a faculty leader experienced in teaching English language learners (ELLs). The seminar is a forum for discussion of professional issues in education of ELLs. Students integrate and reflect on their learning from classes, workshops, and experience. The seminar also supports students' work on their independent learning projects, from identifying topics that are relevant to teaching ESL, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **ESL 693N Professional Seminar III: English as a Second Language (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning

model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader who has experience in the field of English as a Second Language. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for ESL teachers, and the requirements for state licensure — PreK-6 and 5-12. Participants integrate their learning from courses, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects (ILP), from identifying topics relevant to their course of study, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

#### **ESL 790A Practicum: ESL (PreK-6) 300 hours - 3 credits**

Prerequisites: Pre-practicum, all initial licensure courses, Pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESL791. ESL790A (levels PreK-6) — 300 hours Exit Performance Portfolio required for credit.

The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with English Language Learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

#### **ESL 790B Practicum: ESL (5-12) 300 hours - 3 credits**

Prerequisites: Pre-practicum, all initial licensure courses, Pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESL791. ESL790A (levels 5-12) — 300 hours Exit Performance Portfolio required for credit. The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with English Language Learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

#### **ESL 791 Practicum Seminar: English as a Second Language - 2 credits**

Prerequisite: Practicum required concurrently. The seminar for



classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks and English language Proficiency Benchmarks and Outcomes, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

### **ESL 800 Independent Learning Project: English as a Second Language - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## General Science See Science (ESE, SCI)

## Health/Family and Consumer Sciences (EHE, HEA)

### **EHE 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

Many common, communicable, and chronic diseases may be avoided through knowledge, and prevention. Children should learn early to build habits to avoid diseases and subsequent disabilities. Working with public and community health agencies and using personal prevention practices, children and adolescents learn to protect themselves, their families, and communities from life-threatening and disabling conditions. Pre-practicum hours of directed field-based training required.

### **EHE 620 Curriculum Implementation in the Health Classroom - 3 credits**

This course reviews current research findings and practices proven successful in the development of health literate students while stressing critical thinking and reading enhancement. National and state health standards provide guidelines for classroom instruction. Participants develop a skills-based unit derived from student need as determined by the Youth Risk Behavior Survey. They model effective pedagogy and assessment to encourage active classroom participation. Pre-practicum hours of directed field-based training required.

### **EHE 630 Growth & Dev, Human Sexuality and Family Management Skills - 3 credits**

This course prepares educators to provide young people with sensitive, age and culturally appropriate information on the growth and

development of their bodies, including the reproductive system and human sexuality. The maintenance of reproductive health depends upon the young person's knowledge of and ability to prevent sexually-transmitted diseases, early sexual experimentation, and unintended pregnancy. Sensitive issues, such as diversity in sexual orientation, are discussed. The course includes pre-natal development, infant and child care, parenting skills, and consumer and environmental health issues affecting the family. Pre-practicum hours of directed field-based training required.

### **EHE 640 Promoting Wellness: Building Positive Health Behavior - 3 credits**

How do good nutrition, increased physical activity and the prevention of tobacco use affect lifetime health? In this course, participants examine how improved nutrition, levels of physical activity, and total body fitness impacts learning and prevents cardiovascular and pulmonary disease in later years. Key nutrients and dietary guidelines and fitness strategies for children of all ages are identified. The course includes methods of assisting young people to develop and monitor progress in their personal goals for lifetime health behavior. Emphasis is placed on helping students to analyze media messages that lead to unhealthy lifestyles. Pre-practicum hours of directed field-based training required.

### **EHE 650 Preventing Unintentional Injury & Violence - 3 credits**

For young people, accidents are a major source of death or disability. All young people have the right to learn in a safe and protective school environment. Preventing unintentional injuries, violence and suicide in schools improves the learning environment. Teaching young people ways to prevent unintentional injuries and violence, contributes to community-wide efforts of promoting safety. This course will address violence prevention instruction from a developmental and cultural-competence focus that promotes safety and reduces the students' risk for unintentional injuries and throughout the lifespan. Pre-practicum hours of directed field-based training required.

### **EHE 660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Intervention - 3 credits**

A growing number of young people are experiencing serious mental and emotional problems which interfere with their learning and potential for academic success. Depression, anger, anxiety and stress are possible reactions to family and/or community dysfunction. As a result of these reactions young people have more chance of becoming involved in high-risk behaviors. In this course, participants investigate ways to recognize young people who may require school based interventions which may result in a referral to professional counseling, psychological and/or social services. Crisis response models for student assistance and access to community mental health services are investigated and assessed. Participants practice ways of assisting young people to build resilience, communicate constructively with peers, families and others, and manage stress and to seek help from others. Pre-practicum hours of directed field-based training required.

### **EHE 670 Building & Eval. Coordinated School Health Programs - 3 credits**

The effectiveness of comprehensive skills-based health education is increased when it is a part of coordinated school health where the members of each of the eight components cooperate, collaborate, communicate, and coordinate efforts to support the health of



students, staff, and the school community. To help our children be healthy, there must be a coordinated effort among parents, schools, and the community. Students acquire the knowledge and skills necessary to build and implement coordinated school health. In this course, the student learns how the components of coordinated school health use data, information technology, collegiality, research, and collaboration to improve the health and academic achievement of regular and special education students as well as English Language Learners and students with culturally diverse backgrounds. Pre-practicum hours of directed field-based training required.

**EHE 680 Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits**

In order to reduce adolescent risk factors, we must increase the knowledge and skill of our young people. This course trains the educator to use the National Health Education Standards to reduce risk and increase positive behavior change. The course also reviews research and practice in the development of youth leadership, social responsibility, and community service to contribute to positive behavior change.

**EHE691 Professional Seminar I: Health/Family/Consumer Science (Initial) - 2 credits**

**EHE692 Professional Seminar II: Health/Family/Consumer Science (Initial) - 2 credits**

**EHE693 Professional Seminar III: Health/Family/Consumer Science (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in school health/family and consumer sciences education, current issues facing students, faculty and parents, ways in which educators can work in the organizational culture of schools today and contribute to social progress. Students integrate their learning from classes, workshops and experience. Transformed by thinking, reading and discussion, students become reflective practitioners and lifelong learners.

**EHE 691N Professional Seminar I: Health/Family/Consumer Science (Initial) - 2 credits**

During the first term of the professional seminar, students develop insight into the role of the health educator in the school community and acquire the skills needed to become lifelong learners and “health literate” teachers. Students are involved in planned and structured activities related to professional development and academic excellence in health education in the context of the culture of the school. The seminar group becomes the curriculum and serves as the source of discussion, problem-solving and networking around current experiences as classroom health educators in school settings. Students discuss the unique challenges and issues in school health encountered in today’s challenging environment, when resources are scarce.

**EHE 691P Professional Seminar I: Health/Family/Consumer Science (Prof.) - 2 credits**

During the first term of the professional seminar, students develop insight into the role of the health educator in the school community and acquire the skills needed to become lifelong learners and “health literate” teachers. Students are involved in planned and structured

activities related to professional development and academic excellence in health education in the context of the culture of the school. The seminar group becomes the curriculum and serves as the source of discussion, problem-solving and networking around current experiences as classroom health educators in school settings. Students discuss the unique challenges and issues in school health encountered in today’s challenging environment, when resources are scarce.

**EHE 692N Professional Seminar II: Health/Family/Consumer Science (Initial) - 2 credits**

During the second term of the professional seminar, students learn to develop and implement school health policies and procedures that impact the health status of students and classroom health education programs. The group continues to network, discuss and problem-solve local, state, national and global current health issues that affect school health policies. Through case studies and sharing of school health policies and their implementation, students examine ways to resolve school health education problems. Class discussions of real situations allow participants to examine the issues more clearly and view them from other perspectives. The case study method permits a more objective view of problematic issues and provides suggestions for new approaches and solutions.

**EHE 692P Professional Seminar II: Health/Family/Consumer Science (Prof.) - 2 credits**

The second term emphasizes the development and implementation of school health policies and procedures which impact the health status of students and classroom health education programs. The group continues to serve as a source of discussion, problem-solving and networking on recent developments affecting school health policies in the context of current health issues—local, state, national and global. Through case studies and sharing of school health policies and their implementation, students examine new ways of approaching current school health education problems. Class discussion of real situations allows presenters to see the issues more clearly and view them from other perspectives. The case study method permits a more objective view of problematic issues and may provide suggestions for new approaches and solutions.

**EHE 693N Professional Seminar III: Health/Family/Consumer Science (Initial) - 2 credits**

In the third term, students focus on community and public health. They learn about the influence of social factors on health and the contribution of public health. They investigate the role of health teachings in promoting health education locally, in the state and in the country as well as ways of encouraging their own students to promote the health of others in their schools, families and communities. They share ideas for developing student awareness of national and global health needs and concerns. Other strategies explored include service on advisory councils and professional organizations, outreach to parents and community members; and collaboration with others to facilitate healthy, safe and supportive communities.

**EHE 693P Professional Seminar III in Health/Family/Consumer Science (Prof.) - 2 credits**

In the third term, students focus on community and public health. They learn about the influence of social factors on health and the contribution of public health. They investigate the role of health teachings

in promoting health education locally, in the state and in the country as well as ways of encouraging their own students to promote the health of others in their schools, families and communities. They share ideas for developing student awareness of national and global health needs and concerns. Other strategies explored include service on advisory councils and professional organizations, outreach to parents and community members: and collaboration with others to facilitate healthy, safe and supportive communities.

**EHE 701 Current Research on Interrelationship of Risks Factors - 3 credits**

This course investigates youth risk behaviors and protective factors. Societal, psychological, family, and environmental influences are analyzed as well as the inter-relationship between depression, tobacco use, drug and alcohol use and abuse, violent behavior and early sexual activity. Students analyze successful strategies for building student skills to avoid participating in or continuing in risky behaviors and investigate support services available in the school and community to assist students who are having problems.

**EHE 703 New Perspectives in Teaching Human Sexuality - 3 credits**

Health educators must be knowledgeable in human sexuality content and context in order to design and implement quality instruction for all grades levels. Issues addressed are: cultural and religious attitudes toward teaching about sexuality, gender identity, homophobia, strategies for building support for gay, lesbian, bisexual and transgender youth and building acceptance of diverse family structures. Other areas to be discussed are: local, state and national policies, teaching sexuality to youth with disabilities, methods of handling controversy, sexual exploitation, sexual harassment, and updated statistics on sexually-transmitted diseases. Special attention is given to sensitive issues and strategies for involving parents in the teaching program.

**EHE 705 Promoting Wellness in a Media-Saturated Society - 3 credits**

How does the media influence youth? How do we teach our children to be healthy when they receive so many unhealthy messages from the media? In this course, students analyze how media influences youth decisions regarding alcohol and other drugs, injury, violence, tobacco use, nutrition, physical activity, and risky sexual behaviors and design content and skill instruction to decrease these risk factors.

**EHE 707 Violence Prevention in Today's School Environment - 3 credits**

In this course, students analyze school violence and learn effective ways to respond. Students investigate new approaches to dealing with bullying and discuss policies, and legal ramifications of school incidents. Materials and sample school policies are shared. Participants review interactive strategies to prevent or de-escalate various forms of bullying and harassing behavior, exchange ideas about strategies that have worked and develop their own plans for the use of the strategies in their classrooms and schools.

**EHE 709 Interdependence betw. the Ecological Environment & Human Health - 3 credits**

Healthy People 2010 states that..."An estimated 25 percent of preventable illnesses worldwide can be attributed to poor environmental quality. In the United States, air pollution alone is estimated to be

associated with 50,000 premature deaths and an estimated \$40-50 billion in health-related costs annually." The behavior of each person and the society affects individual, family, community and global health through energy use, water use, waste disposal, food production and care of the natural environment. In this class, students investigate the relationship between personal responsibility and the maintenance and improvement of the ecological environment. Students explore strategies for teaching young people about conservation and the effects of not conserving on the future health of all people. Participants also investigate strategies to involve young people in advocating for responsible ecological behavior both in school and the community.

**EHE 711 Evaluation of School Health Programs - 3 credits**

The evaluation of school health programs involves a comprehensive examination of the strengths and needs of a program and a design to address each. This course presents the theory and practice of program evaluation with an emphasis on coordinated school health design, implementation, diagnosis, and action plans.

**EHE 713 Assessing Health Literacy - 3 credits**

Young people who are health literate have knowledge and skills to maintain and develop healthy behaviors. To determine the acquisition of knowledge and skill, student literacy must be assessed. The purpose of this course is to train educators to increase health literacy by becoming proficient in teaching the National Health Education Standards. Assessing health literacy insures that teaching and learning are improved and students acquire the knowledge and skill needed to maintain healthy behaviors. In this course, educators design authentic assessments based on student need, then select national and state standards to reduce the need. They design rubrics to score assessments, provide exemplars, develop formative and summative assessments, evaluate portfolios, and learn the value of student self-assessment.

**EHE 800 Independent Learning Project: Health/Family/Consumer Science - 3 credits**

The Independent Learning Project is a culminating learning experience for the students at Cambridge College. The Independent Learning Project at Cambridge College helps students define, re-define, and address a problem in Health/Family and Consumer Sciences. They develop a problem statement and proceed to use research skills: library resources, computer databases; planning and organization; consultation with experts in the field to solve the problem. The Professional Seminar provides a vehicle for the gradual development of thinking about prominent issues in the field that are of concern to students. Students, through reading and discussion, as well as practical experiences in the classroom and in the school, develop the theme of the ILP and questions which need to be answered. The ILP represents a tangible, symbolic culmination of the Cambridge College learning experiences. It demonstrates the ability to apply learning derived from course work, seminars and workshops to professional work in education. It is a marriage of theory and practice, original thought and focused research. The ILP requires the student to create an original project which contributes to the body of knowledge on a topic and reflect on what he or she has learned from the entire experience. The project enables students to develop skills in time management, critical thinking and professional writing which they may not previously have had.

**HEA 790 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) - 3 credits**

Practicum Seminar required concurrently: HEA791. The practicum experience, supervised by Cambridge College, occurs during the spring and fall semesters at the level of the certificate being sought, PreK-12. The College supervisor, the cooperating practitioner, and the student plan the clinical experience to achieve the minimum 300 hours (150 elementary; 150 secondary) at the practicum site. A "practicum journal" is used to document the experiences of the pre-practicum and practicum.

**HEA 791 Practicum Seminar: Health/Family/Consumer Sciences - 2 credits**

Practicum required concurrently: HEA790. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state's and national curriculum frameworks, develop the skills necessary for the teacher tests, and become familiar with recent developments in local, state and global health education issues.

## Instructional Technology (EIT)

**EIT 600 Using the Computer as a Research Tool for Educators - 3 credits**

Considering the expanse of information available on the Internet, educators need to develop effective Internet search strategies, sound criteria for evaluating and analyzing Web sites, and experience in integrating Web-based research into classroom research methods. This course trains educators to search, evaluate, and document online educational resources, for their own use as graduate students and for classroom use with their pupils. The course helps educators use the resources available on the Internet to nurture curiosity and facilitate knowledge acquisition in their classrooms.

**EIT 630 Perspectives on Pedagogy, Curriculum and the Web - 3 credits**

This foundation course explores teaching practices and their relation to broader theories of curriculum design. The course examines the relation between theory and practice within the context of networked learning environments. Students make connections between their own and others' teaching practices, curriculum development strategies, and both the promises and pitfalls presented by technology and the Web. Opportunities will be provided to develop criteria for evaluating Web-based curriculum materials, assess appropriateness to teaching goals, and to create strategies for incorporating technology and the Web into existing curriculum. Further, class projects will engage students in examining current trends in curriculum reform, standards development, school change, and alternative assessment.

**EIT 640 Integration of Technology & Computer Applications in the Classroom - 3 credits**

The use of information technology in the classroom and, in particular, the Internet, as tools for teaching has been growing exponentially

since the advent of personal computers in classrooms. The spillover factors of home use for both students and instructors has created many new opportunities for teaching and learning. In this course teachers become familiar with the basic concepts of utilizing and harnessing this technology in their everyday classroom teaching and beyond. Topics include the elements of basic Design 1: HTML, evaluating and designing educational web sites according to UDL principles. Teachers are introduced to high quality freeware/shareware which can be used in graduate projects and in the classroom. .

**EIT 691-693 Professional Seminar I-III: Instructional Technology - three terms, 6 credits total**

The professional seminars support the members of the program as students, as teachers, and as professionals. The concepts of online collaboration and learning communities are presented and practiced to alleviate the organizational isolation found in school settings. Students confront issues by using constructivist theories and procedures that have been presented in other courses. The seminars also support students work on the independent learning project.

**EIT 703 Impact of Technology on Education - 3 credits**

Educators will improve teaching and learning in the classroom by using educational technology. The course includes an overview of technology's impact on education, evaluation of educational software, integration of multimedia applications, the World Wide Web, curriculum frameworks integration, and hands-on experience in the development of instructional materials. Practical examples of successful schools are examined. Educators also gain experience with a variety of educational software related to the curriculum. Strategies for inclusion of special needs students are explored.

**EIT 710 Legal & Ethical Internet Issues for Educators - 3 credits**

Who owns what on the Internet? What are the issues surrounding privacy and protection, selection of age-appropriate materials, and careful consideration of censorship options in an online environment? This course explores the highlights of intellectual property and copyright issues concerning educational materials, including the latest legislation and guidelines available. Students also examine privacy legislation, landmark censorship cases, and filtering issues. This course covers the current material dealing with content and authorship rights on the Internet, emphasizing plagiarism, copyright, and intellectual property.

**EIT 711 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

**EIT 712 Using Educational Technology to Improve Teaching and Learning - 3 credits**

Through discussion, use of the latest hardware and software, participants explore computer based multimedia and communications technologies that enhance classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the

classroom with emphasis on math, science and language arts. Software and Internet applications are explored, including best practice applications. Focus is on developing technology-based thematic units that integrate theory, practice and standards in the language arts, science, and math classroom. Recent developments in technology integration regarding math and language with the No Child Left Behind Act are discussed.

#### **EIT 800 Independent Learning Project - 3 credits**

The independent learning project is equivalent to a master's thesis. They demonstrate mastery of the interdisciplinary curriculum and implementation of an innovative concept for using the Internet in an organizational or educational setting. Past examples of independent learning projects include: the design of an online course curriculum for K-12 teachers; the re-design of a school system's computer network considering issues of security, usability, management and cost effectiveness; and the development and delivery of a website which promotes the educational, social, and cultural activities of a community service organization.

## Library Teacher (ELM)

#### **ELM 509 Overview of the School Library Program - 3 credits**

The course introduces the vision, mission and role of the 21st century school library program in the teaching and learning process. It also examines the library teacher's anticipated roles and responsibilities as: teacher, information specialist, instructional partner with classroom teachers, and program manager. Emphasis is on the evolution of school library programs; the development of school library policies; the teaching of literacy, particularly information, media and technology literacy; collaboration strategies with teachers, community agencies and the public library; evaluation of the program and services. Other topics include: access to resources, facility design, budget, equity, ethics, needs assessment, strategic planning and advocacy to ensure a quality program. Pre-practicum hours of directed field-based training required.

#### **ELM 515 Evaluation, Selection and Management of Learning Resources - 3 credits**

The course examines the collection development process, policies and procedures for the acquisition and maintenance of print, digital, online and government and community resources that support the teaching and learning process and best meet the needs of all learners, including English language learners. Emphasis is on organization of the collection including: the standards and systems for the creation and maintenance of records, the classification system, subject headings, bibliographic/authority control; MARC21, the components of automated library systems. Additional topics covered are: professional library selection tools; collection evaluation; identification of user needs; the relationship between the curriculum and the collection; cooperative collection development with faculty and the public library; funding; intellectual freedom; equity of access. Pre-practicum hours of directed field-based training required.

#### **ELM 517 Literature for Young Adults - 3 credits**

This survey course introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educators with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Thematic approaches are explored along with practical activities to promote lifelong reading, writing and appreciation of literature. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

#### **ELM 521 Reference Resources - 3 credits**

The course provides skills and knowledge needed to search and manage reference collection resources in print, digital, subscription and online web format that support the curriculum and the needs of diverse students and staff in a K-12 school environment. Library teacher candidates learn to evaluate and use text-based and electronic reference resources that support curriculum based learning projects. They also become familiar with numerous print and digital as well as government and community resources. The reference interview and information skills instruction methods are also considered.

#### **ELM 523 Children's Literature - 3 credits**

The course enhances and extends students' knowledge of literature for children through in-depth involvement with books. The course focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and other media. Students read widely from a broad range of literature and develop methods of incorporating literature into classroom and library experiences. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

#### **ELM 532 New Technologies in the School Library - 3 credits**

This hands-on course explores the role of technology in the teaching and learning process, particularly the ways technology can help teachers and students communicate and collaborate and become good consumers, contributors, and creators in a digital age. Topics include: access to online databases, educational use of the Internet, copyright and ethical issues, major issues in media literacy, and the role of the library teacher as a technology leader. Pre-practicum hours of directed field-based training required.

#### **ELM 533 Information Literacy - 3 credits**

The course focuses on the integration information literacy standards into the school library program and the teaching of information literacy skills, their theoretical foundations, and the strategies to teach these skills to K-12 library users. The library teacher candidate examines instructional design and strategies, national and state information literacy standards and skills, exemplary information search models, and learner assessment methods. Pre-practicum hours of directed field-based training required.

#### **ELM 561 Production of Instructional Materials - 3 credits**

This hands-on course introduces multimedia technology and its instructional uses in designing authentic learning environments.



Library teacher candidates gain experience creating multimedia projects for classrooms, school libraries, colleagues and students. They examine a variety of Web 2.0 tools, presentation software and tools for teaching. Basic production vocabulary and concepts of media literacy are also studied.

**ELM 691 Professional Seminar I: Library Teacher K-12 - 2 credits**

**ELM 692 Professional Seminar II: Library Teacher K-12 - 2 credits**

**ELM 693 Professional Seminar III: Library Teacher K-12 - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

**ELM 691N Professional Seminar I: Library Teacher K-12 - 2 credits**

**ELM 692N Professional Seminar II: Library Teacher K-12 - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

**ELM 693N Professional Seminar III: Library Teacher K-12 - 2 credits**

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ELM 790 Practicum: Library Teacher K-12 300 hours - 3 credits**

Prerequisites: Pre-practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts for this license. 300 hours in a school library; divided into two 150 hour experiences at two of the three school levels (elementary, middle, high school). Practicum Seminar required concurrently.

The Practicum experience is in the role and at the level of the license sought, guided and evaluated by a professional licensed/certified library teacher 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. The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Library Teachers. Students reflect on their own professional growth and examine theory through actual practice. Exit Performance Portfolio required for credit.

**ELM 791 Practicum Seminar: Library Teacher - 2 credits**

Practicum ELM790 required concurrently. The seminar for classroom

experience supports students' growth as they assume the library teacher's role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**ELM 800 Independent Learning Project: Library Teacher - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for library teachers and articulates the individual's educational and administrative philosophy. The project is research and action based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## Literacy Education (EUL)

**EUL 691 Professional Seminar I: Literacy Education - 2 credits**

The Professional Seminar is the hallmark at Cambridge College for the adult learning model where students work in cohort groups to collaborate and share ideas in literacy based on research and classroom experiences. The seminar investigates a series of topics that focuses on the research that improves the literacy in Early and Middle schools. It helps teachers develop exemplary literacy by implementing proven teaching methods that are student-centered, and language-based oriented. The seminar leader is the students' academic advisor and guides them through their graduate program. The seminar also supports students' work on their independent learning projects. The seminar leader approves the finished projects.

**EUL 692 Professional Seminar II: Literacy Education - 2 credits**

The Professional Seminar is the hallmark at Cambridge College for the adult learning model where students work in cohort groups to collaborate and share ideas in literacy based on research and classroom experiences. The seminar investigates a series of topics that focuses on the research that improves the literacy in Early and Middle schools. It helps teachers develop exemplary literacy by implementing proven teaching methods that are student-centered, and language-based oriented. The seminar leader is the students' academic advisor and guides them through their graduate program. The seminar also supports students' work on their independent learning projects. The seminar leader approves the finished projects.

**EUL 800 Independent Learning Project: Literacy Education - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for early and middle school educators and



articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in literacy education.

## Mathematics (EME, MAT)

### EME 691N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

### EME 692N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

### EME 693N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

### EME 800 Independent Learning Project: Mathematics Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps mathematics teachers to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for mathematics teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure. It engages educators in sustained research into educational practice and curriculum development in mathematics; parts of the project may be implemented during the practicum.

### MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas (K-8) - 3 credits

This course explores the relationship between the study of arithmetic and of algebra in grades K-8. Teachers explore selected mathematical concepts at an adult level and discuss how children develop an understanding of it. They explore ways to facilitate classroom learning, and effective activities and materials that enhance learning of algebraic concepts and skills. They learn how to use vertical acceleration to connect arithmetic to algebra.

### MAT 605 Technology in Mathematics Learning and Teaching (K-12) - 3 credits

Prerequisites: MAT607, 609, 611 & 613 or program chair's approval. This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-8. They develop and implement comprehensive lessons for teaching mathematical concepts and skills using calculators, graphing calculators, computer graphing, algebra and geometry software, and internet resources. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning. Pre-practicum hours of directed field-based training required.

### MAT 607 College Algebra - 3 credits

This course focuses on the major components of a college level course in algebra: real, rational, and irrational numbers; linear, radical, and quadratic equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; and sequences and series. Pre-practicum hours of directed field-based training required.

### MAT 609 Euclidean Geometry - 3 credits

This course emphasizes the fundamental ideas of Euclidean geometry with a focus on logic, observations, predictions, and conclusions. Significant geometric properties and concepts are explored through the systematic presentation of the axioms, definitions, constructions, and theorems of classical geometry. Major topics include: the foundations of geometry, direct proofing techniques, triangles, parallel lines, and polygons, right triangles and the Pythagorean theorem, circles, and solid geometry. Pre-practicum hours of directed field-based training required.

### MAT 611 Calculus I - 3 credits

Prerequisites: MAT 607 & MAT 609 or program chair's approval. This course focuses on trigonometric and calculus concepts by providing numerical, graphical, and algebraic approaches for a clear understanding and mastering of the material. Course activities are placed in a context of real-world problems which enable students to create mathematical models that will help them understand the world in which they live. Major topics include: functions and graphs; exponential, logarithmic, and trigonometric functions and equations; trigonometric identities; applications of trigonometry; continuity; limits; derivative of a function; definite integral; fundamental theorem of calculus; and techniques of integration. Pre-practicum hours of directed field-based training required.

**MAT 613 Discrete Mathematics - 3 credits**

Prerequisites: MAT607 & MAT 609 or program chair's approval. This course is designed to cover the major components of discrete mathematics by studying the connections among mathematics topics and real-life events and situations, emphasizing problem solving, mathematical reasoning and communications. Major topics include: counting and number systems; combinatorics; codes; recurrence relations; graphs and networks; and matrix operations. Pre-practicum hours of directed field-based training required.

**MAT 615 History of Mathematics - 3 credits**

Prerequisites: MAT 607, MAT 609 & MAT 611 or program chair's approval. Pre-practicum: 15 hours of directed field-based training required. This course will show how the historical perspective accentuates many different approaches to problem solving thus allowing mathematics to take on an international, multicultural flavor. It will illustrate how mathematics history creates a bridge from the past to the future and how students can learn to value mathematics more by being exposed to its historical and cultural contexts. Major trends in mathematical thought are introduced, as well as the interplay of mathematical and technological innovations, and the contributions of great mathematicians. Understanding the origins of certain ideas, such as counting, symbolic notation, algebra, etc., gives these ideas a basis in reality and makes students more receptive to even difficult or abstract mathematical procedures. This course demonstrates how the history of mathematics can be integrated and used on a daily basis in order to demonstrate that mathematical discoveries have been made because living people had need of them and therefore mathematics is an integral part of human development. Pre-practicum hours of directed field-based training required.

**MAT 618 Mathematics Essentials - 3 credits**

This course focuses on the essential components of a college level course in algebra, probability and statistics. Major topics include: algebraic, linear and non-linear models; functions and graphs; sequences and series; collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability theory to everyday situations. Pre-practicum hours of directed field-based training required.

**MAT 621 Data Analysis - 3 credits**

This course focuses on how data analysis can reveal a more complete picture of the world, by emphasizing concepts and applications of probability and statistics from a wide range of fields. Major topics include: collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability. Pre-practicum hours of directed field-based training required.

**MAT 623 Teaching Numeric and Geometric Structures - 3 credits**

This course covers the teaching pedagogy of the basic foundation of the mathematics curriculum in terms of its numerical and geometric structures. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement. Pre-practicum hours of directed field-based training required.

**MAT 625 Number Theory - 3 credits**

Prerequisite: MAT 611. This course focuses on integers and the generalizations of integers. Major topics include: divisibility, prime numbers, congruences, pythagorean triples, the Euclidean algorithm, diophantine equations, and the fundamental theorem of arithmetic. Pre-practicum hours of directed field-based training required.

**MAT 627 Abstract Algebra - 3 credits**

Prerequisite: MAT 607 or program chair's approval. This course investigates the algebraic properties of real numbers and their generalizations. Major topics include algebraic structures such as groups, rings, integral domains, and the formal development of their properties, complemented by examples and applications. Pre-practicum hours of directed field-based training required.

**MAT 629 Non-Euclidean Geometry - 3 credits**

Prerequisite: MAT 609. This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformations, particularly isometries. Pre-practicum hours of directed field-based training required.

**MAT 631 Calculus II - 3 credits**

Prerequisite: MAT 611. This course covers a thorough review of the Calculus in terms of limits, continuity, differentiation, and integration. It also investigates analytical, graphical, and approximate solutions of first and second order linear differential equations with constant coefficients, the Laplace transforms, power series, and applications to real world problems. Pre-practicum hours of directed field-based training required.

**MAT 633 Probability and Statistics - 3 credits**

Prerequisite: MAT 613. This course focuses on how probability and statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria. Pre-practicum hours of directed field-based training required.

**MAT 635 Applied Mathematics - 3 credits**

Prerequisites: MAT611 & MAT 631 or program chair's approval. This course focuses on mathematical applications in everyday situations. Problem solving techniques are selected from several major areas that include: matrix theory, equilibrium equations, Fourier series and integrals, linear and non-linear equations, Laplace transforms, differential equations, network flows, and optimization strategies. Pre-practicum hours of directed field-based training required.

**MAT 708 Diagnosis & Remediation of Learning Problems in Mathematics (K-12) - 3 credits**

This course examines the nature of mathematics learning, major types of mathematics learning problems, and their etiology. It discusses possible causes of these problems and suggests remediation strategies that teachers and parents can use to help children learn mathematics more effectively. Teachers focus on selected areas of mathematics at the K-8 levels that challenge children, and on how to

remediate and facilitate mathematics learning in classroom and one-to-one settings.

**MAT 790A Practicum: Mathematics Teaching (1-6) 300 Hours  
- 3 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all initial licensure courses; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**MAT 790B Practicum: Mathematics Teaching (5-8) 300 Hours  
- 3 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**MAT 790C Practicum: Mathematics Teaching (8-12) 300 Hours  
- 3 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**MAT 791A Practicum Seminar: Mathematics Teaching (1-6)  
- 3 credits**

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**MAT 791B Practicum Seminar: Mathematics Teaching (5-8)  
- 3 credits**

Practicum required concurrently: MAT790B. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

**MAT 791C Practicum Seminar: Mathematics Teaching (8-12)  
- 3 credits**

Practicum required concurrently: MAT790B. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

## School Administration (EAD)

### **EAD662 Contemporary Issues and Topics in Educational Administration - 3 credits**

The effective educational administrator actively pursues further study in his/her field. By so doing, the administrator strives to acquire a knowledge base which will help deal with contemporary issues that will affect students, staff, community and the organization of the school. This course, therefore, features research and in-depth discussion of topics of immediate concern to the educational administrator. The topics may include, but will not necessarily be limited to strategic planning, organizational change, effective staff development, team building, outcomes based learning, the use of data for decision making, interpersonal skills necessary for site-based management, teacher evaluation, issues of equity, and community relationships. Practicum hours of directed field-based training required.

### **EAD 684 Selection, Development, and Supervision of Educational Personnel - 3 credits**

This course alerts students to the wide range of activities covered by the term "personnel management" and presents the best of current practices in the field. Students are prepared to select, develop and supervise teachers and other staff effectively. The school is presented as a learning organization - a place where all are supported in continuous growth and describes the administrator's role in creating that culture. Formative and summative techniques for feedback about performance are emphasized. The course also includes the topics of the legal and ethical aspects of evaluation, hiring and dismissal. The importance of the administrator's role as an instructional leader is emphasized. Practicum hours of directed field-based training required.

### **EAD 688 Legal Aspects of School Administration - 3 credits**

This course explores the legal principles which apply to current educational practice. It specifically deals with issues of students' rights and teachers' rights which impact and influence the operation of schools and the related tension created by multiple structures. Laws/ regulations and court decisions related to free speech, equal rights, and school discipline are studied. In addition, laws and policies dealing with IDEA (special education) and No Child Left Behind are examined in depth. Practicum hours of directed field-based training required.

### **EAD 690 Finance and Business Administration for the School Administrator - 3 credits**

This course prepares educators to understand and effectively manage the fiscal aspects of a school or school district. The work focuses on school finance as a matter of public policy and law, the different sources of school financing, and the funding mechanism at various levels of government. Proposition 2 1/2, the Massachusetts foundation budget process, financing procedures in other states, and the financing of charter, choice and voucher programs are examined. In addition, educators study school budgets, the role of the school's community in developing and establishing the budget, and different approaches to the budgeting process. Finally, educators address the issues of plant management, custodial care, building maintenance,

preventive maintenance, scheduling, energy management, collective bargaining and purchasing of materials for plant management. Practicum hours of directed field-based training required.

### **EAD 691N Professional Seminar I: School Administration (Initial) - 2 credits**

This seminar focuses on the development of leadership and human relationships within the school and community. Attention is paid to personal aspects of leadership such as style, dealing with stress, time management and the moral responsibility of school administrators. Students also discuss educational topics and issues of current interest. (This theme continues through all four terms.) Students are introduced to basic research skills such as use of on-line and professional libraries and the conventions of APA style for writing papers and the Independent Learning Project (ILP). Pre-practicum hours of directed field-based training required.

### **EAD 692N Professional Seminar II: School Administration (Initial) - 2 credits**

Prerequisite: EAD691N. This second seminar emphasizes the development and functioning of organizations and the study of organizational behavior. Attention is paid to the leader's role in culture and climate. Students examine the culture and climate of their own work setting within frameworks reviewed in the seminar. Students learn how to prepare and write the literature review for the ILP.

### **EAD 693N Professional Seminar III: School Administration (Initial) - 2 credits**

Prerequisite: EAD692N. This third seminar emphasizes the study of introducing and supporting change efforts in schools. Topics include managing change, dealing with varying attitudes toward change and institutionalizing change. Supporting topics include the use of vision, goal setting, identifying priorities, allocating resources and collecting data on learning. Students learn principles of basic research design and should develop the initial draft of their ILP this term. Those students completing a practicum in this term will present it to the students in the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform. Practicum hours of directed field-based training required.

### **EAD 694N Professional Seminar IV: School Administration (Initial) - 2 credits**

Prerequisite: EAD693N. The final seminar emphasizes linking practice and theory. Particular attention is paid to processing the issues and questions that arise during the practicum experience. Interpersonal aspects of leadership are revisited in the context of the field experience. Students discuss issues connected with obtaining a leadership position including resumes, the interview process and contracts. The ILP is completed and presented to the members of the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform. Practicum hours of directed field-based training required.

### **EAD 712 Curriculum Development, Assessment & Improvement for the School Administrator - 3 credits**

Pre-practicum: Fifteen hours of directed field-based training is required. Development, assessment and improvement of curriculum

to engage students in the learning process and prepare them to be active contributors in the information age is a challenge for school administrators nationwide. This course familiarizes students with proven practical techniques, methods and strategies for developing, implementing and evaluating curriculum. Current theories, research and practices related to effective teaching, curriculum designs and frameworks, and national state standards are explored. Internet resources and research sites are examined to aid students in understanding the complexities of curriculum development. Students also address different learning styles, cultural awareness, ethnic minorities, equity issues, and the use of community resources while designing and evaluating curriculum. Practicum hours of directed field-based training required.

#### **EAD 720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required of all candidates for the license of Superintendent and Assistant Superintendent. Practicum hours of directed field-based training required.

#### **EAD 782 Reconceptualization of Schools for School Administrators - 3 credits**

Students examine the historical and metaphoric forces responsible for the shaping of our modern schools, changes in the dominant values, school culture and the culture of organizations in general. Attention is paid to changing roles and expectations of school administrators, pressures for school reforms, the role of school committees and boards and the use of data in change efforts. Emphasis is placed on considering change as a complex problem. Practicum hours of directed field-based training required.

#### **EAD 790A Practicum (Supt/Asst Supt) (All Levels) 300 hours - 5 credits**

Superintendent License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district superintendents/assistant superintendents. Students work with the guidance and support of an experienced school administrator and observe his/her

administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

#### **EAD 790B Practicum (Principal/Asst Principal) (Pre K-6) 300 hours - 5 credits**

Principal License, levels PreK-6, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as principal/assistant principal(preK-6). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

#### **EAD 790C Practicum (Principal/Asst Principal) (5-8) 300 hours - 5 credits**

Principal License, levels 5-8, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL. Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during



vacation periods. This practicum experience provides field based training for students pursuing licensure as district principal (5-8). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 790D Practicum (Principal/Asst Principal) (9-12) 300 hours - 5 credits**

Principal License, levels 9-12, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (9-12). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 790E Practicum (Supervisor/Director) at level of prerequisite license - 5 credits**

Director License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility

and some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure as supervisor/director. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

**EAD 800 Independent Learning Project: School Administration - 3 credits**

Prerequisites: EAD691-693. The Independent Learning Project (ILP) is a culminating learning experience that helps school administrators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for school administrators and articulates the individual's educational and administrative philosophy. The project is research and action based on a focused topic chosen by the student within the area and level of licensure sought. It engages students in sustained research into school administration. Parts of the project may be implemented during the practicum.

## School Guidance (CCP, CSG). . .

See the School of Psychology and Counseling.

## School Nurse Education (ESN)

**ESN 660 Principles, Process, and Practices of School Health Management - 3 credits**

In this course, students will combine nursing theory and apply knowledge acquired in the practice setting. They will develop effective strategies using the nursing process to analyze the impact of significant medical, psychological, cultural and social problems on the population of school aged children. Consideration will be given to how the major cultural and societal issues affecting children impact the practice of nursing within the school practice setting. Students will engage in research from both a global and local perspective. Using the nursing process to define the issues, students will suggest effective short and long-term interventions, including public policy interventions to address these problems and devise an evaluation system that insures continued and progressive program improvement. In addition, students will become familiar with the eight major component categories of the Coordinated School Health Model and to recognize the importance of collaborating with professionals in other school service areas to provide effective and coordinated interventions aimed at individual children as well as the larger school

population. The impact of school nursing services on student outcomes will be explored. Using the goals of "Healthy People 2020", students will analyze the relationship between specific data in relationship to the 2020 goals and design a health promotion/health education program to address the needs of a specific student population. Emphasis will be placed on the leadership role of the nurse as she/he interacts with other professionals and political leaders within her/his community and on the state and national level.

**ESN 691 Professional Seminar I: School Nurse Education**  
- 2 credit

Professional Seminar I (PSI) establishes a learning community that addresses the problems of isolation of school nurses, as well as, identification of the future mission of the profession. This seminar provides the context in which a cohort of students can interpret their experiences and transform them into knowledge, constructs, skills, attitudes and values. The seminar is a developmental process challenging students' existing philosophies and practices. The PSI is a model of support to students' personal and professional lives, where current personal and professional growth issues are raised and discussed. Learning is facilitated in a supportive, risk-free environment. With guidance of the seminar leader, students will define and clarify the final project design of the independent learning project (ILP) and develop an action plan to ensure satisfactory completion.

**ESN 692 Professional Seminar II: School Nurse Education**  
- 2 credits

Professional Seminar II (PS2) is conducted entirely online. It requires students to have and apply a consistently strong work ethic and a determined action plan for progressing according to the submission deadline schedule requirements established and provided to them during PS I. During PS2, students will be required to extend their ILP topic research to complete their literature review (minimum of 10 pages) to include a minimum of 10-12 scholarly sources, and to write their reference page. They will also be required to finalize and compose their methodology and design and create the body (stand-alone intervention or initiative) of their ILP during the PS2.

**ESN 693 Professional Seminar II: School Nurse Education**  
- 1 credit

Professional Seminar III (PS III), in addition to allowing students to complete the remaining portions of the ILP, including the statement of learning/summary and conclusions, appendices, abstract and table of contents, will allow students to develop an assessment plan to use in evaluating the effectiveness of their projects. The assessment plan will specify the goals of the ILP project and establish reasonable and measurable evaluative criteria based on those goals. Students will also design a timetable for implementing their projects, along with identifying key stakeholders, those individuals who would be expected to lend support to the project and a rationale behind their motivation for such support. Students will also identify any barriers/blocks in the form of policies, regulations, people, current cultural standards/practices and traditions; and fiscal, time and space constraints, that need to be anticipated to ensure their ILPs' success. Students will post their abstracts so that they can obtain feedback on their ILP projects from their nursing colleagues, allowing them to expand the impact of their projects beyond their own schools' communities.

**ESN 710 Dealing with Grief & Loss: Role of Educators, Counselors, and Nurses - 3 credits**

This course assists the professional school staff member in supporting students dealing with grief and loss. Course participants identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. Participants learn how our understanding of death and loss is influenced by developmental age, cultural and social factors. The course focuses on how issues of grief and loss are present in the school environment and explores approaches to help the students cope with loss in a variety of situations.

**ESN 725 Legal Responsibilities & Ethical Issues for School Nurses**  
- 3 credits

This course is an analysis of federal, state and municipal legal mandates which affect school health programs. It will include a review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

**ESN 780 School Nurse Leadership in the School & Community**  
- 3 credits

Overview of the professional roles of the school nurse. Introduction to leadership theory, process and outcomes with special emphasis on critical thinking, decision-making, and change. Examination of interdisciplinary initiatives within the school and community. Introduction to the National Association of School Nurses and state associations.

**ESN 800 Independent Learning Project: School Nurse Education**  
- 3 credits

The Independent Learning Project is a culminating learning experience that helps school nurse educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the school nurse educator. It engages the student in sustained research into educational practice and curriculum development.

## Science (ESE, SCI)

**ESE 691 Professional Seminar I: General Science - 2 credits**

During Professional Seminar 1, the middle school science teacher will learn how incorporate science content and hands-on methods of presentation. Special focus will be directed to: science safety in the middle school setting, the design process, engineering standards (the integration of life, earth and physical sciences to the art of problem solving/engineering). Attention will be directed to the "best practices" model of standards-based science instruction in the middle school classroom. Integration of mathematics in the middle school science classroom. Reinforcement of the use of the metric system as a tool in science. The introduction of the Independent Learning Project and research methods will be addressed.

**ESE 692 Professional Seminar II: General Science - 2 credits**

Professional Seminar 2 will continue to be directed to best practices in inquiry-based science in the middle school setting, the design process, engineering standards engineering standards (the integration of life, earth and physical sciences to the art of problem solving / engineering). In addition new topics including mapping and navigation, the integration of the museum in the curriculum, science of the compass, use and fabrication of a clinometer, seismology and the appropriate use of current hands-on technology in the middle school classroom. Special attention will be directed to the pedagogy related to science teaching (the professional standards for teachers). Those standards as identified by the National Science Teaching Standards will be covered. ProSem 2 continues to guide the research and writing of the Independent Learning Project to completion.

**ESE 800 Independent Learning Project: General Science - 3 credits**

The Independent Learning Project is a culminating learning experience for students at Cambridge College. It helps students define, re-define, and address a problem in general science education at the grade (1-6) or (5-8) level. They develop a problem statement and proceed to use research skills: library resources, computer databases; planning and organization; consultation with experts in the field to solve the problem. The Professional Seminar provides a vehicle for the gradual development of thinking about prominent issues in the field that are of concern to students. Students, through reading and discussion, as well as practical experiences in the classroom and in the school, develop the theme of the ILP and questions which need to be answered. The ILP represents a tangible, symbolic culmination of the Cambridge College learning experiences. It demonstrates the ability to apply learning derived from course work, seminars and workshops to professional work in education. It is a marriage of theory and practice, original thought and focused research. The ILP requires the student to create an original project which contributes to the body of knowledge on a topic and reflect on what he or she has learned from the entire experience. The project enables students to develop skills in time management, critical thinking and professional writing which they may not previously have had.

**SCI 591 Introduction to Online Science Learning - 1 credit**

This course introduces students to the principles of teaching and learning science as defined by the National Science Education Standards and the 2012 Framework for K-12 Science Education, and to the ways in which these principles can be implemented in an online environment. Students explore how online teaching and learning can capitalize on diverse learning styles and multiple intelligences. They assess their own experiences, abilities, learning styles and intelligences to evaluate the appropriateness of online learning in their own professional development. They analyze the standards which are used to guide instruction in their local districts and states, comparing them to the National Science Education Standards. Finally, they use the National Science Education Standards' vision of professional development to design their own plan for future professional growth including online learning where appropriate.

**SCI 600 Cell Biology - 1 credit**

This course examines the origin, evolution, fine structure and function of cells. Beginning with single celled organisms such as archaea and bacteria, the student looks at how cells conduct the processes

necessary for life. Students examine the processes through which eukaryotic cells differentiate into tissues, organs and systems and review the basics of continuity and genetics. Enzyme function and physiology are linked to genes. Finally, students explore the future of cell biology.

**SCI 601 Aquatic Ecology - 1 credit**

Online course. This course leads teachers to investigate principles of ecology through examples from fresh water, marine, and other water environments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and interactive relationships among producers, consumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

**SCI 603 Electricity and Magnetism - 1 credit**

This course explores concepts in electricity and magnetism by addressing basic topics and fundamental misconceptions. Topics include electrostatic charging; charge separation and its role in electric pressure, current electricity, and the circuits through which it moves; Ohm's Law; schematic diagrams; and current that flows from wall outlets—all leading to exploration of the intimate relationship between magnetism and electricity.

**SCI 605 Water Quality - 1 credit**

The earth is covered with water, but the quantity available for use by earth's living inhabitants is limited. Natural and human impacts restrict our access to clean water. This course explores the factors that affect our water supply and solutions that may maintain it. Week one reviews the basic chemistry of water on earth, relating the effects of temperature, salinity, and climate to the availability of fresh water. Week two explores the sources of fresh water used by humans for their personal use, for industry, and for agriculture. In week three, the "water cycle" is examined, and human impacts are traced that can change the distribution and availability of water. Humans affect the quality of the water as well, and those effects are examined in week four. Week five investigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

**SCI 607 Structure of the Earth - 1 credit**

Online course. This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at rock formation and its characteristics. The second week explores sedimentary, igneous and metamorphic processes and their contribution to the rock cycle. Week three takes a close-up look at constructive forces of earthquakes and volcanoes and at weathering, erosion, and other destructive forces that re-shape earth's surface. Finally, in week four, the learner digs deep into the inner depths of the planet to examine plate motion and plate tectonic theory and in week five a geological locale project pulls together greater understanding of the forces which help shape and drive our dynamic earth.

**SCI 609 Transfer of Energy - 1 credit**

Online course. This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one begins with common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to conservation of energy and fallacy of perpetual motion machines. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to sound waves as pressure waves and light, both sun and man made, and a review of electromagnetic spectrum. Week five opens with Rube Goldberg machines, looking at energy transfer devices and energy usefulness and efficiency.

**SCI 611 Ocean Science - 1 credit**

The oceans dominate our planet, influencing every aspect of Earth's environment. This course reviews the physical science, geology, and biology of the oceans emphasizing a systemic approach. Week one reviews the basic geography and geology of the Earth's oceans and the forces that shape and propel ocean waters. Week two looks at the water in the ocean, its chemistry, and what is dissolved in it. The mysteries of the ocean depths are explored in week three, with investigations of how humans explore the world beneath the ocean surface. Week four examines the effect of Earth's oceans on climate and on the land. In week five, learners examine ocean life and investigate the effects of ocean environments on the living things within the water.

**SCI 613 Earth in the Solar System - 1 credit**

Online course. Learn more about our neighborhood in space. This course examines the earth's relationship to the sun, moon, and other planets in the solar system. The first week focuses on earth-bound celestial observations and the origins of modern astronomy, including the development of the heliocentric model. Week two features an in-depth look at the moon, our partner in space and the explanations for such phenomena as eclipses, phases, and tides. Weeks three and four present a detailed inventory of the solar system including the planets, moons, meteoroids, asteroids, and comets. Finally week five concludes with the current ideas about the formation of the solar system with a close-up look at the star of our solar system, the sun.

**SCI 615 Forces in Motion - 1 credit**

Online course. Focusing on conceptual understanding, Week one introduces kinematics, the study of how things move on a straight path. Week two advances this understanding into accelerated motion and introduces inertia. During this week, gravity is introduced within a multi-disciplinary arena. Week three introduces dynamics, the study of forces and why things move, and looks at inertia, mass, and weight. Week four presents opportunities to measure forces and to examine their effects. Coverage includes Bernoulli's principles, friction, terminal velocity, and buoyancy. Week five explores the everyday world with its focus on mechanical advantage, work, and simple machines.

**SCI 617 Earth's History - 1 credit**

Online course. This course focuses on the basic geologic principles that have shaped the history of the earth, integrating thematic content in the life and earth sciences with a chronological approach. Week one sets the stage with a review of basic geological principles and

field geology. Week two presents the earth's first billion years with the formation of the earth and moon. Reading the fossil record is covered in week three with evolution and extinction providing the major themes. The Proterozoic and Paleozoic eras are the focus of week four, and the Mesozoic and Cenozoic eras are covered in week five.

**SCI 619 Teaching Project-Based Science - 1 credit**

Online course. This course presents the advantages of project-based science, guidelines on how to succeed in using this instructional and assessment approach, and strategies for customizing for individual school settings. Week one presents comparisons between traditional and project-based science curriculum and includes management issues and requirements for student success. Week two deals with student projects that involve science, society and decision-making and connections to service learning. Assessment and evaluation of student projects are the focus of week three. In weeks four and five, teachers develop a unit of instruction for use with their own classes and to share with online colleagues.

**SCI 627 Chemistry Through Inquiry - 1 credit**

This course focuses on the national science education content standards for physical science and "science as inquiry". As teachers do hands-on science investigation, read science background, and participate in discussions, they will enhance their own science content knowledge and develop an inquiry-based approach to science learning.

**SCI 629 Practical Meteorology - 1 credit**

This course examines meteorology from a practical perspective. The course is cross-disciplinary when appropriate and is especially designed for educators who have degrees and backgrounds in sciences other than meteorology. The course combines technical explanations of weather and climate phenomena with practical guidelines for observing, evaluating and forecasting weather. The course content web pages are supplemented by images of weather phenomena, links to other web-based resources and self-directed reviews of literature on various weather and climate phenomena.

**SCI 680 Attaining Science Literacy - 3 credits**

This course addresses science literacy by (1) examining the development of the knowledge and skills needed to understand the natural world and to intelligently participate in decisions that affect it, (2) considering science as a way of knowing and as a basis for thinking and problem-solving, and (3) reviewing strategies for promoting science literacy in school programs. Course content includes practical and theoretical constructs with emphasis on connecting theory to practice, applying conceptual understandings to individual teaching settings, and developing skills for independent professional development and scholarship. Pre-practicum hours of directed field-based training required.

**SCI 682 Methods and Materials for Teaching Life Science - 3 credits**

Educators will develop competency in the skills and methods used in the teaching of natural science. Basic concepts in chemistry, biology, and ecology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts,



methods, and classroom management of the experiences that help their students construct understandings in these areas. Pre-practicum hours of directed field-based training required.

**SCI 684 Methods and Materials for Teaching Earth Science**  
- 3 credits

Educators will develop competency in the skills and methods used in the teaching of earth science. Basic concepts in astronomy, geology, geography, and paleontology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experience that help their students construct understanding in these areas. Pre-practicum hours of directed field-based training required.

**SCI 686 Methods and Materials for Teaching Physical Science**  
- 3 credits

Educators will develop competency in the skills and methods used in the teaching of physical science. Basic concepts in matter and energy will be illustrated and supplemented with a rich assortment of activities suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that best help their students construct understandings in these areas. Attention will be given to the construction and understanding of inquiry skills as they apply to traditional classroom experiments and activities. Pre-practicum hours of directed field-based training required.

**SCI 688 Methods and Materials in Teaching Middle School Chemistry** - 3 credits

Seated course: This course will focus on providing middle school science teachers with a clear understanding of scientific inquiry and basic chemistry concepts. Grade level appropriate activities will be highlighted with special consideration for the middle school classroom environment and safety issues. Fundamental chemistry concepts discussed and reinforced with experimentation will include: physical properties and physical change, states of matter, density, solutions, mixtures, compounds, chemical change and the applications our elements to technology. This will be a lab-centered course. Pre-practicum hours of directed field-based training required.

**SCI 790A Practicum in Science Levels (1-6) 300 hrs - 3 credits**

300 hours, levels 1-6. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790.

The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS).

Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and

classrooms. This Practicum experience is geared primarily for those teachers seeking the position of elementary science specialist. The content delivery within this experience is aligned to the Next Generation of Science Standards at the preK to 6 level of comprehension.

Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream.

(3 formal assessment observations required by College supervisor)

**SCI 790B Practicum in Science Levels (5-8) 300 hrs - 3 credits**

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790.

The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS).

Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension.

Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream.

(3 formal assessment observations required by College supervisor)



**SCI 791 Practicum Seminar: General Science (1-6) (5-8)**  
- 2 credits

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum

Frameworks for Science/Engineering Technology, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

The Next Generation of Science Standards reflecting the national science initiatives is also referenced as a guide to best practices in science education.

As evidence of the Practicum experience, each student will develop an Exit Portfolio as an integral part of the Practicum Seminar. The Exit Portfolio will be contained and uploaded to a web-based evaluation program called Task Stream. Each student will open their own Task Stream account and contribute the necessary academic artifacts and evidence that demonstrates their competency as they complete their fieldwork experience in the science classroom. The artifacts and evidence can be viewed in Task Stream.

## Sheltered English Immersion (SEI)

**SEI 600 Sheltered English Instruction Endorsement Course For Teachers - 3 credits**

The purpose of this course is to prepare Massachusetts teachers with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy.

**SEI 605 SEI (Sheltered English Immersion) Content License Endorsement Course - 3 credits**

This Sheltered English Immersion (SEI) Content License Endorsement Course is designed for educator licensure candidates in all core academic areas, to prepare them to address the needs, and build on the multilingual and multicultural assets, of a diverse and ever-changing student population in Massachusetts. The course is a key element of the Massachusetts RETELL initiative (Rethinking Equity and Teaching for English Language Learners). RETELL also includes statewide implementation of the WIDA ELD (English Language Development) standards, and the WIDA-ACCESS assessment tools.

Participants will be introduced to ELD standard and WIDA tools, and will practice applying research-based SEI instructional strategies as they teach their content to English language learners (ELLs). They will also be introduced to a variety of professional growth opportunities to prepare them to extend their learning by making SEI the focus of professional practice within the new educator evaluation process.

## Special Education (ESP)

**ESP 512 Inclusion and Classroom Behavior Management**  
- 3 credits

In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include these students in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students. Pre-practicum hours of directed field-based training required.

**ESP 592 Adapting Materials for Students W/Disabilities in Gen Ed Classrooms - 1 credit**

This course introduces students to adapting materials and modifying curriculum as identified in students' Individual Education Programs (IEP). Models of inclusion and teaching techniques for students with disabilities in general education classrooms will be explored and developed. Teachers engaged in special educators and general education discuss solutions to difficult problems focusing on academic interventions in subjects such as math, reading and writing skills. In addition, students in this class develop strategies to increase participation of their students in inclusive classrooms by lessening anxiety and frustration and teaching strategies to create a positive learning environment. They will also work together to design reasonable classroom accommodations, realistic alternatives, positive models of classroom management, and adapting assessments. They will demonstrate understanding through class discussion and lesson presentation.

**ESP 594 Collaboration and Consultation Techniques - 2 credits**

The course explores the concept of school and community working together as partners to support each other in a strong coalition. A school district serves several smaller communities in one, and rarely does a community act as a single entity. To establish and sustain community and school linkage is critical to an effective partnership. The course explores the core mission of public schools and creates an environment that helps young people learn and achieve at high standards. The community school approach supports young people's academic, social, and interpersonal goals by creating an effective learning atmosphere. Schools are a microcosm of societal values and community philosophy that daily affects students' lives. The power structure of a community — its formal and informal networks and the people in them — that makes things happen is studied.

**ESP 607 Psycho-Educational Assessment for Teaching Exceptional Students - 3 credits**

Pre-practicum: 10 hours required: directed field-based training. This course increases educators' ability to assess various educational test instruments, understand outcome data, analyze various data sets and make hypotheses, and formulate academic goals and objectives. Educators develop a conceptual framework in which to understand their students' academic needs and develop appropriate interventions based upon testing outcome data. A general understanding of statistics, ethics, and test construction is introduced for evaluating various assessment instruments and the appropriateness of their use. Students utilize formal and informal assessments, standardized

instrumentation, and screening instrumentation to gather data and formulate appropriate interventions and accommodations for various educational plans. Pre-practicum hours of directed field-based training required.

**ESP 610 Autism: History, Prevalence, Diagnosis and Characteristics - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding the child with autism in terms of psychological, intellectual, social, and physical development. The historical problem of biological versus psychological causation of autism will be examined along with trends in autism research that continue to this day. This course will focus on autism as a neurological developmental disorder characterized by an impairment in social interaction, communication skills, and in behavior. Autism is acknowledged as a "spectrum" disorder meaning that children with autism may range from extremely low cognitively to highly intelligent with little or no language to communicate to being highly verbal. The cause(s) of autism is not known at this time, with 9 out of 10, for whom the cause is idiopathic. Autism Spectrum Disorder is the fastest growing developmental disability with 1 in 150 children now being diagnosed with autism. It is more common than Cerebral Palsy, Down Syndrome, and Childhood cancers combined.

**ESP 615 Assistive Technology: Modifying the Curriculum for Diverse Learners - 3 credits**

How do we as educators implement the mandated requirements of the Individuals with Disabilities Education Act that calls for assistive technology to be considered in each Individualized Education Program (IEP)? Educators in this course examine assistive technologies and the federal laws affecting the education of students and children with disabilities. They look at assistive technologies addressing seating and positioning, access to the technology, augmentative and alternative communication (low-tech and high-tech). Educators will also look at curriculum modifications using technology, and software that addresses these modifications and individual learning styles. They will have a comprehensive understanding of the various augmentative and alternative communications (AAC) methodologies, including the appropriate use of aids and devices.

**ESP 616 Communication Disorders - ASD - 3 credits**

Communication-based disabilities are a diagnosing criteria of Autism spectrum disorders, diagnoses with similar characteristics, and are commonly seen in severe levels of developmental delay. Not only do communication difficulties greatly impact life-long educational, social, and vocational opportunities, they are closely associated with the presence of challenging behaviors such as aggression and self-injury. Following a review of typical and atypical language development, physiological, environmental, and psychological theories of language development will be presented. This course will examine criterion-based and peer-normed communication assessments, effective language-based teaching strategies for children with severe disabilities, and alternative communication forms such as picture exchange communication system, sign language, and other non-vocal communication systems. In addition, students will be introduced to the following: Provision of family-centered services; impact of culture on work with individuals with disabilities and their families; and

recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

**ESP 621 Assessment and Appraisal Process -ASD - 3 credits**

Effective instruction is difficult to implement in the absence of effective assessment and appraisal data. The goal of this course is to introduce candidates to several educational and functional assessments that are frequently used to establish skill strengths and deficits in children with autism spectrum disorders and diagnoses with similar characteristics. Such tools as the Psycho-educational Profile, 3rd edition (PEP-111), Assessment of Basic Language and Learning Skills Revised (ABLLS-R), and the Vineland Adaptive Behavior Scales, classroom edition, will be reviewed and interpreted. Along with an emphasis on these assessments, this course will stress considerations of student specific goals including variables such as, needs in the home setting, activities of daily living, vocational training, and an independent and self determined adult life.

**ESP 622 Basic Applied Behavior Analysis ASD - 3 credits**

The basic principles of applied behavior analysis relevant to the design and implementation of behavioral interventions in educational and human service environments will be presented in this course. Behavioral principles such as schedules of reinforcement, measurement techniques, analysis and interpretation of behavioral data, ethical, and pragmatic issues will be covered. Students will critique the validity and usefulness of behavioral research to applied problems. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

**ESP 625 Behavior Management - ASD - 3 credits**

Individuals diagnosed with autism spectrum disorders and diagnoses with similar characteristics frequently manifest challenging behaviors that inhibit learning and access to many life long opportunities. This course will introduce students to the functional behavior assessment (FBA) process and intervention through the use of positive behavior intervention and support (PBIS). The dynamic intervention formats utilize the scientifically supported techniques of PBIS across a three tier level of need that includes school wide support, secondary support for at – risk students, and individual interventions. Individual interventions will be developed utilizing the principles of applied behavior analysis (ABA). The course will emphasize the use of least restrictive, non-aversive, researched supported techniques that take into account a whole child perspective, intervention for teaching functional equivalent skill deficits, increasing appropriate behavior, and decreasing challenging behaviors.

**ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders - 3 credits**

Social deficits are one of the defining characteristics of autism, including Asperger's syndrome, and most are almost always associated with other autism spectrum disorders and similar diagnoses. This course will introduce candidates to social skills intervention through a whole family approach focusing on both students with deficits associated with global delay as well as higher functioning students who demonstrate deficits primarily or exclusively in the area of social skills. This class will take into account the needs of not only the student, but also the siblings, parents, separated parents, extended family

relationships, household economic needs, and culturally specific variables that make up the landscape of the dynamic American family.

**ESP 635 Teaching and Curriculum Development/Students with Severe Disabilities - 3 credits**

This course will emphasize diagnosis, assessment and best educational practices in teaching persons who are diagnosed with severe intellectual disabilities, multi handicaps and autism. A focus on legal provisions, regulations and program standards in unbiased assessment as well as work on specialized terminology used in assessment of this special population will be noted. A special focus on the Massachusetts Alternate Assessment preparation will be developed. Adaptive behavior scales will be discussed. Students will be apprised of the specialized policies regarding students with extensive disabilities concerning referral and placement procedures.

**ESP 636 Teaching, Social Science, History and Multicultural Education in Grades 5-12 - 3 credits**

This course prepares special educators to co-teach and consult in the area of social studies that includes the major factors of historical development. This course addresses the many multicultural contributions of those who settled the colonies and formed the new nation. Students gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum frameworks/Common Core in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure.

**ESP 662 Principles of Language Development; Bridging Differences and Disorders- 3 credits**

This course develops a thorough understanding of how children acquire language and how language develops over the life span. Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language, once acquired, is not static, but rather has constant neural reorganization. Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced. Because there is no single process of language acquisition, students are exposed to different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with communicative handicaps are also discussed. Pre-practicum hours of directed field-based training required.

**ESP 680 Pedagogy in Reading and English Language Arts - 3 credits**

This course develops a thorough understanding of the fundamental principles of English/ language arts, focusing on the inter relationships among reading, writing, speaking and listening. The course also focuses on the student a learner, and the processes involved in content reading and literacy. There is a direct correlation between the

growing social and cultural diversity in today's contemporary society, children and families need to expand literacy activities to provide a range of options available to them in work and life. Diagnostic tools and classroom techniques for assessing, decoding, encoding, comprehension, literacy and fluency skills are explored, along with related theories and research, and developmentally appropriate practices. The language arts are incomplete without making connections to all parts of the curriculum. Pre-practicum hours of directed field-based training required.

**ESP 689 Theories of Typical and Atypical Human Development - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding children's psychological, intellectual, and physical development. Piaget's theory of cognitive development is examined along with more recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The course also investigates the impact of developmental theories on the education of children with disabilities. Formulation of developmentally appropriate Individual Educational Programs is discussed. Pre-practicum hours of directed field-based training required.

**ESP 691 Professional Seminar I: Special Education- 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - Prek-8 and 5-12 The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - Prek-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 691N Professional Seminar I: Special Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - Prek-8 and 5-12 The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - Prek-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning

projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 691P Professional Seminar I: Special Education (Professional) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - PreK-8 and 5-12. The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - PreK-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 691S Professional Seminar I: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

**ESP 692 Professional Seminar II: Special Education - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - PreK-8 and 5-12. The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - PreK-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values,

students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 692N Professional Seminar II: Special Education (Initial) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College and continues the student's graduate program. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs PreK-8 and 5-12. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become competent, caring, qualified educators, reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 692P Professional Seminar II: Special Education (Professional) - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - PreK-8 and 5-12. The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - PreK-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**ESP 692S Professional Seminar II: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students



become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD “fit” within the organizational structure of the education system.

**ESP 693 Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693N Professional Seminar III: Special Education (Initial) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693P Professional Seminar III: Special Education (Professional) - 2 credits**

Additional term of professional seminar that may be required depending on student's experience and progress.

**ESP 693S Professional Seminar III: ASD - 2 credits**

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD “fit” within the organizational structure of the education system.

**ESP 695 Laws and Regulations Pertaining to Special Education - 3 credits**

This course will review all special education laws (IDEIA, 2004, and specific regulations such as 34 C.F.R. 300; 603 CMR 28:00) regarding the pre-referral and referral of a student, and the development of an Individual Education Plan (IEP). Additionally, the course will discuss the relevance of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA, 1990), the Family Education Rights and Privacy Act (FERPA), as well as the procedures for Special Education Appeals relating to public schools' obligations to provide Free and Appropriate Public Education (FAPE) for students with disabilities. An additional emphasis in this course will be on students with

a diagnosis of Autism and the process for developing IEP's for these students in the Least Restrictive Environment (LRE), using theories and strategies for including students in general education classrooms. Special attention shall be paid to the particular state legislation governing special education. Pre-practicum hours of directed field-based training required.

**ESP 698 Laws and Regulations Pertaining to Behavioral Intervention and ABA - 1 credit**

This course reviews special education laws and specific regulations regarding behavioral intervention and applied behavioral analysis (ABA) including early intervention (EI) for infants until age 3, the public school referral process, for special education services, referral, evaluation and eligibility determination for children with disabilities on the autism spectrum, and the development of an Individual Educational Program (IEP).

**ESP 701 Students with Disabilities and Visual Arts - 3 credits**

This course is for teachers who work with students with special needs. It focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills. This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple print-making techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts. A visit to the Fogg Museum is included.

**ESP 704 Ethics and Professionalism in Applied Behavior Analysis - 3 credits**

This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of ethical and professional behavior to ensure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board Guidelines for Responsible Conduct will be reviewed in detail. Ethical dilemmas and case studies will be presented for behavior analysts working in a variety of educational and therapeutic settings. Professional issues such as representation of one's self and the field of behavior analysis, collaboration with other professionals, relationships with colleagues and clients, the evaluation of treatment and instructional procedures, and interpersonal communication will be explored. Learning activities will include synchronous instruction (lectures, group exercises, role play), asynchronous instruction (video lecture, responding online to questions and peer review of responses) and project-based instruction (writing exercises or papers). Students will take an active part in forums and problem solving ethical issues.



**ESP 705 Applied Behavior Analysis Fluency Seminar - 1 credit**

This one-credit course is designed to strengthen students' ability to demonstrate key core knowledge competencies in the field of applied behavior analysis. During the course of the semester students will engage in a number of fluency based instructional activities that will enable them to demonstrate knowledge in all of the BCBA task list content areas. Students will be required to practice these skills both during class sessions and via software specifically designed to support fluency training and competence demonstration. Students must demonstrate proficiency in each of the task list content areas in order to successfully pass this course.

**ESP 721 Using Multiple Intelligences and Accelerated Learning in Teaching English Language Arts, Math, History and Science - 3 credits**

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

**ESP 722 Clinical Applications of Applied Behavior Analysis - ASD - 3 credits**

Contemporary developments and issues in ABA including behavior change strategies, recent developments in ABA, generalization and ethical use of treatment methodologies are addressed. Part of the educational qualifications required to sit for the behavior analysis certification examination.

**ESP 723 Implementing Behavior Analysis in Educational Settings - ASD - 3 credits**

Focuses on the clinical practice of applied behavior analysis in a variety of settings. The application of the principles of Applied Behavior Analysis in educational and treatment settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These issues include functional behavior assessments, ethics of practice, staff/parent training, and behavioral education in public schools.

**ESP 724 Research Design and Ethics in the Application of Applied Behavior Analysis - ASD - 3 credits**

This course focuses on research design and the ethical study of human behavior. You will learn about the characteristics of science and the rational for having behavior as the focus. You will be exposed to issues related to measurement, specific research designs, and the important issues (such as variability) associated with designs. You will learn how to accurately interpret research data from a variety of research experiments. You will also learn about the ethical standards and guidelines that professionals in the field of applied behavior analysis must follow in working with humans. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification examination.

**ESP 726 Advanced Applied Behavior Analysis - ASD- 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; and ESP622. Extends the study of basic applied behavior analysis. Concentration on behavior change strategies. Specific strategies for accelerating and decelerating behaviors will be reviewed. Issues of generalization of behavior change will be explored. A focus on research strategies will be included. You will also write a review of the literature focusing on a particular procedure designed to develop new behavior or to decrease behavior.

**ESP 790A Practicum: Special Education (PreK-8) 300 hours - 3 credits**

300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. The Practicum experience is in the role and at the level of the license sought, under a supervising practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people with moderate special needs in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

**ESP 790B Practicum: Special Education (5-12) 300 hours - 3 credits**

300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. The Practicum experience is in the role and at the level of the license sought, under a supervising practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people with moderate special needs in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

**ESP 791 Practicum Seminar: Special Education - 2 credits**

Practicum required concurrently: ESP790 A/B. Exit Performance Portfolio required for credit. The seminar, based on the Professional Standards for Teachers in Massachusetts and those of the Council

for Exceptional Children (CEC) provides opportunities for classroom experience and supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, and become familiar with the current reforms and changes in state regulations on educator licensure. Through this experience they become competent, caring and qualified educators.

**ESP 800 Independent Learning Project: Special Education**  
**- 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

# Certificate of Advanced Graduate Studies Courses

## School Administration (ECA)

### ECA701 School Management and the Law - 3 credits

This course focuses on the understanding of the local, state and federal laws which guide the successful administration and management of a comprehensive school system including fiscal responsibilities and collaborative structures. Attention is also paid to federal and state laws and issues associated with collective bargaining. Particular emphasis is given to Massachusetts laws relevant to education including the Education Reform Act of 1993, NCLB, its revisions and other such laws. Students will examine legal issues to develop understandings and skills needed to be an effective school administrator during these times of challenging change. Practicum hours of directed field-based training required.

### ECA703 Managing Financial Resources - 3 credits

This course focuses on fiscal management issues in schools and school systems. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and accounting, budgeting, cost containment, and strategic planning. Proposition 2 1/2 of Massachusetts, the Massachusetts foundation budget process and such financial support structures and funding formulas will also be examined. The financing of charter, choice and voucher programs will be studied as well as importance of and the methods for addressing issues of plant and equipment maintenance. Practicum hours of directed field-based training required.

### ECA704 Effective Schools - 3 credits - 3 credits

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school. Practicum hours of directed field-based training required.

### ECA720 Advanced Systems Theory - 3 credits

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required for all candidates for the Superintendent/Assistant Superintendent license. Practicum hours of directed field-based training required.

### ECA725 Instructional Leadership: Supervision & Admin. of Ed. Personnel - 3 credits

Educational leaders in all roles must see their purpose as improving student learning. This course focuses on practices that curriculum leaders can use to create a culture where all educators see their role as improving student learning. Best practices in formative and summative evaluation of staff are investigated. Students learn methods and laws connected with the selection, hiring, support and dismissal of staff. Particular attention is given to the role of professional development and its implementation, including mentoring for new teachers. Pre-practicum hours of directed field-based training required.

### ECA 805 Practicum Seminar I: School Administration Non-Licensure - 3 credits

Students who are not seeking administrative licensure but who wish to complete a school administrative CAGS are required to complete a two-term, non-supervised practicum. This is the first course in the sequence. The student and research advisor will design an individualized plan for completing this practicum requirement, but the College will not provide an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

### ECA805A Practicum Seminar I: Superintendent/Asst Supt. (All Levels) 300 hours - 3 credits

The first of two courses, this is 150 hour supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

### ECA805B Practicum Seminar I: Principal/Asst Principal (PreK-6) - 3 credits

This is the first of two 150 hour supervised practicums in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the elementary level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars,

combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA805C Practicum Seminar I: Principal/Assistant Principal (5-8) - 3 credits**

This is the first of two 150 hour supervised practicums in a school setting under the guidance of a practitioner and college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal at the middle school level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the middle school level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA805D Practicum Seminar I: Principal/Asst Principal (9-12) - 3 credits**

The first of two courses, this is a 150 hour supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the high school level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA805E Practicum Seminar I: Supervisor/Director (All Levels) - 3 credits**

The first of two courses, this is 150 hour supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the supervisor/director position. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director position. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA 806 Practicum Seminar II: School Administration Non-Licensure - 2 credits**

Students who are not seeking administrative licensure but who wish to complete a school administration CAGS are required to complete a two term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECA806A Practicum Seminar II: Superintendent/Asst Supt. (All Levels) 300 hours - 2 credits**

This is the second of two 150 hour supervised practicums in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

**ECA806B Practicum (Principal/Ass't Principal) Pre K-6 300 hours - 2 credits**

This is the second of a 150 hour supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at all levels at the elementary level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experience. Evaluation is based on current standards for licensure.

**ECA806C Practicum (Principal/Ass't Principal) 5-8 300 hours - 2 credits**

This is the second of two 150 hours supervised practicums in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the middle school level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the middle school level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions each semester is required during the practicum. The seminars, combined with the field experience, focus

on current issues in the students' practicum sites and specifically on issues of the principalship.

**ECA806D Practicum (Principal/Asst Principal) 9-12 300 hours  
- 2 credits**

This is the second of two 150 hour supervised practicums in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the principal/assistant principal at the high school level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

**ECA806E Practicum(Supervisor/Director) All Levels 300 hours  
- 2 credits**

This is the second of two 150 hour supervised practicums in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the supervisor/director position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director.

**ECA807 Applied Action Research Project: School Administration  
- 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

## Curriculum and Instruction

**ECC705 Curriculum Design and Renewal for the 21st Century  
- 3 credits**

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development. Practicum hours of directed field-based training required.

**ECC706 Critical Thinking and Problem Solving - 3 credits**

This course explores critical thinking and problem solving as corner stones of education reform movements and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints and methods of assessing higher order critical thinking skills.

**ECC707 Meeting the Challenge of School Restructuring  
- 3 credits**

This course focuses on the practice of continual school renewal. Emphasis is placed on building the collaborative relationships necessary to bring about significant school change that leads to school improvement. Participants focus on building strong teams within the school community and on techniques for problem solving and negotiation leading to positive outcomes for all parties. Participants also explore methods for effectively communicating with various stakeholders who impact student learning. Practicum hours of directed field-based training required.

**ECC708 Learning Theories and Instructional Design - 3 credits**

This course for experienced educators provides a forum to examine a wide range of learning theories. Students learn instructional designs using a models that is both robust and flexible, making them appropriate for use throughout K-12. Students explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant. In addition, students examine developments in collaborative and cooperative learning as they relate to the design process. Using concepts from their own curriculum, students complete an instructional design project. Students then present their projects to the class, explaining their experience with the particular design process used and share the learning theories incorporated into the design. Practicum hours of directed field-based training required.



**ECC709 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

**ECC710 Assessment, Developing and Evaluating Curriculum - 3 credits**

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, this course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, data to inform decisions about instruction, and current issues that impact teaching and learning. Practicum hours of directed field-based training required.

**ECC805 Educational Leadership Practicum I: Curriculum & Instruction - 150 hours - 3 credits**

Prerequisites: ECL800 and ECL801.

This is the first half of a 300-hour individually structured field experience in a school setting that emphasizes a commitment to continued learning. This practicum is completed in the third semester and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in the design, implementation and assessment of curriculum development. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites. With a cooperating practitioner, students design learning opportunities consistent with their professional development goals for leadership in curriculum and instruction. The seminar advisor must approve the design. Students continue work on their Action Research Project, begun in ECL800 and 801, with a focus on conducting such research at the school site.

**ECC806 Educational Leadership Practicum II: Curriculum & Instruction - 150 hours - 2 credits**

Prerequisite: ECC805 and completion of all concentration courses, or permission of the coordinator.

This course is a continuation of ECL805 and requires attendance at four seminar meetings. During this course, students work to complete the Action Research Project.

**ECC807 Applied Action Research Project: Curriculum & Instruction - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

## Educational Leadership

**ECL800 Foundations of Social Science Research - 3 credits**

The information in this course supports the research design and analysis of data for completion of the Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. Students will learn commonly used statistical procedures, including introductory computer applications for data analysis. Each student designs an Action Research Project which includes: identifying a topic relevant to his or her field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan. Pre-practicum hours of directed field-based training required.

**ECL801 Advanced Graduate Research Seminar - 3 credits**

Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECL800. They systematically organize inquiries demonstrating connections between theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace. Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress. Students complete a culminating capstone learning project in the form of an Action Research Project or a program evaluation. Capstone projects are presented to the class for review.

**ECL802 Advanced Leadership - 3 credits**

This advanced leadership issues course merges leadership theory with practice to examine leadership roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current leadership issues that impact the ability of educational institutions to fulfill their public trust. State and professional educational leadership standards are examined. Topics include practical considerations of collective bargaining, managing student and staff diversity, budgeting, legal issues, and implementing

school reforms from the perspective of an educational leader. Practicum hours of directed field-based training required.

**ECL803 Advanced Technologies in Education - 3 credits**

This course focuses on the impact of a worldwide information intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform. Practicum hours of directed field-based training required.

**ECL804 Advanced Leadership in Policy and Practice - 3 credits**

This course explores the educational policy making process at the federal, state and local level. Students examine the educational leader's role in policy design, advocacy and formulation. Simulations and scenarios from class members, practitioners and research are used to inform the creation of educational policy in complex situations involving competing constituencies. Leadership skills are challenged by the opposing perceptions of stakeholders vying for scarce resources and by the need to identify an appropriate theoretical context from which to work toward policy formation to solve problems. Students gain skills in identifying educational issues in the context of practical problems, and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments. Practicum hours of directed field-based training required.

**ECL807 Applied Action Research Project: Educational Leadership - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

## Special Education Administration

**ECS712 Advanced Psycho-Educational Assessment & Education Planning - 3 credits**

Students learn to select, use, and interpret appropriate evaluation techniques, instruments, and technologies. A case study approach is used to administer and interpret formal and informal assessments. The results of various evaluative procedures are used to assess and improve the effectiveness of programs and personnel. Students learn to use developmentally appropriate formal and informal assessments for mild and moderate special needs children. Practicum hours of directed field-based training required.

**ECS713 Administration of Special Education Programs - 3 credits**

This course uses various service delivery models as they relate to children and young adults with handicapping conditions in a school setting. This course emphasizes facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of a team approach. Field trips to observe and evaluate programs may be required. Students become well versed in the requirements of federal and state laws and regulations related to special education.

Practicum hours of directed field-based training required.

**ECS714 Collaboration and Consultation Techniques - 3 credits**

This course introduces interpersonal communication skills for working with teachers, outside agencies, and families of students from diverse backgrounds. Students are exposed to political structures and regulations for improving a school and/or community. Students review research findings on public relations programs involving educational systems, businesses, industry, and governmental agencies. This course emphasizes the role of the administrator in developing a comprehensive program of school community relations for the administrative unit. Practicum hours of directed field-based training required.

**ECS716 Philosophical and Psycho-Social Foundations of Education - 3 credits**

Participants study the basic assumptions underlying educational goals, content, and process. They explore the relationship between knowledge, learners, and metacognition. The functioning of educational institutions in their social and cultural milieu is examined from anthropological and sociological perspectives. A school is viewed as a social system. Students examine the influences upon the educational enterprise of the stratification system, youth cultures, race, religion, language, and values. Practicum hours of directed field-based training required.

**ECS805 Practicum/Seminar I: Special Education Admin. Non-Licensure - 3 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the first course in sequence. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS805S Practicum/Seminar I: Special Education Administration (300hrs) Licensure - 3 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS806 Practicum/Seminar II: Special Education Admin. Non-Licensure- 2 credits**

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

**ECS8065 Practicum/Seminar II: Special Education Administration (Licensure) - 2 credits**

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

**ECS807 Applied Action Research Project: Special Education Administration - 1 credit**

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

## Doctor of Education Courses

### Doctoral Courses (EDL)

**EDL 805 Educational Evaluation and Assessment Systems - 3 credits**

In the current age of accountability, educational leaders are required to be more skilled in assessment and evaluation than their predecessors were" (Williamson & Redish, 2009, p. 77). Educational leaders in today's educational world, irrespective of level are expected to develop assessment and accountability systems to monitor student progress and monitor the impact of educational programs through the evaluation processes embedded within the accountability system (cf. ELCC Standard 2). The same applies for management and operational systems (ELCC Standards 3 and 4). To paraphrase comments regarding knowledge management in the Malcolm Baldrige National Quality Award Education Criteria (2009-2010), in simplest terms, how knowledge is generated, used, accessed, and managed acts as core competencies for the institution's "brain center," particularly in terms of aligning programs and offerings with strategic objectives (cf. p. 41). This course provides students with a detailed background on assessment evaluation processes and techniques in order to be able to implement, maintain, generate, and analyze data to create meaningful information that assists in institutional decisionmaking and provide assurance that performance expectations are met.

**EDL 810 Transformative Educational Leadership - 3 credits**

This course surveys a range of leadership theories that have influenced and continue to influence American society in various ways. The course provides opportunities to understand and apply leadership principles to influence educational decisions that advance social justice. This course challenges leaders to serve as catalysts for the establishment of learning communities designed to promote a sense of mutual care, social responsibility, and moral courage. Students will study change and how to anticipate, understand, plan and implement change to achieve goals. This course will build leadership capacity and enable the creative leader to use his or her talents to help empower others to identify and use their talents. Students will read both primary source materials and critically analyze leadership theories.

**EDL 815 Instructional & Curricular Leadership - 3 credits**

In today's world, Instructional and curricular leadership is the responsibility of all, administrators and teachers. Teachers, other educational professionals, and administrators need a strong understanding of and set of skills encompassing many of the activities previously thought to be only the responsibility of administration such as program and teacher evaluation, the formulation of learner outcomes and the evaluation of how these outcomes are met, research informed instruction, community partnering and relationships, and advocating for teacher learning. This course focuses on providing students with a background in teaching as well as administration those competencies that allows them to be effective leaders within the classroom, the school, the district, and the community.

**EDL 820 Collective Bargaining & Conflict Resolution - 3 credits**

School leaders report that much of their interaction takes the form of problem solving, conflict resolution and negotiating. This course presents the principles necessary for effective behaviors in these areas in both formal and informal situations. In addition, the role of the administrator in collective bargaining and in the interpretation and maintenance of contract and personnel policies is addressed. Topics addressed include: school/community culture, conflict resolution, collective bargaining and contract maintenance (grievance, mediation and arbitration), as well as principles of power, justice and fairness. The course will examine how collective bargaining may be used as a tool for advocating socially-just policies and practices and balancing conflicting interests in pursuit of fairness and equity.

**EDL 825 Leading Learning Organizations and Adult Learners - 3 credits**

Ever since Senge's seminal work came out (1990) on learning organizations, one of the key aspects of leadership preparation is learning the intricacies of what the term actually means. In an educational setting, the concept of learning organization can mean slightly different things to different people based on the focus of attention. This course explores the characteristics of learning organizations emphasizing the role teachers and other professionals play within the educational system. Working with adult learners requires different approaches and thinking regarding how they learn and perform their duties; therefore, prominence is given to how to create a culture of learning that leads to excellence. Creating and maintaining a learning culture takes great effort and a special commitment on the part of all within the

educational system, which is why specific techniques and theories are presented in detail.

**EDL 830 Educational Leadership and Social Justice - 3 credits**

Schools have long been regarded as a key instrument in the struggle for social justice in American life. Horace Mann described public schools as the great “balance wheel in the social machinery,” and public schools were founded on the belief that equal educational opportunity could preserve social harmony and bring to fruition democratic goals. This course asks how well the schools and the societal values that schools mirror have accomplished this task, while exploring ways that leaders can more effectively develop strategies to challenge the roots of oppression and injustice. We will discuss what the expression, “all children can learn,” means in theory and practice, and we will analyze organizational, social, and economic policies to determine how they support or undermine this commonly held belief. We will discuss how school leaders can collaborate with parents, community agencies and other institutions to work for social justice, and we will examine ways leaders can. Finally, we’ll consider the challenges faced by school leaders as they apply policies and resources so that all children have equal opportunities, expectations, and encouragement to learn.

**EDL 840 Social and Cultural Foundations of Educational Leadership - 3 credits**

This course will support students’ understanding of and engagement in the process of becoming informed educational leaders and effective scholar-practitioners. Through sustained investigation and dialogue grounded in the philosophical, social science, and historical literature on American schooling, the class will examine the changing purposes of schooling and the evolving roles of educational leaders. Readings of classic and contemporary texts will align with substantive in-class discussions and written analysis to prepare educational leaders to view schools within the larger context of American ideological commitments and political realities. Additionally, this course serves to support students’ dissertation scholarship through a close examination of ideas and events that are foundational to the forming of theoretical and conceptual frameworks for a variety of research areas.

**EDL 850 Contexts for Qualitative and Quantitative Research Methodologies - 3 credits**

Educational leaders must be able to make sound decisions based on meaningful data and proven research. In this course students learn the quantitative and qualitative research skills needed in today’s climate of school accountability. Students will review the core strategies of both quantitative and qualitative methodologies and consider how these strategies may be used to inform school/district decision making. Students will study the meaning of data-driven decision making. Students will be introduced to the concept of research as a powerful force for achieving social justice.

**EDL860 Qualitative Research Methods and Design - 3 credits**

Prerequisite: EDL 850. This course introduces first year doctoral students to the foundations and methodologies of qualitative research. Course topics include philosophical underpinnings of qualitative research; planning for a qualitative research project; negotiating entry to the field; ethics of conducting research, data collection and

analysis techniques (i.e. interviewing, observations, content analysis, focus groups); and writing/presenting qualitative research. The course includes field based exercises and assignments involving participant observation and interviewing. It also includes the analysis and presentation of qualitative research data.

**EDL870 Quantitative Research Methods and Design - 3 credits**

Prerequisite: EDL 850. This course is designed to introduce first year doctoral students to the quantitative research skills required of effective executive educational leaders. Students study the descriptive and inferential statistical methods often used in research in education. Areas of study will include sampling, probability, variables, reliability and validity, confidence intervals, hypotheses testing, correlation and regression. Students will be introduced to data analysis techniques using a computer and statistical software package (e.g., SPSS). The goals of the course are to: provide students with the analytical tools necessary to become effective, critical consumers of educational research; and to enable students to oversee and supervise staff in the preparation, development, and dissemination of evaluative research.

**EDL880 Advanced Qualitative Research - 3 credits**

This course is designed for second year doctoral students who have identified qualitative research as the appropriate methodology for their dissertations. This seminar style course will delve in greater depth into specific qualitative traditions selected by each student for his or her dissertation. Students will read primary source methodology literature, while exploring the foundations of the selected methodology and the scholarly debates surrounding the evolution of underlying philosophies and techniques. Students will also explore in-depth qualitative techniques and examine how specific qualitative traditions influence the nature of the research problem, the articulation of research questions, and the application of common qualitative research techniques. Data analysis will be explored in depth, and students will be expected to demonstrate competence in advanced analysis techniques and writing. The course includes field based exercises and assignments, culminating in the development of a methodology section for their dissertation proposal. Prerequisite: EDL 860.

**EDL890 Advanced Quantitative Research - 3 credits**

This course is designed to provide students who are pursuing research or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course begins with a review of descriptive and inferential statistics, ANOVA and MANOVA, linear regression, and other techniques presented in EDL870, the prerequisite for this course. The focus is to provide doctoral students with an advanced understanding of these statistical techniques to allow for a better understanding of which technique to select and better understand the analysis that results from utilizing these techniques when conducting your research.

**EDL891 History: Education Policy and Reform - 3 credits**

This course provides historical perspectives on the social forces and ideological commitments that shape contemporary educational issues and problems. In so doing, the course offers students as future leaders a deeper sense of context and process when faced with the

prospect of educational policy change. While providing a basis for understanding the historical development of education policy and reform efforts in terms of political, social, economic, and ideological change, the course provides an introduction, too, to historical research practices and historiographical issues that pertain to American education. Numerous opportunities are provided for deeper insights into the issues of educational exclusion/inclusion of various groups (cultural, racial, religious, ethnic, gender, national, disabled), as well as the social justice implications that accrue from a thorough examination of our educational past.

**EDL892 Systems Approaches to Educational Leadership - 3 credits**

This course will combine elements of organization, leadership, decision making and change theory. A focus will be on the identification of the major teaching and learning systems of schools and school districts and the related complex network of subsystems. An educational leader must be able to identify major and support systems all of which exist in social, economic, legal, cultural and political contexts. Positive transformation of education is a function of leadership style, communications, group dynamics, motivation, power and the change process. The school leader's knowledge of the school system and the outside environment as a whole will inform decision making that is sensitive to all levels of the educational organization.

**EDL 893 School Finance and Fiscal Management - 3 credits**

This course is designed to provide a comprehensive review of economic and financial management issues in p-12 educational systems. The course will review traditional sources of funding for schools (local, state and federal) and nontraditional sources such as foundations and school/community partnerships. The major emphasis will be on budget administration and facility management, applying these issues to different educational environments and concerns impacting educational systems in this current social and political environment.

**EDL 894 Policy, Power, and Politics Seminar - 3 credits**

This course provides an advanced discussion of discipline based frameworks to analyze policy formation, steering, and impacts. The course emphasizes purposes, processes, contents and outcomes of policy and power relationships through the context of political interactions in the education sector. The perspectives are selected based on currency (timeliness), pervasiveness of the issues impacting education, how the interpretation of policy impacts the status quo as well as frames alternatives for change, and provides insights as to how educational leaders will need to respond in order to influence policy and act as advocates for students and staff. Therefore, the course considers the power and limits of policy and ways people in different positions inside and outside the educational systems/institutions might influence policy.

**EDL895 Ethical Leadership in Education Systems - 3 credits**

Educational leaders are faced with ethical dilemmas and difficult decisions on a daily basis as they work to balance the educational needs of students with the interests, influences and demands of multiple stakeholders within schools and communities at large. The need for ethical leadership in educational organizations and communities has never been greater. Through scholarly reading, case studies,

discussion and other formats, this course provides doctoral students with the opportunity to discover how educational praxis and social justice can provide a powerful moral compass for educational leaders facing complex demands in school organizations, as well as at the local, state and national level.

**EDL896 Special Topics - 1-4 credits**

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director. Project requirements are based upon agreement between the student and faculty member with whom the student will be working.

**EDL896A Special Topics: Contemporary Issues in Education - 1-4 credits**

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director.

This special course designed to meet the students' needs will focus on the contemporary and controversial policy issues which are facing education at the federal and state level and the manner in which educational leaders across the country are handling these issues. The Guidelines for the Preparation of Administrative Leaders issued by the Massachusetts Department of Elementary and Secondary Education will be studied to determine to what extent the skills promulgated by the Guidelines are practiced by the principals studied.

**EDL896B Special Topics: Quantitative Systems - 1-4 credits**

This course is designed for students who are pursuing research and/or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course addresses specific needs requested by the student to help complete the student's dissertation project or quantitative research skills. Doctoral students will be provided with an advanced knowledge base of selected statistical techniques to allow for a deeper understanding of which technique(s) to select, and to better understand the analysis that results from utilizing these techniques when conducting their own research.

**EDL900 Introduction to Doctoral Studies - 1 credit**

This course serves as an introduction to the dissertation process for all Cambridge College doctoral students. It provides an opportunity for students to explore both the big picture of what it means to be a doctoral student and the specifics of the doctoral process at Cambridge College. This course is meant to complement doctoral coursework in general and the doctoral seminar in particular. Readings, seminars, and online coursework (individual and collaborative) will provide the student with the opportunity to develop a solid grounding for future research, reflection, and action in their doctoral studies.

**EDL910 Doctoral Research Seminar One: Strategies and Tactics - 3 credits**

The goal of this course is to introduce the new doctoral cohort to the realities that are part of the transformative doctoral experience.



Although previous degrees were “earned,” one “takes” a doctoral degree, reflecting the transformation from student to practitioner-researcher through a three-year experience that culminates in the completion of a research project that makes an original contribution to educational praxis. In support of this journey, this course introduces the student to a variety of topics, including but not limited to understanding scientific and social scientific research paradigms; tools of inquiry and search strategies; research problems that matter; sorting through the social scientific body of literature relevant to researchable educational problems. The course will be grounded by an interactive pedagogic discussion approach based on advance reading of assigned text by the students, focused summation of main points by study groups and professors, and continuing dialogue grounded by questions brought by class members and professors.

**EDL920 Doctoral Research Seminar Two: Research in the Public Interest - 1 credit**

(formerly Dissertation Seminar II) This course helps students understand and appreciate the difference between social advocacy and social research in the public interest. The first step that we will be to examine the history of educational research and how educational leadership research came to the place we are today among other academic niches. Education and the study of education have historically occupied a contentious and shifting ground between social science and the humanities, and the early 20th century history of educational research as a sub-discipline indicates that it was prone to emulate the sciences in the early days in order to carve out an area of academic respectability in academe. This course is designed to allow doctoral students to continue exploration of potential topics leading to a researchable question that may become the basis for the dissertation. It also introduces discussion of the “Why bother?” questions that relate to purpose and significance of research: 1) are you considering a topic that has value as measured by its potential contribution to the public interest, 2) does your research interest have social justice implications?

**EDL930 Doctoral Research Seminar Three: Reflective Inquiry as Stance - 1 credit**

Self-reflection and reflection on experienced phenomena as the starting point of practitioner research are the foci of this seminar. Based in epistemology and ontology, this course assists the student in discovering how he or she perceives and understands experience, and then frames it for use in practice, praxis, and research. With this self-knowledge the student develops a position—a stance—from which he or she will initiate dissertation research. Prerequisite: 920.

**EDL940 Prospectus Development for Doctoral Candidacy - 3 credits**

In this course, students will pull together theory and methodology from their first year of study and will develop a prospectus for their doctoral dissertation. The prospectus will be comprised of an articulated and organized plan for the dissertation that includes the introduction with research problem, preliminary research question(s), significance for educational leadership, and social justice implications of the proposed research. The prospectus will also include a review of the most important scholarly research and a preliminary discussion of methodology, with a rationale for the methodology selected. The prospectus will become the basis for the dissertation proposal and for the selection of the doctoral chair and committee.

**EDL950 Dissertation Proposal Seminar I—Fall (Asynchronous and In-Person) - 2 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.

**EDL960 Dissertation Proposal Seminar I—Fall (Asynchronous and In-Person) - 2 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.

**EDL970 Dissertation Research and Writing - 4 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.

**EDL980 Dissertation Completion and Defense - 4 credits**

This course is for the student who requires additional time to complete the dissertation after EDL 940.



# School of Management

The School of Management at Cambridge College offers graduate programs that develop managerial skills and knowledge to prepare students for improved management performance, increased advancement opportunities and more effective leadership in private, public, and not-for-profit organizations.

**Mission** — The School of Management at Cambridge College seeks to develop aspiring and practicing managers who are values driven and adept at working with people and organizations in a diverse global world.

Using an adult learning methodology, the curriculum provides comprehensive management and leadership skills including, newest academic content and concepts, best practices, and proven strategies that students can use to increase their organizations' effectiveness in today's world.

**Academic programs** — The School of Management offers the Master of Management degree with numerous concentration options as well as graduate certificate options.

## General Outcomes

Students in the Master of Management program are expected to:

1. **Develop self-management skills** — be skilled at self assessment, goal-setting, time management, improving personal productivity, taking initiative, working effectively in teams, managing stress, managing one's own personal and professional development.
2. **Develop the ability to manage and lead others** — be able to delegate, build and lead teams; negotiate effectively; manage conflict; motivate, lead and develop others, manage performance.
3. **Develop strong communication skills** — communicate clearly and persuasively through oral, written and interpersonal communications using multiple media.
4. **Develop analytical, research and decision-making skills** — obtain, analyze, and synthesize information, apply critical thinking and analysis for improved managerial decision-making.
5. **Develop technology skills** — demonstrate the ability to function effectively in a virtual workplace, understand the operational and strategic role of technology in organizations.
6. **Understand and manage internal organizational environments, resources and processes** — understand the effective use of the managerial functions of planning, organizing and controlling, be able to manage human, financial and informational resources, manage change and innovation, understand and effectively use power, understand and value diversity in organizations.
7. **Understand and influence external organizational environments** — markets, suppliers, competitors, the public, regulatory and public policy environment; understand the global, social and environmental context of business and the importance of ethical and socially responsible decision making.

## Adult Learning

Students bring their unique experiences of management in the workplace, home, and community to the classroom and examine them using academic perspectives, producing a very powerful integration of management theory and practice.

## Diversity and Collaborative Learning

The student body and learning environment are highly diverse by design. In stimulating, interactive classroom environments, students learn how to help people with diverse skills and backgrounds work together effectively as teams; and this collaboration makes organizations and businesses more successful.

## Admission and Assessment

**Admissions counselors** give applicants an overview of the College's academic programs and assist with the application process. The faculty are available for academic advising.

**Skills assessments** are conducted to ensure that entering students can demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, additional coursework will be required.**

## Orientation, Advising and Management Seminar

**Orientation** — Just before each term begins, a required Introductory Seminar provides an orientation to the Master of Management program, and group course advising.

**Management Seminar** — The seminar is a key feature of graduate study at Cambridge College. Each cohort of students stays with their seminar leader/faculty advisor through the sequence of the four-term Management Seminar. They share and apply their learning from the workplace and management courses. Students learn to assess their own strengths and abilities, and create academic and professional development plans that build teamwork, leadership, and communication skills.

**The seminar leader is the student's academic advisor** for the duration of the program and has responsibility for advising the student on academic planning, signing off on leaves of absence and graduation clearance. The seminar leader also is the supervisor of the Independent Learning Project with responsibility for approval. The advisor schedules periodic individual meetings with the student.

## Independent Learning Project

The Management Seminar provides support for students' work on the Independent Learning Project. The topic must be related to each student's concentration and relevant to his or her professional plans. Students must develop the project and supporting research in consultation with the seminar leader/academic advisor throughout the sequence of four seminars.

## Professional Development Certificate Option

Students desiring only coursework focused in a specific field of study may earn a certificate in any management concentration. Certificate courses, taken within three years of matriculation, may be accepted into a Master of Management degree program if they meet current requirements. An earned bachelor's degree is required to transfer graduate credit into a degree program. (See also Transfer of Credit).

## Health Care Management Concentrations

A Master of Management degree with a concentration in health care management provides the education needed to help students move into management roles and higher levels of responsibility in health care organizations. The health care informatics concentration is designed to help professionals enter the evolving field of health care informatics. Students learn about health care information systems, how to manage data and information to provide quality care, and undertake field work or a research project.

The senior care management concentration prepares students for management and administrative positions in senior care organizations. Graduates will be able to meet the long term needs of the rapidly aging population in the growing field of senior care services.

Work experience in the health care system is required for admission into these concentrations as the program builds further learning on this experience.



## MM55

MM55 is for qualified professionals with significant supervisory and leadership experience who do not need a bachelor's degree to advance their careers or pursue higher education. Students complete an introductory 18 credits of course work to ensure that they have the skills and knowledge needed to succeed in the rest of the program and in their future managerial careers.

## Blended Learning

Some management courses and programs are offered in blended learning format. Cambridge College's intensive classroom learning is combined with online learning. The result is a highly effective learning experience.

- **Weekends in class** enable working adults to translate their experience into valuable learning through dynamic class room interaction with faculty and other students.
- **Online learning** — Between classes, online instruction is facilitated by the faculty instructor.

## Advanced Standing

Graduates of the Cambridge College B.S. in Management Studies who matriculate into the Master of Management may qualify for advanced standing in the graduate program and thus reduce the number of credits to be taken by a maximum of six. They may qualify to place out of one or two courses in the management core curriculum provided that they have:

- Completed their bachelor's degree within the past seven years.
- Have completed equivalent upper level coursework with a grade of B or better.
- Earned a minimum GPA of 3.0 in the bachelor's program.

Students applying for advanced standing must complete an Application for Advanced Standing and submit it along with their application for admission into the MM program. More details regarding course equivalencies can be obtained from the chair of the B.S. in Management Studies or the dean of the School of Management.

## Sigma Beta Delta Honor Society

Master of Management students with GPAs in the top 20% of their graduating class, and who show evidence of leadership or community service are eligible for induction to Sigma Beta Delta, the national honor society for business and management students.

## Course Waivers

Students with an undergraduate degree in business from any regionally accredited school may also be permitted to substitute more advanced courses for 500 level courses in the MM program if they have previously completed equivalent courses, taken within the last seven years, with a grade of B or better. Such waivers will not reduce the number of credits the students must complete to earn the MM degree. Requests for waivers must be made to the dean of the School of Management no later than the end of the first term after the student has matriculated into the MM program.

## Management Education for Organizations

Academic programs and courses may be tailored to meet the needs of private and public organizations. An organization may select courses from the catalog to meet its needs for staff training and/or to serve its mission and clients. We can focus the course content and activities on the organization's particular situation, or more broadly, as needed.







# Master of Management

37-46 credits • 4 terms

The **MASTER OF MANAGEMENT** program prepares students for improved management performance, increased advancement opportunities and more effective leadership in private, public and not-for-profit organizations. The curriculum provides comprehensive management and leadership skills and introduces students to the best of contemporary industry practices. The program consists of a core of foundational and managerial skills courses and several concentration options and electives. At the core of the program is the Management Seminar sequence which students take as a cohort, providing a valuable experience in organizational learning. Students gain a powerful integration of theory and practice through an examination of their unique experiences of management in the workplace, home and community, using academic perspectives and theories.

**Outcomes** — Students improve their ability to manage themselves and their own professional development, and to manage and lead others. They develop strong communication, analytical, research and decision-making skills and the ability to use and understand the role of technology in organizations. They learn to manage human, financial and informational resources, foster change and innovation, and value and promote diversity in organizations. Students also deepen their understanding of the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.

**Careers** — Graduates are prepared for advancement into supervisory and management positions in business, non-profit and government organizations in a variety of fields including human resources, retailing, marketing, financial services, information technology, health care, non-profit management, organizational development, consulting, and training and development.

**Program Prerequisites**. required if assessments indicate need MMG501E, MMG505, MMG507 . . . . .additional 3-9 credits

## Management Seminar & Project . . . . . 12 credits

MMG690	Introductory Seminar . . . . .	1
<b>Management Seminar I-IV</b> —Take in sequence with same seminar leader		
MMG691	Self-Diagnosis & Goal Setting . . . . .	2
MMG692	The Manager as Team Developer & Leader . . . . .	2
MMG693	Continuous Improvement, Lifelong Learning & Enhanced Employability . . . . .	2
MMG694	Current Issues in Management . . . . .	2
MMG800	Independent Learning Project . . . . .	3

## Core Courses . . . . . 9 credits

MMG511	Foundations of Management. . . . .	3
MMG512	Organizational Environment. . . . .	3
MMG517	Research Methods for Managers . . . . .	3

\*Please note: health care management and informatics courses may not be taken as electives outside those concentrations.

## Concentration Options . . . . . 16 credits

Choose a concentration (below) or 16 credits of graduate management course work to meet career and academic goals\*.

**Business** provides an overview of basic business functions such as accounting, marketing and finance and prepares students to become well-rounded managers ready for promotion. Students develop analytical and decision-making skills and learn to think strategically in terms of markets, technology and resources.

**Business Negotiation and Conflict Resolution** helps students improve negotiation skills, collaborate effectively, reach durable solutions to conflicts in the work setting, and enhance personal and professional goals through negotiation.

**Non-Profit and Public Management** provides an understanding of management's role in a non-profit setting and of the non-profit/public sector's role in society. Students learn to work more effectively with people from diverse cultures and build consensus, create and administer budgets, and work with government agencies and donors.

**Organizational Leadership** helps students understand organization design and dynamics, develop strategies for enhancing individual and organizational performance, and facilitate and manage change in organizations.

**Small Business Development** helps students understand the risks and issues in starting and running a small business, how to prepare a business plan, budget and manage finances, market a product or service, and manage and grow the business.

**Information Technology Management** helps students understand core information systems principles and the role of the information systems professional. It helps students become IT and business managers by providing them the tools needed to manage information technology departments and learn how to align technology and business needs.

**Continued** → See concentration courses on next page.

### Admissions requirements:

- Bachelor's degree and other general requirements (see Admissions).
- 3-5 years of work experience recommended.
- Basic familiarity with computers, email and word processing.

**SKILLS ASSESSMENTS** are conducted to ensure that entering students demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**





Continued

Master of Management

## MM Concentration and Certificate Options

Any subject area below may be taken as a concentration within the Master of Management degree or alone as a certificate.

### BUSINESS

MMG520	Financial Accounting . . . . .	3
MMG525	Decision Techniques for Managers . . . . .	3
MMG733	Marketing Management . . . . .	3
MMG740	Human Resource Management . . . . .	3

#### Choose one elective course:

MMG521	Managerial Accounting . . . . .	3
MMG560	Managing a Diverse Workforce . . . . .	3
MMG710	Project Management Concepts & Practices . . . . .	3
MMG713	Total Quality & Operations Management . . . . .	3
MMG715	Management Information Technology . . . . .	3
MMG725	Financial Management . . . . .	3
MMG732	Global Business . . . . .	3
MMG734	Business Planning . . . . .	3
MMG735	Entrepreneurship & Small Business Management . . . . .	3
MMG746	The Manager as Negotiator . . . . .	3

#### Choose one directed study:

DMG602	Introduction to Project Management . . . . .	1
DMG603	Drafting Business Contracts . . . . .	1
DMG621	Statistical Analysis Using Spreadsheets . . . . .	1
DMG607	Special Topics in Management . . . . .	1
DMG608	Emergency Management . . . . .	1
DMG604	Social Media Marketing . . . . .	1

### BUSINESS NEGOTIATION & CONFLICT RESOLUTION

MMG746	The Manager as Negotiator . . . . .	3
MMG747	Conflict Management: Strategies, Tactics & Behavior . . . . .	3
MMG748	Multi-Party/Multi-Issue Negotiations . . . . .	3
DMG603	Drafting Business Contracts . . . . .	1

#### Choose two elective courses:

MMG749	Global Negotiation . . . . .	3
MMG758	Mediation in the Workplace . . . . .	3
MMG560	Managing a Diverse Workforce . . . . .	3
MMG761	Conflict Resolution in Multicultural Organizations . . . . .	3

### NONPROFIT & PUBLIC MANAGEMENT

MMG727	Budgeting & Finance for Nonprofit & Public Organizations . . . . .	3
MMG740	Human Resource Management . . . . .	3
MMG750	Business, Government & Ethics . . . . .	3
DMG605	Grant Writing . . . . .	1
Choose two electives in Business, Leadership, or Negotiation . . . . .		6

### ORGANIZATIONAL LEADERSHIP

MMG560	Managing a Diverse Workforce . . . . .	3
MMG740	Human Resource Management . . . . .	3
MMG743	Models of Leadership . . . . .	3
MMG755	Organization Development & Change Management . . . . .	3

#### Choose one elective course:

MMG535	Communication Strategies for Organizational Effectiveness . . . . .	3
MMG744	Management Training & Development . . . . .	3
MMG746	The Manager as Negotiator . . . . .	3
MMG757	Consulting Skills for Managers . . . . .	3
MMG770	Grant Writing . . . . .	3

#### Choose one directed study:

DMG602	Intro to Project Management . . . . .	1
DMG614	Performance Management . . . . .	1
DMG753	Introduction to Organizational Coaching . . . . .	1

### SMALL BUSINESS DEVELOPMENT

MMG735	Entrepreneurship & Small Business Management . . . . .	3
MMG520	Financial Accounting . . . . .	3
MMG733	Marketing Management . . . . .	3
DMG615	Developing a Business Plan . . . . .	1

#### Choose two elective courses:

MMG710	Project Management Concepts & Practices . . . . .	3
MMG725	Financial Management . . . . .	3
MMG734	Business Planning . . . . .	3
MMG740	Human Resource Management . . . . .	3
MMG746	The Manager as Negotiator . . . . .	3

### INFORMATION TECHNOLOGY MANAGEMENT

MMG522	Fundamentals of Information Systems (required first course, may be waived with permission) . . . . .	3
MMG715	Management Information Technology . . . . .	3
MMG710	Project Management Concepts & Practices . . . . .	3
MMG717	Systems Analysis & Design for the IT Manager . . . . .	3

#### Choose one elective course:

MMG 519	Networks, Security & Telecommunications Management . . . . .	3
MMG716	Emerging Technologies . . . . .	3
MMG718	E-Business Development for IT Managers . . . . .	3
MMG795	Advanced Project Management . . . . .	3

#### Choose one directed study:

DMG621	Statistical Analysis Using Spreadsheets . . . . .	1
DMG623	Business Solutions Using the Internet . . . . .	1

### HEALTH CARE MANAGEMENT, INFORMATICS, and SENIOR CARE MANAGEMENT — See separate program charts

MMG600 Practicum Available in each area of concentration; may be taken with special permission . . . . . 1-3



## Master of Management With Concentration

# Health Care Management

37-46 credits • 4 terms

**HEALTH CARE MANAGEMENT** prepares professionals seeking career advancement or aspiring to leadership positions as managers or administrators in health care organizations. The program develops skilled health care managers and prepares them to solve problems in a variety of health care settings. Work experience in health care is required to enter this program, as it builds on the student's prior knowledge. Faculty members are practitioners who work in the health care field and help students integrate theory and practice.

**Outcomes** — Through the core MM curriculum, students gain comprehensive management and leadership skills including communication, analytic and decision-making skills, and an enhanced ability to manage people and work teams. Through the health care courses, students gain an understanding of health care systems and processes, develop a systems perspective to understand and analyze health care issues, and a problem-solving orientation to issues of quality and cost-effectiveness in health care delivery. They also gain an understanding of ethical and public policy issues in health care.

**Careers** — Graduates can work as supervisors and managers in hospitals, clinics and outpatient departments, nursing homes and home health care agencies, physician practices, public health agencies, community health centers, and health insurance companies.

### Admissions requirements:

- Bachelor's degree and other general requirements (see Admissions).
- 3-5 years of health care experience.
- Basic familiarity with computers, email and word processing.

### Admissions for experienced leaders without bachelor's degree

Students must meet MM55 admissions and academic requirements. See MM55 program chart.

**SKILLS ASSESSMENTS** are conducted to ensure that entering students demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**

**Program Prerequisites** required if assessments indicate need  
MMG501E, MMG505, MMG507 . . . . .additional 3-9 credits

### Management Seminar & Project . . . . . 12 credits

MMG690	Introductory Seminar . . . . .	1
<b>Management Seminar I-IV</b> —Take in sequence with same seminar leader		
MMG691	Self-Diagnosis & Goal Setting . . . . .	2
MMG692	The Manager as Team Developer & Leader . . . . .	2
MMG693	Continuous Improvement, Lifelong Learning & Enhanced Employability. . . . .	2
MMG694	Current Issues in Management . . . . .	2
MMG800	Independent Learning Project . . . . .	3

### Core Courses . . . . . 9 credits

MMG511	Foundations of Management. . . . .	3
MMG512	Organizational Environment. . . . .	3
MMG517	Research Methods for Managers . . . . .	3

### Concentration or Certificate

## Health Care Management . . . . . 16 credits



MHC720	The U.S. Health Care System (required first course). . . . .	3
MHC750	Health Care Policy & Ethics (take as last health care concentration course) . . . . .	3

### Choose three elective courses:

MHC710	Risk Management in Health Care . . . . .	3
MHC725	Financial Management in Health Care . . . . .	3
MHC740	Strategic Planning in Health Care . . . . .	3
MHC741	Terrorism & Disaster Management in Health Care . . . . .	3

### Choose one directed study:

DMG506	Essentials of Accounting . . . . .	1
DMG605	Grant Writing . . . . .	1
MHC721	Introduction to Health Care Disparities . . . . .	1
DMG608	Emergency Management (not to be taken if you are taking MHC741). . . . .	1



## Master of Management With Concentration

## Senior Care Management

37-46 credits • 4 terms

The **SENIOR CARE MANAGEMENT** program supports careers in senior and long-term care by combining core courses in management, concentration courses in health care management, and specialized courses from the School of Psychology and Counseling. The courses are taught by faculty practitioners who have years of real-world experience in managing senior care organizations.

Work experience in senior care or health care is required to enter this program, as it builds on the student's prior knowledge.

**Outcomes** — Students will obtain in-depth knowledge of the social and psychological aspects of aging and the care needs of the elderly while also acquiring competence in the practical aspects of managing senior care organizations. Students will improve their expertise in resident care and facility management, reimbursement methods, fiscal management, budgeting and accounting, marketing, leadership and human resource management, and will also understand the legal, regulatory and ethical aspects of caring for the elderly. The health care professionals graduating from the program will be well able to meet the long-term care needs of the rapidly aging population and the growing field of senior-care services.

**Careers** — The program is intended for individuals who are currently working in senior and long-term care, and related fields. Administrators, supervisors and managers may be able to move up into higher level jobs in nursing homes and home health care agencies, retirement homes and assisted living facilities, physician practices, public health agencies, and community health centers that specialize in the delivery of care to the elderly. Nurses, mental health, and social workers will gain the skills required to manage their agencies or departments. Professionals working in other areas of health care may be able to move into supervisory and managerial positions.

**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admissions).
- 3-5 years of senior care, health care, or other related experience.
- Basic familiarity with computers, email and word processing.

**SKILLS ASSESSMENTS** are conducted to ensure that entering students demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**

**Program Prerequisites.** required if assessments indicate need  
MMG501E, MMG505, MMG507 . . . . .additional 3-9 credits

**Management Seminar & Project . . . . . 12 credits**

MMG690	Introductory Seminar . . . . .	1
<b>Management Seminar I-IV</b> —Take in sequence with same seminar leader		
MMG691	Self-Diagnosis & Goal Setting . . . . .	2
MMG692	The Manager as Team Developer & Leader . . . . .	2
MMG693	Continuous Improvement, Lifelong Learning & Enhanced Employability. . . . .	2
MMG694	Current Issues in Management . . . . .	2
MMG800	Independent Learning Project . . . . .	3

**Core Courses . . . . . 9 credits**

MMG511	Foundations of Management. . . . .	3
MMG512	Organizational Environment. . . . .	3
MMG517	Research Methods for Managers . . . . .	3

**Concentration or Certificate****Senior Care Management . . . . . 16 credits**

CCP600	Biopsychosocial Dimensions of Aging . . . . .	3
MHC761	Health Care Services for the Elderly . . . . .	3
MHC762	Nursing Home Administration. . . . .	3
MHC725	Financial Management in Health Care. . . . .	3
MHC750	Health Care Policy and Ethics. . . . .	3
CCP610	Legal Aspects of Aging . . . . .	1



Master of Management With Concentration

# Health Care Informatics

37-46 credits • 4 terms

**HEALTH CARE INFORMATICS** develops skilled professionals ready to enter the emerging field of health care informatics. The program addresses key areas of expertise in the field, and enables graduates to implement and support successful informatics initiatives within their organizations. Work experience in health care or information technology is required to enter this program, as it builds on the student's prior knowledge. Faculty members are practitioners who work in the health care informatics field and introduce students to current trends and best practices in the field.

**Outcomes** — Through the core MM curriculum, students gain comprehensive management and leadership skills including communication, analytic and decision-making skills, and an enhanced ability to manage people and work teams. Through the informatics courses students gain an understanding of the fundamentals of computer information systems and systems analysis, and familiarity with health information systems and software. They develop skills in project management; and understand data, knowledge and information management.

**Careers** — Graduates can work as practice workflow re-engineers, clinician/practitioner consultants, EMR implementation and support specialists and health information technology project managers in a variety of settings including hospitals, physician's offices, home health care, elder care, dental and outpatient organizations and facilities.

**Admissions requirements:**

- Bachelor's degree and other general requirements (see Admissions).
- 3-5 years of health care or information technology (IT) experience.
- Basic familiarity with computers, email and word processing.

**SKILLS ASSESSMENTS** are conducted to ensure that entering students demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**

**Program Prerequisites.** required if assessments indicate need  
MMG501E, MMG505, MMG507 . . . . .additional 3-9 credits

**Management Seminar & Project . . . . . 12 credits**

- MMG690 Introductory Seminar . . . . .1
- Management Seminar I-IV**—Take in sequence with same seminar leader
- MMG691 Self-Diagnosis & Goal Setting . . . . .2
- MMG692 The Manager as Team Developer & Leader . . . . .2
- MMG693 Continuous Improvement, Lifelong Learning & Enhanced Employability. . . . .2
- MMG694 Current Issues in Management . . . . .2
- MMG800 Independent Learning Project . . . . .3

**Core Courses . . . . .9 credits**

- MMG511 Foundations of Management. . . . .3
- MMG512 Organizational Environment. . . . .3
- MMG517 Research Methods for Managers . . . . .3

**Concentration or Certificate**

**Health Care Informatics . . . . . 16 credits**



- MMG522 Fundamentals of Computer Information Systems—required first course . . . . .3
- MHC730 Health Care & Clinical Information Systems Trends, Issues . . . . .3
- MHC732 Life Cycle of Information Systems . . . . .3
- MHC733 Data, Knowledge and Information Management . . . . .3
- MMG710 Project Management Concepts & Practices. . . . .3
- MHC735 Health Care Informatics Field Work/Lab . . . . .1



# Master of Management MM55

55-58 credits • 6 terms

The **MM55** is for qualified individuals with extensive leadership and management experience who demonstrate readiness for graduate study and who do not need a bachelor's degree to advance their careers or pursue further education.

Students complete an introductory 18 credits of course work before they proceed with the standard MM course work.

**Program Outcomes** — Through the introductory course work, students master the skills of academic and professional communication, critical thinking, quantitative analysis, and research and technology required for further graduate study and to excel in their managerial careers. Through the rest of their course work, students improve their ability to manage themselves and their own professional development, and to manage and lead others. They learn to manage human, financial and informational resources, foster change and innovation, and value and promote diversity in their organizations.

**Careers** — Students are prepared to build on their experience and move into job positions that require increasing levels of responsibility and leadership. Graduates have moved on to senior level positions in a variety of fields, or enhanced their ability to lead their own organizations.

## Admissions requirements:

- Associate's degree, professional degree or license (e.g. RN); or at least 60 undergraduate credits that meet general criteria for transfer.
- 5-10 years of proven leadership and management experience. For health care, informatics and senior care, see also experience requirement for those concentrations.
- Basic familiarity with computers, email and word processing.
- *Interview, evaluation and approval* of the dean of the School of Management or regional site director.
- Other general requirements (see Admissions).

**SKILLS ASSESSMENTS** are conducted to ensure that entering students demonstrate graduate level English language communication and writing skills, computer, and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**

**The MM55 is not a substitute for a bachelor's degree.** A bachelor's degree may be required of students who decide to pursue further education or obtain professional licenses. Potential new employers may require a bachelor's degree.

**Program Prerequisite** . . . required if assessments indicate need

MMG501E Business Communication  
for the Global Workplace . . . . . additional 3 credits

## Managerial Competencies & Theory . . . . . 18 credits

Required to be taken **before** core and concentration courses and ILP.

MMG504	Computer Applications for Business . . . . .	3
MMG505	Graduate Writing. . . . .	3
MMG506	Quantitative Analysis for Managers . . . . .	3
MMG507	Analysis & Communication for Managers. . . . .	3
MMG508	Information Research & Technology . . . . .	3
MMG509	Political, Social & Economic Aspects of Business . . . . .	3

MMG504, 505, and 506 may be waived based on assessment conducted at the beginning of the term, and replaced with management electives. MMG507, 508, and 509 cannot be waived.

## Management Seminar & Project . . . . . 12 credits

MMG690	Introductory Seminar . . . . .	1
<b>Management Seminar I-IV</b> —Take in sequence with same seminar leader		
MMG691	Self-Diagnosis & Goal Setting . . . . .	2
MMG692	The Manager as Team Developer & Leader . . . . .	2
MMG693	Continuous Improvement, Lifelong Learning & Enhanced Employability. . . . .	2
MMG694	Current Issues in Management . . . . .	2
MMG800	Independent Learning Project . . . . .	3

## Core Courses . . . . . 9 credits

MMG511	Foundations of Management. . . . .	3
MMG512	Organizational Environment. . . . .	3
MMG517	Research Methods for Managers . . . . .	3

## Concentration Options . . . . . 16 credits

Choose a concentration (below) or 16 credits of graduate management courses to meet career and academic goals. See Master of Management or MM/Health Care program chart for concentration requirements.

Business

Organizational Leadership

Nonprofit & Public Management

Business Negotiation & Conflict Resolution

Small Business Development

Technology Management

Health Care Management

Health Care Informatics (with dean's approval)

Senior Care Management

Please note: \*Please note: health care management and informatics courses may not be taken as electives outside those concentrations.



# Management Course Descriptions

## Directed Studies (DMG)

### DMG506 Essentials of Accounting - 1 credit

This course covers the fundamental principles of accounting. Key concepts are discussed along with use, setup and posting of balance sheets, income statements, cash flow statements, statements of retained earnings, and required SEC 10K filings. Students learn about dual entry-accrual accounting, and how to analyze key ratios derived from financial statements used in the management of organizations.

### DMG601 Forecasting and Planning - 1 credit

This course covers short and medium term forecasting techniques, and long term and strategic planning; quantitative and qualitative forecasting techniques are emphasized. Quantitative techniques using computer applications are presented and used for situations for which historical data is available. When no such data is available, e.g., to forecast demand or revenues for new products, qualitative techniques are used. For longer-term projections, strategic planning concepts will be utilized.

### DMG602 Introduction to Project Management - 1 credit

This course explores the major issues and techniques of project management. It has been designed to provide the students with the basic skills and knowledge necessary to plan and manage projects within their organizations.

### DMG603 Drafting Business Contracts - 1 credit

This course is designed for students who have completed at least one of the following courses: MMG746, MMG747, or MMG748, and/or those who are interested in developing a basic understanding of the mechanics of creating a formal contract. When one has completed a negotiation, whether using a hardball (distributive) or an interest-based (integrative) approach, the time comes when it is necessary to analyze (memorialize) the agreement by putting it into writing in the form of a legal and binding contract. Through this directed study students will develop the skills and resources to create such a document. The focus will be on the legal elements of a contract; the ramifications, legal and otherwise, of "loopholes" within contracts; and the basic law governing contracts in the United States.

### DMG604 Social Media Marketing - 1 credit

With the rise of social media and the abundance of devices that allow people to be connected 24/7, marketing is experiencing a dramatic shift from traditional print, radio, and broadcast to social media. Social media allows brands to communicate, listen, and respond faster than it was ever possible before. After this course, you will understand the elements of social media marketing; create and implement a strategy; and how to use tools to analyze the effectiveness of your social media strategy.

### DMG605 Grant Writing - 1 credit

This module for non-profit managers introduces the planning and proposal development phases of grant writing. It demystifies the process, from developing a fundable idea to identifying potential donors and

structuring the technical components. Hands-on activities provide practice in the art and craft of grantsmanship.

### DMG607 Special Topics in Mgt: Current Economy-How Should a Manager Respond - 1 credit

This one credit course will examine the causes behind current economic problems and the impacts on managers and investors. The responses of the public, private and non-profit sectors and likely results from their actions will be discussed. The course will look at future projections for the economy and ways of evaluating those projections to provide a practical guide for managers on how they should respond to the various options presented to them. (Students should have taken MMG511 before taking this course. A prior course in economics is recommended but not required.)

### DMG608 Emergency Management of Natural and Man-Made Disasters - 1 credit

This course is for managers responsible for ensuring that their organizations are prepared for response, mitigation, and recovery from mass casualty disasters both natural and man-made. Emergency management is prioritized by lives and property saved by improved responses and mitigation. Cases of past and future fatalities from mass disasters are presented, with examples of lives saved and lost by emergency management. Students prepare one-page personal disaster preparedness plans for home and work sites for diverse disaster threat-and-response characteristics.

### DMG614 Performance Management - 1 credit

This course helps managers learn a more holistic approach to performance management and communicate more effectively with their employees regarding performance. It helps them understand that performance management is not just a "once-a-year" phenomenon connected to compensation, but is an ongoing process that includes a clear understanding of work goals and expectations, development of skills, knowledge and abilities, and ongoing communication. The learning methodology includes a transfer of content and knowledge that includes a performance management system as well as the use of simulations, role-plays and case studies.

### DMG615 Developing a Business Plan - 1 credit

Developing a business plan is a hands-on course that provides students with the basics of how to develop a business plan. Students learn how to describe the business, how to use a structured coaching process to write the business plan, and how to use the business plan to anticipate key issues. The course covers (1) business plan basics including: who needs to write a business plan, when to write one, how long it should be, what a business plan can and cannot do, the risks of writing a business plan, (2) the elements of a business plan, (3) how to develop the plan and (4) ways to enhance a business plan.

### DMG621 Statistical Analysis Using Spreadsheets - 1 credit

Previous experience with Windows and spreadsheets preferred. This course helps students use spreadsheets to develop complete analysis and presentations. Using Microsoft Excel, this course reviews the fundamentals of spreadsheet design, creation and formatting.

Students learn how to create graphs and charts, and how to perform a variety of time-series, financial and statistical calculations. They learn to perform “what if” analyses and use spreadsheets for simple descriptive statistics and regression analysis.

#### **DMG623 Business Solutions Using the Internet - 1 credit**

The use of Internet-based technology by business and other organizations to improve productivity and to enhance customer value is examined. Students look at evolving business models, and the implications of these technologies for individuals, organizations and the economy. Topics covered include trends in electronic commerce, the use of Web based technology, intranets and extranets, and their function in knowledge management and customer service delivery. Privacy, security, intellectual property and governance issues are also examined. Students do a final presentation on the business use of Internet technology and/or a design for an organizational Web site or intranet.

#### **DMG647 Negotiation in the Health Care System - 1 credit**

This course helps professionals in the health care system to develop the skills of interest-based, win-win negotiation. Students learn theory and tactics for diagnosing a conflict, planning for negotiation, and implementing a cooperative strategy within a health care setting. Students are observed through simulation and role play; a final application paper is required. Texts are *Getting to Yes* by Roger Fisher and *Renegotiating Health Care* by Leonard Marcus.

#### **DMG753 Introduction to Organizational Coaching - 1 credit**

This course gives students the opportunity to develop and improve skills in organizational coaching. The course emphasizes performance assessment and performance management. Learners practice conducting coaching sessions and acquire critical coaching skills in active listening; giving and receiving feedback; and developing and managing performance improvement action plans. Special attention is given to cross cultural coaching, motivation, and the assessment of personal coaching styles.

## Health Care Management (MHC)

#### **MHC600 Practicum in Health Care Management - 3 credits**

This course is an elective intended for students with limited work experience in health care management and is open to students who have completed at least three semesters of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and Dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MHC710 Risk Management in Health Care - 3 credits**

This course deals with the discipline of dealing with the possibility that some future event will cause harm. It examines a variety of contemporary issues surrounding managerial and analytical problems involved in health care risk management. It includes a historical review of the role of risk management in health care and the evolution from a reactive to a pro-active focus and discusses the planning of a pro-active, patient outcome focused risk management program.

#### **MHC712 Healthcare Operations Management - 3 credits**

Health care managers learn how to manage the outcomes of their organizations and departments more efficiently. Operations management involves planning the functioning of health care organizations for the most productive and efficient allocation of resources. Management functions such as planning, utilization of resources, control, and continuous quality management are addressed.

#### **MHC720 The U.S. Health Care System - 3 credits**

The course will review the evolution of health care in the U. S., explore the structure of the current system, and consider the impact of emerging trends on the provision of health care in the future. Various components and stakeholders will be identified, with special attention on the diversity of care options and evolving roles of government as a funding source and regulator. Developments in national health care policy, the cost-quality-access conundrum, and the expansion of health care reimbursement options will be examined. The course also examines health care systems in other countries as a means to access alternative approaches to health care delivery issues.

#### **MHC721 Introduction to Health Care Disparities - Race, Ethnicity and Health - 1 credit**

This course is designed to provide students with knowledge about racial and ethnic, disparities in health and health care. The course will examine the ways in which dyadic relationships and multiple forms of discrimination contribute to racial and ethnic disparities in health. Students will examine the ways in which neighborhood and community factors and inequalities in socioeconomic status influence health behaviors, access to health care services and health status outcomes. Individual characteristics such as acculturation, patient preferences, provider congruence and cultural competence will be explored in this course.

#### **MHC722 Policy in Health Care Disparities and Client Services - 3 credits**

This course is designed as an in-depth review of the history and management of policies that have led to health disparities and affected client health services. Students will consider the challenges posed by an increase in multi-cultural and diverse populations seeking health care services in an environment that has not always responded to multiple needs with appropriate policies or service delivery mechanisms. Students need to understand and accept that policy and service delivery demand that healthcare organizations use all of their resources to meet diverse and disparate health care needs. Strategic responses to policies and to planning of appropriate delivery of services are integral to health care management.

#### **MHC723 Unequal Treatment: Disparities in Health Care - 3 credits**

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care.

Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed or color and how this important policy has been implemented and enforced over time. The course will use as its primary text the Institute of Medicine's (IOM) report issued in 2003; Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care. While most of the research in this area has focused on health care, we will continually look at the relevance and application to social and human services. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

#### **MHC725 Financial Management in Health Care - 3 credits**

Prerequisite: DMG506 or equivalent. This course prepares health care managers to participate effectively in financial decision making within health care organizations. It focuses on how to use financial and program data to effectively analyze costs of programs and departments. Financial accounting, managerial accounting, and contemporary financial concepts are introduced. Special attention is given to Medicare, Medicaid, insurance, managed care, and government funding.

#### **MHC730 Health Care and Clinical Information Systems, Trends and Issues - 3 credits**

Prerequisite: MHC 520. This course includes an overview of the health care information technology system as well as clinical information systems devoted to the direct management of the patient. It provides guidance for implementing, managing, and accessing clinical information systems in various health care settings. Discusses medical records, resource management and security, the importance of disaster planning, standards and regulatory issues as related to informatics. Also examines the current state and future of health care informatics, including tele-medicine and emerging technologies, and explores the new technology creation and adoption processes and the impact of rapidly evolving technologies in the health care arena.

#### **MHC732 Life Cycle of Information Systems in Health Care Informatics - 3 credits**

Prerequisite: MHC 520, MHC 730. This course helps health care professionals understand the life-cycle of an information system and view it as a continuous process while maintaining the underlying support for the system. The course provides the tools needed to select a health information system based upon identified criteria in an individual health care agency and includes strategic planning, analysis, design and implementation, as well as testing and evaluation of the system.

#### **MHC733 Data, Knowledge and Information Management in Health Care Informatics - 3 credits**

Prerequisite: MHC 520, MHC 730. The purpose of the course is to help health care professionals transform data into useful information for decision-making. This information is then utilized to support administrative and clinical decision-making. Course content will include the process of decision-making, securing the right information, human factors that affect the use of information, information classifications, and the human-computer interaction in health care organizations.

#### **MHC735 Health Care Informatics: Fieldwork - 1 credit**

Prerequisite: MHC 520, MHC 730. The field work requirement provides the student with hands-on experience in a health care informatics setting. Students will be expected to complete an informatics project at a health care agency involving a total of 40 - 50 hours over a semester with an agency preceptor and under the guidance of a faculty advisor.

#### **MHC740 Strategic Planning in Health Care - 3 credits**

This course focuses on developing an organizational vision, mission and goals, and integrating all components of the health care organization to achieve those goals. Strategic analysis, plan development and implementation strategies are included, as well as monitoring and evaluation.

#### **MHC741 Terrorism and Disaster Management in a Health Care Setting - 3 credits**

This course is intended for the health care manager who is responsible for the preparedness of his or her organization in a disaster situation. It focuses on planning and preparedness with a special emphasis on issues of terrorism. It covers topics such as the legal and ethical issues surrounding disaster planning and preparedness, obtaining assistance from government and other agencies, interagency cooperation, integrating civil and military response and meeting the needs of special populations.

#### **MHC749 Special Issues in Health Care - 3 credits**

A special topic in health care is addressed from a health systems perspective. Financial implications, policy and ethical issues are considered. Racial, ethnic and economic dimensions of the issues are explored.

#### **MHC750 Health Care Policy and Ethics - 3 credits**

This course gives an overview of policy development at the organizational, local and national levels. Students assess the influence of influence of actors, arenas, and socio-historical trends on health care policy. They explore ethical principles and how they are infused into all aspects of health care and health care management.

#### **MHC761 Health Care Services for the Elderly - 3 credits**

This course outlines the interface of gerontology - the study of human aging - and elder care services, the caring for this population. It will review care provided to seniors within a variety of institutional settings, as well as outpatient and home care services. The course provides a comprehensive overview of programs, policies, and services and examines the issues, challenges and dilemmas confronting the provision of health care services to the elderly.

#### **MHC762 Nursing Home Administration - 3 credits**

This course is an introduction to long term care nursing home administration. It introduces the student to the industry, to facility management, to senior populations and the variety of issues confronting the industry today. These include nursing, resident-centered care and quality of life, facility management, fiscal management and human resources, leadership, and regulatory requirements and accreditation. The content will prepare the student to take the NHA-LTC test.

## Managerial Competencies and Theory: MM55 (MMG)

### **MMG504 Computer Applications for Business - 3 credits**

(Formerly ACC410) This course familiarizes learners with the personal computer, Windows, word processing (Microsoft Word), spreadsheet (EXCEL), presentations (PowerPoint), E-mail and the Internet. Students get hands-on experience with these applications and an overview of personal and professional uses. Students progress from a beginning level through an intermediate level. This course is a requirement for students in the MM55 program. It may not be taken as an elective.

### **MMG505 Graduate Writing - 3 credits**

This course concentrates on strategies and techniques for building an academic essay. Challenging readings are used to promote the kind of critical thinking and analysis that best support graduate work. Students move from initial ideas, to first drafts, to strategies for revising their papers to achieve a polished product. Through a sequence of three to four progressively longer essays, students come to understand their own writing styles, strengths and difficulties, and become competent evaluators of their own work. By giving attention to the writing process itself and its different phases, students gain awareness of how to achieve their best work. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

### **MMG506 Quantitative Analysis for Managers - 3 credits**

Students learn to think about and express business problems in quantitative terms. They examine the basics of number theory, arithmetic operations including ratios and proportion, percentages, algebraic operations, probability and statistics. Charts and graphs are created using spreadsheet software. Financial calculations and the elements of financial decision-making are explored, including interest, credit and borrowing, depreciation and valuation, annuities, investments, financial statements, break-even points, budgeting, pricing, and the time value of money. Students learn to apply quantitative tools to solve a variety of business problems, and create and use quantitative models for real-world problems. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

### **MMG507 Analysis and Communication for Managers - 3 credits**

This course addresses the analytical and communication skills necessary for success in business environments. Students develop their critical thinking skills and enhance their ability to evaluate claims, evidence and assumptions and develop persuasive arguments through analysis of management case studies. The course also covers different forms of business communications including memos, reports, and oral presentations. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

### **MMG508 Information Research and Technology - 3 credits**

Prerequisite: MMG504 or equivalent. Students gain the knowledge, skills and abilities to apply principles of information research to their

academic, work and professional lives. They gain ability to analyze problems, research and select relevant information from industry and professional publications, corporate and non-profit financial statements, print and electronic sources. They will become able to create an effective presentation and publish it in print or electronic form. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

### **MMG509 Political, Social and Economic Aspects of Business - 3 credits**

This course provides a broad liberal arts foundation to management theory and concepts. It draws upon the disciplines of economics and political science, the study of society and culture, and the tools of ethical analysis. It helps students gain a basic understanding of economic concepts and institutions, the role of government in business and the impact of political institutions and processes. Issues of interrelatedness in the global economy and polity are considered. The societal implications of business decisions, issues of multiculturalism and diversity and the use of ethical analysis to guide business decisions are addressed. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

## Management (MMG)

### **MMG501E Business Communication - 3 credits**

This course is focused on the communication, analysis, and presentation skills necessary for success in the U.S. and global business environment. Using a variety of materials including articles from newspapers, videos and podcasts of business topics and cases, students will develop their reading listening, critical thinking and oral and written communication skills. Students will be exposed to issues facing managers in today's environment and gain a better understanding of the cultural assumptions and communication styles of the U.S. business workplace. They will learn the appropriate style of communication for different types of business situations - participating in meetings, interviewing, writing memos or reports and making oral presentations. They will learn to develop clear and persuasive arguments both orally and in writing. Students may be required to take this course based on results of their initial writing assessment. It does not count as an elective in the Master of Management program.

### **MMG511 Foundations of Management - 3 credits**

(Formerly MMG503). This course provides an overview of the field of management and establishes a foundation and common vocabulary for future course work. It emphasizes the functions of planning, organizing, directing and controlling. The course assumes students have limited academic knowledge of management theory, and some experience in real world management situations to bring into the classroom. In each session the class explores some aspects of management in theoretical terms and then focuses on application of the theory to the practical problems facing managers.

### **MMG512 Organizational Environment - 3 credits**

(Formerly MMG502). This course provides an overview of the external and internal environment of organizations. It helps students



understand the resource, market, technological, economic, and socio-political context of the organization, and the impact of multiple stakeholders on its goals and decision-making processes. It examines organizational architecture and dynamics from the structural, human resource, political and symbolic perspectives. The course draws on theories and research on organizations, including topics such as motivation, leadership, and organizational change and development. The intent of the course is to provide students with the theoretical base to better understand organizational behavior, and to equip them with tools to analyze and improve upon their own managerial practice.

#### **MMG517 Research Methods for Managers - 3 credits**

(Replaced MMG501) This course helps students understand the role of research in the management decision making process and in the development of business plans and strategies. It helps students become familiar with the research process and with a variety of business research tools and techniques. Students learn how to define a problem and write good research questions, determine what tools and techniques are appropriate for different kinds of problems, find information sources and assess their reliability, and critically analyze information. They also learn how to present the results of research in appropriate output formats. This course helps students with their independent learning projects.

#### **MMG519 IT Security Management Planning Procedure and Policy - 3 credits**

Security management includes identification of an organization's information assets and the development, documentation, and implementation of policies, standards, procedures, and guidelines. Students learn from a management perspective the tools required to rate system vulnerabilities. Students also define an information security strategy while prioritizing threats to information assets.

#### **MMG520 Financial Accounting - 3 credits**

Financial Accounting covers the four basic financial statements and the way they are used by decision makers. Fundamentals and principles of accounting are discussed along with key concepts underlying accounting systems. Students learn the framework of debits and credits used in posting. The course has a focus on interpretation, analysis and communication of financial data. It covers balance sheets, income statements, cash flow statements, statements of retained earnings, and required SEC 10K filings. Students learn dual entry - accrual accounting with a focus on analysis of key ratios derived from financial statements for internal management. Special attention is given to accounting for assets, liabilities and owner's equity. Additional topics include generally accepted accounting principles (GAP), the Sarbanes-Oxley regulations, and ethics in accounting.

#### **MMG521 Managerial Accounting - 3 credits**

Prerequisite: MMG520. This course examines the application of accounting principles and procedures to the planning and control functions of management. The emphasis is on costs, cost-profit relationships, measures of performance, and uses of accounting in long-range planning. Topics will include cost accounting techniques, overhead allocations, standard cost, profit planning and responsibility accounting.

#### **MMG522 Fundamentals of Computer Information Systems - 3 credits**

The course provides an overview of computer information systems. Students will be presented with the core information systems principles, offered an overview of the information systems discipline, and will learn about the changing role of the information systems professional. This course will enable students, regardless of their field, to understand and use fundamental information systems principles so that they can function more efficiently and effectively as workers, managers, decision makers and organizational leaders.

#### **MMG525 Decision Techniques for Managers - 3 credits**

(Formerly MMG510) Prerequisites: basic spreadsheet skills and successful completion of a course in Business Mathematics (or equivalent math skills). As today's managers face decisions, they have access to more data than ever, and risk confusion unless they can effectively screen the data for useful information. This course provides students with the knowledge and appropriate use of basic descriptive and inferential statistical procedures for management applications, and builds a foundation of analytical and quantitative skills. Topics include: data collection, measures of location and variability, graphical procedures, index numbers, probability, estimation, hypothesis testing, times series and regression analysis. Emphasis is on understanding and applying the procedures. Spreadsheet and statistical computer programs are used in the class.

#### **MMG535 Communication Strategies for Organizational Effectiveness - 3 credits**

Organizational effectiveness is a process, not an event. This course will look at the assessment, analysis and evaluation of present organizational strategies and provide opportunities to design and implement more effective communication within the organization. By measuring the functions of (1) purpose, (2) strategy, (3) feedback, (4) processes and procedures, and (5) leadership/membership.

#### **MMG542 Effective Group Management and Team Building - 3 credits**

This course develops skills in the management and leadership of task groups. Students are introduced to group theory and human interaction as applied to management and team development within an organization. Many students are involved in work groups, leading a project team supervising a group of employees, directing a department or managing a unit. As is often the case with managers, they have limited cognizance of the impact of human interaction and group dynamics on the desired outcomes. Through this course, students learn the skills and understanding necessary to manipulate those human factors within the work group structure for the most effective completion of a task and the development of each work group member's potential.

#### **MMG550 Organizational Theory and Behavior - 3 credits**

This course provides the student with the opportunity to understand behavioral patterns within an organizational setting. Taken from a managerial perspective, this social system approach focuses on the use of available managerial tools to influence workers' managers. Through the use of lectures, group discussion and case analyses, particular emphasis will be placed upon classical, neoclassical and systems approaches, as well as upon motivation, behavior dimension



adaptation, leadership, and organizational development.

#### **MMG560 Managing a Diverse Workforce - 3 credits**

Current business conditions are surveyed, and participants are introduced to the link between the business agenda and human capital. Since the workforce is critical to the success of the American business agenda, much of this course is dedicated to the development of competencies necessary to manage a diverse workforce. This course is for professionals dealing with issues of differences and diversity in contemporary organizations.

#### **MMG600A Practicum in Business - 3 credits**

This course is an elective intended for students with limited working experience in the field of business and is open to students who have completed at least three terms of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG600B Practicum in Business Negotiation and Conflict Resolution - 3 credits**

This course is an elective intended for students with limited working experience in the field of business negotiation and conflict resolution and is open to students who have completed at least three terms of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG600C Practicum in Small Business Development - 3 credits**

This course is an elective intended for students with limited working experience in the field of small business development and is open to students who have completed at least three terms of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in

the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG600D Practicum in Leadership in Human and Organizational Dynamics - 3 credits**

This course is an elective intended for students with limited working experience in the field of leadership in human and organizational dynamics and is open to students who have completed at least three terms of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG600E Practicum in Nonprofit and Public Management - 3 credits**

This course is an elective intended for students with limited working experience in the field of non-profit and public management and is open to students who have completed at least three terms of work in the MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG600F Practicum in Technology Management - 3 credits**

This course is an elective intended for students with limited working experience in the field of technology management and is open to students who have completed at least three terms of work in the

MM program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer or during official school breaks) in a position related to the concentration. Students are responsible for obtaining the position. Students must provide a letter from the prospective employer indicating the nature of the job, the specific duties involved, the duration and hours to be worked, and the name of the supervisor/contact person. Students work with their faculty advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. Students register for this course after completing the practicum authorization form which must be approved by the faculty advisor and dean. International students will need approval for curricular practical training from the International Students' Office.

#### **MMG690 Introductory Seminar - 1 credit**

(Formerly MMG500) The purpose of the seminar is to introduce participants to the resources of the College, provide a coherent overview of the philosophy of the program, and review the benefits and the rationale of the academic model. The course also will focus on self-assessment and goal-setting to assist the student in developing his or her academic and professional development plan.

#### **MMG691 Management Seminar I: Self-Diagnosis and Goal Setting - 2 credits**

The Management Seminar serves as a learning laboratory for students to develop, integrate and demonstrate competencies in personal, professional and academic development. It provides an opportunity for students to test and apply learning in a practical and experiential context and to integrate experience and theory. In the first semester students self-diagnose their academic and managerial skills and develop academic and professional goals and plans. They also develop skills at being effective members of a learning community and explore topics and ideas for their Independent Learning Projects.

#### **MMG692 Management Seminar II: The Manager as Team Developer and Leader - 2 credits**

This seminar focuses on the manager as a leader and developer of people and teams. Students develop important cognitive and affective skills: developing people, peer relationships, working with others, and resolving conflict. The seminar also helps the student learn how to leverage the diversity in teams and how utilize team resources effectively.

#### **MMG693 Management Seminar III: Continuous Improvement, Lifelong Learning and Enhanced Employability - 2 credits**

This seminar focuses on developing and demonstrating enhanced skills and on present and future employability. Students assess their learning and benchmark them against standards in their professional field. Students learn and practice networking skills to develop and expand their connections within their professional field and learning community.

#### **MMG694 Management Seminar IV: Current Issues in Management - 2 credits**

This is the final seminar of the management seminar series. Students

integrate their learning from courses and research and update their knowledge through the examination of topics that reflect current issues and trends in management. The seminar is conducted with the help of several guest speakers/faculty.

#### **MMG706 Economics - 3 credits**

The main objective of this course is to provide students with the basic concepts and analytical tools of economics and to apply them so as to understand the workings of a market economy and to increase their effectiveness as managers. After an introduction to the basic economic tools of supply and demand, and the treatment of profit maximization, we will cover the basic concepts of microeconomics for use in business decision making. Throughout the course, we will use economic theory and real world examples to analyze and understand the main issues of microeconomics and macroeconomics as they apply to the business world. Secondary course goals include improved writing and computer skills.

#### **MMG709 Innovation and New Product Design - 1 credit**

This course will focus on how companies' top managers handle the complexity of managing growth through innovation and new product development. In today's economy, competitive advantage goes to firms that are able to out-innovate the competition. The course will help students (1) to increase their understanding of what it takes to make an organization and its employees embrace innovation, (2) to understand the approaches companies are taking to foster new product development globally, and (3) to understand the capabilities organizations need in order to handle the complexities associated with the implementation of a global new product development strategy.

#### **MMG710 Project Management Concepts and Practices - 3 credits**

In this course, students will learn how to use the concepts, tools and techniques of project management in order to successfully manage system development projects. System development project failures are generally failures of management, not failures of technology. Good management, along with an understanding of the appropriate use of technology, is therefore essential. Students will learn, in particular, how to apply the concepts, tools and techniques of project management in today's dynamic, digital business environment, where projects must be brought to completion under increasingly compressed time frames and where decisions must be made under conditions of uncertainty.

#### **MMG712 Operations Management - 3 credits**

Operations refers to the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This process involves management functions such as planning, the acquisition and utilization of resources, control, evaluation, and appropriate change. This course also develops an appreciation of the distinctions and relationships between the operations function and other functions of the organization including finance and marketing.

#### **MMG713 Total Quality and Operations Management - 3 credits**

Operations Management is the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This conversion process involves management functions

including planning, acquisition and utilization of resources, control and evaluation. Total Quality Management (TQM) is a way for businesses and organizations to improve the quality of business processes and performance. This course develops an appreciation of the TQM concept as well as the distinctions and relationships between the operations function and other functions of the organization.

#### **MMG715 Management Information Technology - 3 credits**

This course provides an understanding of how information technology may be efficiently and effectively used in the business environment. Students get an overview of hardware, software, file/database concepts, systems analysis and design methodologies. The complex integration of hardware, software, data, procedures and personnel that is required for managing information systems is addressed. The impact of constantly changing information technology upon the organization and the management of the firm is discussed.

#### **MMG716 Emerging Technologies - 3 credits**

This course focuses on future and developing technologies such as robotics, neural networks, nanotechnologies, expert systems, and the human computer interface. This course examines the rapid adoption of new technologies by organizations and their impact, future trends, and potential to transfer to businesses and society.

#### **MMG717 Systems Analysis & Design - 3 credits**

Prerequisite: MHC520 or MMG715 or equivalent experience. Systems analysis and design is a critical competency for information technology. This course focuses on techniques for designing information systems more effectively and efficiently, by linking the information system, business mission and purpose and technology. Students learn the core skills required by systems analysts: from gathering requirements and modeling business needs, to creating blueprints for how the system should be built and implemented in a particular organization. The course provides a concise, yet informative theory of the systems development life cycle, and touches on project management, infrastructure management, system development and system implementation with examples from a variety of industries.

#### **MMG718 E-Business Development for IT Managers - 3 credits**

This course provides an overview of electronic business and e-commerce development. It develops the student's understanding of the e-business environment and explores strategies, business models and approaches to leveraging the expanding world of the internet. Students learn the business strategies and technologies that go into developing a successful e-business and how to successfully expand and market a web-based business.

#### **MMG725 Financial Management - 3 credits**

Prerequisite: MMG520 or DMG506. The major goal of the financial manager is to maximize the value of the firm. Accordingly, this course focuses on analysis and interpretation of financial data from the income statement, balance sheet and the statement of cash flows, for decision making. Powerful planning and control tools such

as pro forma budgeting and break-even analysis are introduced, as well as the concepts of operational and financial leverage. Students learn how to estimate the amount of cash an organization will need in its operations. One key focus of the course is on capital budgeting, based on the concepts of the time value of money. This includes calculations of future value (FV), present value (PV), net present value (NPV), internal rate of return (IRR) and payback period.

#### **MMG727 Budgeting and Finance for Nonprofit and Public Organizations - 3 credit**

Prerequisite: DMG 506 or equivalent skills. This course provides an introduction to the basic financial accounting systems used in nonprofit and public organizations. It also focuses on how to use the financial and program data to effectively analyze the costs associated with programs and services provided by the organization. The final area to be covered will be budget preparation and monitoring. The politics of the budgeting process will be examined. By the conclusion of the course the student will be able to effectively participate in the financial decision-making within his or her organization.

#### **MMG731 Business Continuity & Disaster Recovery: Principles & Practices - 3 credit**

In this course, students will learn how to use and apply the concepts, practices and techniques of business continuity. Awareness of business continuity as an integral part of corporate policies, in response to regulatory standards, and as a good business practice, is growing due to heightened threats in the world. Students will explore changes in the business climate, planning and assessment procedures from the perspective of professional practitioners, applying proven tools, tips, techniques and industry resources. Students will construct a business case for business continuity as part of a project that reflects today's increasing dependence on security, information technology, and basic business processes.

#### **MMG732 Global Business - 3 credits**

Prerequisite: MMG511. The purpose of this course is to introduce students to the dominant themes and theories of global business. The course consists of a fundamental study of the nature of business and its environment. In the course of our study we will examine managerial functions and processes in a global context.

#### **MMG733 Marketing Management - 3 credits**

Prerequisite: MMG 511 recommended. This course provides a basic overview of the marketing management process, oriented primarily to the non-marketing specialist. It examines the role of marketing in a variety of organizations - product/service, public/private. It introduces students to the analysis of an organization's market environment, and the development of marketing programs designed to achieve organizational goals. Topics covered include the analysis of markets, buyers and competition; the identification and selection of target markets; the design of product, pricing, distribution and communication programs appropriate to selected markets; and the planning, implementation and control of the marketing effort. The course emphasizes the practical utility of marketing tools and concepts through the use of case studies and application to the students' own work environment. The course also attempts to create a heightened awareness of the global interrelationships affecting marketing, and the societal implications of

marketing decisions.

#### **MMG734 Business Planning - 3 credits**

This course allows students to learn about business development, new product/service planning, feasibility analysis and trends in innovation. During this course, students will learn how to test new products, forecast financial needs, and analyze market requirements. The basis of competition for new products/services, major traits of successful new ventures, market situation analysis, opportunities for professional challenge, common pitfalls and ways to avoid them will be addressed.

#### **MMG735 Entrepreneurship and Small Business Management - 3 credits**

Prerequisite: MMG511. This course examines the major characteristics of a self-employment venture and the issues facing the person starting or managing a small business. The focus is on the opportunities, risks, issues and problems facing the entrepreneur. Techniques learned in other management courses are integrated and applied to small businesses. Students prepare a business plan for a small business which defines the business concept and provides an integrated strategy for starting up or expanding a business.

#### **MMG740 Human Resource Management - 3 credits**

Changes in the social and legal environment, and the workforce, make it increasingly difficult for organizations to manage relations with employees. The human resources manager needs to be able to formulate organization-wide human resource policies which result in competitive strategy, efficiency and effectiveness, and which are consistent with the organization's culture and environment. The interests of many stakeholders have to be reflected in such policies — employees, unions, communities and government. The course helps students identify and understand Human Resources Management issues, develop skills in diagnosing situations, discuss effective approaches to problems and assess the comparative effects of immediate action and long-term policies.

#### **MMG743 Models of Leadership - 3 credits**

An essential component of a successful career is an effective personal leadership style that fits appropriately within one's professional setting. Students explore the elements of individual style with the goal of increasing effectiveness. The course also examines the content of the professional setting and looks at the different strategies for achieving the most congruent fit possible. This course will be experiential, and there will be guest speakers.

#### **MMG744 Management Training and Development - 3 credits**

This course will explore many of the tools and techniques that are available to organizations for the use of upgrading staff. Some of those tools and techniques will include needs assessment, alternative methodologies for presenting material and evaluation techniques. Students will develop a total system for training and development within their organization or sub-unit. The course is aimed at corporate training staffs and human resource managers. The focus will be on actual situations and case analyses.

#### **MMG746 The Manager as Negotiator - 3 credits**

Effective managers must be able to deal successfully with limited

resources, divergent interests of people, and organizational conflict. This course improves skills in negotiation and joint decision-making that students can apply immediately. Emphasis is on integrative bargaining and problem-solving. Students learn the theory and tactics for understanding and diagnosing a conflict, planning for negotiations, and implementing an effective conflict resolution strategy.

#### **MMG747 Conflict Management: Strategies, Tactics and Behavior - 3 credits**

This course explores different conflict management styles and situational considerations available to the individual that impact negotiations. It introduces theories and strategies that characterize the competitive bargaining styles and evaluates the consequences of using each. The course also explores planning, communication, perception, cognitive biases, and the impact of power imbalance in negotiations. Emphasis is on the integration of negotiation theory, practice and behavior, including ethical considerations.

#### **MMG748 Multi-Party / Multi-Issues Negotiations - 3 credits**

This course focuses on the pre- and post-bargaining table influences of groups (constituents, community, opponents) on individual negotiation and conflict resolution styles. Students develop an understanding of the impact of group process on negotiation and the roles that individual group members play within the negotiation context. Students learn techniques for managing complex, multi-issue negotiations. The course includes typical third party approaches to conflict resolution.

#### **MMG749 Global Negotiation - 3 credits**

This course is designed for students who work in multi-cultural teams or negotiate in a multi-cultural setting. Students will learn how culture affects negotiating strategies, conflict management techniques and team effectiveness. Students will learn and apply a framework to help manage cultural differences whenever they impact business deals, disputes or team work.

#### **MMG750 Business, Government and Ethics - 3 credits**

Prerequisite: MMG511.

This course explores the ethical environment of business and the ongoing relationship between business, government and society. Topics include the development of government regulations and the impact of regulations and likely future developments with an emphasis on ethical considerations.

#### **MMG755 Organization Development and Change Management - 3 credits**

The theory and practice of organization development are introduced. Skills are developed in identifying how organizational systems operate together, including organization culture, leadership, structure, human resources, rewards, and technology. Students learn how to make effective change through dealing with an organization as a whole. Strategies are developed to help organizations adapt to new technologies, markets, and challenges, including the rate of change itself. Case studies and simulations are used throughout the class work.

#### **MMG757 Consulting Skills for Managers - 3 credits**

This course explores the essentials of the consulting relationship and the skills critical to the consulting process. Managers develop ability

to apply consulting skills and processes in a variety of situations from working with international personnel to getting the most from cross-functional teams to dealing with external clients and vendors. Tools for assessment, analysis and implementation will be reviewed. Topics include negotiating scope, influencing expectations, overcoming resistance and giving clients feedback.

**MMG758 Mediation in the Workplace - 3 credits**

Workplace mediation supplements or replaces institutional conflict resolution processes in order to increase job satisfaction, boost productivity, reduce employee turnover and decrease the chance of legal action. The course gives students the theory and skills necessary to begin to practice mediation within their professional life. The course covers theory and models of mediation; stages of the mediation process; skill development and ethical considerations.

**MMG761 Conflict Resolution in Multi-Cultural Organizations - 3 credits**

Increasing competition and globalization magnify differences among people, and with the increasing diversity of the workforce comes potential incompatibility and conflict. Effective leaders stimulate functional conflict and prevent or resolve dysfunctional conflict. This course develops conflict resolution skills and understanding of conflict in multi-cultural organizations and its effect on innovation and productivity. The course uses a model developed by Tjosvold, which makes conflict positive and creates a conflict-positive organization.

**MMG770 Grant Writing and Resource Development - 3 credits**

This course covers the preparation of proposals to state, federal, and local agencies, corporations and private foundations. Students will learn how to prepare successful, competitive grant proposals and realistic, effective project-based budgets. The course will take students step-by-step through each stage of the proposal presentation process from research techniques to polishing the finished product.

Best practices in funding research, planning and presentation will be covered. By the end of the course, students will have a prototype suitable for submission to a funder.

**MMG795 Advanced Project Management - 3 credits**

MMG795 focuses on solving common problems in project management. Topics covered include: 1) How to use MS Project to plan and track projects; 2) How to recruit and motivate project teams; 3) How to accelerate a project plan - or make up time that was lost; 4) How to select and manage outsourced services; 5) How to plan for the unknown: risk, quality, and scope creep; 6) How to know whether your project is doing well - and what to tell your sponsor, team, customers; 7) Your ethical and social responsibilities as a project manager. Students will build skills through group and individual assignments, case studies, and hands-on exercises. prerequisite: Students need some experience with projects, either by previous experience on a project team or as a project manager. Students may substitute MMG710 or some other formal classroom course in project management for the prerequisite.

**MMG800 Independent Learning Project: Management - 3 credits**

This comprehensive final project is focused on a topic in a student's concentration. The Management Seminar and the Seminar Leader provide direction and support for the project. The project demonstrates ability to define a problem, use appropriate resources, collect and analyze data, draw conclusions, and organize the written report.





# School of Psychology and Counseling

The School of Psychology and Counseling (SOPC) provides graduate programs for new practitioners in the field of counseling and in human services. The School welcomes adult learners, serving a demographic of older than average graduate students who arrive with a wide range of non-traditional experience in counseling and related fields.

## Diverse Populations and Perspectives

**Our students and faculty** are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups typically characterized by broad differences in access to appropriate services across lines of race and social class in agencies with varied philosophies.

**Our faculty** members are licensed professionals in their respective fields.

## Academic Programs, Licensure, and Professional Credentials

Most academic programs prepare students for licensure or other professional credentials which are increasingly necessary for many counseling careers. Other concentrations support related careers that do not require licensure.

**States and professional associations govern the requirements for professional credentials** in counseling and related fields. The Cambridge College School of Psychology and Counseling strives to cover the academic requirements and to include in its programs appropriate supervised clinical practice hours through practicum/internship placements. There may be additional post-graduate requirements such as exams and further clinical experience.

**External requirements and regulations may change at any time.** Cambridge College reserves the right to alter programs accordingly. Program chairs are available to advise students.

Current, detailed information about the academic program, practicum/internship, and professional credentials is available from program chairs. At Cambridge College regional locations that offer SOPC programs, information is available from the director.

**All students are responsible** for:

- Monitoring and understanding all applicable requirements and regulations for licensure.
- Knowing the detailed requirements of their academic program.

**Students pursuing licensure in states other than Massachusetts are also responsible** for checking with the appropriate credentialing agency in their state to determine whether their SOPC program of study:

- meets all requirements for licensure/certification, and
- is accepted for licensure.

**Legal status** as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621.

## Advising

**Admissions counselors** give applicants an overview of the College's academic programs and assist with the application process. Applicants may be referred to program chairs to discuss programs and for academic advising.

**Orientation** — In the fall 2013, all new students will be required to attend a one-day, mandated Orientation, with presentations on program requirements, academic advising, exit/graduation requirements, practicum/internship requirements, ethical standards, professional conduct, and academic honesty. Effective in the Spring 2014 term, all new and returning students will be required to attend a two-day Orientation at the beginning of the term.

The **SOPC academic advisor** will provide program-specific academic advising for all SOPC students, including those in Springfield and Lawrence. Each SOPC student, new and continuing, will meet individually with the academic advisor. The **professional seminar leader** provides academic advising only for School Guidance students.

The **program chair** provides advising specific to licensure and field placement.

## Writing Assessment and Support

A writing assessment is conducted during Orientation. Results are communicated to the academic advisor, who refers students to writing courses and academic support.

## Practicum/Internship

**Practicum/internship sites and supervisor qualifications** are subject to state regulations.

The **acceptability of a practicum, internship, or clinical site** is determined by the program chair, instructor, or practicum/internship coordinator, depending on the program, in accordance with current criteria. Students are responsible to seek this person's advice prior to enrollment in the practicum/internship, to determine what sites and supervision are appropriate for the credentials sought.

**State requirements prior to practicum/internship** — Students seeking placement in school, mental health, or public health facilities and programs are responsible for complying with all policies and procedures of the state and facility where they seek a field placement, including but not limited to:

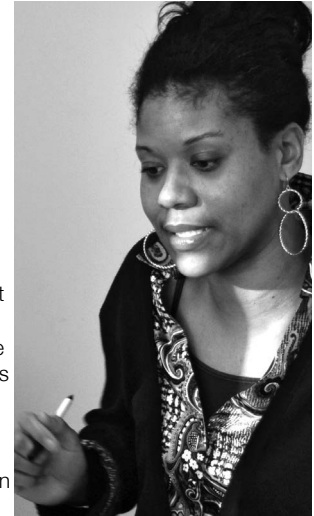
- Criminal Offender Record Information (CORI) check.
- Insurance.
- Immunizations.

**Students are guided and evaluated** by a licensed/certified counselor on-site and by a licensed/certified Cambridge College supervisor.

The **on-site component** must be successfully completed in order for students to receive credit for an internship, practicum, or clinical course. The minimum on-site component must be completed while the course is in progress; not before or after. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

Students are not allowed to register for a subsequent field experience course if they have an Incomplete grade in the prior term(s) of a practicum or internship.

**Practicum/Internship fee** — There is a substantial amount of work managing student interns and their field experiences, and relationships with the sites and site supervisors, so that practica and internships meet the exacting requirements of state licensing agencies. Accordingly, a fee is charged to students in all programs in the School of Psychology and Counseling that include a practicum/internship component to help cover these administrative costs (see Tuition and Payment).



## Exit Portfolio

Effective in the fall 2013 term, students in the School of Psychology and Counseling will assemble an educational portfolio over the course of their studies. The portfolio is designed to highlight the students' knowledge, skill and abilities, as well as to document quality work at the graduate level. (Portfolio requirements for school guidance students differ from the following; see the School Guidance Program Handbook.) The portfolio must be submitted to graduate.

The portfolio will consist of:

- A three-page paper documenting the student's own philosophy of counseling.
- A completed biopsychosocial assessment and treatment plan (may be from advanced internship class).\*
- Pre-Masters Practicum and Internship forms.\*
- Completed license application form (available at [www.state.ma.us/reg/boards](http://www.state.ma.us/reg/boards); select Allied Mental Health Professionals).\*

In addition, students will select three of the following:

- Literature review/case study.
- Three noteworthy and significant papers from coursework.
- Transcript and process recordings.
- Oral presentation to a panel of faculty on a topic provided to the student selecting this option one month prior to the presentation.
- Successful completion of the Counselor Preparation Comprehensive Examination\* This examination will be administered during orientation at the beginning of each term. There is a charge of \$45.00 for this examination. All required licensure coursework must be completed before administration (see 262 CMR 2.00 for required coursework).

\* Not applicable to psychological studies and school guidance students.

## School Adjustment and School Guidance

**Matriculation** — Students who wish to enroll in one of the Cambridge College graduate programs leading to DESE state licensure must register for a **non-DESE licensure option** until they have passed the Mass. Communication and Literacy MTEL. Students who enter the College with a successful “pass score” in this test may register for the licensure option in their desired program of study. It is highly recommended that students take and successfully pass the test within the first term of their enrollment. SAC students will begin in a licensure program (Mental Health), which is not a DESE licensure area.

**Academic Support** — Cambridge College will provide students who demonstrate difficulty in passing this test with workshop classes focusing on the skills necessary to achieve a passing score. These workshops are offered to students at an additional nominal fee.

**Satisfactory Academic Progress** — Students enrolled in licensure programs will have their grade point average (GPA) posted at the end of each term. Students in programs leading to state licensure must maintain an overall GPA of 3.0 or better. Should a student’s GPA drop below 3.0, she/he will receive an academic warning and will be placed on academic probation. Students will not be allowed to graduate from their licensure program with a GPA of less than 3.0.

**Non-licensure candidates** — Non-licensure students are required to complete all program components except the Internship, Internship Seminar and teacher tests. Non-licensure students must complete all pre-practicum hours embedded in the courses.

Please note: **Students who complete a non-licensure option cannot be endorsed for DESE licensure.**

## Review of Progress and Practice

Due to the impact graduates will have on clients throughout their careers, the School of Psychology and Counseling considers the training and credentialing of master’s level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students’ behavior within the graduate academic program and the field work site.

The Committee on Professional Conduct has developed guidelines for students’ professional behavior with which all graduate counseling students are expected to comply. The complete document and list of the guidelines is available from Counseling Psychology faculty. Students are encouraged to contact graduate faculty if they need further information.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or leave of absence. A student may be suspended or disenrolled for violation of ethical standards or lack of academic progress. The School may also recommend a change to a non-clinical major or require a student to leave the School of Psychology and Counseling.

## Guidelines for Students’ Professional Behavior

The following guidelines apply to each student’s academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Cambridge College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The School of Psychology and Counseling recognizes that “professional behavior” is an evolving

process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. Demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. Sustained awareness of one’s effectiveness and functioning in clinical and academic settings as well as an awareness of use-of-self and one’s personal and professional impact on others.
3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors, and staff.
4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one’s self and of others.
5. Demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
6. Demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. Receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
8. Demonstration of the capacity and willingness to evaluate one’s self and others honestly, fairly, and sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
9. Ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other work settings).
10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling and marriage and family therapy.
11. Overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of counseling and marriage and family therapy.
12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.
13. Not repeating any behavior perceived as “misconduct” after being informed of this perception.
14. Full cooperation and compliance with this Council and its process is expected.

## On-going training

After completing a master’s degree, continuing graduate education is typically required to maintain licensure. Cambridge College courses and workshops can meet this on-going need for alumni.

Master of Education With Concentration Options



# Counseling Psychology

36 credits • 3-4 terms full time

Core program — Pre-licensure • *Addiction Counseling* — CADAC, LADC • *Geriatric Mental Health* • *Trauma Studies*

**COUNSELING PSYCHOLOGY** is a pre-licensure graduate program for students planning to enter the practice of mental health or improve their skills and professional qualifications. The program has a strong commitment to an evolving multicultural society.

**Learning Outcomes** — Students learn the principles and best practices of counseling including various psychotherapeutic techniques for work with individuals, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness, strategies for prevention and treatment of substance abuse and domestic violence. They become familiar with community resources for referrals. They study research design and methodology. They become familiar with state regulations applicable to mental health practice.

**Careers and Further Study** — Graduates may qualify for employment or advancement in mental health agencies. They will be eligible to continue study towards mental health licensure at the CAGS level.

## Academic Requirements

Counseling Psychology core courses, practicum, field experience . 18  
SOPC electives and concentrations. . . . . 18  
Exit portfolio . . . . . non-credit  
Total . . . . . 36

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Term 1

CCP540 Personality & Counseling Theory  
CCP550 Basic Counseling Skills: Rogerian Therapy  
Two elective or concentration courses.

### Term 2

CCP650 Group Dynamics/Group Counseling & Human Systems  
CCP520 Counseling Practicum  
Two elective or concentration courses.

### Term 3

CCP641 Counseling Internship/SAC Field Experience II  
Three elective or concentration courses.

### Term 4

CCP630 Human Development Across the Lifespan  
Select no more than 3 courses to complete your program of study.

## Concentration Options

**Addiction Counseling** — Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

CCP640 Addiction Disorders  
CCP606 Family Treatment of Substance Abuse  
CCP720 Psychopharmacology in Addictions & Mental Health Counseling

**Trauma Studies** — Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

CCP724 Post Traumatic Stress Reactions  
CCA727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall  
or CCA729 Trauma Intervention in School Settings . . . . . Spring  
CCP728 Trauma-Specific Interventions

**Geriatric Mental Health** — Professional training in mental health for older adults. Graduates will be prepared for non-medical positions in human service agencies, hospitals, community mental health centers, and other similar facilities.

CCP600 Biopsychosocial Dimensions of Aging . . . . . Fall  
CCP634 Death and Dying . . . . . Fall  
CCP629 Geriatric Counseling . . . . . Spring

### Practicum and Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. See program handbook.

Addiction Studies: Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

Trauma Studies: Must include documented counseling experience related to trauma.

### Cambridge College strives to cover academic requirements for:

- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Certified Trauma Specialist (CTS), a credential from the Association of Traumatic Stress Specialists, International Certification Board (ATSS).

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.



# Mental Health Counseling

60 credits • 5-6 terms full time

Core program — LMHC • Addiction Counseling — CADAC, LADC • Geriatric Mental Health • Trauma Studies  
Marriage & Family Therapy — MFT



**MENTAL HEALTH COUNSELING** provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals.

**Learning Outcomes** — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

## Academic Requirements

Mental health core courses, practicum and field experience. . . . .	39
SOPC electives and concentrations. . . . .	21
Exit portfolio (non-credit)	
Total . . . . .	60

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Term 1

CCP518	Research Design & Evaluation
CCP540	Personality & Counseling Theory
CCP550	Basic Counseling Skills: Rogerian Therapy
CCP630	Human Development Across the Lifespan

### Term 2

CCP615	Psychopathology
or CCP614	Child & Adolescent Psychopathology
CCP650	Group Dynamics/Group Counseling & Human Systems
CCP520	Counseling Practicum
One elective or concentration course.	

### Term 3

CCP626	Assessment/Appraisal Process: Projective Testing
CCP641	Counseling Internship/SAC Field Experience II
CCP670	Career Counseling
One elective or concentration course.	

### Term 4

CCP754	Perspectives in Cross-Cultural Counseling
CCP700	Internship Seminar/SAC Field Experience III
Two elective or concentration courses.	

### Term 5

CCP622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP701	Advanced Internship Seminar/SAC Field Experience IV (take as elective only if necessary to complete field experience hours)

Two elective or concentration courses.

### Term 6 and subsequent terms

Select no more than 4 courses to complete your program of study.

## Concentration Options

Students may choose one or two concentrations. The program of study may not exceed 60 credits.

**Addiction Counseling** — Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

CCP640	Addiction Disorders
CCP606	Family Treatment of Substance Abuse
CCP720	Psychopharmacology in Addictions & Mental Health Counseling

**Trauma Studies** — Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

CCP724	Post Traumatic Stress Reactions
CCA727	Clinical Interventions for Combat Stress & Trauma . . . . . Fall
or CCA729	Trauma Intervention in School Settings . . . . . Spring
CCP728	Trauma-Specific Interventions

**Geriatric Mental Health** — Professional training in mental health for older adults. Graduates will be prepared for non-medical positions in human service agencies, hospitals, community mental health centers, and other similar facilities.

CCP600	Biopsychosocial Dimensions of Aging . . . . . Fall
CCP634	Death and Dying . . . . . Fall
CCP629	Geriatric Counseling . . . . . Spring

**Marriage & Family Therapy** — Professional training for counseling traditional and non-traditional families and couples in a multicultural society. Choose six courses:

CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities
CCP606	Family Treatment of Substance Abuse
CCP625	Foundations of Couples Counseling
CCP627	Family Assessment from a Multicultural Perspective
CCP710	Marriage & Family Therapy: Basic Counseling Skills
CCP721	Women in the Family: a Cross-Cultural Perspective
CCP722	The Life of the Family in Context
CCP723	Narrative and Collaborative Approaches to Therapy

Due to the length of the MFT concentration, no second concentration may be added.

Continued





Continued

## Mental Health Counseling

### Practicum and Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. See program handbook.

**Addiction Counseling:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

**Trauma Studies:** Must include documented counseling experience related to trauma.

**Marriage & Family Therapy:** Students must complete a minimum of 740 hours of on-site field placement time, of which 300 hours must be done in direct face-to-face client contact. Students must receive a minimum of 160 hours of supervision, which includes 55 hours of individual supervision by an approved supervisor, a minimum of 50 hours of group supervision with no more than 10 students, and 55 hours of either individual or group supervision. At least 25 hours of supervision must be done through video/audio supervision or direct observation. As this is a joint LMHC/LMFT program, students must also have 50 hours of documented LMHC supervision for licensure.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

**Cambridge College strives to cover academic requirements** for the following credentials, for which graduates may apply:

- Licensed Mental Health Counselor (LMHC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- LMFT licensure by the Mass. Board of Registration. Candidates must also pass another exam. The post-master's clinical practice must be structured to meet LMFT regulations. Students will be able to use their LMHC to apply to insurance companies as independent practitioners.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

## Master of Education With Concentration Options



# School Adjustment & Mental Health Counseling

60 credits • 5-6 terms full time

Core program — DESE, LMHC • Addiction Counseling — CADAC, LADC • Trauma Studies

**SCHOOL ADJUSTMENT and MENTAL HEALTH COUNSELING** trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals and the Massachusetts Department of Elementary and Secondary Education.

**Learning Outcomes** — Students learn and apply the principles of therapeutic relationships; knowledge of normal and abnormal intellectual, social, and emotional development; learning disorders and emotional issues affecting student achievement. They develop working knowledge of treatments; state-of-the-art diagnostic instruments, procedures for testing, and interpreting results; medical conditions and medication related to physical disabilities and learning disorders. They learn to work with families, schools and community personnel. They learn and apply prevention and treatment strategies for substance abuse, physical and sexual abuse, and violence in preK-12 students. They develop a working knowledge of the criminal justice system with particular reference to juvenile justice. They learn and apply laws and regulations addressing the legal rights of students and families.

**Matriculation** — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Adjustment Counseling program. All new students must register for Mental Health Counseling until they pass. Then they may transfer into the School Adjustment & Mental Health Counseling program.

## Concentration Options

Students electing Addiction Counseling or Trauma Studies take only one school adjustment elective.

**Addiction Counseling** — Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

- CCP640 Addiction Disorders
- CCP606 Family Treatment of Substance Abuse
- CCP720 Psychopharmacology in Addictions & Mental Health Counseling

**Trauma Studies** — Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

- CCP724 Post Traumatic Stress Reactions
- CCA727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall
- or CCA729 Trauma Intervention in School Settings . . . . . Spring
- CCP728 Trauma-Specific Interventions

## Academic Requirements

Mental health core courses and practicum . . . . .	33
School adjustment core courses and internship. . . . .	15
SAC electives and/or concentration. . . . .	12
CCP708 School Adjustment Counseling Exit Portfolio (non-credit)	
Total . . . . .	60

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Term 1

- CCP518 Research Design & Evaluation
- CCP540 Personality & Counseling Theory
- CCP550 Basic Counseling Skills: Rogerian Therapy
- CCP630 Human Development Across the Lifespan

### Term 2

- CCP614 Child & Adolescent Psychopathology
- CCP650 Group Dynamics/Group Counseling & Human Systems
- CCP520 Counseling Practicum
- CCP624 Assessment/Appraisal Process: Intelligence & Achievement Testing\*

### Term 3

- CCP626 Assessment/Appraisal Process: Projective Testing\*
- CCP641 Counseling Internship/SAC Field Experience II\*
- CCP670 Career Counseling
- CCP617 School Adjustment Counseling/School Social Work\*

### Term 4

- CCP754 Perspectives in Cross-Cultural Counseling
- CCP700 Internship Seminar/SAC Field Experience III
- CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities\*

or CCP715 Multicultural Counseling: Children, Adolescents in Context\*

One elective or concentration courses.

### Term 5

- CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
- CCP701 Advanced Internship Seminar/SAC Field Experience IV (take as elective only if necessary to complete field experience hours)

Two-three elective or concentration courses.

### Term 6

Select no more than 4 courses to complete your program of study.

**Continued**

\* SAC core courses



Continued

## School Adjustment & Mental Health Counseling

### School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (non-credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

### School Adjustment Field Experience / Mental Health Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum), to be completed in three or four terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520),
- SAC field experience after practicum is completed (CCP641, CCP700; and 701 if needed).
  - ▶ School placement must be approved by the SAC chair.
  - ▶ 450 hours (minimum), completed in two sequential terms for SAC placement.
  - ▶ In one school setting approved by the SAC chair according to DESE standards.
  - ▶ Supervisor must work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the school setting and by a licensed/certified Cambridge College site visiting supervisor. Practicum/field experience locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for field experience with the program chair, in the previous term.

### Prospective SAC students are responsible for:

- Checking with the appropriate state licensure entity to determine whether this program is accepted for licensure in their state.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.
- Submitting SAC Field Experience Approval form to SAC chair or designee the term **prior** to field experience.
- **Addictions option:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.
- **Trauma option:** Must include documented counseling experience related to trauma.

Cambridge College strives to cover the academic requirements for the following credentials, for which graduates may apply:

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure.
- Mental health counseling licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

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

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

**Admissions requirements:** Bachelor's degree and other general requirements for counseling psychology and educator licensure programs apply; see Admission.



# School Guidance Counseling

48 credits • 5 terms full-time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school guidance counselors (PreK-8 or 5-12).

**SCHOOL GUIDANCE COUNSELING** is treated as professional counseling which enhances child and adolescent students' access to high quality educational and vocational experiences and facilitates their ability to make good use of opportunities. The program emphasizes the role of the school counselor as a facilitator of educational reform, reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche and aiding their academic achievement, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff.

**Learning Outcomes**— School Guidance students develop their professional philosophy, principles and practices for their work with students and parents, teachers and administrators. They gain and apply knowledge of research in school guidance; the psychology of learning; curriculum frameworks and student testing; normal and abnormal intellectual, social, and emotional development; diagnosis and treatment of learning and behavior disorders. They learn strategies for prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. They gain resources and skills to effectively help students plan for post-secondary education and careers. They become familiar with relevant federal, state, and municipal laws and regulations; group counseling, leadership and consulting techniques; and school and community resources for referral.

**Careers and Further Study** — Licensed school guidance counselors in public schools.

## FALL or Term 1 .....credits

CSG691 Professional Seminar I: School Guidance Counseling & Graduate Research\* .....2

Take state test required for licensure.

CCP540 Personality & Counseling Theory.....3

CCP616 Counseling in the Schools\*.....3

CSG695 Counseling & Consulting Techniques  
Lab (practicum req.)\* .....3

Pre-Practicum — 75 hours of directed field-based training in conjunction with Term 1 courses (practicum req.).....0

## SPRING or Term 2

CSG692 Professional Seminar II\* .....2

CCP630 Human Development Across the Lifespan.....3

CCP650 Group Dynamics/Group Counseling & Human Systems.3

CCP715 Multicultural Counseling: Children, Adolescents in Context .3

## SUMMER or Term 3

CSG693 Professional Seminar III\* .....2

CCP622 Ethics & Professional Issues for School  
Counselors & Mental Health Practitioners .....3

CCP624 Assmt/Appraisal Proc: Intelligence & Achiev Testing ...3

CSG789 Practicum Fieldwork & Seminar — 100 hours\* .....3

## Internship Prerequisites

- **Successful practicum evaluation** by practicum supervisor.
- **Positive recommendations** by practicum/internship coordinator and practicum supervisor.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy test (MTEL).
- Complete and pass all term 1, 2 & 3 courses & CSG800.

## FALL, SPRING or Term 4

CCP 613 Counseling College Bound Students

or CCP614 Child & Adolescent Psychopathology .....3

CCP670 Career Counseling .....3

CSG790-791 Internship Fieldwork & Seminar\* .....3

2 terms @300 hours, 600 hours total, guided and evaluated by a licensed/certified guidance counselor in the classroom and by a licensed/certified Cambridge College visiting site supervisor. Internship locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for internship with the program chair.

for **PreK-8:** register for CSG790C . and CSG791C

for **5-12:** register for CSG790E . and CSG791E

One-term 600-hour Internship option available.

## SPRING, FALL or Term 5

One Counseling or Special Education Elective.....3

CSG790-791 Internship Fieldwork & Seminar, continued\* .....3

for **PreK-8:** register for CSG790D . and CSG791D

for **5-12:** register for CSG790F . and CSG791F

Completed Exit Portfolio required for internship credit.

\* Core courses

**Sequence may be modified** to suit the needs of the cohort.

**Admissions requirements:** Bachelor's degree and other general requirements.

**Matriculation:** All new students must register for the non-licensure option until they pass the MA Communication and Literacy Test.

**Non-licensure option:** All program components are required except the teacher tests and the Internship and Internship Seminar, which are replaced by CCP550 and CCP615. Non-licensure students must complete all pre-practicum hours embedded in the courses.

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

**Program and schedule subject to change.**

# Massachusetts State Standards and CACREP National Standards for School Counseling

## School Adjustment Counselor/School Social Worker

- a. Principles of therapeutic relationships . . . . . CCP501, CCP520, CCP550, CCP641, CCP650, CCP691-693, CCP700-701
- b. Theories of normal and abnormal intellectual, social,  
and emotional development . . . . . CCP540, CCP630, CCP614
- c. Learning disorders, including emotional issues  
affecting student achievement, and their treatment . . . . . CCP614, CCP617, CCP624, CCP641, CCP700-701
- d. Prevention and treatment of substance abuse, physical  
and sexual abuse, and violence in PreK-12 students . . . . . CCP606, CCP640, CCP641, CCP724, CCP729
- e. Knowledge of state-of-the-art diagnostic instruments;  
procedures for testing and interpreting results. . . . . CCP624, CCP626
- f. Techniques for communicating and working  
with families and school and community personnel . . . . . CCP520, CCP561, CCP617, CCP641, CCP700-701, CCP715, CCP754
- g. Knowledge of the criminal justice system with particular  
reference to the juvenile justice system and organizations . . . . . CCP617
- h. Knowledge of medical conditions and medication related  
to physical disabilities learning disorders . . . . . CCP614, CCP615, CCP725
- i. Federal and state laws and regulations addressing  
the legal rights of students and families. . . . . CCP510, CCP520, CCP617, CCP622, CCP715

## School Guidance Counseling

Course	MA State Standards	CACREP Standards
CCP501	g, m-2; m-3	a 4, a5
CCP 540	e	c 1, m 4
CCP 613	m, m-1	l 1, l 2
CCP 614	c, e	a 6, g 1
CCP 616	a, b, f, g, j	a 1, a 3, c 6, e 2, e 4, f 3, g 2, g 3, h 5, k 1, m 1, m 3, n 1, n 2, o 4
CCP 622	i	a 2, b 1, m 7
CCP 624	b, d, j	g 1, h 1, h 2, h 3, h 4, h 5
CCP 630	c, e	d 2, f 2
CCP 650	l	c 5, d 1
CCP 670	h	f 2, h 2, h 5, m 3
CCP 715	l, j, l, m	d 1, e 1, e 3, e 4, f 1, f 3
CSG 691	a, b, k, m-2, m-3	a 4, a 5, l 1, l 5, j 1, 2, 3
CSG 692	k, m-2, m-3	a 4, a 5, l 1, l 5, j 1, 2, 3
CSG 693	k, m-2, m-3	a 4, a 5, l 1, l 5, j 1, 2, 3
CSG 695	m	a 1, a 3, c 4, l 2, m 2, o 2, 3
CSG789	b, g, i	a 1, 3; c 4; i 2; m 2; o 2, 3
CSG 790 &		
CSG 791	a, b, c, d, e, f, g, h, l, j, l, m	a 2, b 2, c 2, c 5, d 4, e 2, f 1, f 2, f 3, f 4, g 2, g 3, l 4, k 2, l 1, m 7, n 2, n 5

### Please see standards at the following websites

#### CACREP national standards

Go to <http://www.cacrep.org>, search for 2009 standards, and see standards for School Guidance Counseling programs.

#### Massachusetts state standards

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11>





Master of Education

# Psychological Studies

36 credits • 3 terms full time • non-licensure

**PSYCHOLOGICAL STUDIES** is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

**Learning Outcomes** — Students are exposed to the principles of counseling. They learn about assessment, resources, cultural and racial dynamics, roles on interdisciplinary teams, ethics and relevant laws. They learn about small group dynamics and processes and how leadership styles influence group process. Students have flexibility to choose courses to support their particular interests in the field.

**Careers and Further Study** — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

## Academic Requirements

Professional seminar and research project . . . . .	9
Psychological studies core courses . . . . .	18
Psychological Studies/SOPC elective courses . . . . .	9
Exit portfolio . . . . .	non-credit
Total . . . . .	36

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Professional Seminar is 2 credits each term; all other courses are 3 credits. Select no more than 4 courses each term for a maximum course load of 12 credits (14 credits in term 3).

### Term 1

CCP691 Professional Seminar I  
 CCP540 Personality & Counseling Theory  
 CCP630 Human Development across the Lifespan  
 One elective course.

### Term 2

CCP692 Professional Seminar II  
 CCP640 Addiction Disorders  
 Two elective courses.

### Term 3

CCP693 Professional Seminar III  
 CCP800 Independent Research Project  
 CCP626 Assessment/Appraisal Process: Projective Testing  
 CCP670 Career Counseling  
 CCP754 Perspectives in Cross-Cultural Counseling

## Psychological Studies Electives — choose three

CCP518	Research Design & Evaluation	
CCP600	Biopsychosocial Dimensions of Aging . . . . .	Fall
CCP622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners	
CCP631	The Counselor in the Forensic Environment . . .	Summer
CCP634	Death & Dying . . . . .	Spring
CCP721	Women in the Family: a Cross-Cultural Perspective	

## Certificate of Advanced Graduate Studies with Program Options



# CAGS in Mental Health Counseling

36 credits • 3-4 terms full time

Core program — LMHC

The **CAGS in Mental Health Counseling** is an advanced, post-master's certificate program. Students will increase their expertise, add a new credential and area of competency, or upgrade their credentials in order to meet requirements for licensure.

**A Flexible, Individualized Program** — Each student meets with an advisor to plan an individualized academic program and establish a learning contract. Students meet periodically with their advisor to review educational and career goals. Course choices must be considered carefully in consultation with the program chair.

## Academic Requirements

### Required course work . . . . .6

- CCA825 Counseling Leadership Seminar  
CCA830 Advanced Counseling Practice

### Internship . . . . .6

- CCA820 Counseling Internship Seminar  
CCA821 Advanced Internship Seminar

(If a third term is necessary to complete field experience hours, CCA823 Counseling Internship Seminar III may be taken as an elective.)

### CAGS electives and concentrations . . . . .24

CAGS-level courses must be chosen with approval of faculty advisor/professional seminar leader. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

To meet licensure requirements, please refer to M.Ed. program charts and take CAGS-level courses with the same titles. If you have taken the courses at master's level, repetition is not necessary.

### Total . . . . .36

#### Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. See program handbook. May be individually designed to support licensure requirements. See also M.Ed. program charts.

**Addictions option:** Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

**Trauma option:** Must include documented counseling experience related to trauma.

## Concentration Options

Students may choose one or two concentrations, and CAGS electives. The program of study may not exceed 36 credits.

**Addiction Counseling** — Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

- CCA768 Addiction Disorders  
CCA756 Substance Abuse in the Family  
CCA720 Psychopharmacology in Addictions & Mental Health Counseling

**Trauma Studies** — Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

- CCA724 Post Traumatic Stress Reactions  
CCA727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall  
**or** CCA729 Trauma Intervention in School Settings . . . . . Spring  
CCA728 Trauma-specific Interventions

**Geriatric Mental Health** — Professional training in mental health for older adults. Graduates will be prepared for non-medical positions in human service agencies, hospitals, community mental health centers, and other similar facilities.

- CCA700 Biopsychosocial Dimensions of Aging . . . . . Fall  
CCA734 Death and Dying . . . . . Fall  
CCA714 Geriatric Counseling . . . . . Spring

**Cambridge College strives to cover the academic requirements** for the following credentials, for which graduates may apply:

- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

**Admission requirements:** Master's degree in counseling or closely related field, interview with program coordinator, and other general requirements; see Admission.



## Graduate Certificate

## Trauma Studies

15 credits • 2-3 terms

**TRAUMA STUDIES** provides professional training in crisis intervention and trauma treatment, education and prevention, leading to certification. The program has a strong commitment to educating compassionate, ethical and effective trauma specialists. The program emphasizes the role of trauma specialists in implementing trauma-informed care across disciplines and utilizing community resources.

**Learning Outcomes** — Students will gain knowledge of crisis, trauma, post-traumatic stress reactions, trauma-specific interventions and disaster mental health in multi-cultural settings. They can apply the learned skills in trauma assessment, counseling and treatment to effectively respond to immediate and long-term needs of survivors, including war veterans, survivors of child abuse, first responders, immigrants and refugees, as well as victims of crime, disasters, domestic violence, sex trafficking and torture.

**Careers** — Upon completion, students will qualify to work in crisis response teams, provide trauma-informed care in community mental health, addiction treatment and rehabilitation programs in school settings and provide support for veterans, survivors of gender-based violence and refugees.

#### Admissions requirements

- Bachelor's degree and other general requirements.
- Interview with and approval of program director.

**Transfer credit** — These courses may be taken alone as a certificate of completion or evaluated for transfer into a Cambridge College master's degree program; courses must meet current program requirements and credit limits at time of matriculation.

Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

CCP615 Psychopathology  
**or** CCP614 Child & Adolescent Psychopathology  
 CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners

#### Trauma

CCP724 Post Traumatic Stress Reactions (pre req for CCP728)  
 CCP728 Trauma-specific Interventions  
 CCP727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall  
**or** CCP729 Trauma Intervention in School Settings . . . . . Spring

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

**Course schedule:** All courses are offered in Cambridge every term, subject to sufficient enrollment, except as noted above.



## Graduate Certificate

# Alcohol & Drug Counseling

19 credits • Certified Alcohol & Drug Abuse Counselor (CADAC) • Licensed Alcohol & Drug Counselor (LADC)

**ALCOHOL & DRUG COUNSELING** is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

**Careers** — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

**Learning Outcomes** — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

### Courses

ADC510	Ethics & Boundaries for Substance Abuse Professionals	1
ADC505	Alcohol & Drugs in Society . . . . .	3
ADC611	Family Treatment of Substance Abuse. . . . .	3
ADC601	Role of the Professional in Alcohol & Drug Treatment. . .	3
ADC625	Psychopharmacology in Addictions Treatment . . . . .	3
ADC642	Addiction Counseling . . . . .	3

### Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an MEd.

ADC521	Practicum Seminar in Alcohol & Drug Counseling . . . . .	3
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### Admission requirements

- High school diploma, GED or bachelor's degree.
- Interview with and approval of program director.

**Transfer credit** — These graduate-level certificate courses may be evaluated for transfer into a Cambridge College degree program. Courses must meet current program requirements and credit limits at time of matriculation.

- Applicants with a bachelor's degree may request transfer into a master's degree program.
- Applicants without a bachelor's degree may request portfolio evaluation of these courses for transfer toward a bachelor's degree program.

**Cambridge College strives to cover the academic requirements** for the following credentials, for which graduates may apply:

- CADAC certification by MBSACC and LADC licensing by the Mass. Dept. of Public Health.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.



Post-master's Certificate

# School Adjustment Counseling for Mental Health Counselors

24 credits • 3-4 terms • School Social Worker/School Adjustment Counselor (DESE)

## Academic Requirements

School adjustment core courses and internship. . . . .	21
Prevention or special treatment elective. . . . .	3
CCP708 School Adjustment Counseling Exit Portfolio (non-credit)	
Total . . . . .	24

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Term 1

CCP614	Child & Adolescent Psychopathology
CCP624	Assessment/Appraisal Process: Intelligence & Achievement Testing
CCP617	School Adjustment Counseling/School Social Work Internship prerequisites

### Term 2

CCP626	Assessment/Appraisal Process: Projective Testing
CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities
or CCP715	Multicultural Counseling: Children, Adolescents in Context
CCP700	Internship Seminar/SAC Field Experience III

### Term 3

CCP701	Advanced Internship Seminar/SAC Field Experience IV
	One elective course.

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 24 credits.

### Prevention & Special Treatment Issues — choose one

CCP606	Family Treatment of Substance Abuse
CCP640	Addiction Disorders
CCP724	Post Traumatic Stress Reactions
CCP729	Trauma Intervention in School Settings

### School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site . . . . . 0
- Pass all teacher tests required by the state for this license. Massachusetts MTEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

### School Adjustment Field Experience

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- ▶ School placement must be approved by the SAC chair.
- ▶ 450 hours (minimum), 300 hours/term, completed in two sequential terms.
- ▶ Supervisor must work in SAC role with children, adolescents and families.

**Cambridge College strives to cover the academic requirements** for the following credentials, for which graduates may apply:

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure. Some licensure requirements will have been covered in the MEd in Mental Health Counseling. This program provides the remaining academic requirements.
- Licensed Mental Health Counselor (LMHC) — Candidates must also pass a competency exam and complete two years of post-master's clinical practice or be making progress toward that goal.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, for ensuring that their program of study complies with all requirements for licensure/certification, and for completing documentation needed for the Exit Portfolio.

### Admission requirements:

- Completion of current Cambridge College 62-credit M.Ed. in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their M.Ed. at another college, may need to take additional course work to meet SAC academic requirements.)
- Interview with and approval of School Adjustment chair.





Post-master's Certificate

# Mental Health Counseling for School Guidance Counselors

24 credits • 4 terms • Licensed Mental Health Counselor (LMHC) • School Guidance PROFESSIONAL LICENSURE (DESE)

CCP550 Basic Counseling Skills: Rogerian Therapy . . . . .3  
 CCP615 Psychopathology  
**or** CCP614 Child & Adolescent Psychopathology . . . . .3

CCP626 Assmt/Appraisal Proc: Projective Testing. . . . .3

CCP754 Perspectives in Cross-Cultural Counseling . . . . . 3

If students have completed CCP754 as part of their School Guidance Counseling program, they **must** take CCP715 Multicultural Counseling Children & Adolescents in Context.

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 24 credits.

### Practicum & Internship — 4 terms

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. See program handbook.

CCP520 Counseling Practicum. . . . .3

CCP641 Counseling Internship/SAC Field Experience II. . . . .3

CCP700 Internship Seminar/SAC Field Experience III . . . . .3

CCP701 Advanced Internship Seminar/SAC Field Experience IV .3  
 (take only if necessary to complete field experience hours, or substitute an SOPC elective.)

**Cambridge College strives to cover the academic requirements** for the following credentials, for which graduates may apply:

- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Some licensure requirements will have been covered in the MEd in School Guidance Counseling. This program provides the remaining academic requirements. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- School Guidance Counselor Professional Licensure. Students are expected to get their initial license once they have completed the M.Ed. in School Guidance Counseling. This further certificate will provide the academic requirements for professional licensure.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

### Admission requirements:

- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program; official transcript required if from another college.
- Initial license as a school guidance counselor (photocopy).
- Interview with and approval of School Guidance chair.

## Post-master's Certificate



# School Adjustment & Mental Health Counseling for School Guidance Counselors

30 credits • 4 terms • School Social Worker/School Adjustment Counselor (DESE) • Licensed Mental Health Counselor (LMHC)

## Academic Requirements

Mental health core courses and practicum . . . . .	12
School adjustment core courses and internship. . . . .	15
Special treatment elective . . . . .	3
CCP708 School Adjustment Counseling Exit Portfolio (non-credit)	
Total . . . . .	30

**Courses must be taken in sequence.** For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

### Term 1

CCP614	Child & Adolescent Psychopathology
CCP520	Counseling Practicum
CCP617	School Adjustment Counseling/School Social Work*

### Term 2

CCP626	Assessment/Appraisal Process: Projective Testing*
CCP641	Counseling Internship/SAC Field Experience II*
CCP754	Perspectives in Cross-Cultural Counseling (Must be taken if student has not completed CCP754 or equivalent. Program will total 33 credits).

### Term 3

CCP700	Internship Seminar/SAC Field Experience III
CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities*
or CCP715	Multicultural Counseling: Children, Adolescents in Context*

If students completed the 48-credit M.Ed. in School Guidance Counseling at Cambridge College, this subject area has been covered; CCP561/CCP715 not required. Other students may need to take one of these courses depending upon transcript review by program chair.

### Term 4

One special treatment elective course.	
CCP701	Advanced Internship Seminar/SAC Field Experience IV (take as elective only if necessary to complete field experience hours)

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 30 credits.

### Special Treatment Electives — choose one

CCP606	Family Treatment of Substance Abuse
CCP640	Addiction Disorders
CCP724	Post Traumatic Stress Reactions
CCP729	Trauma Intervention in School Settings

### Mental Health Practicum/Internship—term 1

### School Adjustment Field Experience—terms 2-3

#### Prerequisites

- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTELEs: Communication & Literacy test.
- Site approval form signed by SAC chair.

### School Adjustment Field Experience / Mental Health Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum); 300 hours in each of three terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520),
- SAC field experience recommended in second year (CCP641, 700).
  - ▶ School placement must be approved by the SAC chair.
  - ▶ 450 hours (minimum), completed in two sequential terms.
  - ▶ Supervisor must work in SAC role with children, adolescents and families.

**Cambridge College strives to cover the academic requirements for the following credentials, for which graduates may apply:**

- School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Mass. Dept. of Elementary & Secondary Education as preparation for initial licensure.
- LMHC licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Some licensure requirements will have been covered in the MEd in School Guidance Counseling. This program provides the remaining academic requirements. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. Program chairs are available to advise students.

**Students are responsible** for monitoring and understanding state requirements and regulations, for ensuring that their program of study complies with all requirements for licensure/certification, and for completing documentation needed for CCP708 Exit Portfolio.

#### Admission requirements:

- Completion of current Cambridge College 48-credit M.Ed. in school guidance counseling or equivalent program. (Students who took an earlier version of this program, or who earned their MEd at another college, may need to take additional course work to meet LMHC and SAC academic requirements.)
- Initial license as a school guidance counselor.
- Interview with and approval of School Adjustment chair.

## Course Descriptions — M.Ed.

### Alcohol & Drug Counseling (ADC)

#### **ADC505 Alcohol and Drugs in Society - 3 credits**

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods.

#### **ADC510 Ethics and Boundaries for Substance Abuse Professionals - 1 credit**

This course allows students to review ethical standards and raise awareness and standards. The course also addresses and educates participants in some of the common mistakes made by counselors in the substance abuse treatment field. Students studying to be substance abuse counselors are advised of certification requirements related to ethics.

#### **ADC521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits**

Enrollment limited to 10. This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-IV TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as a LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

#### **ADC601 Role of the Professional in Alcohol and Drug Treatment - 3 credits**

This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and agencies designed to promote appropriate and evidence based treatment

for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

#### **ADC611 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over responsibility/under responsibility dynamic in families; the family intervention model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

#### **ADC625 Psychopharmacology in Addictions Treatment - 3 credits**

The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contra-indicated in persons with addictive disorders. Because psycho-pharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: anti-psychotics, anti-depressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

#### **ADC642 Addiction Counseling - 3 credits**

Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.

## Psychology & Counseling (CCP)

### CCP 501 Introduction to Counseling - 1 credit

Pre Practicum: 15 hours of directed field-based training required for DESE licensure.

This course introduces the field of counseling. It orients students and introduces them to pre practicum, practicum and internship requirements, and academic experiences. The course addresses counseling assessment, learning resources including web based information, cultural and racial factors, roles on the interdisciplinary team, elements of professional training, professional issues (including ethics and relevant laws), credentialing including levels in school counseling, state licensing tests, professional organizations (ACA, ASCA), making the best use of supervision and consultation, supervisor and agency expectations of intern behavior, personal survival and growth, therapeutic relationships, and basic guidelines for documentation of casework. This is a content-rich survey course that exposes participants to the expectations, ground rules, resources and responsibilities which are associated with master's level training in counseling. The course presents an overview and resources for further reference. A deeper examination of the issues presented is found in subsequent coursework.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. (ii.) a practicum of 450 hours in an educational setting. (Cambridge requires Practicum fieldwork of 100 contact hours and Internship fieldwork of 600 contact hours) and m. (iii.) a passing score on the Communication and Literacy Skills test, g. philosophy, principles and practices in school guidance counseling.

### CCP 510 Ethics and Boundaries in Substance Abuse Counseling - 1 credit

This course allows students to review ethical standards and raise awareness and standards. The course also addresses federal and state laws and regulations, the legal rights of students and families, and educates participants in some of the common mistakes made by counselors in the substance abuse treatment field. Students studying to be substance abuse counselors are advised of certification requirements related to ethics.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard i: Federal and state regulations addressing the legal rights of students and families.

### CCP 512 Cognitive Therapies - 3 credits

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health

issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### CCP 518 Research Design & Evaluation - 3 credits

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research.

### CCP 520 Counseling Practicum and SAC Field Experience I - 3 credits

The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262 in order for students to meet requirements for licensure.

(Enrollment limited to 10) This course is intended for students beginning their master's program fieldwork. Counselor trainees become familiar with following: review the principles of therapeutic relationships and basic professional counseling skills and behaviors; developing techniques for communicating and working with families, agencies/systems, and school and community personnel; the use of supervision; beginning diagnostic skills; and DSM-IV-TR. Participants complete case presentations, process notes, and treatment planning. Students take an active part in the didactic and demonstration parts of the class. This course will stress philosophy, principles, and practice of mental health/school adjustment counseling; therapeutic relationships; and federal, state, municipal and school laws. One contact hour of weekly supervision is required. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

This course addresses the following Massachusetts State Standards for School Adjustment Counseling: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires Practicum fieldwork of 100 contact hours and Internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. Standard f: Techniques for communicating and working with families and school and community personnel. Standard i: Federal and state regulations addressing the legal rights of students and families.

**CCP 540 Personality and Counseling Theory - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure.

This course explores personality and counseling theories, identifying strengths and weaknesses in each theory. Cultural elements are stressed. Theories are approached from an eclectic standpoint, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling settings. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population. The on-line library is employed in this course to gather evidence and support project development and presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development.

**CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits**

The basis of therapeutic relationships is seen in Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and consequence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard a: Principles of therapeutic relationships.

**CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits**

It is strongly recommended that students participate in a practicum/ internship while enrolled in this course. This course is for those beginning work with "multi-problem" families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Techniques for communicating and working with families in school and community settings are emphasized. Instructor and student generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers and agencies, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance

abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socioeconomic, linguistic and cultural differences which may affect families and relationship between the family and therapist. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel.

**CCP 590A Theory and Practice of Counseling: Clinical Assessment & Diagnosis - 1 credit**

Clinical assessment and diagnosis involves a practical application of several skill sets and bodies of knowledge. This 10-hour workshop is divided into two parts: Part I: These first five hours will provide a comprehensive overview of the DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision) including how it is organized, controversies, and the proper use of it. Part II: The second five hours will focus on assessment skills, including interviewing strategies for the mental status exam (MSE) and suicide and risk assessment. The MSE provides a format for organizing the objective and subjective information about a client's presentation and symptoms that can lead to a correct diagnosis. A thorough suicide assessment includes the degree and intent of a client's suicidality as well as other clinical considerations.

**CCP 590B Theory and Practice of Counseling: Play, Activity, Expressive Approach - 1 credit**

This course begins with a review of theories and rationales for using play, activity and expressive techniques in counseling children and adolescents. Next, we will explore the application of these ideas to several common presenting problems. Then, we will explore the use of several expressive media (such as clay, puppets, clay, movement, music), and experiment with using some of these media in counseling. We'll finish the course with an exercise in designing a play, expressive or activity intervention for use with a particular client, or group of clients.

**CCP 590C Theory and Practice of Counseling: Violence in the Family - 1 credit**

This 10-hour module will explore the ways in which internally and externally driven violence can impact the functioning of the family, as well as the resiliency and resources families use to mitigate the impact of often traumatic events. Included in this discussion will be such topics as violence against children (physical, sexual, emotional & neglect), domestic violence, and intergenerational violence. It will also explore the ways in which crime, community violence, and larger contextual violence can impact the ways in which families function. Close attention will be paid to the ways in which families cope with the impact of this violence, and ways in which families use natural and community resources to bolster their resiliency.



**CCP 590D Theory and Practice of Counseling: Providing Career Counseling - 1 credit**

This workshop will introduce two major components of career counseling: self-awareness and exploration of the world of work. Students will have opportunity for discussion, reflection, and application of theory to projected client populations as well as personal career histories. Students will learn how to develop a practical application of the career counseling support for their clients.

**CCP 590E Theory and Practice of Counseling: Treatment Planning, Clinical Serv. & Discharge - 1 credit**

The first 5 hours of this 10-hour module will be on the topic of treatment planning. It will cover the importance of treatment planning and the ways of selecting a treatment approach that meets the needs of the client. The emphasis will be on creating a focus for treatment, developing clear and measurable goals, developing strategies to help clients achieve goals, and developing techniques for practitioners to assist clients in goal achievement. The importance of case formulation and the link to an effective treatment plan will be discussed. The second 5 hours will be on the topic of clinical services delivery and discharge planning. Key points of treatment planning will be reviewed, with a focus on the actual process of therapy. Discussion on how to monitor the client's progress on goals of treatment will follow, with strategies on how to manage obstacles and client resistance. Topics will cover: stages of change, how to assess when goals of treatment are achieved, the process of termination. Discharge planning will be addressed as it applies to various treatment settings.

**CCP 590F Theory and Practice of Counseling: Cognitive Therapies - 1 credit**

This 10-hour, two-part module will require attendance, participation and research of surveys of cognitive therapies. Each module will consist of didactic, video and experiential exercises. The therapeutic applications of cognitive theorists will be explored. They will include Insoo Kim Berg (brief solution focused), Aaron Beck (cognitive), Richard Glasser (choice), Albert Ellis (rational-emotive behavioral), Arnold Lazarus (multi-modal) and some others. The module will address: mental health issues, children and adolescents, addiction and substance abuse, bereavement, and family structure.

**CCP 590G Use of Psychotherapy Groups in Stress Mgt & Violent/Resistant Client - 1 credit**

This specialized workshop will focus on advanced group psychotherapy techniques and their use with resistant and emotionally charged clients. Students will learn: 1) how to establish norms in the group, 2) how to demonstrate installation of hope, 3) how to increase group member participation, and 4) how to create a safe therapeutic environment for patient self-disclosure. The second part of this interactive module will demonstrate relaxation exercises and Jacobson relaxation techniques, with a view to teaching students how to treat anxiety disorders in group settings using these exercises and techniques.

**CCP 590H Group Therapy with Children and Adolescents - 1 credit**

The human brain is the source of social relations: "Human connections create neuronal connections". This course would be beneficial to those working with the latency age to adolescent population in a

school or clinic setting. It is an interactive workshop that identifies activities and strategies to implement in group work with youth. You will leave this workshop with a readiness to use the curriculum.

**CCP 590I Mindfulness & its Application in Current Psychotherapies - 1 credit**

In this 10-hour workshop students will learn the practices and therapeutic applications of mindfulness. Through lecture, films, discussion and personal practice students will be exposed to the use of mindfulness in a number of current therapies including: dialectical behavior therapy, acceptance and commitment therapy, mindfulness based stress reduction, mindfulness based cognitive therapy for depression. Content will include techniques, the basic outline of each of the treatments and the neurobiological basis of mindfulness. Participants will be asked to practice mindfulness techniques between sessions to experience the challenges and benefits of mindfulness.

**CCP 590J Role of Psychiatric Drugs in Psychotherapy, Clinical Manifestations - 1 credit**

This two-day 10-hour workshop will provide a contextual and historical background for understanding how psychiatric medication has increasingly influenced the presentation of clients in psychotherapy, and how a psychotherapist's understanding of medication can influence the course of treatment. Part one will a) consider case examples that highlight the potential impact of psychiatric medication on client presentation, b) view the history of psychiatric medications, c) identify categories of medications, and d) consider objections to medicalized treatment and diagnostic procedures, including concerns over medication side-effects. Part two will a) review the previously discussed controversies in pharmacological treatment, b) discuss historical changes in the law that altered institutional power dynamics (i.e., among the American Medical Association/physicians, private corporations, academic institutions, psychotherapists, and the public), c) consider alternatives to the dominant medical paradigm that view the mind and body as an integrated system, and d) delineate options for psychotherapists in coordinating treatment.

**CCP 600 Biopsychosocial Dimensions of Aging - 3 credits**

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including "normal aging," common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 606 Family Treatment of Substance Abuse - 3 credits**

This course bridges the gap between substance abuse counseling

and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

#### **CCP 607 Disaster Mental Health - 1 credit**

Open only to students in Trauma Studies (certificate or degree program option); other students require program chair's approval. The trauma counselor works in a variety of settings and under a wide range of circumstances. These settings may include crisis counseling of disaster survivors, victims of mass violence or terrorist attacks, and refugees. Issues such as psychological and physiological reactions to the large-scale disaster, psychological first aid, community resources, referral systems, cultural competencies and ethical dilemmas will be covered. The course presents the scope and limitations of disaster mental health services and identifies key questions agencies and counselors should consider when deciding whether to refer an individual to mental health treatment services. A practical discussion on a range of mental health interventions appropriate in the wake of a disaster helps to effectively prepare to respond to a disaster. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 609 Counseling for Grief and Loss - 3 credits**

This course examines a broad range of topics within the scope of grief and loss, including Kubler-Ross' stages of grief and William Worden's task model. Students explore personal beliefs concerning grief and loss as the class examines the beliefs, death rituals and practices of a variety of cultures. This class addresses counseling challenges presented by clients who are experiencing loss. Students learn a current bereavement counseling model, then practice related techniques in classroom exercises. The class explores issues related to death and dying in contemporary society, including suicide, assisted suicide and capital punishment. Guest speakers may address special topics. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCP 610 Legal Aspects of Aging - 1 credit**

This course is restricted to students in the Geriatric Mental Health option. It is not a workshop and cannot be substituted for other course work. This survey course provides an overview of planning for aging and death. The counselor will become familiar with the legal aspects of aging and necessary preparation. A brief overview of

the legal documents necessary to protect the elder client including advanced directives, health care proxies, durable powers of attorney, wills, trusts, state and federal assistance programs and protective services.

#### **CCP 613 Counseling College Bound Students - 3 credits**

This course explores college admissions, with emphasis on application and admissions criteria for various colleges. Students will gain an understanding of consultation, of resources available to counselors including print material, software, and web site exploration to assist college bound students. Students develop strategies to effectively work with high school students, parents, and college admissions personnel. Topics include college search, student academic development as related to post high school education, understanding testing and financial aid, development of a classroom guidance curriculum to support delivery of the college admissions process, support to parents, and outreach to students of all backgrounds, special populations, and cultures. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers and administrators. (m) i. College counseling and use of college and other post-secondary resource materials (grades 5-12).

#### **CCP 614 Child and Adolescent Psychopathology - 3 credits**

This course deals with the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior, health and wellness, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to DSM IV. Web-based projects involving learning disorders, including emotional issues affecting student achievement and their treatments are investigated. Case studies provide experience in classifying, diagnosing and categorizing various mental and emotional disorders common to children and adolescents. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on health and wellness, multicultural issues, plus variables related to resiliency and student learning. Topics in psychopharmacology related to knowledge of medical conditions, and medications related to physical disabilities and learning disorders is presented. Also, the effects of abuse, violence, ADD, childhood depression; theories of normal and abnormal behavior and development are examined. Current research that can assist the school counselor in developing a plan of action for referral and treatment that relates to personal, social, and academic functioning of students will be procured through the online library. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: b: Learn and be able to apply theories of normal and abnormal intellectual, social and emotional development. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. h:

Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development. c. Psychology of learning.

#### **CCP 615 Psychopathology - 3 credits**

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior and ways in which adaptive behavior becomes symptomatic. These historical contexts in which psychopathology has been diagnosed and viewed historically from early medical concepts through the currently used Diagnostic Criteria, DSM-IV TR, are presented. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

#### **CCP 616 Counseling in the Schools - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure. This course explores history, philosophy and trends in school counseling. Topics include professional roles and practices, student counseling, multicultural issues, stereotyping, impact of socioeconomic status, gender and sexual identity, group work, assessment issues, behavioral observation, and a variety of traditional and developmental/ preventive classroom guidance approaches. The course is presented in a manner which includes individual and group counseling, and consultative perspectives. There is a strong emphasis on developing skills which allow interns to learn differentiated strategies to confront the achievement gap. Students learn to develop a professional identity as a person in the role as change agent, and to help students deal with crisis, emergencies, and disasters through intervening with important figures and organizations in their lives. A significant part of the course will deal with crisis intervention, learning to recognize symptoms of substance abuse in students and home-life where substance abuse occurs; consultation to teachers, parents and administrators with respect to promoting student well-being. Students will be taught to identify opportunities, especially from the community at large, than can enhance or impede growth and advancement academically and socially. Another focus will explore liaison opportunities

with important individuals from the non-school community, and the roles of the peer group in the lives of children and adolescents. Students will also be taught to advocate for students and the policies in school and the community that are equitable for multicultural student populations. Through this course students will employ web searches to gather supporting data for presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. g. philosophy, principles and practices in school guidance counseling. j. resources within the school system or the community for referral.

#### **CCP 617 School Adjustment Counseling/School Social Work - 3 credits**

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as: consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans, will be taught as well as treatment planning and goal writing.

The understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

**CCP 622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits**

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes best practices and strategies for dealing with ethical and legal dilemmas, including the ability to apply and practice ethical and legal standards in school counseling. School counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies including crisis/disaster preparedness and response, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: i. Federal, state, municipal, and school laws and regulations.

**CCP 624 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits**

Students learn about the administration, scoring and interpretation of intelligence and achievement tests with assistance from the online library. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught, and assessment information is analyzed in a manner that produces valid inferences when evaluating the needs of individual clients and evaluating the effectiveness of educational programs. Use of alternative, non-language based tests to intelligence and state of the art diagnostic instruments are also discussed. Achievement testing and the use of the standardized achievement tests as part of a test battery are utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other state competency tests with regard to interpretation to students, teachers and parents, and factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing. Students learn about the influence of antecedent context (i.e. the influence of multiple factors such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students. The importance of assessing and interpreting clients' strengths and needs, and recognizing uniqueness in cultures, languages, values, backgrounds, and abilities as well as assessing barriers that impede clients' academic, career, and personal/social development are highlighted. Test

instrument bias in relation to assessment of diverse cultures is also discussed.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. Students discuss the writing of referral questions in relation to the selection of appropriate assessment strategies that can be used to evaluate a client's academic, career, and personal/social development. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/special education time lines is conveyed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. e: Knowledge of state of the art diagnostic instruments; procedures for testing and interpreting results.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents. d. Understanding of the diagnosis and treatment of learning and behavior disorders. j. Resources within the school system or the community for referral.

**CCP 625 Foundations of Couples Counseling - 3 credits**

Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 626 Assessment/Appraisal Process: Projective Testing - 3 credits**

Offered in the spring and fall only. This course focuses on reviewing projective testing techniques for individuals and group administration of tests for understanding personality development and pathology. Basic administration and diagnostic skill development is demonstrated in the use of such techniques as the TAT, MMPI, Rorschach and other state-of-the-art diagnostic instruments, which will be taught as viable adjuncts to special issue interviewing, understanding cognitive style and character development. Emphasis is on practice techniques, clinical integration of the testing materials, useful intervention strategies, and recommendations for the counselor, treatment



team, and/or referral agent. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: e: Knowledge of state of the art diagnostic instruments; procedures for testing and interpreting results.

**CCP 627 Family Assessment from a Multicultural Perspective - 3 credits**

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 629 Geriatric Counseling - 3 credits**

There are many unique issues that arise in providing counseling services to older adults. After discussing the “paradox of aging” — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 630 Human Development Across the Lifespan - 3 credits**

This course will address the psychological and biological aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. psychology of learning, and e. theories of normal and abnormal, intellectual, social, and emotional development.

**CCP 631 The Counselor in the Forensic Environment - 3 credits**

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 634 Death and Dying - 3 credits**

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 636 Psychological Testing - 3 credits**

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught.

**CCP 637 Neurobiology: Basics and Beyond - 3 credits**

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research,



has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies.

#### **CCP 640   Addiction Disorders - 3 credits**

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psycho-active drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: Standard d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

#### **CCP 641   Counseling Internship/SAC Field Experience II - 3 credits**

Prerequisite: CCP 520. (Enrollment limited to 10). This course provides a real life experience of providing mental health counseling services to clients/students. A minimum of 200 hours of field placement (225 for SAC students in school placements) gives the student intern an opportunity to learn, apply and sharpen diagnostic, treatment planning, counseling and consultation skills under the supervision of a qualified on-site field supervisor and overseen by a Cambridge College internship facilitator. (Students in SAC placements are also visited three times over the course of 2 sequential semesters by the Cambridge College visiting site supervisor).

Coursework integrates the practice of mental health counseling from screening through aftercare planning and discharge from treatment, with content areas necessary for appropriate client/student treatment including but not limited to: review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; the use of supervision; diagnosis and application of DSMIV-TR treatment planning, application of appropriate counseling theories and related clinical interventions, methods and techniques, documentation of progress, referral and collaboration and treatment of treatment professionals and families. Case presentations, biopsychosocial histories, progress notes and other relevant documentation of the field placement will be presented in class. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral

of students engaged in legal or illegal substances, school violence, school crises and other situations. Students will share experiences with their internship seminar cohort. This internship must conform with Massachusetts regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

#### **CCP 650   Group Dynamics/Group Counseling and Human Systems - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure. This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. Students are taught to develop self awareness, sensitivity to others, and skills needed to relate to individuals and groups from diverse backgrounds. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: I. group counseling and group leadership.

**CCP 670 Career Counseling - 3 credits**

This course provides an experiential approach to analyzing the stages responsible for successful career development. The course enables students to identify, assess, enhance, and act upon data pertinent to career fulfillment and success in individual and group counseling settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research with the online library, analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of appropriate career resource materials. Course experiences include worksheets, sub-grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), and discussion of computer resources which enhance the career guidance process. Students are taught to advocate for learning necessary to promote career development of students. This includes accessing and consulting with viable resources of community, parents, and schools. Students will also explore multicultural issues connected to career development. All students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. The course stresses a practical approach to career development; underlying career development theories are discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: h. Career counseling.

**CCP 680 Human Sexuality - 3 credits**

Sensitization to sexual issues and exploration of how a therapist's perceptions of such issues affects her/his work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 691 Professional Seminar I : Counseling Psychology- 2 credits**

Professional Seminar I is the first of three required seminars focusing on student skills, abilities, interests and goals. Students collaborate with each other sharing experiences, thoughts and ideas, and working together as a cohort group to begin formulating their individual research projects. Students' perspectives are broadened as they integrate theory and practice with personal ideas—their own and their classmates'. Preparation for field placement in moving from the classroom to the clinic or school counseling setting is examined with a focus on necessary core counseling functions including assessment, record keeping and the establishment of goals and objectives in counseling as well as a review of the principles of therapeutic relationships. Throughout the three terms students discuss current trends in counseling, ethical considerations surrounding these trends, and presenting didactic information to their classmates. Specific agenda items are selected by identified student needs in collaboration with the seminar leader. Includes the fundamental occupational tasks of

assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

**CCP 692 Professional Seminar II: Counseling Psychology - 2 credits**

Students must be continuously enrolled in the three-term Professional Seminar sequence through completion to continue to remain eligible for federal financial aid. This, the second term of Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP). These tools, along with the student's ideas, knowledge and skills, come together to form an independent research project. In addition, concepts and dilemmas regarding the principles of therapeutic relationships will be discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

**CCP 693 Professional Seminar III: Counseling Psychology - 2 credits**

Students must be continuously enrolled in the three-term Professional Seminar sequence through completion to continue to remain eligible for federal financial aid. The final term of the Professional Seminar examines professional requirements in relation to individuals' career paths and goals. Students are encouraged to express challenges to current themes in order to strengthen and continue their growth in flexible thinking and tolerating differences. Class discussions include reflections on the experiences of the prior year, including the applications of the principles of therapeutic relationships, group dynamics, observations and assessments of students' learning experiences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

**CCP 700 Internship Seminar and SAC Field Experience III - 3 credits**

This course is restricted to students who have completed and received credit for their Independent Research Project (IRP). Exceptions require approval of the Dean of the School of Psychology and Counseling.

Prerequisites: CCP 520 and CCP 641, (Enrollment limited to 10). This course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC track students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). (Supervisors

of School Adjustment Counseling students in school sites must also have DESE licensure as a School Adjustment Counselor.) Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas, as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel, and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. This course may be combined with CCP 701. The internship must conform to Massachusetts Regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

#### **CCP 701 Advanced Internship Seminar/SAC Field Experience IV - 3 credits**

This course is restricted to students who have completed and received credit for their Independent Research Project (IRP).

Prerequisites: CCP 520, CCP 641 and CCP 700; (Enrollment limited to 10). The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC program students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). Supervisors of School Adjustment Counseling students in school sites must also have DESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student

and their college internship facilitator throughout the term. Casework, note taking diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating student's advancement through their program of study is required in this course. This course may be cross listed with CCP 700. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

#### **CCP 710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits**

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits**

Pre Practicum: 15 hours of directed field-based training required for DESE licensure.

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child in a multicultural society; exceptionality, techniques for communicating and working with diverse families, school and community personnel; play/activity techniques, multicultural group work. Also: assessment; diagnosis; gathering and communicating information; sensitivity to others; self awareness; culturally congruent educational programs; stereotyping; economic, social and political issues surrounding diversity; relevant state, municipal and school laws and regulations relating to ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal and abnormal development; enhancing a positive school climate in a multicultural school setting. The course also addresses issues impacting learning, achievement, and diversity with a final presentation utilizing the online library and other online researched based sites. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel. i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: i. Federal, state, municipal, and school laws and regulations. j. Resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

**CCP 716 Cognitive Behavior Therapy: Theory and Practice - 3 credits**

This course reviews operant conditioning, classical conditioning and social learning theory, especially as they relate to the development and current practice of cognitive behavior therapy. Special attention is paid to dialectical behavior therapy as the most recent research based application of behavioral treatment, in combination with Eastern theories and practice. The primary focus of the course is on the actual practice in class of the most relevant behavioral techniques including: deep muscle relaxation, mindfulness mediation, systemic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues are specially considered as we progress through these and other techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits**

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 721 Women in the Family: a Cross-Cultural Perspective - 3 credits**

This course addresses new findings in women's psychology and internal experience, the conflicts and expectations women experience in various environments, with specific focus on the family. A family systems perspective is the framework within which women's roles and status are analyzed. The course considers the ways in which the gender experience has been understood and researched and how this can be helpful to counselors. Topics include gender differences, cultural roles, the myths about motherhood and sexuality, and new psychologies of women. Students are expected to complete assigned readings, participate actively in class discussions and role plays, do a class presentation and submit a paper. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 722 The Life of the Family in Context - 3 credits**

(Prerequisite: CCP 710) This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.



**CCP 723 Narrative and Collaborative Approaches to Therapy - 3 credits**

Postmodern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant/manager of the conversation, not the 'expert.' Language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a postmodern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 724 Post Traumatic Stress Reactions - 3 credits**

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnosis, assessment, dynamics, and trauma treatment. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

**CCP 725 Psychopharmacology - 3 credits**

(Formerly CCP 504) Because psychopharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications; antipsychotics, antidepressants, mood stabilizers and anti-anxiety agents. Medication related to physical disabilities and learning disorders will also be discussed. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

**CCP 727 Clinical Interventions for Combat Stress and Trauma - 3 credits**

The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma

(CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. Students will gain knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 728 Trauma Specific Interventions - 3 credits**

Prerequisite: CCP 724 or permission of program chair. Students will learn about assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will gain knowledge of theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive, behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered.

**CCP 729 Trauma Intervention in Schools - 3 credits**

This course is taught in the spring term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

**CCP 730 The Practice of Mental Health Counseling - 3 credits**

(Offered in spring and fall terms only.) This course looks at issues in the practice of mental health counseling, including: history and trends;



specialized roles related to young people and schools (school social worker/school adjustment counselor, guardian ad litem, juvenile court clinician); roles, settings and special populations in mental health counseling practice; specialized treatment planning, assessment, and documentation for managed care. (The course does not focus on basic clinical skills.) Particular emphasis is given to professional identity and ethics, mental health consultation, the roles of members of an interdisciplinary team, developing a process for professional self assessment and continuing education planning, using appropriate language for managed care assessment and treatment, and developing a disclosure statement to introduce clients to the counseling relationship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 740 Substance Abuse: Advanced Clinical Methods - 3 credits**

Designed for counselors experienced in working with substance abusers, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCP 754 Perspectives in Cross-Cultural Counseling - 3 credits**

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Techniques for working with families and schools are also discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard f: Techniques for communicating and working with families and school and community personnel.

**CCP 800 Independent Research Project - 3 credits**

Over a year's time, this course provides students with an overview of approaches to research in their chosen program area. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and finally complete a formal project document called the Independent Research Project. This thesis document describes their inquiry, critical thinking and conclusions.

## School Guidance (CSG)

**CSG 691 Professional Seminar: School Guidance and Graduate Research I - 2 credits**

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

This three term Professional Seminar will teach future school counselors how to gather and apply relevant research findings to inform the practice of school counseling. Throughout the three terms of preparing to write a school counseling based Independent Research Project, students engage in the critical evaluation of research, investigate multicultural variables embedded in the research, and are taught how research data applies to generating information to help improve existing practices in school counseling. The Independent Research Paper is formatted after the Publication Manual of the American Psychological Association (7th edition.) For the three semester Professional Seminar, students are taught to utilize an analysis/synthesis methodology in preparing their project. They are taught how to utilize the databases in the online library for research, writing, and other assistance.

This first seminar focuses on the development of research skills, and on students' current abilities and interests in school counseling. Students are introduced to the Independent Research Structure (IRP), quantitative and qualitative analysis, research design, statistical analysis (descriptive statistics), and the construction of a research proposal. The cohort also functions as a resource and support group, with open agenda time for discussion of members' current struggles in project development, academic courses, management of work and family issues, and the like. The implications of technology on school guidance counseling program development are also discussed. Students will learn to critically evaluate outcome research connected to the school counseling field and to apply those measurable outcomes in constructing a research project of their own. In term one, a final proposal is required that outlines and provides a rationale for the complete IRP project. The advisory piece of this course addresses Pre Practicum, Practicum, and Internship requirements, the teacher test for licensure, the Massachusetts State Testing System and the Massachusetts Curriculum Frameworks, and professional organizations (ASCA and the National Model) for school counselors.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: a. Familiarity with the curriculum frameworks and their use in the advising responsibilities of the guidance counselor, b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents, k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requires 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts).

**CSG 692 Professional Seminar: School Guidance and Graduate Research II - 2 credits**

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

The second term of Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP) on some topic of school counseling. Students define their research into narrow topics that fit a quantitative or qualitative design. They study differential statistics and application to analyzing and reporting data. With assistance from the instructor, students utilize the Cambridge College On line Library to gather relevant literature. They are expected to complete their Review of Literature and Methodology sections in this term. Students also continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. They continue to learn to critically evaluate outcome research connected to the school counseling field. The advisory piece of this term discusses Pre Practicum, Practicum and Internship requirements, the teacher test for licensure, and presentations and discussion of school violence, and credentialing and professional organizations (ASCA and the National Model) relevant to school counseling.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requirements are 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts), f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in schools.

**CSG 693 Professional Seminar: School Guidance and Graduate Research III - 2 credits**

Students must continuously enroll in the three-term Professional Seminar sequence to continue to remain eligible for federal financial aid.

The final term of Professional Seminar continues the emphasis on completion of the IRP. Students finalize the collection of their data or information and analyze with the appropriate statistical format. They construct their Results, Conclusions and Recommendations sections, as well as the demographic pages of the IRP. In Professional Seminar III, students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. In the end students submit a piece of research (IRP) that reflects APA standards, and is designed to be applied towards creating school counseling programs, interventions or activities to help improve existing practices in school counseling.

The advisory piece includes discussion of Practicum and Internship requirements, and passing the state test for entrance into Internship, and a presentation and discussion on strategies for treatment for physical, substance, sexual abuse.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in schools, k. Knowledge of statistics, research design, and research in guidance counseling, (m) ii. A practicum of 450 hours in an educational setting (Cambridge College requirements are 600 hours), (m) iii. Passing score on the communication and literacy test (Massachusetts).

**CSG 695 Counseling and Consulting Techniques Laboratory - 3 credits**

Counseling skills such as interviewing, reflection, use of empathy, summarization, concreteness, genuineness, magic questioning, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors (substance abuse, physical abuse, suicide risk), body language, and underlying influences of problematic behavior. In addition, Solution Focused School Counseling, and other models of counseling will be explored. Students are taught to understand and develop multicultural awareness and competencies, and how to be an effective leader. The course will also address wellness programs for students, and methods of consulting to promote student academic, career and personal/social development in ways to help parents solve problems. Students will be introduced to principles of peer mediation, peer mentoring, and peer tutoring and engage in supervising peer interventions to solve problems. The course employs technology for student presentations, role taking, lecture, video, audio, presentations, readings and demonstrations, and fieldwork.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. development of skills for consultation with parents, teachers, and administrators.

**CSG 789 School Guidance Practicum and Seminar – 2 credits**

Prerequisites: Pre Practicum, CSG 695 and near completion of IRP. Includes 100 clock hours of school-based fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance, co-leading a workshop or training seminar. The remaining 60 hours are considered indirect service and include observation and other on-site activities assigned by a counseling supervisor.

Seminar will stress roles, functions and professional identity; online research examining the design and implementation of transition curriculums, plus school to work programs, post secondary planning, and college admissions. Students employ teamwork, leadership strategies, and become involved in school counseling program management and evaluation. They study philosophy, principles, and practice of school guidance; federal, state, municipal and school laws, demonstration of basic counseling techniques reflecting an understanding of multicultural awareness; understanding and interpretation of the Massachusetts Comprehensive Assessment System (MCAS) and other test results to students, teachers, and parents; and engage in critical presentations of case studies. One contact hour of weekly supervision is required. Practicum evaluation and a minimum passing score of 55/80, and completion of all prerequisites is required

to move into the Internship phase of the school counseling program.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents, g. Philosophy, principles and practices in school guidance counseling: i. Federal, state, municipal, and school laws and regulations.

**CSG 790A School Guidance Fieldwork (PreK-8) 600 clock hours - 3 credits**

**CSG 790B School Guidance Fieldwork (600 clock hours) 5-12 - 3 credits**

**CSG 790C School Guidance Fieldwork I (PreK-8) 300 clock hours - 1.5 credits**

**CSG 790D School Guidance Fieldwork II (PreK-8) 300 clock hours - 1.5 credits**

**CSG 790E School Guidance Fieldwork I (5-12) 300 clock hours - 1.5 credits**

**CSG 790F School Guidance Fieldwork II (5-12) 300 clock hours - 1.5 credits**

**CSG 791A School Guidance Internship Seminar (PreK-8) - 3 credits**

**CSG 791B School Guidance Internship Seminar I (5-12) - 3 credits**

**CSG 791C School Guidance Internship Seminar I (PreK-8) - 1.5 credits**

**CSG 791D School Guidance Internship Seminar II (PreK-8) - 1.5 credits**

**CSG 791E School Guidance Internship Seminar I (5-12) - 1.5 credits**

**CSG 791F School Guidance Internship Seminar II (5-12) - 1.5 credits**

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

As both CSG 790 and CSG 791 run concurrently and are complementary of each other, the narrative below describes topics that are addressed in both fieldwork and seminar. This is a capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and, academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program

evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

**CSG 800 Independent Research Project in School Guidance - 3 credits**

Over a year's time, this course provides students with an overview of approaches to research in school guidance counseling. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and apply their knowledge of statistics and research design in creating a complete formal project document called the Independent Research Project. This thesis document describes their inquiry, critical thinking, statistical analysis, and conclusions.

This addresses the following Massachusetts State Standard for School Guidance Counseling: k. Knowledge of statistics, research design, and research in guidance counseling.

# Course Descriptions — CAGS

## **CCA 700 Biopsychosocial Dimensions of Aging - 3 credits**

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including “normal aging,” common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 701 Ethics and Boundaries in Substance Abuse Counseling - 1 credit**

This course is intended for the advanced student seeking education regarding ethical and legal issues in the field of addictions counseling. This course includes such topics as the role of the substance abuse professional, values, client’s rights and responsibilities, ethics and cultural sensitivity, and professional competency training. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 703 Disaster Mental Health - 1 credit**

The trauma counselor works in a variety of settings and under a wide range of circumstances. These settings may include crisis counseling of disaster survivors, victims of mass violence or terrorist attacks, and the refugees. Issues such as psychological and physiological reactions to large-scale disaster, psychological first aid, community resources, referral systems, cultural competencies and ethical dilemmas will be covered. The course presents the scope and limitations of disaster mental health services and identifies key questions agencies and counselors should consider when deciding whether to refer an individual to mental health treatment services. A practical discussion on a range of mental health interventions appropriate in the wake of a disaster helps effectively prepare to respond to a disaster. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 704 Psychopharmacology - 3 credits**

This course will assume a significant level of proficiency in differential diagnosis as well as a basic understanding of neuroanatomy, neurophysiology and the major psycho-tropic medications. The main thrust of this course will be the development of a fuller appreciation of anti-psychotics, antidepressants, mood stabilizers and anti-anxiety agents as they relate to the client’s clinical picture. There will also be a strong consideration of side effects: e.g. tardive dyskinesia, ethical issues and current research of treatment outcome. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 705 Human Sexuality - 3 credits**

Basic understanding of sexual function, sexual dysfunction and appropriate intervention methods are reviewed, and this course goes beyond that point. Students are expected to develop expertise in relevant DSM IV categories and best practices in this very important aspect of counseling. Throughout the course students are directed to focus on relevant transference and counter-transference issues. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 708 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits**

This course takes special notice of the diversity of those seeking counseling services and emphasizes approaches which honor the socio-economic, linguistic, and cultural differences which may affect families in working with a therapist. Techniques for communicating and working with families in school and community settings are highlighted. The emphasis is on a systemic, strength-based model that the instructor and student can practice applying and further developing through classroom feedback. To this end, it is strongly recommended that students participate in practicum/internship while taking this course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 709 Basic Counseling Skills: Rogerian - 3 credits**

This course is presented as a foundation for any counseling work that the student would be involved in. Carl Rogers theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and consequence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

## **CCA 710 Child and Adolescent Psychological Development - 3 credits**

In providing counseling services to those seeking such services – especially the child and adolescent – it is critical that the counselor have a thorough understanding of normal as well as abnormal development. This course meets that need for those developmental issues from birth through young adulthood. The student taking this course is looking at theory and the application of issues such as physical, intellectual, learning, social, moral, normal and abnormal development, plus cognitive, moral and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 713 Legal Aspects of Aging - 1 credit**

This course is restricted to students in the Geriatric Mental Health option. It is not a workshop and cannot be substituted for other course work. This survey course provides an overview of planning for aging and death. The counselor will become familiar with the legal aspects of aging and necessary preparation. A brief overview of the legal documents necessary to protect the elder client including advanced directives, health care proxies, durable powers of attorney, wills, trusts, state and federal assistance programs and protective services. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 714 Geriatric Counseling - 3 credits**

There are many unique issues that arise in providing counseling services to older adults. After discussing the "paradox of aging" — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 715 Counseling Children and Adolescents in Context - 3 credits**

The emphasis in this course is on diversity as it affects children and adolescents. Diversity is looked at along ethnic, religious, spiritual, linguistic, racial, and gender dimensions. The student learns to look at the world from the client's perspective; both empathically and systemically. Topics include: the world of the child, exceptionality, techniques for communicating and working with families in school and community settings, play/activity techniques, group work; Also: assessment; diagnosis; gathering and communicating information; relevant state, municipal and school laws and regulations; ethics; ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal development; communicating with children and adolescents of different ages. The students are expected to apply this learning to their own personal and professional spheres and share their responses to this in class for feedback. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 716 Child and Adolescent Psychopathology - 3 credits**

This course assumes a basic understanding of the DSM-IV TR axes and the classification systems as they apply to children and adolescents. Learning disorders, including emotional issues affecting

student achievement and their treatment are explored. This course will explore a wide range of problems across a range of developmental milestones and levels of severity. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, and prevalent treatments. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other relevant ethical issues are considered throughout the course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits**

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Students will be expected to have a working knowledge of addiction disorders and dual diagnosis, and will develop a proposal for advanced individualized research with their instructor. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 721 Women in the Family: a Cross-cultural Perspective - 3 credits**

In exploring this topic, culture is looked at from a variety of perspectives. Those perspectives include gender, ethnicity, race, family norms and roles, myths about motherhood and sexuality, and the new psychologies of women. Students are expected to take an active role in illustrating these issues from their own experience as well as research and to share their reactions to applying their learning in their professional practice. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 723 Narrative and Collaborative Approaches to Therapy - 3 credits**

Post-modern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant-manager of the conversation, not the 'expert': language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are



constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a post-modern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged to take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCA 724 Post Traumatic Stress Reactions - 3 credits**

This course focuses on advanced findings and current controversies in the theory, research and practice of trauma. It addresses systemic and cultural aspects of trauma in addition to diagnostic and assessment issues. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

#### **CCA 727 Clinical Interventions for Combat Stress and Trauma - 3 credits**

The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide advanced information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. CAGS students will gain advanced knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCA 728 Trauma-Specific Interventions - 3 credits**

Prerequisite: CCA 724 or permission of program chair. Students will gain advanced knowledge of assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will learn the theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace

violence and other. The ethics of trauma work will be thoroughly covered.

#### **CCA 729 Trauma Interventions in Schools - 3 credits**

This course is taught in the spring only. This course explores the impact of trauma and the child/adolescent's neurobiological development, relationships, behavior, learning, and academic performance. Traumatic experiences from violence, disasters, war, physical and sexual abuse, and traumatic grief all impact a child's ability to function in school. Trauma sensitive approaches in schools will be introduced, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCA 730 The Practice of Mental Health Counseling - 3 credits**

This course focuses on the role of mental health counselors and their professional identity. That identity is explored regarding clients, agencies, and social systems. Other issues explored include practice standards, ethical issues, career and employment options, and managed health care organizations. The students are expected to contribute to the classroom discussion by looking at their roles as consultants or supervisors and to develop a relevant personal model for assessment and intervention in one or both of these roles. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCA 731 The Counselor in the Forensic Environment - 3 credits**

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

#### **CCA 734 Death and Dying - 3 credits**

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about

palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 736 Psychological Testing - 3 credits**

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught.

### **CCA 737 Neurobiology: Basics and Beyond - 3 credits**

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies.

### **CCA 746 Marriage & Family Therapy: Basic Counseling Skills - 3 credits**

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 754 Perspectives in Cross-Cultural Counseling - 3 credits**

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. Additionally, the importance of understanding the cultural context

when communicating and working with families within school and community settings is emphasized, both in the prevention and resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 756 Substance Abuse in the Family - 3 credits**

This course looks at substance abuse counseling in the context of the family. The systems perspective tells us to assess the function of addictions, codependency, scapegoating and sobriety, and other related issues in the family. The prevention and treatment of substance abuse, and the relationship between substance use and violence, physical and sexual abuse within the context of the family is discussed. This course helps the advanced student to develop his or her own model of assessment and intervention in this area. Students are expected to apply these skills in their professional life and share with the class their reframing of past experiences from their new perspective. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits**

This course expects students to look at cultural and religious issues at both personal and professional levels. Students look at their transference/counter transference potential around aspects of culture, religion, spirituality, race and related topics. Further, students look at these same issues in the workplace and develop a better understanding of the institutionalization of myths related to these areas and develop personal action plans to help themselves to avoid the attendant pitfalls. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 768 Addiction Disorders - 3 credits**

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psychoactive drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

### **CCA 771 Professional Issues and Ethics in Counseling and Family Therapy - 3 credits**

Students develop their own written manuals and action plans for responding to professional issues and ethics as counselors. The concerns addressed include: professional roles and functions, goals and objectives, ethical and legal standards, cross-cultural and cross-social class practice, professional liability, professional organizations and associations, professional history and trends, standards for

supervision and independent practice, and preparation standards and credentialing. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 772 Psychopathology - 3 credits**

This course assumes a basic understanding of the DSM-IV TR Axes and classification of the various disorders that encompass a wide range of problems across a spectrum of developmental milestones and levels of severity. Special attention is paid to the relationship between Axis I clinical syndromes and Axis II personality disorders and features. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment.

This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other related ethical issues are considerations throughout the course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 773 Group Dynamics/Group Counseling and Human Systems - 3 credits**

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 774 Biological Bases of Behavior - 3 credits**

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influence human behavior. The course includes the interactive effects of mental illness, coping skills and physical health as well as the effects of medication and other agents on human behavior. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 775 Substance Abuse: Advanced Clinical Methods - 3 credits**

This course requires students to develop a written manual of assessment and intervention theory and technique for working with substance abusers. Topics covered include working with dual diagnosis clients, adolescent substance abusers, women's treatment issues, working with diverse client populations including HIV-positive clients, relapse preventions, the use of strategic and paradoxical

interventions, and certification of substance abuse counselors. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 776 Basic Techniques in Brief Therapy - 3 credits**

This course requires students to develop their own "action manual" for brief therapy practice. It will include the theory behind this approach, criteria for when to use it, sample treatment plans, catalog of techniques for treatment and termination, and a listing of relevant ethical concerns. Course format includes lecture, discussion, demonstration, and participatory exercises. Students share their own cases for discussion and analysis. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 777 Cognitive Behavior Therapy - 3 credits**

This course will review operant conditioning, classical conditioning, and social learning theory especially as they relate to the development and current practice of cognitive behavior therapy. Special attention will be paid to dialectical behavior therapy (DBT) as the most recent research-based application of behavioral treatment in combination with Eastern theories and practice. The primary focus of the course, however, will be on the actual practice in class of the most relevant behavioral techniques. Those techniques will include deep muscle relaxation, mindfulness, meditation, systematic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues will be a special consideration as we progress through these and other techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 778 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits**

This course focuses on the application and interpretation of standardized tests used in cognitive and academic assessments. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. In addition to the Wechsler Scales and other cognitive tests, use of alternative, non-language-based tests to assess intelligence is also discussed. Achievement testing and use of the WIAT (Wechsler Individual Achievement Test) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other state competency tests with regard to interpretation to students, teachers and parents, and discusses factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing. Students explore the use and misuse of standardized tests with minority groups, the diagnosis of learning and behavioral disorders, and how to prepare reports that are easy to understand for non-specialists, parents, members of a diagnostic team or school personnel.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/Special Education time lines is conveyed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 779 Assessment/Appraisal Process: Projective Testing - 3 credits**

This course requires the student to demonstrate an understanding of the theory behind and administration of a variety of state of the art projective tests. The tests concentrated on are the TAT (Thematic Apperception Test), MMPI (Minnesota Multiphasic Personality Inventory), and the Rorschach. The student will learn how to integrate this approach into clinical practice, how to frame a referral question, and how to write a report. Special emphasis will be placed on clarity of recommendations in that report and how to write for different audiences, e.g., courts, teachers, parents and other professionals. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 780 Foundations of Couples Counseling - 3 credits**

This course provides experienced counselors with a format for working with couples in treatment. Students survey a variety of theoretical approaches and then focus upon one for the remainder of the class. Therapy techniques are learned such as family structure, doubling, role playing, use of homework, and paradoxical interventions. Special topics in couples work are covered such as domestic violence, divorce and substance abuse. Assessment, treatment planning, and termination are also addressed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 781 Foundations in HIV/AIDS Education and Counseling - 3 credits**

This course gives an overview of medical and psychosocial issues confronting HIV-positive clients and their significant others. It reviews the purpose and procedures of conventional interventions, alternative treatments, and social service modalities. Social, cultural and political forces that impact client acceptance, adjustment, and adaptation processes are examined. Training, supervision and respite concerns of educators and counselors are also considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 782 School Adjustment Counseling/School Social Work - 3 credits**

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches,

with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as consultation; harm prevention and reduction; and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans will be taught, as well as treatment planning and goal writing. Understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services, is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 783 Career Counseling - 3 credits**

This course is intended to help the experienced professional to understand the theory behind career counseling by looking at how they arrived at this point in their own development. It will also focus on when to refer someone to career counseling, what to expect, and what can be learned from interest inventories. This course stresses a practical approach to career development. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 785 Human Psychological Development - 3 credits**

While the practicing clinician, educator, or related human services professional is facing the daunting task of working with the process of human development gone awry, not all aspects of the physical, emotional, cognitive, moral, and vocational aspects present are problematic. This issue can be further complicated by ethnic, gender, and other cultural differences. This course seeks to explicate the issues of "normal" versus "abnormal" development and, in fact, will also focus on the adaptive aspect of these supposedly abnormal responses to very stressful and often traumatic life situations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 791 Ethics & Professional Issues for School Counselors / Mental Health Practitioners - 3 credits**

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined along with consultation,

harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 792 Counseling in the Schools - 3 credits**

A major part of this course will focus on how to consult with teachers, parents, and administrators in a variety of school settings. There will also be a focus on how to liaison with important individuals from the non-school community. Students will also develop a thorough understanding of the role of school counselor and the functions of counseling in the school system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 796 Personality and Counseling Theory - 3 credits**

This course focuses on students having a thorough understanding of psychoanalytical, behavioral, and personality-centered approaches to personality theory. theories of normal, abnormal and emotional development are explored in relationship with personality theory. Various theories are placed in relationship to these anchor points. Students practice applying these to cases in classes and then write a paper focusing on a particular individual. There is also strong emphasis on understanding the importance of personality theory in both differential diagnosis and in developing best practices. These three approaches are then looked at as they relate to recent advances in neurobiological research. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 801 Professional Seminar I: Foundations of Social Science Research - 3 credits**

This seminar covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment, and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social intervention research are discussed. Students develop their individual research proposals in the first term, conduct their research in the second term, and complete their projects in the third term. Students present the results of their work at a department colloquium. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 802 Professional Seminar II: Research Project - 3 credits**

This seminar covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment, and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social intervention research are discussed. Students develop their individual research proposals in the first term, conduct their research in the second term, and complete their projects in the third term. Students present the results of their work at a department colloquium. Includes

the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 804 Advanced Research Project - 3 credits**

(Replaces CCA 803). (Prerequisite: CCA 801, Co-requisite: CCA 802) Over two terms time, this course provides students with an overview of approaches to research in counseling and psychology at the CAGS level. Based on American Psychological Association standards and with consistent faculty instructions, advice, and review, students will develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts, and finally complete a formal piece of publishable research based on a topic relevant to mental health and an area of interest specific to the student. This thesis document will be evaluated by the instructor and presented to colleagues in a final CCA 802 Professional Seminar session. Students must register for CCA 804 in the same term they register for CCA 802. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 805 CAGS Mental Health Practicum - 3 credits**

The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as defined in 262 CMR 2.00 in order for students to meet requirements for licensure. Enrollment limited to 10. This course is intended for CAGS students who have not completed a practicum in their master's degree program of study. Students become familiar with the principles of therapeutic relationships and basic counseling skills and behaviors. They will develop techniques for working with individuals, groups and families as well as using supervision. They will complete case presentations, process notes and formulate treatment plans. Students take an active part in the didactic and demonstration parts of the class. The course will stress philosophy, principles and the practice of mental health counseling. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 820 Counseling Internship Seminar - 3 credits**

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 821 Advanced Internship Seminar - 3 credits**

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service, are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.



**CCA 823 Counseling Internship Seminar III - 3 credits**

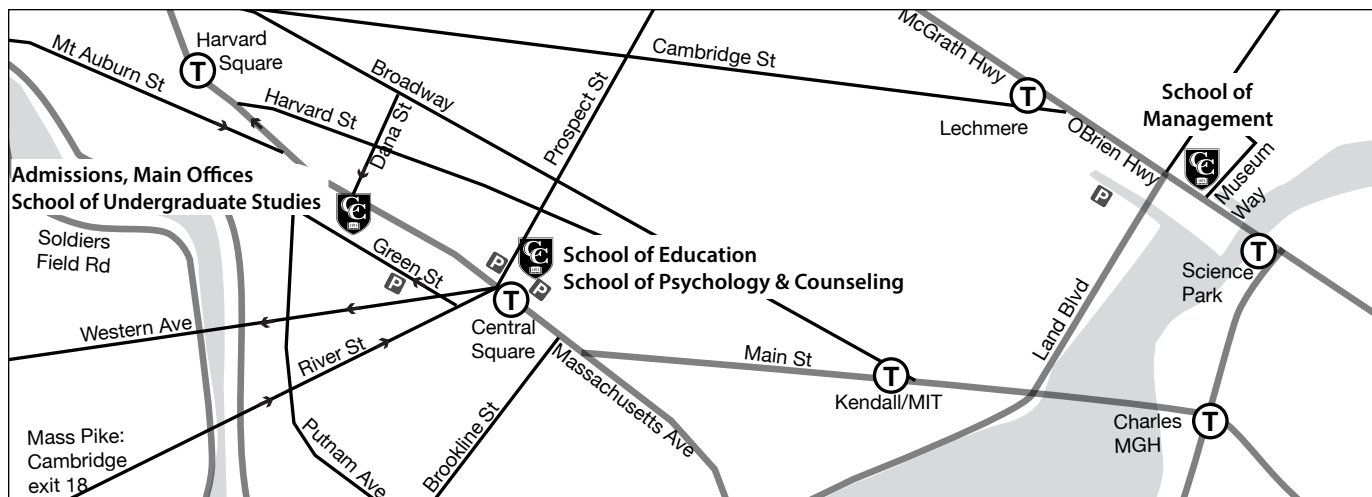
This is a third term of Advanced Internship available to students in the CAGS program, needing to complete the hours required for licensure or for students seeking to gain additional licensure hours that may be required for other states. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure in Massachusetts, divided into 100 hours of practicum experience and 600 hours of internship experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

**CCA 825 Counseling Leadership Seminar**

This class focuses on developing advanced counseling skills and culminates in completing a thorough literature review and presentation on an area of clinical interest. Students develop advanced knowledge in a chosen topic and strong research skills as a scholar-practitioner. Students will also give case presentations about their counseling work and learn advanced case conceptualization, diagnosis, treatment planning, and counseling technique.

**CCA 830 Advanced Counseling Practice**

This class prepares students for leadership roles within their organizations/institutions, discusses launching a private practice, as well as opportunities for leadership in the counseling field. Students will learn skills in supervision/consultation, advocacy, community and systems levels interventions, administrative and program development skills. Students will also develop project management and business planning skills.



## Cambridge College

# Main Campus

The main campus consists of three buildings located in the heart of Cambridge. The central administration building at 1000 Massachusetts Avenue is the location of the School of Undergraduate Studies, Executive Administration Offices, Admissions, Enrollment Services, Registrar, Financial Aid, Bursar, Admissions Records Office and Student Services. Locations of the School of Psychology and Counseling, the School of Education and the School of Management follow:

### School of Education

Located in Central Square at 80 Prospect Street.

### School of Psychology & Counseling

Located in Central Square at 80 Prospect Street.

### School of Management

Located at 17 O'Brien Highway, across from the Museum of Science parking garage.

**Health Care Management** offered at selected hospital/medical locations (subject to sufficient enrollment) — Boston Medical Center (Boston), Cape Cod Hospital (Falmouth), Cape Cod Hospital (Hyannis), Children's Hospital Boston at Waltham, Good Samaritan Medical Center (Brockton), Jordan Hospital (Plymouth), Kindred Hospital (Stoughton), Massachusetts Eye & Ear Infirmary, Massachusetts General Hospital, Morton Hospital, Newton Wellesley Hospital, Radius Specialty Hospital (Boston), Spaulding Rehabilitation Hospital (Boston).

### School of Undergraduate Studies

Located at 1000 Massachusetts Avenue, between Harvard Square and Central Square, in the central administration building.

### Location and Facilities

Located in the historic urban setting of Cambridge, accessible by subway and close to many city resources, each school houses the academic offices of its deans, program chairs and faculty. Each building contains technologically equipped classrooms, study environments, and computer labs. Additionally, there are lounges and vending machines for student convenience, but no cafeterias. (There are public eating places nearby.) Our students are typically commuters, not in need of housing except when enrolled in our summer residential programs (NITE, EdD).

### Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library](http://www.cambridgecollege.edu/library).

**Academic & Public Libraries** — Gutman Library at the Graduate School of Education at Harvard University is available to Cambridge College students doing research in education and counseling. For guides to Gutman Library and other academic and public libraries in the Boston metro area, go to [www.cambridgecollege.edu/library-services-0](http://www.cambridgecollege.edu/library-services-0).

### Academic Support and Learning Assessment

Cambridge College offers assessment and tutoring opportunities to assist students to achieve their academic goals. Assessment activities are available primarily to undergraduate students. All students can readily find information about assessment and course advising or make appointments with writing and math tutors through the Office of Student Affairs.

### Computer Labs and IT Support

The College supports wireless technology throughout the three buildings of the Cambridge main campus. The Information Technology Department maintains staff and computer labs at all buildings (with extended operating hours) and help desk support through phone and e-mail contact.

### Disability Support

The College provides disability support and education accommodations for students through the Office of Student Affairs. The facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

### Directions and Parking

For directions to each of the three Cambridge main campus buildings, please go to <http://www.cambridgecollege.edu/about/directions.cfm>.

### Emergency Contact

617.873.0656

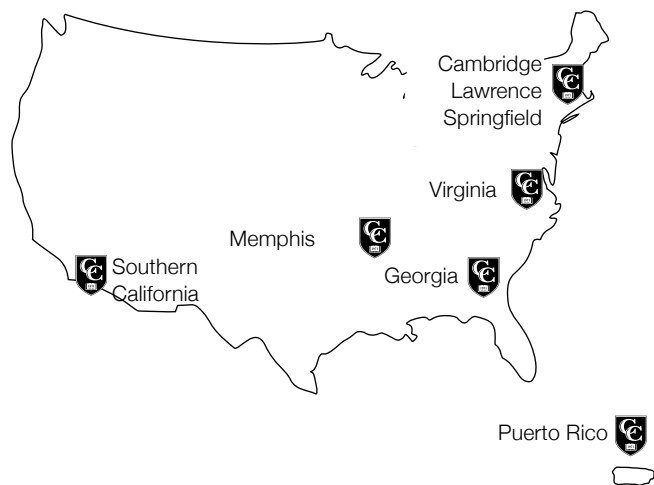
### Emergency/Weather Closing

- Local radio and television station announcements.

**TV:** WBZ-TV Channel 4, WCVB-TV Channel 5, 7News-TV Channel 7,  
CW56 Channel 56, WFXT-TV Channel 25

**Radio:** WBZ 1030 AM

- For **campus advisories**, go to MyCC web portal homepage.
- 617.868.1000



## Cambridge College

# Regional Locations

Cambridge College maintains regional locations in Massachusetts and across the United States offering undergraduate, graduate and post-graduate degrees and certificate programs.

- Cambridge College Georgia — Augusta, GA
- Cambridge College Virginia — Chesapeake, VA
- Cambridge College Memphis — Cordova, TN
- Cambridge College Lawrence — Lawrence, MA
- Cambridge College Puerto Rico — San Juan, PR
- Cambridge College Southern California — Rancho Cucamonga, CA
- Cambridge College Springfield — Springfield, MA

Cambridge College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. Additionally, Cambridge College has sought and received state approval and authorization to operate in the states in which the regional locations are located.

All College programs are evaluated for consistency and quality control throughout the main campus and regional locations by the Office of Academic Affairs and Deans of the Schools. Educator licensure degree programs are approved by the Department of Elementary and Secondary Education, Malden, Massachusetts.

### Oversight and Communications

The Provost/Vice President of Academic Affairs Office maintains oversight of the Cambridge College regional locations (sites). Regional site directors represent the College policies and procedures to students and local agencies and act as the local authority in the chain of communications. Administrative, academic and operations offices at the main campus engage with the regional Cambridge College offices for purposes of strategic planning, information sharing, and problem solving. Directors conference weekly and are part of the monthly Senate and Management Council meetings at the main campus. Regional site directors and faculty are the first choices when students have information needs or concerns. The main campus offices collaborate with the regional offices in supporting the needs of our students throughout the nation.

### Educator Licensure Programs

Cambridge College has temporarily suspended new enrollment in educator licensure programs at our locations in Georgia, Tennessee and Virginia while pursuing national accreditation through the Teacher Education Accreditation Council (TEAC). Cambridge College Puerto Rico continues to accept new enrollment in certificate programs which run under the jurisdiction of the Department of Education in Puerto Rico.

Continuing students are encouraged to work closely with the regional site directors to ensure that they meet all requirements for course work, testing and practicum in a timely manner.

# Cambridge College Georgia

753 Broad Street, Suite 1000, Augusta, GA 30901 • 706-821-3965 • [georgia.cambridgecollege.edu](http://georgia.cambridgecollege.edu)

Welcome to Cambridge College Georgia, located in Augusta, Georgia on the banks of the scenic Savannah River. Our location on the boundary between Georgia and South Carolina makes our location ideal for students in the Southeastern states. We offer a variety of programs at both master's and post-master's levels. Come join us in Georgia!

## Location and Facilities

Located in the historic Lamar Building on Broad Street, the classrooms and offices are updated with technology-supported classrooms and learning environments. There are study areas, student lounges and vending machines for student convenience, although no cafeteria. Public eating places, bookstores, and parking are available nearby.

## Accreditation and Authorization

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

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.

## Programs of Study for New Students

### Master of Education — Professional Advancement Programs for Educators

Instructional Technology  
Psychological Studies  
Teaching Skills & Methodologies

### Certificate of Advanced Graduate Studies

Curriculum & Instruction

### Master of Management

Business  
Health Care Management

## Programs for Continuing Students Only

### Educator Licensure Programs -- continuing students only

Cambridge College has temporarily suspended new enrollment in educator licensure programs at our regional locations in Georgia, Tennessee and Virginia while pursuing national accreditation through the Teacher Education Accreditation Council (TEAC). Cambridge College Puerto Rico continues to accept new enrollment in certificate programs which run under the jurisdiction of the Department of Education in Puerto Rico.

Continuing students are encouraged to work closely with the regional site directors to ensure that they meet all requirements for course work, testing and practicum in a timely manner.

### Master of Education

Elementary Teacher (initial, professional)  
School Administration  
School Guidance Counselor  
Special Education/Moderate Disabilities (initial, professional)

### Certificate of Advanced Graduate Studies

School Administration  
Special Education Administration





## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Georgia Academic & Public Libraries** — For a guide to academic, public and online library resources available to Georgia residents, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

## Academic Support

Local Cambridge College administrators and faculty as well as the Office of the Dean for Student Affairs provide academic and support services for students.

## IT Support

The College supports wireless technology within the facility. The IT help desk also provides support through e-mail and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**Come into Augusta on Interstate 20.** From I-20, take Exit 200. At the first light, go left onto River Watch Parkway. Go through one stoplight and as you continue through the second stoplight, River Watch Parkway turns into Jones Road. Continue on Jones Road until the road dead ends at the stop sign. This is 10th Street; turn left. At the first stoplight, turn right onto Reynolds Street. After you pass through the second stoplight, the parking lot for Cambridge College will be on your right. This is the 16-story Lamar Building. Enter through the back or front doors. We are on the 10th floor.

**Parking** is available on weekends when classes are in session, behind the Lamar Building.

## Emergency Contact

706.821.3965.

## Emergency/Weather Closing

- 706.821.3965. If the College is closed when you call, information will be available by phone.
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.

# Cambridge College Lawrence

360 Merrimack Street, Building 9, Entry K, 4th Floor, Lawrence, MA 01843 • 978-738-0502 • [lawrence.cambridgecollege.edu](http://lawrence.cambridgecollege.edu)

Cambridge College Lawrence has been a local leader in adult education and symbol of access to quality education for over 10 years, serving Lawrence and communities throughout the Merrimack Valley. With academic programs chosen to enhance the career advancement of community members, the College is a model for higher education services supporting diverse student needs.

Effective September 1, 2013, Cambridge College Lawrence has moved to the Riverwalk in Lawrence, MA. The new location represents closer collaboration with Northern Essex Community College and with the many companies located nearby, and increased educational opportunities for students.

## Location and Facilities

Cambridge College Lawrence's new facility provides state-of-the-art instructional technology in the classrooms and a stimulating energy that comes from its location with Northern Essex Community College and among the over 200 companies on the Riverwalk. There are study areas and a student lounge. Public eating places, bookstores and parking are available nearby.

## Programs of Study

### Undergraduate

Bachelor of Arts in Multidisciplinary Studies  
 Early Education & Care (optional concentration)  
 Education (optional concentration)  
 Bachelor of Science in Human Services  
 Bachelor of Science in Management Studies

### Master of Management

Business  
 Non-Profit and Public Management

### Master of Education

Early Childhood Teacher  
 Elementary Teacher  
 Interdisciplinary Studies  
 Special Education/Moderate Disabilities

### School of Psychology & Counseling

Counseling Psychology — Master of education, pre-licensure  
 Mental Health Counseling — Master of education for LMHC licensure

### Community Program

Ladder to Language (ESL)

## Articulation Agreements

Articulation agreements are partnerships between Cambridge College and community colleges that facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

### Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Mount Wachusett Community College
- Northern Essex Community College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Academic & Public Libraries** — For a guide to academic, public and online libraries resources for Lawrence students, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

## Academic Support

Writing tutor services are available by appointment. Additionally the College is a certified test administration center for ETS (Educational Testing Service) and TOEFL (Test of English as a Foreign Language), and College Board CLEP (College-Level Examination Program).

## Ladder to Language

The Ladder to Language is an intensive and innovative program of up to four terms that provides non-native speakers of English as a second language the learning they need to advance their communication skills. The program focuses on improving the students' English communication skills including listening and understanding, speaking, reading and comprehending, and writing. The program provides six to nine hours of classroom instruction each week over a 14-week term during the spring and fall, and an 11-week term during the summer. The Ladder to Language program, through its personalized three-term course of study, helps talented non-native English speakers access better job opportunities, help their children with homework, or pursue college education.

### The Ladder to Language Program benefits three groups of students

- Students who applied to Cambridge College but did not pass the writing assessments.
- Immigrant professionals who have been challenged by the language barrier from transferring their home countries' credentials into similar careers in the United States.
- Immigrants who need to further their English communication skills to advance in their jobs, get a degree in the U.S., to participate in their communities, or become citizens of their new country.

### ESL certificate program up to four terms

Depending on placement test results, students begin at Level one, two, three or four.

**LEVEL ONE** — The first term is appropriate for a high beginner to low intermediate level of communication. The term begins with a complete ESL grammar review and beginning writing skills training. ESL, newspaper and English text books immerse students in an English-only environment.

**LEVEL TWO** — The second term is appropriate for intermediate level communication. This term's work gives opportunities for students to test out of ESL if they have achieved the appropriate level of language communication proficiency and move into academic English preparation, including beginning writing, American literature, and individual goal-setting.

**LEVEL THREE** — This term's work allows students the opportunity to take one or two college level courses. The level three term of the Ladder to Language Program is infused with opportunities to learn how to write English for the college level. Level three is developmental coursework which does not grant college credit. Students may also be eligible to take one or two Cambridge College undergraduate courses simultaneously while completing level three.

**LEVEL FOUR** — The fourth term has a specific name because all of the language learning is contextualized. This level is called, "College Success/Mentor Training Seminar for English Language Learners". The course description lets potential students know what to expect: An exploration of the factors which determine academic, career, and personal success intentionally taught to individuals who speak English as a second language. Emphasis is placed on building the skills and awareness necessary to promote academic persistence and achievement while strengthening English language speaking and writing communication skills. The mentor training focuses on awakening individual learner's awareness of making a positive impact on another fellow student by demonstrating empathy, committing to the role of mentor, and applying the skills of effective listening while encouraging the mentee to persist despite learning challenges.

Students become eligible for level four based on their placement test scores or successful completion of level three. Level four includes college-level coursework which grants college credits to students who successfully complete it. Students will be able to register for one or two Cambridge College courses simultaneously while they are completing level four.

### Schedule

- Four terms each year: fall, spring and summer. Students can begin their study any term.
- All classes meet in the evening from 6:00 to 8:30 or 9:00 p.m.
- Levels one, two, and four meet twice a week and level three meets three times a week.

## Computer Lab and IT Support

The College supports wireless technology, with a computer lab is available during the day and classroom hours with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through e-mail and phone contact.

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Academic & Public Libraries** — For a guide to academic, public and online libraries resources for Cambridge College Lawrence students, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

### Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

### Directions and Parking

**From the South:** 495 North toward Lawrence. Take exit 44-45 for Merrimack St. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

**From the North:** 495 South toward Lawrence/North Andover. Take exit 44-43 toward Merrimack Street/Mass Ave. Take exit 44 for Merrimack Street toward Sutton Street. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

**Parking** is available on-site.

### Emergency Contact

978.738.0502.

### Emergency/Weather Closing

- Local radio and television station announcements.  
**TV:** WBZ • WHDH • WCBV  
**Radio:** WBZ AM
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.

# Cambridge College Memphis

8000 Centerview Parkway, Suite 401, Cordova, TN 38018 • 901.755.9399 • [memphis.cambridgecollege.edu](http://memphis.cambridgecollege.edu)

An able partner with local community agencies, Cambridge College Memphis offers the working adult population a diverse group of undergraduate and graduate programs. These programs are designed to assist students in their personal pursuit of career advancement.

## Location and Facilities

Cambridge College Memphis is located in Cordova, a suburb of Memphis, in Germantown Park, off of Germantown Parkway.

## Accreditation and Authorization

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

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](http://www.state.tn.us/thec)).

In order to view detailed job placement and completion information on the programs offered by Cambridge College Memphis, please visit [www.state.tn.us/thec](http://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.

The following programs are authorized:

## Programs for New and Continuing Students

### Bachelor's Degree Completion

- Bachelor of Arts in Multidisciplinary Studies
  - Early Education and Care (optional concentration)
- Bachelor of Science in Human Services
  - Addiction Studies, Family Studies (optional concentrations)
- Bachelor of Science in Management Studies

### Master of Education — all programs are non-licensure

- Early Childhood Teacher
- Elementary Teacher
- Interdisciplinary Studies
- Mathematics
- School Administration
- Teacher of Students With Moderate Disabilities
- Teaching Skills & Methodologies

### Certificate of Advanced Graduate Studies

- Curriculum & Instruction / Educational Specialist (non-licensure)
- School Administration / Educational Specialist (non-licensure)



## Programs for Continuing Students Only

### Educator Licensure Programs -- continuing students only

Cambridge College has temporarily suspended new enrollment in educator licensure programs at our regional locations in Georgia, Tennessee and Virginia while pursuing national accreditation through the Teacher Education Accreditation Council (TEAC). Cambridge College Puerto Rico continues to accept new enrollment in certificate programs which run under the jurisdiction of the Department of Education in Puerto Rico.

Continuing students are encouraged to work closely with the regional site directors to ensure that they meet all requirements for course work, testing and practicum in a timely manner.

### Master of Education — licensure

- Early Childhood Teacher (preK-2)
- Elementary Teacher (1-6)
- Mathematics (5-8, 8-12)
- School Guidance Counselor (preK-8, 5-12)
- Teacher of Students With Moderate Disabilities (preK-8, 5-12)

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Tennessee Academic & Public Libraries** — For a guide to academic, public and online library resources available to Tennessee residents, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

## Academic Support

Local Cambridge College administrators and faculty as well as the Office of the Dean for Student Affairs provide academic and support services for students.



### Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours. The College IT Help Desk supports students through e-mail and phone contact.

### Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

### Immunizations (TN)

The necessary information regarding Tennessee immunization requirements is provided to students at orientation; in turn, students are asked to return immunization requirements by the first day of class.

### Directions and Parking

**From I-240** take the Walnut Grove Road Exit (Exit 13). Follow Walnut Grove past Shelby Farms to Germantown Parkway. Take a right onto Germantown Parkway. Take the next left onto Centerview Parkway.

**Parking** is free of charge.

### Emergency Contact

901.755.9399.

### Emergency/Weather Closing

- 901.755.9399.
- WREG-News Channel 3
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.

# Cambridge College Puerto Rico

The Hato Rey Center Bldg, Suite 1400, 268 Ponce de León Avenue, San Juan PR 00918  
787.296.1101 • [puertorico.cambridgecollege.edu](http://puertorico.cambridgecollege.edu)

Cambridge College Puerto Rico serves professional adults who come from every corner of the island seeking the flexibility and instructional quality that our master's programs have to offer. Located at the heart of educational and business activity in the metro area of San Juan, Cambridge College provides the best opportunities for contextual and practical learning, in a motivating and inclusive environment.

## Location and Facilities

Cambridge College Puerto Rico is centrally located in the Hato Rey area of San Juan, known as the Golden Mile for its banking, education, and business activity.

## Accreditation and Authorization

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

The Puerto Rico Council of Education ([www.ce.pr.gov](http://www.ce.pr.gov)) has authorized Cambridge College to offer the following programs:

## Programs of Study

### Master of Education

Autism Specialist  
Elementary Education, 4-6  
English as a Second Language  
Health, Family and Consumer Sciences  
Library Teacher  
Mathematics Education  
Special Education  
Marriage & Family Counseling

### Master of Management

Business  
Information Technology Management

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Academic & Public Libraries** — For a guide to academic, public and online libraries resources available to Puerto Rico residents go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

## Academic Support

Spanish writing skills of all new students are supported each semester by workshops conducted to improve organization, grammar, critical thinking and APA style skills.

## Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours. The College IT Help Desk supports students through e-mail and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs.

## Directions and Parking

We are located across from Scotia Bank on Ponce de León Avenue, two blocks from the Roosevelt Avenue train station.

**Parking** — Parking is available to students at a special rate. Park at Banco Popular on Saturday-Sunday 7:00 a.m. to 5:00 p.m. Scotia Bank parking is available on Saturdays only, 8:00 a.m. to 5:00 p.m.

## Emergency Contact

787.296.1101.

## Emergency/Weather Closing

787.296.1101. If the College is closed when you call, information will be available by phone.

- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.

# Cambridge College Southern California

8686 Haven Avenue, Rancho Cucamonga, CA 91730 • 909.635.0250 • [california.cambridgecollege.edu](http://california.cambridgecollege.edu)

Cambridge College Southern California, in Rancho Cucamonga has been serving the diverse population of professional working adults in Southern California since 2005. The College collaborates and partners with local community colleges, organizations and agencies to offer academic programs that meet the educational and professional growth needs of students and employees. Students have chosen to come to Cambridge College from as far away as Northern California and Nevada for its flexible schedule, affordable tuition and its exceptional learning experience.

## Location and Facilities

The Cambridge College location in a suburban office building provides technology-supported classrooms and learning environments, study areas, student lounge and vending machines for student convenience, although no cafeteria. Public eating places, bookstores and parking are available nearby.

## Accreditation and Authorization

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

**California** — Under the California Private Post-Secondary Education Act of 2009, Cambridge College is approved based on its regional accreditation (see above). The following programs are offered:

## Programs of Study

### Undergraduate

Bachelor of Arts in Multidisciplinary Studies

Early Education and Care (optional concentration)

Bachelor of Arts in Psychology

Family Studies (optional concentration)

Bachelor of Science in Human Services

Bachelor of Science in Management Studies

### Master of Education

Autism/Behavior Analyst

Autism Specialist

Early Education and Child Care

Interdisciplinary Studies

Teaching Skills & Methodologies

**Master of Management** with optional concentrations:

Business

Health Care Management

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Academic & Public Libraries** — For a guide to academic, public and online library resources available to California students, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).



## Academic Support

**Writing** — Tutorial appointments are available on weekends when classes are in session. Our writing faculty provide assistance to undergraduate and graduate students, with all aspects of the writing process. Students can get help with everything from starting a paper to the final editing and proofreading of a final project.

## Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours. The College IT Help Desk supports students through e-mail and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**From the East:** From the East: Take I-10 West. Take the Haven Ave. exit. Turn Right on Haven Ave. Continue to Arrow Rte. Make a U-Turn on Arrow Rte. Cambridge College is on the right.

**From the West:** Take I-10 East. Take the Have Ave. exit. Turn Left on Haven Ave. Continue to Arrow Rte. Make a U-Turn on Arrow Rte. Cambridge College is on the right.

## Emergency Contact

909.635.0250.

## Emergency/Weather Closing

- 909.635.0250. If the College is closed when you call, information will be available by phone.
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.

## Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money, from having prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, you must be a “California resident” and reside in California at the time the enrollment agreement is signed or when you receive lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a “California resident.”

To qualify for STRF reimbursement, you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four years from the date of closure to file a STRF application. If a judgment is obtained, you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 1027-10th Street, Fourth Floor, Sacramento, CA 95814-3517, telephone number (916) 445-3427.

# Cambridge College Springfield

Tower Square—1500 Main Street, Springfield, MA 01115 • 413.747.0204 • [springfield.cambridgecollege.edu](http://springfield.cambridgecollege.edu)

Cambridge College Springfield moved in January 2013 to the heart of downtown Springfield, convenient for students in western Massachusetts and Connecticut. Cambridge College Springfield has a long history of supplying higher education degree and certificate programs to meet the needs of Connecticut students. Known for our diverse education environment, experienced faculty, affordable programs and flexible scheduling, Cambridge College Springfield focuses on adult learners, and helps them to advance in a changing world.

## Location and Facilities

The classrooms and offices have state-of-the-art technology. There are study areas, a student lounge and vending machines for student convenience. Restaurants, public transportation and parking are available nearby.

## Programs of Study

### Undergraduate

Bachelor of Arts in Multidisciplinary Studies  
 Early Education & Care (optional concentration)  
 Bachelor of Science in Human Services  
 Bachelor of Science in Management Studies

### Master of Education

Autism/Behavior Analyst — for BCBA certification  
 Early Childhood Teacher  
 Early Education & Child Care  
 Elementary Teacher  
 Interdisciplinary Studies  
 Library Teacher  
 Special Education/Moderate Disabilities

### Master of Management (blended learning)

Business  
 Health Care Management  
 MM-55 (for qualified students without bachelor's; approval required)

### Master of Education—Psychology & Counseling

Counseling Psychology . . . . . (pre-licensure)  
 Mental Health Counseling . . . . . (LMHC)  
 Marriage & Family Therapy . . . . . (LMFT, LMHC)  
 Psychological Studies . . . . . (non-licensure)  
 School Adjustment Counseling . . . . . (DESE, LMHC)  
 School Guidance Counseling . . . . . (DESE initial)

### Certificate of Advanced Graduate Studies

Mental Health Counseling . . . . . (LMHC, LMFT)

### Program options that may be added:

Addiction Counseling . . . . . (CADAC, LADC)  
 Trauma Studies. . . . . (CTS)

### Post-master's certificates

Mental Health Counseling for School Guidance Counselors  
 School Adjustment & Mental Health Counseling  
 for School Guidance Counselors  
 School Adjustment Counseling for Mental Health Counselors

## Articulation Agreements

Articulation agreements are partnerships between Cambridge College and community colleges that facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

### Connecticut

- Capital Community College

### Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Mount Wachusett Community College
- Northern Essex Community College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston



## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Other Academic & Public Libraries** — For a guide to academic, public and online libraries resources in western Massachusetts and adjacent Connecticut, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).



## Academic Support

**Writing Center** — Tutorial services are offered on Tuesdays, Thursdays and Saturdays. Our writing tutor provides assistance to undergraduate and graduate students, with all aspects of the writing and research process. Students can get help with everything from starting a paper, to library research using the Cambridge College Online Library, to the final editing. Call x6610 for an appointment.

## Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through e-mail and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Directions and Parking

**From Mass Pike I-90 (East or West):** Take Mass Pike to Exit 4 (South Springfield/Hartford) onto Rte. 91 South and follow directions below.

**From the North: Take Rte. 91 South** to Exit 7 (Columbus Ave Downtown Springfield.) Take first left onto Boland Way. Continue under 91, turn onto East Columbus Avenue, and immediately bear to the right up ramp into Tower Square parking garage.

**From the South: Take Rte. 91 North** to Exit 6 (Springfield Center) to East Columbus Avenue and continue into center lane. At the intersection of East Columbus and Boland Way stay in middle lane, then immediately after crossing intersection bear to the right up ramp into Tower Square parking garage.

**From Interstate 291:** Take Exit 2-B (Dwight Street), take a left onto Dwight Street, drive 0.4 miles then turn right on Bridge Street. After crossing Main Street, turn left into Tower Square parking garage.

**Tower Square Parking Garage:** Take ticket and go up to level C. Park near north elevators "To the Shops". Take ticket with you for validation (visitors) and take elevator to street level. Cambridge College will be on your left.

**For assistance** please call Cambridge College at 413-747-0204 x 6610.

**Public Transportation:** Cambridge College Springfield, now located downtown at Tower Square, is conveniently on many city bus routes. Also, the Peter Pan Bus terminal and Amtrak station are just a few short blocks from Tower Square. Route information and assistance:

- Pioneer Valley Transportation Authority — [www.pvta.com](http://www.pvta.com) ● 413-781-7882.
- Peter Pan Bus Lines — [www.peterpanbus.com](http://www.peterpanbus.com) ● 800-434-9999
- Amtrak — [www.amtrak.com](http://www.amtrak.com)

## Emergency Contact

413.747.0204 x6610.

## Emergency/Weather Closing

- Local radio and television station announcements:  
TV: [wwwlp.com](http://wwwlp.com) Channel 22 ● [wggbc.com](http://wggbc.com) ● Channel 30 NBC Connecticut  
Radio: WTIC AM ● WTIC FM ● WRCH ● WZMX
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College to your Cambridge College e-mail.

# Cambridge College Virginia

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320 • 757.424.0333 • [virginia.cambridgecollege.edu](http://virginia.cambridgecollege.edu)

Cambridge College Virginia serves the diverse communities of the Virginia peninsula, Virginia's Hampton Roads region, and northeastern North Carolina. It has been located in the Greenbrier area of Chesapeake since 2002.

## Location and Facilities

Cambridge College Virginia is located in a suburban office building on the main route into the City of Chesapeake. The classrooms and offices are updated with technology-supported classrooms and learning environments. There are study areas, student lounges and vending machines for student convenience, although no cafeteria. Public eating places, bookstores and parking are available nearby.

## Accreditation and Authorization

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

**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 Greenbrier Parkway, Suite 300, Chesapeake, VA, with approved programs as follows:

## Programs of Study for New Students

### Bachelor's Degree Completion

Bachelor of Arts in Multidisciplinary Studies  
 Bachelor of Arts in Psychology  
 Bachelor of Science in Human Services  
 Bachelor of Science in Management Studies

### Master of Management

MM37 — for students with bachelor's degree  
 MM55 — for experienced managers without bachelor's degrees

### Master of Education

Interdisciplinary Studies  
 Psychological Studies  
 Special Education/Moderate Disabilities (non-licensure)

### Certificate of Advanced Graduate Studies

Curriculum & Instruction



## Programs for Continuing Students Only

### Educator Licensure Programs -- continuing students only

Cambridge College has temporarily suspended new enrollment in educator licensure programs at our regional locations in Georgia, Tennessee and Virginia while pursuing national accreditation through the Teacher Education Accreditation Council (TEAC). Cambridge College Puerto Rico continues to accept new enrollment in certificate programs which run under the jurisdiction of the Department of Education in Puerto Rico.

Continuing students are encouraged to work closely with the regional site directors to ensure that they meet all requirements for course work, testing and practicum in a timely manner.

### Master of Education

Early Childhood Teacher  
 Elementary Teacher  
 English as a Second Language  
 School Administration  
 School Guidance Counselor  
 Special Education/Moderate Disabilities (initial)

### Certificate of Advanced Graduate Studies

School Administration

## Articulation Agreements

Articulation agreements are partnerships between Cambridge College and community colleges that facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

### Virginia

Paul D. Camp Community College  
 Thomas Nelson Community College

### North Carolina

Halifax Community College

Roanoke-Chowan Community College

## Library Services

**Cambridge College Online Library** — This full-featured online library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/online-library-instructions](http://www.cambridgecollege.edu/online-library-instructions).

**Academic & Public Libraries** — For a guide to academic, public and online library resources available to residents of Virginia, go to [www.cambridgecollege.edu/library/traditional-libraries](http://www.cambridgecollege.edu/library/traditional-libraries).

## Academic Support

Local Cambridge College administrators and faculty as well as the Office of the Dean for Student Affairs provide academic and support services for students.

## Computer Labs and IT Support

The College supports wireless technology within the facility. There are two classroom computer labs for technology and research classes. Additionally, there is a separate computer lab available during the day and classroom hours. A computer technician assists students, and the College IT Help Desk supports students through e-mail and phone contact.

## Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

## Immunizations (VA)

Students are provided with information about the risks associated with meningococcal disease and hepatitis B and the availability and effectiveness of any vaccine against meningococcal disease and hepatitis B in the Student Orientation Handbook.

## Directions and Parking

From I-64 take the Greenbrier Parkway South Exit (289B). At the third traffic light (Eden Way North), turn left. On your left you will see a five-story gray office building (1403 Greenbrier Parkway). Take the next left into the mall. Take the next left into our parking lot. We are on the third floor.

Parking is free of charge in an adjoining open parking lot.

## Emergency Contact

757.424.0333 x6193.

## Emergency/Weather Closing

- Local radio and television station announcements:
  - TV: WVEC channel 13 • LNC-5 • WAVY channel 10 • WVBT channel Fox 43
  - Radio: WNIS AM 790 • WTAR AM 850 • WROX 96X FM • 93.7 BOB FM • WVKL 95.7 • WWDE 101.3 2WD FM • WUSH 106.1 FM
- For **campus advisories**, go to MyCC web portal homepage.
- E-mail announcements sent from the College.



# Compliance and Community Policies

## General Policy and Compliance

College policies are located in the MyCC web portal under the tab entitled "Resources." Additional policy statements and compliance related matters may be located throughout this catalog under section headings that are more specific to the policy statement or compliance related matter. This section broadly captures a wide variety of policy statements and compliance related issues that do not explicitly belong in other sections of this catalog. For general policy or compliance related inquiries, please contact the Office of the General Counsel.

## Children at the College

In order to protect the safety and security of your children, as well as the educational environment, children under the age of 18 are not allowed to accompany parents or guardians to class. Children may accompany their parents or guardians when visiting the College for non-academic reasons, for example: registering for classes, paying bills, etc. Children must never be left unattended by the parent or guardian on the College's property.

Please arrange childcare off-site during class time, tutoring, etc. Parents/guardians are responsible for childcare and supervision at all times. Cambridge College is not responsible for children unattended by the parent or guardian.

## College Name

Cambridge College's name and marks are copyrighted. Any use of the name or marks without the College's written consent is prohibited. All external marketing materials must have the name and marks attached unless otherwise noted.

## Drug and Alcohol Policy

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, Cambridge College prohibits the unlawful use, manufacture, distribution, dispensation, sale and possession of drugs and alcohol by students, administrators, faculty, staff and all others on its property or in any of its activities.

The College will take disciplinary action against violators, consistent with federal, state, and local laws. Such action may include requiring satisfactory participation in a substance abuse treatment, counseling or education program as a condition of reinstatement. Students may face expulsion, disenrollment, or probation with contingencies for reinstatement. Students may also face criminal prosecution.

Effective July 1, 2000, the 1998 Amendments to the Higher Education Act mandate the suspension of eligibility for financial aid for students convicted of drug related offenses.

As a member of the Cambridge College community, it is your responsibility to know and abide by all campus rules and regulations, to understand the risks associated with the use and abuse of alcohol and illegal drugs, and to assist in creating an environment that promotes health-enhancing attitudes and activities.

At the main campus, a list of counseling resources is available from the dean of student affairs:

- Drug and alcohol counseling rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance in the areas of alcohol and substance abuse.

At regional locations, this information is available from the director. See policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Firearms and Weapons

All firearms, knives, and other weapons are forbidden at all Cambridge College locations at all times. Discovery of any such item in any person's possession is grounds for immediate disciplinary suspension and potential expulsion or termination.

## Non-Discrimination and Harassment

Cambridge College is committed to an educational and work environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in a professional atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons in the educational setting and the workplace will be business-like and free of bias, prejudice and harassment.

**Equal opportunity** — It is the policy of Cambridge College to ensure equal opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity, age, disability, marital status, citizenship, national origin, genetics, or any other characteristic protected by law. The College prohibits any such discrimination or harassment.

**Retaliation is also prohibited** — Cambridge College encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the College to promptly and thoroughly investigate such reports. The College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

For more complete information, see Non-Discrimination and Harassment policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Hazing Policy

Hazing is prohibited at Cambridge College. Any conduct by a Cambridge College student, including hazing activities, which is likely to cause serious bodily or mental injury to another is prohibited. In accordance to Massachusetts General Laws, Chapter 269, Sections 17, 18, 19, any form of hazing is considered to be a criminal offense punishable by a fine and/or imprisonment.

College disciplinary action will be addressed pursuant to the Student Code of Conduct.

See policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Health Policies and Insurance

See Student Affairs.

## Liability

Cambridge College cannot be responsible for personal property in its buildings and rented facilities. Participants in Cambridge College programs, courses and activities do so at their own risk, and agree to waive and release any and all claims of personal injury or property damage against Cambridge College, its agents, faculty, or employees, that may arise from their participation in the College.

## Office Equipment

Office equipment such as copying machines and fax machines, computers, and telephones are not accessible to students.

## Personal Services

Cambridge College students are not permitted to offer personal services at any Cambridge College location at any time. (Services such as manicures, pedicures, massage and haircuts require a state license for public health reasons).

## Photos

Occasionally, photos and videos are taken at College classes and events for public relations, marketing, and other purposes. Students who do not want their images taken or used in College publications are provided with the opportunity to opt out.

## Service Animals and Pets

No pets of any kind are allowed on Cambridge College property. Service animals that provide assistance to individuals with disabilities are permitted.

## Smoking Policy

**Massachusetts locations**—In compliance with Massachusetts and city ordinances, Cambridge College is a smoke-free institution. All indoor smoking on campus and at all other classroom locations is prohibited, including in bathrooms and stairwells. Outdoor smoking is not permitted on College property. Smokers should move to public sidewalks.

**Locations in other states**—Smoking is permitted only as allowed by the state and local laws governing smoking in public places and on College campuses, and, for NITE, by the policies of our host site.

## Student Housing

To assist students in attending classes at a distance from their residence, Cambridge College may make room block arrangements with local hotels near College locations to provide housing that may be billed to a student's account. Charges for housing (and meals if offered/selected) must be paid prior to the start of a term or arrangements made for financial aid with the charges being paid prior to the distribution of student refunds. Cambridge College summer programs may provide housing with the same payment requirements. Students must make their own assessment of whether the hotel(s)/accommodations, with which room blocks are associated, meet their personal standards for quality, access and safety.

Only currently enrolled students taking classes are eligible to request and obtain housing when offered.

Specific procedures and housing request forms are distributed before the start of each term for locations/programs where housing is offered. See full policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).



# Security

## Annual Campus Safety & Security Report (Clery)

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act was signed into law in November 1990. At the time it was known as the “Student Right to Know and Campus Security Act.” It requires institutions participating in student financial aid programs under Title IV of the Higher Education Act of 1965 to disclose information about campus safety policies and procedures and to provide statistics concerning certain crimes that occurred on or near campus. In compliance with the Act, Cambridge College publishes and distributes this information in October of each year in an Annual Security Report and Crime Statistics Brochure. It is made available to current students and prospective students and employees, electronically and in print, and to College employees through the Office of Human Resources.

## Security Statement

Cambridge College strives to protect the rights, safety, health and welfare of everyone in the Cambridge College community. Compliance with all city, state, and federal laws is expected of all members of this learning community. Anyone who is victimized by, observes, or has knowledge of a criminal action should report it immediately: the College will investigate and take prompt, appropriate action. If the complaint is of a criminal nature, the local police department will be notified right away. In a medical emergency, the College will call an ambulance to take the person(s) concerned to the nearest emergency room (at his/her own expense if not covered by health insurance).

Any act or threat of violence, indecent assault, or conduct that may endanger any person on College property is prohibited. Where there is reasonable cause to believe that a member of the College community has violated College regulations, the College will review the incident and take appropriate actions as necessary.

## Crime Prevention

Cambridge College is concerned about the welfare, security and safety of every individual at the College. However, maintaining a secure and safe campus environment can only be achieved through a cooperative effort of the entire College community. Community members are encouraged to use caution on our urban campuses. It is rare that criminal activity occurs on College property, nevertheless, safety measures are essential in any urban setting. Keep your personal property safe. Lock your car. Do not leave your purse, keys, laptop, or other valuables unattended.

Please see also related policies:

- Drugs & Alcohol
- Firearms/Weapons
- Hazing
- Harassment & Sexual Harassment

Cambridge College students are adult learners. The College serves the commuting students and does not maintain campus residence halls. The College takes the necessary steps to ensure the safety of our community through our published policies, reporting activities, relationships with local police, publications, and timely communications.

## How to Report a Crime

The College strongly urges every member of the community—faculty, staff, and students—to report any crime promptly to the College security authorities and/or your local police department (911). Criminal actions may also be reported to any professional staff member who will then contact appropriate campus officers or local authorities. Victims of crimes are encouraged to report these matters to local police; Cambridge College may assist any student in reporting crimes, if desired.

## Campus Sex Crimes Prevention

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state to provide notice of each institution of higher education in that state at which the offender is employed or is a student. To learn the identity of registered sex offenders on or near a Cambridge College location, or anywhere in the United States, visit the Sex Offender databases at <http://www.sexoffender.com> and <http://nsopr.gov>. You can search by city, county, or zip code. This information is collected by other agencies and Cambridge College cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Campus Security Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

## Department Personnel & Relationship with Local Authorities

The Cambridge College main campus has security staff at each of the three buildings in the City of Cambridge. The College maintains security staff at Cambridge College Lawrence and Springfield. Other regional locations may have building-provided security and members of the college community should check with onsite College administration. Security staff do not carry firearms nor do they have police powers of arrest. However, the security companies and staff have effective working relationships with local police agencies who can provide these services to the campus in timely fashion, as needed.

## Timely Warning

In the event that a situation arises, either on or off campus that, in the judgment of the Vice President for Finance and Administration, constitutes an ongoing or continuing threat, a campus-wide “timely warning” will be issued. The warning will be issued through the College e-mail systems to students, faculty, and staff. Additionally, notifications will be posted on the MyCC homepage (no log-in required) and at other strategic public locations within each of the appropriate buildings, as well as to media outlets if appropriate. See full policy at [www.cambridgecollege.edu/college-policies](http://www.cambridgecollege.edu/college-policies).

## Emergency Response, Evacuation & Egress

The College has developed procedures for response and notification in the event of an ongoing or continuing threat to the college community that may or may not include evacuation or closing a facility. Egress information is posted in all classrooms and office suites with general emergency procedures to follow. For more information consult with campus security authorities listed below.

## Campus Security Authorities

Campus security is organized under the Vice-President for Finance and Administration and the Director of Business Operations.

### Administration

Vice President for Finance and Administration . . . . . 617.873.0689  
 Director of Business Operations . . . . . 617.873.0656

### Security, Cambridge

1000 Massachusetts Avenue . . . . . 617.873.0115  
 80 Prospect Street . . . . . 617.873.0272  
 17 Msgr. O'Brien . . . . . 617.873.0444

### Regional Location Directors

Cambridge College Georgia . . . . . 706.821.3965  
 Cambridge College Lawrence . . . . . 978.738.0502  
 Cambridge College Memphis, TN . . . . . 901.755.9399  
 Cambridge College Puerto Rico . . . . . 787.296.1101  
 Cambridge College Southern California . . . . . 909.635.0250  
 Cambridge College Springfield . . . . . 413.747.0204  
 Cambridge College Virginia . . . . . 757.424.0333

### Deans

School of Education . . . . . 617.873.0292  
 School of Management . . . . . 617.873.0227  
 School of Psychology and Counseling . . . . . 617.873.0208  
 School of Undergraduate Studies . . . . . 617.873.0236

### Student Affairs

Dean of Student Affairs . . . . . 617.873.0470

## Complaints and Grievances

Students who want assistance with problem solving are invited to contact the dean of student affairs, who will serve as their advocate with College offices and administrators. Call 617-873-0470 or e-mail [regina.robinson@cambridgecollege.edu](mailto:regina.robinson@cambridgecollege.edu).

Grievances not resolved within Cambridge College may be taken to the appropriate state education commission. Please note that state authorities typically expect a student to make every attempt to resolve a problem within their college first. Each state has its own procedure for handling complaints, often including a student complaint form and other documentation. They typically do not accept anonymous complaints.

### State Resources

Complaints are handled by the state education commissions listed below for the main campus and regional locations. Students who reside in other states see also Complaint Process for All States, below.

**California** — California Bureau for Private Post-Secondary Education, P.O. Box 980818, West Sacramento, CA 95798-0818 • 916-431-6959 • 1-888-370-7589 • Fax 916-263-1895 • [www.bppe.ca.gov](http://www.bppe.ca.gov)

**Georgia** — Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305 • 770-414-3300 • [www.gnpec.org](http://www.gnpec.org)

**Massachusetts** — Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108 • 617-994-6950 • [www.mass.edu/forstudents/complaints/complaintprocess.asp](http://www.mass.edu/forstudents/complaints/complaintprocess.asp)

**Tennessee** — Tennessee Higher Education Commission, Nashville, TN 37243-0830, 615-741-5293, [www.state.tn.us/thec](http://www.state.tn.us/thec)

**Virginia** — State Council of Higher Education for Virginia (SCHEV) • Private and Out-of-State Postsecondary Education (POPE), 101 N. 14th Street, 9th floor, James Monroe Building, Richmond, VA 23219 • 804-371-2285 • Fax: 804-225-2604 • [www.schev.edu](http://www.schev.edu)

**Puerto Rico** — Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-19900 • 787-641-7100 • Fax: 787-641-2573 • [www.gobierno.pr/cespr/inicio](http://www.gobierno.pr/cespr/inicio)

### Other External Resources

**Standards for Accreditation** — The NEASC complaint procedures are solely for the purpose of addressing significant non-compliance with the Standards for Accreditation, not for individual dispute resolution. Contact: New England Association of Schools and Colleges (NEASC), 209 Burlington Road, Suite 201, Bedford, MA 01730-1433 • [www.cihe.neasc.org](http://www.cihe.neasc.org) • 781-541-5414 • email: [cihe@neasc.org](mailto:cihe@neasc.org)

**Equal Opportunity, Harrassment, Sexual Harrassment** — Please contact:

*The United States Equal Employment Opportunity Commission (EEOC)*

John F. Kennedy Federal Building, 475 Government Center

Boston, MA 02203 • 617-565-3200

EEOC offices nationwide are listed online at [www.eeoc.gov](http://www.eeoc.gov).

*Massachusetts Commission Against Discrimination (MCAD)* • [www.mass.gov](http://www.mass.gov)

One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108 • 617-994-6000

436 Dwight Street, Second Floor, Room 220, Springfield, MA 01103 • 413-739-2145

**FERPA** — If the College fails to comply with FERPA requirements, written complaints may be submitted to:

Family Policy and Regulations Office, U.S. Department of Education, Washington, DC 20202

### Complaint Process for All States

**Contact Information for Student Complaint Processes** — This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or attorney generals offices will accept complaints regardless of whether the an institution is required to be licensed in that state.

**Alabama** — Alabama Commission on Higher Education, P. O. Box 302000, Montgomery, AL 36130-2000 • <http://www.accs.cc/complaintform.aspx>

**Alaska** — Alaska Commission on Postsecondary Education, PO Box 110505, Juneau, AK 99811-0505 • [customer.service@alaska.gov](mailto:customer.service@alaska.gov)

Alaska Office of Attorney General Consumer Protection Unit, 1031 W. Fourth Avenue, Suite 200, Anchorage, AK 99501 • [attorney.general@alaska.gov](mailto:attorney.general@alaska.gov) [http://www.law.state.ak.us/pdf/consumer/FORM\\_complaint.pdf](http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf)

**Arizona** — Arizona State Board for Private Postsecondary Education, 1400 W. Washington Street, Room 260, Phoenix, AZ 85007 • [http://azppse.state.az.us/student\\_info/compliance.asp](http://azppse.state.az.us/student_info/compliance.asp)

**Arkansas** — Arkansas Higher Education Coordinating Board Arkansas Department of Higher Education, 114 East Capitol Ave, Little Rock, AR 72201 • ADHE\_Info@adhe.edu <http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/ICAC%20Rules%20a%20nd%20Regulations/APPENDIXJ.pdf>

Arkansas State Board of Private Career Education, 501 Woodlane, Suite 312S, Little Rock, AR 72201 • sbpce@arkansas.gov [http://www.sbpce.org/complaint\\_process.html](http://www.sbpce.org/complaint_process.html)

**California** — California Bureau of Private Postsecondary Education, Box 980818, Sacramento, CA 95798-0818 • bppe@dca.ca.gov [http://www.bppe.ca.gov/forms\\_pubs/complaint.pdf](http://www.bppe.ca.gov/forms_pubs/complaint.pdf)

**Colorado** — Colorado Department of Higher Education, 1560 Broadway, Suite 1600, Denver, Colorado 80202 • <http://highered.colorado.gov/Academics/Complaints/default.html>

**Connecticut** — Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CT 06105-2326 • info@ctdhe.org

Connecticut Department of Consumer Protection, 165 Capitol Avenue Room 110, Hartford CT 06106 • trade.practices@ct.gov [http://www.ct.gov/dcp/lib/dcp/pdf/forms/consumer\\_statementcpr-2\\_rev\\_8-06\\_edited1106.pdf](http://www.ct.gov/dcp/lib/dcp/pdf/forms/consumer_statementcpr-2_rev_8-06_edited1106.pdf) • Consumer Complaint Hotline: (800) 842-2649

**Delaware** — Delaware Higher Education Office Carvel State Office Building, 5th Floor 820, N. French Street, Wilmington, DE 19801-3509 • dheo@doe.k12.de.us

Delaware Attorney General Consumer Protection Wilmington: 820 N. French Street 5th floor, Wilmington, DE 19801 • consumer.protection@state.de.us

**District of Columbia** — District of Columbia Office of the State Superintendent of Education Education Licensure Commission, 810 First Street, NE 9th Floor, Washington, DC 20002 • [http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/elementary\\_and\\_secondary\\_education/may\\_2011/complaint\\_form\\_4\\_11.pdf](http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/elementary_and_secondary_education/may_2011/complaint_form_4_11.pdf)

**Florida** — Florida Commission on Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400 • Commissioner@fldoe.org <http://www.fldoe.org/cie/complaint.asp>

**Georgia** — Georgia Nonpublic Postsecondary Education Commission, 2082 E Exchange Pl. #220, Tucker, GA 30084-5334 • <http://rules.sos.state.ga.us/docs/392/5/06.pdf>

**Hawaii** — Hawaii State Board of Education, P.O. Box 2360, Honolulu, Hawaii 96804 • ocp@dcca.hawaii.gov [http://hawaii.gov/dcca/ocp/consumer\\_complaint](http://hawaii.gov/dcca/ocp/consumer_complaint)

**Idaho** — Idaho State Board of Education, Attn: State Coordinator for Private Colleges and Proprietary Schools, 650 West State Street, P.O. Box 83720, Boise, ID 83720-0037

**Illinois** — Illinois Board of Higher Education, 431 East Adams, 2nd Floor Springfield, Illinois 62701-1404 • info@ibhe.org • Institutional Complaint Hotline: (217) 557-7359

Illinois State Board of Education, 100 N. 1st Street Springfield, Illinois 62777 • <http://webprod1.isbe.net/contactisbe/> (email)

Illinois Attorney General Consumer Fraud Bureau, 500 South Second Street, Springfield, IL 62706 • [http://www.illinoisattorneygeneral.gov/about/email\\_consumers.jsp](http://www.illinoisattorneygeneral.gov/about/email_consumers.jsp) <http://www.illinoisattorneygeneral.gov/consumers/conscomp.pdf> • Consumer Fraud Hotline: (800) 243-0618

**Indiana** — Indiana Commission on Proprietary Education, Attn: Director of Regulatory Compliance, 302 W Washington Street, Room E201, Indianapolis IN 46204 • <http://www.in.gov/cpe/files/sf39280-complaint.pdf>

**Iowa** — Iowa Student Aid Commission, 603 E. 12th Street 5th Floor, Des Moines, IA 50319 • info@iowacollegeaid.gov <http://www.iowacollegeaid.gov/images/docs/file/forms/constituentrequestform.pdf>

**Kansas** — Kansas Board of Regents, 1000 SW Jackson Street Suite 520, Topeka, KS 66612-1368 • [http://www.kansasregents.org/resources/PDF/524-\\_ComplaintProcedureandForm.pdf](http://www.kansasregents.org/resources/PDF/524-_ComplaintProcedureandForm.pdf)

**Kentucky** — Kentucky Council on Postsecondary Education, 1024 Capital Center Dr #320, Frankfort, KY 40601-7512

Kentucky Board of Proprietary Education, 911 Leawood Drive Frankfort, KY 40601-3319 • <http://www.bpe.ky.gov/NR/rdonlyres/1BB8CA02-8F89-43A3-8957-AB01DB805389/0/ComplaintForm.doc>

Office of the Attorney General Capitol Suite, 118 700 Capitol Avenue, Frankfort, Kentucky 40601-3449 • [consumer.protection@ag.ky.gov](mailto:consumer.protection@ag.ky.gov) [http://www.ag.ky.gov/NR/rdonlyres/19D2FEF3-0666-49B5-A184-38006DA45B2C/0/complaint\\_gen.pdf](http://www.ag.ky.gov/NR/rdonlyres/19D2FEF3-0666-49B5-A184-38006DA45B2C/0/complaint_gen.pdf)

**Louisiana** — Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821-3677 • <http://regents.louisiana.gov/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf>

**Maine** — Maine Department of Education, Complaint Investigator, 23 State House Station, Augusta, ME 04333-0023 • [jonathan.braff@maine.gov](mailto:jonathan.braff@maine.gov)

Maine Attorney General Consumer Protection Division, 6 State House Station, Augusta, ME 04333 • [http://www.maine.gov/ag/consumer/complaints/complaint\\_form.shtml](http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml)

**Maryland** — Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013 <http://www.mhec.state.md.us/career/pcs/gripe.asp>

Maryland Attorney General Consumer Protection Division, 200 St. Paul Place, Baltimore, MD 21202 • [consumer@oag.state.md.us](mailto:consumer@oag.state.md.us) <https://web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm> • Consumer Protection Hotline: (410) 528-8662

**Massachusetts** — Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108 • <http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

**Michigan** — Michigan Department of Labor & Economic Growth Office of Postsecondary Services Proprietary School Unit Staff, 201 N. Washington Sq., Lansing, MI 48913 • <http://www.michiganps.net/complaint.aspx>

**Minnesota** — Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227 <http://www.ohe.state.mn.us/oheContactForm.cfm> (email)

Minnesota Attorney General's Office, 1400 Bremer Tower, 445 Minnesota Street, St. Paul, MN 55101 • <http://www.ag.state.mn.us/ElectronicForms/ComplaintForm.pdf>

**Mississippi** — Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211-6453

Mississippi Commission of Proprietary Schools and College Registration, 3825 Ridgewood Road, Jackson, MS 39211-6453

Consumer Protection Division Office of the Attorney General State of Mississippi, P.O. Box 22947, Jackson, Mississippi 39225-2947 • <http://www.ago.state.ms.us/index.php/contact> (email) • [http://www.ago.state.ms.us/images/uploads/forms/MSAGO\\_Complaint\\_Form.pdf](http://www.ago.state.ms.us/images/uploads/forms/MSAGO_Complaint_Form.pdf)

**Missouri** — Missouri Department of Higher Education, 205 Jefferson Street, P.O. Box 1469, Jefferson City, MO 65102-1469 • [info@dhe.mo.gov](mailto:info@dhe.mo.gov)

**Montana** — Montana Board of Regents Office of Commissioner of Higher Education, Montana University System 2500 Broadway Street, PO Box 203201, Helena, MT 59620-3201

Montana Office of Consumer Protection, 2225 11th Avenue, P.O. Box 200151, Helena, MT 59620-0151 • [contactocp@mt.gov](mailto:contactocp@mt.gov) <http://www.doj.mt.gov/consumer/consumer/comsumercomplaint/complaintform.pdf>

**Nebraska** — Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005

Nebraska Department of Education Investigations Office 301 Centennial Mall South, P.O. Box 98987 Lincoln, NE 68509-4987 • <http://www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf>

Nebraska Attorney General Consumer Protection Division, 2115 State Capitol Lincoln, NE 68509 • [http://www.ago.state.ne.us/consumer/email-forms/consumer\\_complaint.htm](http://www.ago.state.ne.us/consumer/email-forms/consumer_complaint.htm) • Consumer Protection Hotline: (800) 727-6432



**Nevada** — Nevada Commission on Postsecondary Education, 3663 East Sunset Road, Suite 202, Las Vegas, Nevada 89120 • <http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

**New Hampshire** — New Hampshire Postsecondary Education Commission, 3 Barrell Court, #300, Concord, NH 03301-8531 • <http://www.nh.gov/postsecondary/complaints>

**New Jersey** — New Jersey Commission on Higher Education, PO Box 542, Trenton, NJ 08625 • [nj\\_che@che.state.nj.us](mailto:nj_che@che.state.nj.us)

New Jersey Department of Labor and Workforce Development, 1 John Fitch Plaza, P.O. Box 110, Trenton, NJ 08625-0110 • [schoolapprovalunit@dol.state.nj.us](mailto:schoolapprovalunit@dol.state.nj.us) • [http://lwd.dol.state.nj.us/labor/forms\\_pdfs/edtrain/Conflict%20Resolution%20Questionnaire.pdf](http://lwd.dol.state.nj.us/labor/forms_pdfs/edtrain/Conflict%20Resolution%20Questionnaire.pdf)

New Jersey Division of Consumer Affairs, 124 Halsey Street, Newark, New Jersey 07102 • <http://www.nj.gov/oag/ca/complaint/ocp.pdf>

**New Mexico** — New Mexico Higher Education Department, 2048 Galisteo, Santa Fe, NM 87505 • <http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf>

**New York** — New York Office of College and University Evaluation New York State Education Department, 5 North Mezzanine, Albany, NY 12234 • [ocueinfo@mail.nysed.gov](mailto:ocueinfo@mail.nysed.gov) <http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>

New York Bureau of Proprietary School Supervision, New York State Education Department, 99 Washington Avenue, Room 1613 OCP, Albany, New York 12234

New York State Department of State Division of Consumer Protection Consumer Assistance, Unit 5 Empire State Plaza -Suite 2101, Albany, New York 12223-1556 • <https://www1.consumer.state.ny.us/cpb/CauComplaintForm.html>

**North Carolina** — North Carolina Community College System Office of Proprietary Schools, 200 West Jones St. Raleigh, North Carolina 27603 • [http://www.nccommunitycolleges.edu/Proprietary\\_Schools/docs/PDFFiles/StdtCompltForm.pdf](http://www.nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdtCompltForm.pdf)

North Carolina Consumer Protection Attorney General's Office Mail Service Center 9001, Raleigh, NC 27699-9001 • <http://www.ncdoj.gov/getdoc/59be4357-41f3-4377-b10f-3e8bd532da5f/Complaint-Form.aspx>

**North Dakota** — North Dakota Department of Career and Technical Education State Capitol -15th Floor, 600 E. Boulevard Ave. Dept. 270 Bismarck, ND 58505-0610 • [cte@nd.gov](mailto:cte@nd.gov)

North Dakota Consumer Protection Division Office of Attorney General Gateway Professional Center, 1050 E Interstate Ave., Suite 200, Bismarck, ND 58503-5574 • <http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf>

**Ohio** — Ohio State Board of Career Colleges and Schools, 35 East Gay Street, Suite 403 Columbus, OH 43215-3138 • <http://scr.ohio.gov/LinkClick.aspx?fileticket=%2bwaKHWPRAH8%3d&tabid=68>

Ohio Board of Regents, 30 East Broad Street, 36th floor, Columbus, OH 43215-3414

Ohio Attorney General Consumer Protection Section, 30 E. Broad St., 14th floor, Columbus, OH 43215-3400 • <http://www.ohioattorneygeneral.gov/consumercomplaint>

**Oklahoma** — Oklahoma State Regents for Higher Education, 655 Research Parkway Suite 200, Oklahoma City, OK 73104

Oklahoma State Board of Private Vocational Schools, 3700 Classen Boulevard Suite 250, Oklahoma City, OK 731182864

Oklahoma Office of the Attorney General Consumer Protection Unit Attn: Investigative Analyst 313 NE 21st Street Oklahoma City, OK 73105 • <http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

**Oregon** — Oregon Office of Degree Authorization, 1500 Valley River Drive Suite 100, Eugene, OR 97401

Oregon Department of Education Private Career Schools Office, 255 Capitol Street NE, Salem, OR 97310-0203 • <http://www.ode.state.or.us/teachlearn/specialty/pcs/forms/complaint-procedures.doc>

Oregon Attorney General Financial Fraud/Consumer Protection Section, 1162 Court St., NE Salem, OR 97301-4096 • <http://www.doj.state.or.us/finfraud/pdf/concompform.pdf>

**Pennsylvania** — Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

Office of Attorney General Bureau of Consumer Protection, 14th Floor, Strawberry Square, Harrisburg, PA 17120 • [http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP\\_Complaint\\_Form.pdf](http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf)

**Puerto Rico** — Puerto Rico Council on Higher Education, PO Box 1900, San Juan, PR 00910-1900

Puerto Rico Department of Justice, PO 9020192, San Juan, Puerto Rico 00902-0192

**Rhode Island** — Rhode Island Board of Governors for Higher Education, Shepard Building, 80 Washington Street, Providence, RI 02903

Rhode Island Department of Attorney General Consumer Protection Unit, 150 South Main Street, Providence, RI 02903 • <http://www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf>

**South Carolina** — South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201 • [http://www.che.sc.gov/AcademicAffairs/License/Complaint\\_procedures\\_and\\_form.pdf](http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf)

**South Dakota** — South Dakota Board of Regents, 306 E. Capitol Ave, Suite 200, Pierre, SD 57501-2545

South Dakota Office of Attorney General Division of Consumer Protection, 1302 E Hwy 14 Suite 3, Pierre SD 57501-8053 • <http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx>

**Tennessee** — Tennessee Higher Education Commission, 404 James Robertson Parkway Suite 1900, Nashville, TN 37243 • <http://www.tn.gov/theC/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf>

**Texas** — Texas Workforce Commission Career Schools and Colleges -Room 226-T, 101 East 15th Street Austin, Texas 78778-0001 • <http://www.twc.state.tx.us/svcs/propschools/ps401a.pdf>

Texas Higher Education Coordinating Board, 1200 E. Anderson Lane, Austin, Texas 78752

Office of the Attorney General Consumer Protection Division, PO Box 12548, Austin, TX 78711-2548 • <https://www.oag.state.tx.us/consumer/complaintform.pdf>

**Utah** — Utah Division of Consumer Protection, 160 East 300 South Salt Lake City, Utah 84111 • [consumerprotection@utah.gov](mailto:consumerprotection@utah.gov) <http://consumerprotection.utah.gov/complaints/index.html>

**Vermont** — Vermont Department of Education State Board of Education, Vermont Department of Education 120 State Street, Montpelier, VT 05620-2501

Vermont Attorney General's Office, 109 State Street, Montpelier, VT 05609-1001

**Virginia** — State Council of Higher Education for Virginia 101 N. 14TH St. ,James Monroe Building, Richmond, VA 23219 • [communications@schev.edu](mailto:communications@schev.edu) <http://www.schev.edu/forms/StudentComplaintInformation.pdf>

**Washington** — Washington Higher Education Coordinating Board, 917 Lakeridge Way, PO Box 43430, Olympia, WA 98504-3430 • [dainfo@hecb.wa.gov](mailto:dainfo@hecb.wa.gov) <http://www.hecb.wa.gov/autheval/daa/ConsumerInformation.asp>

Washington Workforce Training and Education Coordinating Board, 128 10th Avenue SW, PO Box 43105, Olympia, WA 98504-3105 • [workforce@wtb.wa.gov](mailto:workforce@wtb.wa.gov) • [http://www.wtb.wa.gov/PCS\\_Complaints.asp](http://www.wtb.wa.gov/PCS_Complaints.asp) (instructions)

Washington State Office of the Attorney General, 1125 Washington Street SE, PO Box 40100, Olympia, WA 98504-0100 • <https://fortress.wa.gov/atg/formhandler/ago/ContactForm.aspx?subject=Consumer%20Protection> • (email) <https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx> (complaint form)

**West Virginia** — West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd E., Ste 700, Charleston WV 25301-2800

Community and Technical College System of West Virginia, 1018 Kanawha Blvd. E., Ste. 700, Charleston WV 25301

West Virginia Office of the Attorney General Consumer Protection Division, PO Box 1789, Charleston, WV 25326-1789 • <http://www.wvago.gov/pdf/general-consumer-complaint-form.pdf>



# Alumni Affairs

The Alumni Affairs Office increases the involvement and coordinates relations among alumni and Cambridge College. As a graduate of the College, you are automatically a member of the Alumni Association with access to all the services and benefits the College provides.

## Services

- Networking through College offices.
- Networking through Cambridge College social media (Go E-mail, YouTube, Facebook, MySpace and LinkedIn).
- Access to Connections, the Cambridge College e-magazine, and the Annual Report.

## Benefits

- Tuition discounts (see Tuition and Payment).
- Access to the Cambridge College Career Resource Center.

## Alumni Are Invited to Participate

- Become a member of the Alumni Association.
- Serve as a volunteer at the College.
- Donate to the College.
- Stay connected.

## Contact

Lisa Santangelo-Feeley, Assistant Director of Institutional Advancement

617.873.0475 • [lisa.santangelo-feeley@cambridgecollege.edu](mailto:lisa.santangelo-feeley@cambridgecollege.edu)



# Faculty

## School of Undergraduate Studies Faculty

Cambridge, MA main campus See also regional faculty

James S. Lee, M.A. Harvard Univ.; Dean, School of Undergraduate Studies; Chair, Undergraduate Math and Science Programs

### Cambridge, MA — Full-time Faculty

Gitte W. Butin, Ph.D. Univ. of Virginia

William D. McMullen, Ph.D. Boston Univ.

Carol Pepi, M.Ed. Cambridge College; Chair, Human Services, Justice Studies, Juvenile Justice

Barbara Koffske Reid, M.Ed. Cambridge College

Pedro Schuck, Ed.D. Boston Univ.; Professor

Anne Lee Scott, M.A. Univ. of Massachusetts; Professor

Richard Seymour, Ed.D. Harvard Univ.; Professor

Michael Siegell, Ph.D. Union Institute; Chair, Psychology

Lucilia M. Valerio, Ph.D. Tufts Univ. Coordinator, Writing Assessment

### Cambridge, MA — Part-time Faculty

Monica Lynn Andrews, Ed.D. Harvard Univ.

Robert J. Awkward, M.Ed., Boston Univ., M.S. Northeastern Univ.

Christopher A. Baylor, Ph.D. Boston College

Gaynor Eleanor Owen Blandford, Ph.D. Tufts Univ.

Peter Bodge, M.Ed. Cambridge College

Barbara Boudreau, M.Ed. Cambridge College

Carole J. Brown, M.S.W. Boston College

Jennifer Brown, Psy.D. Pepperdine University

Aileen Callahan, M.F.A. Boston Univ.

Ana Cardona, M.Ed. Cambridge College

Loretta Christoforo, M.Ed. Boston Univ.

Norma S. Corey, Ed.D. Harvard Univ.

Paul Cristian, J.D. New England School of Law

David B. Crowley, M.Ed. Northeastern Univ.

Myra Cuevas, M.A. Lesley Univ.

William Davidge, M.S. Northeastern Univ.

Jane Dineen, M.A. Boston Univ.

Lee W. Ellenberg, M.S.W. Boston Univ.

Robert L. Fladger, M.Ed. Cambridge College

Stephen Wolf Foster, Psy.D. Massachusetts School of Professional Psychology

Pablo Friedman, M.A. Royal College of Art (UK)

Mei-Hua Fu, M.Ed. Lesley Univ.

Jonathan Grollman, M.B.A. Southern New Hampshire Univ.

Yaacoub Nicholas Hallak, Ph.D. Union Institute and Univ.

Jonathan M. Hanen, Ph.D. Boston Univ.

James Hannon, M.B.A. Framingham State Univ.

Diane Harper, M.A. Boston Univ.

David J. Harris, Ph.D. Harvard Univ.

Jeffrey L. Hogan, M.Ed. Cambridge College

Francis X. Holt, M.Ed. Hofstra Univ.

Joyce Hope, Ed.D. Boston Univ.

Andrew Horn, M.A. Columbia Univ.

John S. Houston, M.Div. Princeton University  
 William Hurley, Ed.D. Johnson & Wales Univ.  
 Carol Jacobson, M.Ed. Northeastern Univ.  
 David Jennings, M.A. Fordham Univ.  
 Andy Joseph, M.A. Harvard Univ.  
 Danie Kiamie, M.A. Northeastern Univ.  
 Ulas Kaplan, Ed.D. Harvard Univ.  
 Shira Karman, M.Ed. Lesley Univ.  
 Kenneth J. King, J.D. Northeastern Univ.  
 Nelleen Chandler Knight, M.S. Lesley Univ.  
 Claire P. Laidlaw, M.S. Boston State College  
 Julia M. Legas, M.A. California State Univ./Long Beach  
 Che C. Madyun, M.S.M. Lesley Univ.  
 Joseph McLellan, M.A. Univ. of Massachusetts Boston  
 Jesse R. Mellor, U.C.L.A. - Alcohol and Drug Studies Advanced  
 Certificate, M.S. Columbia College  
 James V. Milner, M.Ed. Harvard Univ.  
 Gretchen Shae Moore, M.A. Univ. of Massachusetts Boston  
 Lynn S. Moore, Ph.D. Capella Univ.  
 Terry Müller, Ed.D. Univ. of Phoenix  
 Gloria C. Mwase, Ph.D. Univ. of Massachusetts Boston  
 Farideh Oboodiat, Ph.D. Univ. of Texas Austin  
 Malcolm Pace, M.S. Northeastern Univ.  
 Lucia C. Papile, M.Ed. Univ. of Massachusetts Boston  
 Kelly Parrish, M.Ed. Boston Univ.  
 Roland Pearsall, M.A. Boston College  
 Jennifer R.D. Pepi, J.D. Northeastern School of Law  
 Flavia C. Perea, M.A. Brandeis Univ.  
 Roxanne Reddington-Wilde, Ph.D. Harvard Univ.  
 Jane Schwarz, M.M. Cambridge College  
 John J. Silva, M.Ed. Salem State College  
 Ronald E. Smith, M.Ed. Cambridge College  
 Troy D. Smith, M.S. Univ. of Michigan Ann Arbor; M.Ed. Harvard Univ.  
 Khalina Stackpole, Ph.D. Pushchino State (Russia)  
 Michaela Stewart, J.D. Massachusetts College of Law  
 Carolyn Stonewell, M.A. New York Univ.  
 David Neil Strong, M.S. Univ. of Massachusetts  
 Henry (Hank) Tarbi, M.Ed. Northeastern Univ.  
 Liliana Testaverde, M.A. Boston College

Sal Testaverde, Ph.D. Univ. of New Hampshire  
 Michael Tucker, M.A. Northeastern Univ.  
 Erica Wilson, M.Ed. Cambridge College  
 Deanna L. Yameen, M.A. Brandeis Univ.  
 Carmen F. Zaccardi, M.Ed., Northeastern University  
 Joel D. Ziff, Ed.D. University of Massachusetts  
 Laura Ziman, Ed.M. Lesley Univ.; Chair, General Education, Multidis-  
 ciplinary Studies

### Medical Interpreter Faculty

Norma Green, M.Ed. Cambridge College; Program Chair

#### Cambridge, MA — Part-time faculty

Dharma Cortés, Ph.D. Fordham Univ.  
 Herve Dorsinville, M.D. Univ. of Santo Domingo  
 Rosario Muci Gomez, M.D. Central Univ. of Venezuela  
 Patricio Gonzalez, B.A. Chilean-British Institute of Culture  
 Diane T. Lolli, C.A.G.S. Boston State College  
 Yilu Ma, M.S. River College, M.A. Tufts Univ.  
 Emma Mendez, Ph.D. New York Univ.  
 Lisa M. Morris, M.S. Leslie University  
 Marcos Pienasola, B.A. Berklee College  
 Maria Pia Terra, B.A. Univ. of Massachusetts

#### Year Up Faculty (part-time)

##### Boston, MA — Part-time faculty

Tyra Anderson, M.Ed. Lesley College  
 Michael J. Boyle, B.A. Univ. of Michigan  
 Karen J. Crane, B.S. York College of Pennsylvania  
 William M. Davidge, M.S. Northeastern Univ.  
 Lovie Elam, M.A. Lesley Univ.  
 Patricia Gaudette, M.B.A. Univ. of Michigan  
 Brendan Halpin, M.A. Tufts  
 Stacy Hightower, B.S. Northeastern Univ.  
 Marie Betty Jean-Jeremie, M.S. Univ. of Phoenix  
 John Killeen, M.S. Northeastern Univ.  
 Harry Lindor, B.S. State Univ. of Haiti  
 Dolores Ortiz, B.A. Smith College  
 Damien J. Rudzinski, B.S. Keene State College  
 Kayvan Sabery, B.S. Boston Univ.



# School of Education Faculty

Cambridge, MA main campus • See also regional faculty

John N. Papadonis, M.S. Univ. of Massachusetts/Lowell; Acting Associate Dean, School of Education

## Teacher Preparation

### Early Childhood & Elementary Education

#### Full-time Faculty

Ethlyn Davis-Fuller, Ph.D. Boston College

Gloria Stanton, C.A.G.S. Bridgewater State College, Chair

#### Part-time Faculty

Maura D. Buckley, M.Ed. Salem State College

George Guasconi, Ed.D. Nova Univ.

Cheryl Hovey, M.Ed. Lesley Univ.

Mary Keenan, M.A. Univ. of New Hampshire

Susan Layton, M.Ed. Lesley Univ.

Carol Milano, M.Ed. Northeastern Univ.

Gary Nihan, M.Ed. Boston State College

Joseph Oliveri, M.S. Bridgewater State College

Mary Ellen Sexton, M.Ed. Bridgewater State Univ.

Lisa Whelan, M.Ed. Lesley Univ.

### English as a Second Language — Part-time Faculty

Betsy Tregar, Ed.D. Harvard Univ., Chair

James Backer, Ph.D. Nova Southeastern Univ.

Anne Dolan, M.Ed. Boston State College

Kathleen A. Frye, M.Ed. San Diego State Univ.

Monica F. Jackson, Ed.D. Univ. of Massachusetts/Lowell

Lunine Pierre-Jerome, Ed.D. Univ. of Massachusetts/Boston

Kathleen Murphy, M.Ed. Boston State College

Jeanne Perrin, M.Ed. Boston College

### General Education

#### Full-time Faculty

Ethlyn Davis Fuller, Ph.D. Boston College; Professor

John Grassi, Ph.D. Columbia Pacific Univ., Professor Emeritus

Lyda Peters, M.Ed. Univ. of Illinois; Professor

#### Part-time Faculty

Peter Bodge, M.Ed. Cambridge College

George Guasconi, Ed.D. Nova Southeastern Univ.

Diane Harper, M.A. Boston Univ., Chair

Linda Kelly, Ph.D. Suffolk Univ.

Janice Raymond, M.Ed. Salem State College.

Joyce Hope Scott, Ed.D. Boston Univ.

Agatha Summons-McGuire, M.Ed. Cambridge College

### Health/Family & Consumer Sciences — Part-time Faculty

Mary Connolly, C.A.G.S. Bridgewater State College, Chair

Holly Alperin, M.Ed. Boston Univ.

Steven Brion-Meisels, Ph.D. Univ. of Utah

Jenny Flynn, C.A.G.S. Salem State Univ.

Michael Gill, Ed.D. Boston Univ.

Mary E. Kirrane, M.Ed. Suffolk Univ.

Barbara Lee, M.Ed. Bridgewater State Univ.

Patricia Minishak, M.S. Fitchburg State College, M.S. Florida State Univ.

Gary Nihan, M.Ed. Boston State College

Jeremy Phillips, M.Ed. Harvard Univ.

Kathy Pinkham, Ed.D. Univ. of Massachusetts

Gwendolyn Smith, M.Ed. Cambridge College

Jennifer B. Wolfrum, M.Ed. Univ. of Texas/Austin

### Instructional Technology

Hormoz Goodarzy, M.P.A., Harvard Univ.; Chair

#### Full-time Faculty

Lyda Peters, M.Ed. Univ. of Illinois; Professor

#### Part-time Faculty

Stephen Gannon, M.Ed. Boston Univ.

James A. Backer, Ph.D. Nova Southeastern Univ.

E. Molly Laden, M.Ed. Lesley Univ.

Joyce LaTulippe, M.Ed. Harvard Univ.

Tammy E. Rodolico, M.Ed. Univ. of Massachusetts/Amherst

### Library Teaching — Part-time Faculty

James Horn, M.L.S., Ph.D. Univ. of Tennessee

Geraldine O'Reilly, M.Ed. Cambridge College

### Literacy Education

#### Full-time Faculty

Gloria Stanton, C.A.G.S. Bridgewater State College, Chair

#### Part-time Faculty

Maura D. Buckley, M.Ed. Salem State College

Diane Cinar, C.A.G.S. Salem State Univ.

Mary Keenan, M.A. Univ. of New Hampshire

Janice Raymond, M.Ed. Salem State Univ.

See also Elementary Education, English as a Second Language, and Special Education faculty.

### Mathematics

#### Full-time Faculty

Nicholas Rubino, Ph.D., Boston College; Associate Professor; Chair

#### Part-time Faculty

Mario Michael Arria, M.Ed. Boston State College

Peter F. Ash, Ph.D. Univ. of Illinois

Edward Chapdelaine, M.S. Salem State College

Steven Cushing, Ph.D. UCLA  
 Arnold Good, Ph.D. Illinois Institute of Technology  
 Benjamin N. Levy, M.A. Harvard Graduate School of Education  
 Paul M. Natola, M.Ed., Boston State College  
 John O'Keefe, M.S. Lesley Univ.

### **School Nurse Education — Part-time Faculty**

Patricia Johnson, R.N., Ed.D. Univ. of Massachusetts Amherst;  
 Chair  
 Kathleen A. Hassey, R.N., M.Ed. Cambridge College,  
 Patricia A. Kenney, M.Ed. Emmanuel College  
 Carol R. Shelton, R.N., Ph.D. Brandeis Univ.  
 Jane B. Simpson, R.N., M.Ed. Cambridge College  
 Carolyn Wood, R.N., Ph.D. Univ. of Connecticut

### **Science Education — Part-time Faculty**

John N. Papadonis, M.S. Univ. of Massachusetts/Lowell, Chair  
 Gregory L. Curran, M.S. Fordham Univ.  
 Charles Flynn, M.A.T. Simmons College  
 Suzanne Flynn, M.S. Univ. of Nebraska  
 Arlene Leighton, M.S. Adelphi Univ.  
 James P. Lucarelli, M.S. Baruch College  
 C. David Luther, C.A.G.S. Boston State College  
 David M. Lyons, Ed.D. Nova Southeastern Univ.  
 Joel S. Rubin, Ed.D. Harvard Graduate School of Education  
 Juliana Texley, Ph.D. Wayne State Univ.  
 Thomas Vaughn, C.A.G.S. Lesley Univ.

### **Special Education / Autism**

Mary L. Garrity, Ed.D. Univ. of Massachusetts/Lowell, Chair

#### **Part-time Faculty**

Africa Anderson, C.A.G.S. Cambridge College  
 Louise Andrews, M.S. State Univ. of New York at Albany  
 Maura Buckley, M.Ed. Salem State Univ.  
 Beverly Conte, Ed.D. Boston Univ.  
 Janice D'Avignon, Ph.D. Boston College  
 Elaine Dillon, M.Ed. Cambridge College  
 Joseph F. DiPietro, Psy.D. Massachusetts School of Professional  
 Psychology  
 George Flynn, M.Ed. Univ. of Toronto  
 Steve Gannon, M.Ed. Boston Univ.  
 Timothy Green, M.S. Lesley Univ.  
 Linda Kelly, Ph.D. Boston College

Paul Koppenhaver, Ph.D. Walden Univ.  
 Anthony R. LaVerde, Ph.D. Boston College  
 Robert F. Littleton Jr., Ed.D. Boston Univ.  
 Jean Loud, Ed.D. Boston University  
 Cheryl L. Meninno, Ed.D. Univ. of Massachusetts  
 Aida Ramos, Ed.D. Boston College  
 Janice Raymond, M.Ed. Salem State Univ.  
 Robert K. Ross, Ed.D. Nova Southeastern Univ.  
 Patricia Sabbey, M.Ed. Boston College  
 Joseph Vedora, Ed.D. Nova Southeastern Univ.

## **Educational Leadership**

### **School Administration and Certificate of Advanced Graduate Studies — Part-time Faculty**

Terrence J. Boylan, Ed.D. Boston Univ.  
 Patricia R. Brooks, M.S. Indiana Univ.  
 Joseph E. Buckley, Ed.D. Univ. of Massachusetts  
 Kathleen M. Buckley, D.Ed. Boston College  
 Beverly Conte, Ed.D. Boston Univ.  
 Debra L. Dunn, Ed.D. Univ. of Massachusetts/Lowell  
 David L. Flynn, Ph.D. Boston College  
 William L. Hoyt, Ed.D. Boston Univ.  
 John Kerrigan, Ed.D. Univ. of Massachusetts/Amherst  
 Lynne Long, Ed.D. George Washington Univ.  
 Jean Loud, Ed.D. Boston University  
 Kathleen M. Lynch, Ph.D. Univ. of Pennsylvania  
 Stephen Maio, Ed.D. Boston Univ.; Interim Director, Educational  
 Leadership  
 Patricia E. Martin, Ed.D. Boston College  
 Kahris D. White-McLaughlin, Ph.D. Lesley Univ.  
 Richard J. Palermo, Ed.D. Boston Univ.  
 Kemoh Salia-Bao, Ed.D. Harvard Univ.

### **Doctorate**

#### **Full-time Faculty**

Sandra D. Bridwell, Ed.D. Indiana Univ./Bloomington  
 James Horn, Ph.D. Univ. of Tennessee  
 Stephen Maio, Ed.D. Boston Univ.  
 Kemoh Salia-Bao, Ed.D. Harvard Univ.

#### **Part-time Faculty**

Kathleen M. Lynch, Ph.D. Univ. of Pennsylvania

# School of Management Faculty

Cambridge, MA main campus • See also regional faculty

## Cambridge, MA — Full-time

Martha Belden, J.D. Western New England College, Professor  
 Shirley J. Harrell, M.A. Case Western Reserve Univ., Professor  
 Cynthia Y. Ker, D.B.A. Univ. of Colorado at Boulder, Professor  
 Joseph Crawford Reed, Ph.D. Univ. of Wisconsin, Professor

## Cambridge, MA — Part-time

Clark C. Abt, Ph.D. Massachusetts Institute of Technology  
 Joanne M. Baker, M.M. Cambridge College  
 Carl F. Barron, M.B.A. Harvard Univ.; Distinguished Guest Lecturer  
 Christina Barthelette, M.S. Boston Univ.  
 Bruce E. Cohen, M.B.A. Boston College, M.A. Ohio Univ.  
 Raul S. Consunji, M.B.A. Columbia Univ.  
 Ralph J. Covino, Ph.D. Nova Southeastern Univ.  
 Lester Green, M.S. Southern Methodist Univ.  
 David Hoover, Ph.D. New York University  
 Peter J. Hughes, M.Ed. Antioch Univ.  
 Donna Maimes, M.Ed. Cambridge College  
 Rose Marota, M.A. Eastman School of Music, PMP Certification  
 Joseph McLellan, M.A. Univ. of Massachusetts Boston  
 Joseph Miglio, Ed.D. National-Louis Univ.  
 Robert Muliero M.B.A. Anna Maria College

Edith T. Moricz, M.B.A. Boston Univ.  
 Michael Murphy, M.S. Ed. Univ. of Pennsylvania  
 Milenko Ralich, B.A. Univ. of Bristol  
 Eneida Roman, J.D. New England School of Law  
 Catherine Seo, M.S. Marlboro College  
 Mark E. Speller, M.M. Cambridge College  
 Karen Watkins-Watt, M.B.A. Southern Illinois Univ.  
 Mary-Louise White, Ph.D. Warren National Univ.  
 William Zwemke, M.M. Cambridge College

## Health Care Management — Part-time Faculty

Claritza N. Abreu, M.S. Boston Univ.  
 Ellen Alperen, Ph.D. Le Salle Univ.  
 John A. Brennan, M.B.A. Pace Univ.  
 Darlene Cunha, M.M. Cambridge College  
 Frances C. Fairbanks, M.M. Cambridge College  
 Jeffrey J. Isaacson, J.D. New England School of Law  
 MaryAnn McCarthy, M.S.W. Boston Univ.  
 Ashley Pearson, M.P.A. Suffolk Univ.  
 Raymond D. Sanzone, M.H.A. Columbia Univ.  
 Mary-Louise White, Ph.D. Warren National Univ.

# School of Psychology and Counseling Faculty

Cambridge, MA main campus • See also regional faculty

Niti Seth, Ed.D. Harvard Univ.; Professor; Dean, School of Psychology and Counseling

## Full-time Faculty

John Carew, Ph.D. Boston College

Stephen Merther, M.A. Counseling Psychology, Antioch New England Graduate School

Massomeh Namavar, Ed.D. Indiana Univ.

Robert Prague, M.Ed. Boston College

## Part-time Faculty

Larry M. Allen, M.Ed. Antioch College

Reynold Barnes, M.S. Salem State Univ.

Lisa Bernard-Langone, M.A. Mental Health Counseling and Behavioral Medicine, Boston Univ.

Diane L. Boettcher, Ed.D. Boston College

Judith Bralove, M.S.W. Boston College

Janice I. Brenner, M.Ed. School Adjustment, Suffolk Univ.

Elena Cherepanov, Ph.D. Moscow State Univ.; Chair, Trauma Studies Program

Richard Chester, M.Ed. Cambridge College

John Ciervo, C.A.G.S. Lesley Univ.

S. Michael Coughlin, M.Ed. Univ. of Massachusetts/Boston

Victoria M. DaPonte, M.Ed. Cambridge College, Ph.D. Walden Univ.

Paul R. Deschenes, M.Ed. Northeastern Univ.; Chair, Psychological Studies

Patricia Donovan, C.A.G.S. Univ. of Mass/Boston, School Psychology

William R. Drinkwater, M.Ed. Cambridge College

Eleanor Farinato, Ed. D Psychology Univ. of Massachusetts/Amherst

Hugh Ferguson, J.D. New England School of Law; Interim Chair: Mental Health Counseling, Counseling Psychology (36), Practica/ Internships, CAGS Counseling Psychology, Marriage & Family Therapy

Steffen Fuller, Ph.D. Purdue Univ.

Irle M. Goldman, Ph.D. Rutgers Univ.

Vita Golub, M.Ed. SUNY/Buffalo, M.Ed. Univ. of Massachusetts/ Boston; Chair, School Adjustment Counseling

Colleen Goode, M.Ed. Cambridge College; Chair, Addictions Program

Russell Gwilliam, M.A. Anna Maria College

Heather Harris, M.A. Lesley University

C. Michael Hiam, Ph.D. Alliant International Univ. (San Francisco)

John Howard, M.S.W. Boston College

Joseph A. Huff, Ed.D. Boston Univ., National Chair, School Guidance

Seward T. Hunter, M.S.W. Simmons College, M.Div. Harvard Univ.

Laurie Jackson, M.Ed. Bridgewater State Univ.

Carline Jean-Baptiste, Ph.D. Clinical Psychology, Boston Univ.

Mary Mopsy Kennedy, M.S.W. Boston Univ.

Katherine King, Psy.D. Massachusetts School of Psychiatry

Katherine King, Psy.D. Massachusetts School of Professional Psychology; Chair, Geriatric Mental Health Program

Charles Lerner, M.A. Syracuse University

Marina Livshits, Psy.D. Ferkauf Graduate School of Psychology

Maureen McGlame, M.Ed. Univ. of Massachusetts

Edward McGrath, Ed.D. Argosy Univ.

Jeffrey R. McIntyre, M.Ed. Antioch Univ.

Kathy A. McMahon, Psy.D. Antioch College

Deborah A. Merriam, Ed.D. Boston Univ.

Al Moscaritolo, C.A.G.S. Counseling Psychology, Cambridge College

Ollie Osinubi, M.Ed. School Guidance Counseling, Cambridge College

James T. Reilly, D.M.D. Tufts Univ.

Jeanne E. Richardson, C.A.G.S. Harvard Univ.

Tomas Serrano, Ph.D. Counseling Psychology, Northeastern Univ.

Marci Simon, M.A. Boston College

Arthur B. Trundy, M.Ed. Cambridge College

John Twomey, Ed.D. Boston Univ.

Patricia Weldon, M.S.W. Boston College

Kathryn White, M.A. Northeastern Univ.

# Georgia Faculty

## School of Education

### Elementary Education — Part-time Faculty

Michael Doolittle, Ed.D. Nova Southeastern Univ.  
 Joni Lawton, Ed.D. Argosy University  
 Susan D. Speir, Ed.S. Lincoln Memorial Univ.  
 Gloria D. Toy, Ed.D. South Carolina State Univ.

### General Education — Part-time Faculty

Kathy P. Harrell, Ed.S. Augusta State Univ.

### Mathematics — Part-time Faculty

C.P. Abubucker, Ph.D. Univ. of Georgia  
 Teresa Battle, M.S. South Carolina State Univ.

### Special Education — Part-time Faculty

Velinda Bailey, Ed.S. West Georgia College  
 Carletta N. Brown-Wynn, C.A.G.S. Cambridge College  
 William Evans, Ed.S. Georgia Southern Univ.  
 Roberta Hatcher, Ed.S. Augusta State Univ.  
 Joyce Johnson-Fredrick, Ph.D. Univ. of Pittsburgh  
 Donna McBride, Ed.D. Univ. of Sarasota  
 Pamela D. Thomas, Ph.D. Capella Univ.

### School Administration and Certificate of Advanced Graduate Studies — Part-time Faculty

Charlotte Evans, Ed.D. South Carolina State Univ.; Director, Augusta Regional Center  
 Joan C. Ashley, Ed.S. Georgia Southern Univ.  
 James M. Brown, Ed.D. Univ. of Sarasota  
 Brenda Cloud, Ed.D. Atlanta Univ.

Glenda B. Johnson, Ed.D. Illinois State Univ.  
 Hulon Johnson, Ed.D. Loyola University  
 Murray E. Miller, M.S. Valdosta State College, M.S. Univ. of Georgia, M.S. Fort Valley State College (GA)  
 William Morris, Ed.S. Augusta College  
 Terry L. Nelson, Ed.D. South Carolina State Univ./ Orangeburg  
 Morven S.W. Ngaiyaye, Ph.D. Loyola University (Chicago)  
 Charles Barry O'Neill, Ph.D. Georgia State Univ.  
 Alfred L. Reed, Ed.D. Univ. of Colorado  
 Hershel J. Robinson, Ed.D. Nova South Eastern Univ.  
 Geoffrey Schlichter, Ed.S. Augusta State Univ.  
 Barbara R. Thompson, Ed.D. Univ. of Massachusetts  
 Helena J. Tillar, Ed.D. South Carolina State Univ.  
 Lawrence Turner, Ed.D. Loyola Univ.  
 Robert Waters, Ed.D. Univ. of Sarasota  
 Roger Williams, Ed.D. Univ. of Georgia  
 Willie Woodbury, Ed.D. Univ. of Colorado

## School of Psychology and Counseling

### Part-time Faculty

Janet Bishop, Ed.S. Augusta State Univ.  
 Elias Etonge Etinge, Ph.D. Univ. of Alabama  
 Audrey Clinton Fisher, Ph.D. Univ. of Michigan  
 Kay S. Marsh, Ed.D. Univ. of Sarasota  
 Myrel Seigler, Ed.D. Georgia Southern Univ.  
 Susan H. Stafford-Hawes, M.Ed. Georgia College & State Univ.  
 Bobby Starcher, Ed.S. Augusta State Univ.  
 Patricia B. Wiggins, Ed.S. Augusta College



# Virginia Faculty

## School of Undergraduate Studies

### Part-time Faculty

N. George Boothby Ed.D. Nova Southeastern Univ.  
 Tanya Burch, Ph.D. Univ. of North Carolina  
 Jeri M. Clay, M.M. Cambridge College  
 Kathleen McKie Vuono, M.Ed. Cambridge College  
 C. Kenneth Jordan, M.S.Ed. Old Dominion University  
 Lynn Lantham, Ed.S. George Washington Univ.  
 Steven J. Mings, M.Ed. Cambridge College  
 Linda Partridge, M.S. Old Dominion Univ.  
 Kathleen McKie Vuono, M.Ed. Cambridge College

## School of Education

### Early Childhood and Elementary Education — Part-time Faculty

Lisa Buffaloe-Corbin, Ed.D. Nova Southeastern Univ.  
 Natalie T. Halloran, Ed.D. Nova Southeastern Univ.

### General Education — Part-time Faculty

Linda L. Christen, M.S. Kent State Univ.  
 Lora Friedman, Ed.D. Univ. of Florida Gainesville  
 Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary  
 Curtiss E. Wall, Ph.D. Michigan State Univ.  
 Nancy Wall, M.S. Old Dominion Univ.

### Special Education — Full-time Faculty

Ella Benson, Ed.D. Univ. of Virginia; Education Programs Chair

### Special Education — Part-time Faculty

Lanett Willis Brailey, M.A. Ohio State Univ.  
 Harolyn J. Katherman, Ed.D. Virginia Polytechnic Institute and State Univ.  
 Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary  
 Andrea McCargo-Callahan Ed.D. Nova Southeastern Univ.  
 Steven J. Mings, M.Ed. Cambridge College  
 Martha A. Taylor, Ed.D. Virginia Tech

## School Administration and Certificate of Advanced Graduate Studies — Full-time Faculty

Ella E. Benson, Ed.D. Univ. of Virginia; Center Director and Chair, Education Programs, Chesapeake Regional Center

## School Administration and Certificate of Advanced Graduate Studies — Part-time Faculty

N. George Boothby Ed.D. Nova Southeastern Univ.  
 Barbara Cooper, Ed.D. Virginia Tech  
 Lora Friedman, Ed.D. Univ. of Florida  
 Jean Infantino, Ed.D. Virginia Tech  
 S. Kamar Khoshaba, Ed.D. George Washington Univ.  
 Samuel F. Leary, Jr., Ed.D. Virginia Tech  
 Lynne Long, Ed.D. George Washington Univ.  
 Deborah L. Mansfield, Ed.D. Nova Southeastern Univ.  
 Thomas McAnulty, Ph.D. Old Dominion Univ.  
 George Parker, Ph.D. Virginia Tech  
 James Smith, Ed.D. Virginia PolyTech Institute  
 Alan Vaughan, Ph.D. Old Dominion Univ.

## School of Management

### Part-time Faculty

Nancy Carlo Adams, M.A.P.A. Old Dominion Univ.  
 Michael Bryant, Ph.D. Nova Southeastern Univ.  
 Jeri M. Clay, M.M. Cambridge College  
 James Corprew D.B.A. Mississippi State Univ.  
 John Drinan, M.S. Florida Institute of Technology  
 Celia Masse, Ph.D. Union Institute & Univ.  
 Peter Hughes, M.Ed. Antioch Univ.  
 William McMican, M.S. Naval Postgraduate School, Monterey, CA  
 Kelly Nevala, M.A. George Washington Univ.  
 Raymond Trachant, M.S. Old Dominion Univ.  
 Jason Vincelette, M.M. Cambridge College

## School of Psychology and Counseling

### Part-time Faculty

Norma Wright Brumage, Ed.D. Virginia Tech  
 Melendez O. Byrd, Ph.D. Virginia Tech  
 Carla Castor, Ph.D. Virginia Commonwealth Univ.  
 Dana Cook, M.S. Old Dominion Univ.  
 Sylinda B. Gilchrist, Ed.D. George Washington Univ.  
 Sandra A. Rasmussen, Ph.D. Harvard Univ.  
 Susan M. Sigler, Ed.D. Nova Southeastern Univ.

# Southern California Faculty

## School of Undergraduate Studies

### Part-time Faculty

Kevin Baker, M.A. California State Univ. San Bernardino  
 Taylor Barrington, M.A. Pacific Oaks College  
 Dolores Curry, M.S. California State Univ.  
 Robin Ferguson, M.S. Loma Linda Univ.  
 Sherman Garnett, M.A. California State Univ., Los Angeles  
 Sylvia Greenberg, M.A. La Sierra Univ.  
 Benn Johnston, M.S. Univ. of Wisconsin  
 John F. Kaucher, M.A. Azusa Pacific Univ.  
 Julian Quarles, M.A. California State Polytechnic Univ./Pomona  
 Bhaskar Sinha, Ph.D. Univ. of California at Davis  
 Precious Taylor, Ed.D. Nova Southeastern Univ.  
 Dennis Toutant, Ph.D. Claremont Graduate Univ.  
 Nancy Yates, M.A. Azusa Pacific Univ.

## School of Education

### General Education — Part-time Faculty

Allison Han, Ed.D. Univ. of Southern California  
 Peggy J. Ingram, M.Ed. Brigham Young Univ.  
 Joseph Mahabir, Ph.D. Claremont Graduate Univ.  
 Timothy Langdell, Psy.D. University College, London  
 Whitney Relf, M.A. Xavier Univ.  
 Paul Rodriguez, Ed.D. Univ. of La Verne  
 Kathleen Steele, Ed.D. Univ. of La Verne  
 Judy Tyler, M.Ed. Chapman Univ.

## School of Management

### Part-time Faculty

Jim Claverie, M.B.A. Univ. of Redlands  
 Sean Fitzgerald, M.S. National Univ.  
 Trang Huynh, M.A. National Univ.  
 George Hicks, M.B.A. Grand Canyon Univ.  
 Michael Krause, M.A. Webster Univ.  
 Arely Moreno, M.B.A. Univ. of La Verne  
 Kristin Worthy, M.B.A. Baker College

# Memphis Faculty

## School of Education

### Early Childhood and Elementary Education — Part-time Faculty

Bobby Dixon, Ph. D. Indiana Univ., Bloomington  
 Anniece Gentry, Ed.D. Univ. of Mississippi at Oxford  
 Tanisha Heaston, Ed.S. Univ. of Memphis  
 Eleanor McChriston, Ph.D. Jacksonville Theological Seminary  
 Lori Streeter, Ed.S. Univ. of Mississippi  
 See also School Administration and Certificate of Advanced Graduate Studies.

### General Education — Part-time Faculty

Elizabeth Brock, Ed.D. Memphis Univ.  
 Kendra Hargrove, Ph.D. Walden Univ.  
 Stephanie Waller, Ed.D. Union Univ.  
 Sandra Woodard, Ed.S. Union Univ. at Germantown, TN

### Mathematics — Part-time Faculty

Emily Barbee, Ed.D. Union Univ.  
 Keyuna Cameron, Ph.D. Jackson State Univ.  
 Tara Grace-Wilson, Ed.S. Union Univ.  
 Jamie Green, Ed.D. Walden Univ.  
 Camilla Horton, Ed.D. Univ. of Mississippi at Oxford  
 Geralyn Seals, Ed.D. Univ. of Mississippi  
 Bruce Walker, Ed.D. University of Memphis

### Special Education — Part-time Faculty

Tarol Page Clements, Ed.D. Union Univ.  
 Anna Godwin, Ed.S, Ph.D. Freed-Hardeman Univ.  
 Linda Kyle-Hayes, +45 Cumberland Univ.  
 Gloria Lindsey, Ed.D. Arkansas State Univ./Jonesboro  
 Kimberly Morgan, Ed.D. Argosy Univ.  
 JoAnn Sevier-Laws, Ed.D. Univ. of Memphis at Memphis  
 Jacques Singleton, Ed.D. Univ. of Memphis  
 Annette Woods, Ed.S. Univ. of Memphis

## School Administration and Certificate of Advanced Graduate Studies — Part-time Faculty

Ralph Calhoun, Ph.D., Univ of Memphis  
 Linda Compbell, Ed.D. Union Univ.  
 Lorene Essex, Ed.D. Univ. of Alabama/Tuscaloosa  
 Lonnie Harris, Ph.D. Univ. of Memphis  
 Taurus Hines, Ed.S. Union Univ.  
 LeNora Morris, Ed.S. Union Univ.  
 Angela Nichols, Ed.D. Univ. of Memphis  
 Joris Ray, Ed.D. Memphis Univ. School  
 James Suggs, Ph.D. Univ. of Mississippi at Oxford  
 Billy J. Walker, Ph.D. Univ. of Mississippi  
 Gloria Williams, Ed.D. Union Univ. at Germantown, (TN)

## School of Psychology and Counseling

### Part-time Faculty

Lorene Essex, Ed.D. Univ. of Alabama/Tuscaloosa  
 Warren Harper, Ph.D. Vanderbilt Univ./Nashville  
 Carrie Harris, M.Ed., M.A. +45 Univ. of Memphis  
 Rhonda Hill, Ed.S. Freed-Hardeman Univ. at Memphis, TN  
 Hattie Isen, Ph.D. Univ. of Iowa at Iowa City, Iowa  
 Jacqueline Malone, Ph.D. Tennessee State Univ.  
 Latony Mercer, Ed.S. Freed-Hardemon Univ.  
 Neddies Rockett, M.Ed. Trevecca Nazarene Univ.  
 Carlos Sample, Ed.S. Union Univ. at Jackson, TN  
 Karen Streeter, Ph.D. Univ. of Tennessee/Knoxville

# Lawrence Faculty

## Undergraduate Studies — Part-time Faculty

Rachelle Blank, M.S. Univ. of Massachusetts/Boston  
 Maureen P. Campaiola, M.S. Anna Maria College  
 Jada S. Carlson, M.Ed. Wheelock College  
 Sarah Jane Chaplin, M.S. Southern New Hampshire Univ.  
 John Christoforo D.Ed. Boston Univ.  
 Loretta Christoforo, MEd. Boston Univ.  
 Daniel Conti, M.Ed. Cambridge College  
 Owen Conway, M.B.A Univ. of Phoenix  
 Ethel M. Cruz, MEd. Univ. of Massachusetts Lowell  
 Gail Daniels, M.S. Southern New Hampshire Univ.  
 Ronald DiBona, M.A. Univ. of Massachusetts  
 Carlos R. Espendez, M.M. Cambridge College  
 Belen O. Godwin, M.S.W. Simmons College  
 Iris Grant, M.A. Purdue Univ.  
 Veronica Harris, M.Ed. Lesley University  
 John Hendrie, M.P.S. Cornell Univ.  
 Nancy Hocking-McDonough, Ph.D. Union Institute and Univ.;  
 Assistant Director, Merrimack Valley Regional Center  
 Edward L. Jaye, M.B.A. Fairleigh Dickinson Univ.  
 Fabrice Kandjanga, M.S. Boston Univ.  
 Joseph W. McMilleon, M.S. Lesley College  
 Gary Miller, M.B.A. Univ. of Southern New Hampshire  
 Julia Karen Mirras, MA. Goddard College  
 Mary C. Morrissey, J.D. Suffolk Univ.  
 Margaret Morse-Berry, M.Ed. Rivier College  
 Mark Newman, Judge, J.D., Boston College Law School  
 Jennifer Orlando, M.Ed. Cambridge College  
 Matthew Page, M.F.A. California Institute for the Arts  
 Isa Perez, M.B.A. Suffolk Univ.  
 Jony Perez, M.B.A. Univ. of Massachusetts Lowell  
 Donnamarie K. Pignone, MEd. Cambridge College  
 James Reilly, D.M.D. Tufts Univ.  
 Anna M. Rice, J.D. Massachusetts School of Law  
 Ana Rodriguez. M.S. Springfield College  
 Eneida A. Roman. J.D. New England School of Law  
 Rosemarie Romano, MEd. Salem State College  
 E. Vicente Sanabria, MS. New Hampshire College  
 Joel Saren, M.S. Southern New Hampshire Univ.  
 Mark A. Schorr, Ph.D. Harvard Univ.  
 Susan H. Smith, Ph.D. Univ. of Massachusetts  
 Mark E. Speller M.M. Cambridge College  
 Salvatore Testaverde, Ph.D. Univ. of New Hampshire  
 Andrew J. Wildes, M.S.T. Univ. of New Hampshire  
 Brooks Winchell, M.F.A. Lesley Univ.

## Ladder to Language — Part-time Faculty

Modesto Acosta, M.Ed., Cambridge College  
 Marlene Faulkner-Hussein, M.P.A. Bernard M. Baruch College  
 Susan H. Smith, Ph. D., University of Massachusetts  
 Huguette Vetiac, M.Ed. Boston College  
 Michael Whitehead, M. Ed Cambridge College  
 Brooks Winchell, M.F.A. Lesley Univ.

## School of Education

### Early Childhood and Elementary Education — Part-time Faculty

Judith A. Alaimo, MEd. Cambridge College  
 Dina Hickey, M.S. Wheelock College  
 Joanne McCarthy, M.Ed. Tufts Univ.  
 William McGoldrick, M.ED. Bridgewater State College  
 Joel Rubin, Ed,D. Harvard Univ.  
 Madeline Wolfe, M.Ed. Wheelock College

### English as a Second Language — Part-time Faculty

Emile S. Tabea, Ph.D. Univ. of Massachusetts  
 Raquel Bauman, Ed.D. Univ. of Houston, TX  
 Marilyn Glazer-Weisner, M.A. Univ. of Massachusetts

### General Education — Part-time Faculty

Ethel Cruz, M.Ed. Univ. of Massachusetts/ Lowell  
 Douglas Dias, Ed.D. Boston College  
 Marilyn Glazer-Weisner, M.A. Univ. of Massachusetts  
 John B. Hoar, Ph.D. Boston College  
 Nancy Hocking-McDonough, Ph.D. Union Institute and Univ.  
 Robert J. Kennedy, C.A.G,S. Cambridge College  
 Joanne M. McCarthy, M.A. Tufts Univ.  
 Andrew Wildes, M.S.T. Univ. of New Hampshire

### Special Education — Part-time Faculty

Paula Donnelly, C.A.G.S. Fitchburg State College  
 Valerie Ardi Flynn, Ed.D. Boston College  
 Edward J. Holland, M.S. Simmons College  
 Paul L. Koppenhaver, Ph.D. Walden Univ. (MN)  
 Edmund V. Donnelly, C.A.G.S. Bridgewater State College

### School of Management — Part-time Faculty

Thomas Campbell, M.Ed. Cambridge College  
 David Crimmin, M.A. Harvard Univ. School of Education  
 Carlos R. Espendez, M.M. Cambridge College  
 Peter J. Hughes, M.Ed. Antioch Univ.  
 Edward L. Jaye, M.B.A. Fairleigh Dickinson Univ.  
 Peter Konrad, M.B.A. Tuck Business School, Dartmouth College  
 Joseph Mahoney, Ed.D. Boston Univ.

Joseph W. McMilleon, M.S. Lesley College  
 Joseph Miglio, Ed.D. National-Louis Univ.; Interim Director,  
 Merrimack Valley Regional Center  
 Gary Miller, M.B.A. Southern New Hampshire Univ.  
 Brian Quinn, M.M. Cambridge College  
 Joel Saren, M.S. Southern New Hampshire Univ.  
 Susan Smith, Ed.D. University of Massachusetts / Lowell  
 Mark Speller, M.M. Cambridge College

### School of Psychology & Counseling

Ciaramella, M.Ed. Salem State Univ.  
 Joseph Erickson, M.S.W. Boston Univ.  
 Eleanor Espinosa, M.S.W. Columbia Univ.  
 Tammy Greene, M.A. Univ. of South Florida  
 Joan Hatem-Roy, M.S.W. Univ. of Connecticut  
 Suzanne MacPhail, M. Ed. Cambridge College  
 Jacqueline van Leeuwen, M.Ed. Univ. of Massachusetts/Boston  
 Elaine Walker, M.A. Lesley Univ.

## Puerto Rico Faculty

### All Programs

#### Part-time Faculty

Carlos Cañuelas-Pereira, M.Ed. Univ. of Puerto Rico  
 Lucía Carballada-Trujillo, Ed.D. Interamerican Univ. of Puerto Rico  
 Nydia M. Claudio-De Jesús. M.B.A, Turabo Univ.  
 Maggie Crespo-Ocasio, Ed.D. Univ. of Puerto Rico  
 Luz Cruz-Martinez, Ed.D. Dowling College  
 Janet Dianas-Montes, Ed.D. Interamerican Univ. of Puerto Rico  
 Noraida Dominguez-Flores, M.S. Univ. of Puerto Rico, Ph.D. Nova  
 Southeastern Univ.  
 Mayra Figueroa-Perez, Ed.D. Interamerican Univ. of Puerto Rico  
 Raúl Flores-Ríos, Ed.D. Interamerican Univ. of Puerto Rico  
 María de los Angeles Gomez-Morales, Ed.D. Interamerican Univ.  
 Iris Guinals, Ed.D. Univ. of Puerto Rico  
 Yesenia Hernandez-Santiago, M.A. Univ. of Puerto Rico  
 María Mangual, M.Ed. Univ. of Phoenix (PR), E.D. Interamerican Univ.  
 of Puerto Rico  
 Israel Martinez-Santiago, M.B.A. Metropolitan Univ.  
 Julio Martinez-Sierra, M.S. Univ. of Phoenix (PR), Ed.D. Interamerican  
 Univ. of Puerto Rico  
 Kelvin Merced-Vega, M.A. Interamerican Univ. of Puerto Rico, Ed.D.  
 Interamerican Univ. of Puerto Rico  
 Francisca Montalvo-Rosado, Ed.D. Dowling College  
 Gineida Morales Guasch, Ed.D. Univ. of Puerto Rico  
 Wilfredo Orama-González, Ed.D. Nova South Eastern Univ.  
 Ana E. Ortiz-Rosado, Ed. D. Interamerican Univ.  
 María I. Ortiz-Rosado, Ed.D. Catholic Univ. of Puerto Rico

Lourdes Perez de Alejo, Ed.D. Interamerican Univ. of Puerto Rico  
 Wanda Quintero-Lozada, Ph.D. Turabo University  
 Carlos Ramos-Cruz, Ed.D. Interamerican Univ. of Puerto Rico  
 Elia Reyes-Baez, Ed.D. Interamerican Univ. of Puerto Rico  
 Edgardo Reyes-Rivera, Ed.D. Interamerican Univ. of Puerto Rico  
 Jose Reyes-Rivera, Ed.D. Interamerican Univ. of Puerto Rico  
 Emilda Rivera-Pacheco, Ed.D. Univ. of Puerto Rico  
 Luz Rivera-Davila, Ed.D. Universidad del Turabo  
 Jose A. Rivera-Jimenez, Ed.D. Catholic Univ. of Puerto Rico  
 María de los A. Rivera-Torres, Ed.D. Interamerican Univ.  
 Edith Santiago-Estrada, Ed.D. Interamerican Univ.  
 Haydee Santiago-López, Ph.D. Atlantic International Univ.  
 Sonia Suazo-Diaz, Ed.D. Univ. of Turabo  
 Leonardo Torres-Pagan, M.A. Univ. of Phoenix (PR)  
 Lilliam Vega-Lassus, Ed.D. Interamerican Univ. of Puerto Rico  
 Juan Vega-Martinez, D.M.A. Boston University  
 Lucía Vega-Molina, M.A. Univ. of Puerto Rico, Ed.D. Catholic Univ. of  
 Puerto Rico



# Springfield Faculty

## School of Undergraduate Studies

### Full-time Faculty

Abigail Dolinger, M.Ed. Cambridge College

### Part-time Faculty

Avilda Anaya-Alegria, M.S. Southern new Hampshire Univ.

Cellastine P. Bailey, Ed.D. Univ. of Massachusetts Amherst

Jennifer M. Blackburn, M.S. Skidmore

Laura A. Geryk-Missen, M.A. Univ. of Mass.

Sanford Jeames, D.H.A. Univ. of Phoenix; ; Chair,  
Undergraduate Programs

Cynthia Landers, M.B.A. Western New England College

Holly Martin-Peele, M.S. Capella Univ.

Audrey Murph, Ph.D. Albany State Univ.

Sylvia Santucci, C.A.G.S. Westfield State College

See also Education, Counseling and Management faculty.

## School of Education

### Early Childhood & Elementary Education Faculty — Part-time

Susan Brown, M.Music Univ. of Massachusetts

Debra V. Donaldson, M.Ed. Lesley Univ.

Brian Hollister, M.A.T. American International College

Daniel Moriarty, C.A.G.S. Westfield State College

Ann Louise Perrault, Ed.D. Central Connecticut State Univ.

See also Special Education faculty.

### General Education — Part-time Faculty

Carol A. Brennan, M.Ed. Framingham State Univ.

Christina Brownell, Master of Library and Information Systems, Univ.  
of Rhode Island

Dawn M. Fontaine, M.A. Univ. of Massachusetts

Donna Guerin, M.Ed. Cambridge College; Coordinator,  
Education programs, Springfield

Elaine Mokrzycki, M.A. Brigham Young Univ.

Donna Moore, M.Ed. Univ. of Massachusetts Amherst

Michelle Sawyer, M.Ed. Lesley Univ.

Cecelia Zajk, M.Ed. Univ. of Massachusetts

### Special Education — Part-time Faculty

Ann L. Boskiewicz, M.Ed. Westfield State College

Marcia J. Scherpa, M.Ed. Univ. of Massachusetts Amherst

See also elementary education faculty.

## School of Management

### Full-time Faculty

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*new location Fall 2013*

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# Cambridge College Memphis

Oak Ridge Building, Suite 401, 8000 Centerview Parkway,  
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**Phone** 901.755.9399

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**Office Hours** Mon., Wed., Fri. 9:00 a.m.-6:00 p.m.,  
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Sat, Sun 8:00 a.m.-6:00 p.m.

**Director** Karen Streeeter, PhD . . . . . x1547

**Assistant Director** Rey Jordan, MCS . . . . . x1541

**Student Services Coordinator** Jeremy Whittaker, MBA, MEd . x1540

**Office Manager** Barbara Bailey . . . . . x1542

**Admissions** Kara Tapp . . . . . x1546

**IT Tech Support Assts** Isaac White and Noel Allen . . . . . x1549

## Servicemembers Opportunity

**College Contact** Rey Jordan, MCS . . . . . x1541

**Veterans Certifying Representative** Rey Jordan, MCS . . . . x1541

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**Assistant Director** Fernando Santiago Marrero . . . . . x1532

**Admissions** Jomary Marrero . . . . . x1539

**Academic Support Coordinator** Alex Hernandez . . . . . x1536

**Office Manager** Carmen Mendez . . . . . x1533

## Servicemembers Opportunity

**College Contact** Wilma Hernandez . . . . . x1538

**Student Services Specialist** Wilma Hernandez . . . . . x1538

**Veterans Certifying Representative** Isabel Soto . . . . . x1535

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# Cambridge College Southern California

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**Phone** ..... 909.635.0250

**Emergency Contact** in emergency only,  
a student may be located in class and  
a message delivered. .... Call Rita Clemons at 909.964.5766

**Office Hours** 9:00- 5:00 seven days/week; additional hours  
when classes are in session.

**Fax** ..... 909.635.0253

**Director (Interim)** Rita Clemons ..... x1560

**Admin Asst, weekends** Adriana Hernandez ..... x1564

**Admissions** Monique Cardenas ..... x1561

**Admissions** Cecelia Marquez ..... x1561

**IT Tech Support Asst** Charles Adams ..... x1565

**Servicemembers Opportunity**

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**Student Services Coordinator** Courtenay Griffin ..... x1563

**Undergraduate Advisor** Nancy Yates ..... x1566

**Veterans Certifying Representative** Courtenay Griffin ..... x1563

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**Office Hours** Monday-Thursday 9:00-6:00 when classes are in session. • Friday 9:00-5:00 • Weekends 8:00-6:00.

**Fax** 413.747.0613

**Director** Teresa Forte, M.B.A. . . . . x6622

**Assistant Director** Rick Turner, Ph.D. (sabbatical) . . . . . x6618

## Academic Services, Financial Aid, Registration

**and Student Services** Colleen Perenick . . . . . x6614

**Admissions** Glandina Morris, Asst Director of Admissions . . x6623

**Admissions** Anne Frank . . . . . x6613

**Admissions** Brian Smith . . . . . x6612

**Bursar's Office** Stacy Johnson . . . . . x6610

## Counseling Psychology Programs

Deborah Merriman, C.A.G.S. . . . . x6630

**Education Programs** Donna Guerin, M.Ed. . . . . x6616

**Field Placement Supervisor** Deborah Merriman, C.A.G.S. . . x6630

**IT Tech Support** Jason Stallone . . . . . x6608

**Lost and Found** . . . . . x6610

**Management Programs** Rick Turner, Ph.D. (sabbatical) . . . x6618

## Marriage & Family Therapy Program

Deborah Merriman, C.A.G.S. . . . . x6630

**Reception** Stacy Johnson . . . . . x6615

## Servicemembers Opportunity

**College Contact** Brian Smith . . . . . x6612

**Staff Assistant** Cheryl Scibelli

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**Veterans Certifying Representative** Lisa Zhou . . . . . x1108

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# Cambridge College Virginia

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**Admissions** Brenda Vaughan . . . . . x6194

**Office Manager** Erin Flynn . . . . . x6195

**IT Tech Support Asst** Lisa Furlong . . . . . x6203

## Management Programs Coordinator and Blended Learning

**Program Manager** Bill McMican, M.S. . . . . x6192

## Servicemembers Opportunity

**College Contact** Jeri Clay . . . . . x6202

**Student Services Coordinator** Sherri Michaels . . . . . x6187  
(liaison with bursar, financial aid, registrar, and admissions records)

**Veterans Certifying Representative** Jeri Clay . . . . . x6202

**Website** . . . . . <http://virginia.cambridgecollege.edu/>

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