

# Cambridge College

## Academic Catalog 2004-2005

### Regional Centers

#### Springfield, MA

570 Cottage Street  
413-747-0204 ♦ 800-829-4723

#### Lawrence, MA

60 Island Street  
978-738-0502

#### Chesapeake, VA

1403 Greenbrier Parkway, Suite 300  
757-424-0333 (VA) ♦ 252-337-6333 (NC)

#### Augusta, GA

The Lamar Building, Suite 1000  
753 Broad Street  
706-821-3965

#### Puerto Rico

55 Aguadilla Street, Suite 302, San Juan  
787-977-0101 ♦ 787-977-0235

### Cambridge, MA

1000 Massachusetts Avenue  
617-868-1000 ♦ 800-877-4723

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



# Accreditation

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

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:  
Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road, Bedford, MA 01730-1433  
Telephone (781) 271-0022. E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)

# Authorization and Approval

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

In addition to the Cambridge campus, authorized instructional sites are located in Springfield, Lawrence, and Newton (Newton-Wellesley Hospital).

**California** — Cambridge College is approved by the Bureau for Private Post-Secondary and Vocational Education to offer the following programs in the state of California: M.Ed. in Education, School Administration, School Guidance Counselor, Teachers of Students with Moderate Disabilities; and C.A.G.S. in Educational Leadership.

**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: M.Ed. in School Administration, School Guidance, School Library, and Special Education; C.A.G.S. in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

**Tennessee** — Cambridge College is authorized by the Tennessee Higher Education Commission to offer the following programs: M.Ed. in Education and the C.A.G.S. in Educational Leadership with concentrations in Curriculum and Instruction, School Administration, and Special Education. (Authorization must be renewed each year, based on evaluation of educational quality, business practices, health and safety, and fiscal responsibility.)

**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 the regional center at 1403 Greenbriar Parkway, Suite 300, in Chesapeake, Virginia. The following programs are approved: bachelor's degrees in Multidisciplinary Studies, Psychology, Human Services, and Management Studies; Master of Education programs in Education, Mathematics (5-8), Mathematics Education, School Guidance Counselor, Teachers of Students with Moderate Disabilities, School Administration; and C.A.G.S. programs in Curriculum and Instruction and in School Administration; Master of Management/E-Commerce.

**Puerto Rico** — The Puerto Rico Council on Higher Education has authorized Cambridge College to offer graduate courses of the National Institute for Teaching Excellence leading to a Master of Education degree.

# Cambridge College

## **Academic Catalog** 2004-2005



**Cambridge College**  
1000 Massachusetts Avenue  
Cambridge, MA 02138  
(617) 868-1000 ♦ (800) 877-4723

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

## Welcome

It is with great hope and pride that I welcome you to our shared journey. Since 1971, Cambridge College has made the dream of higher education a reality for nearly 10,000 talented and motivated working adults. We are honored to include you in that group, and know that you have come to us with much to teach, as well as much to learn.

This catalog will be your guide for the journey we are taking together. I know that you will use it wisely as you make your way toward the goals you have set — and in the unexpected turns you may take as well.

As the saying goes, “it’s not where you start, it’s where you finish.” You are beginning from an important place, from new and renewed commitments to learning; and I have every confidence that your Cambridge College journey will bring you even further than you now dream possible.

The very best of luck to you,

Eileen Moran Brown  
Chancellor/Founder, Cambridge College

## College Calendar

Continued on opposite page.

### Fall 2004/2005

#### September

- 06 Labor Day — no classes, offices closed
- 11-15 New students registration/orientation
- 16,18 Management registration & seminar
- 18 Term begins for all programs

#### October

- 01 Last day for loan submission for students whose loan award year ends in 1/2005
- 01 Last day for Drop/Add, independent/focused study submissions
- 11 Columbus Day — classes held, offices closed
- 16 Graduate Workshops

#### November

- Nov. 1-Dec. 3 Exit interviews for students with loans who are completing their programs in 1/2005
- 11 Veterans Day observed — classes held, offices closed
- 13 Graduate Workshops
- 25-26 Thanksgiving Holiday — no classes, offices closed

#### December

- 01-31 Continuing students web registration for spring term
- 03 Independent Learning/Research Project due to faculty
- Dec. 20-Jan. 02 Winter Recess — no classes
- Dec. 24 Offices closed
- Dec. 27 Christmas Day (observed) — offices closed
- Dec 31 Offices closed

#### January

- 03 New Year's Day (observed) — classes resume, offices closed
- 08 Term ends for graduate programs
- 15 Term ends for undergraduate programs
- 17 Martin Luther King, Jr. Day — classes held, offices closed
- 24 Fall 2004 degree conferral date

# College Calendar

For additional calendar information, go to Cambridge College web site. On home page, click on *Student Services*, then on *Academic Calendar*.

## Spring 2005

### January

- 22-29 New students registration/orientation
- 27,29 Management registration & seminar
- 29 Term begins for all programs

### February

- 01 Grade reports/acknowledgement letters of completion mailed to NITE January degree recipients
- 11 Last day for Drop/Add, Independent/focused study submissions
- 13 Celebration of achievement in Savannah, GA
- 21 Presidents' Day — classes held, offices closed

### March

- Mar. 7-May 3 Exit interviews for students with loans who are completing their programs in 5/2005
- 11 Last day for loan submission for students whose loan award year ends in 5/2005
- 12 Graduate Workshops

### April

- 01-30 Continuing students web registration for summer term
- 13-14 Cap and gown distribution, graduation materials disseminated — 5:00-8:00 p.m.
- 16 Graduate Workshops
- 18 Patriots' Day — classes held, offices closed
- 18-22 Spring break — offices open, some classes held
- 20 Independent Learning/Research Project due

### May

- 10 Last day for loan submission for students whose loan award year ends in 8/2005
- 21 Term ends for graduate programs
- 28 Term ends for undergraduate programs
- 30 Memorial Day — no classes, offices closed

### June

- 05 Commencement Exercises

## Summer 2005

### May

- 21 New students registration/orientation

### June

- 01-03 New students registration/orientation
- 06 Term begins for undergraduate programs
- 09,11 Management registration & seminar
- 11 Term begins for graduate programs
- June 11-July 14 Exit interviews for students with loans who are completing their programs in 8/2005
- 17 Last day for Drop/Add, Independent/focused study submissions
- 25 NITE programs begin (students arrive)

### July

- 04 Independence Day observed — no classes, offices closed
- 18 Independent Learning/Research Project due to faculty
- 30 All graduate programs end

### August

- 01-31 Continuing students web registration for fall term
- 06 NITE programs end
- 06 Term ends for undergraduate programs
- 22 Summer 2004 degree conferral date

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## About This Catalog

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

# Cambridge College

## Mission and Values

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

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

## History

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

At first, one course of study was offered: a master's degree program for teachers, with a focus on urban schools. The mission and philosophy of the College drew attention quickly. Students from businesses, non-profit and social service agencies, and other professions became part of this adult learning community. Thanks to the commitment of its faculty, the generosity of its friends, and the achievements of its graduates, the College now offers a broad range of academic programs that strategically serve urban communities.

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

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



## Teaching and Learning at Cambridge College

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

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

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

**Each student's uniqueness, capabilities, and experiences are affirmed** in a supportive classroom. Students are expected to contribute to the class — to learn and to teach. The real-world diversity of our students provides rich opportunities to draw academic learning from experience. This learning is "unfinished," student-centered, and socially constructed in class. It links individual students with one another and the socio-cultural world.

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

**Theory and practice are an interactive process in classroom discussions,** blending academic theory, research, and current information with personal values, experience, and professional practice. Each student individualizes the classroom learning, and gains further learning from putting theory into practice at work the next day.

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

**Our students bring many roles and perspectives to class, providing rich material for classroom discussion.** They are individual adults, family members, working professionals, and community members. Our programs support working adults' efforts to advance in their careers, change directions, and improve their lives and communities.

Students report that our programs and course work are more applicable in their work environments and of greater value to their professional growth than more traditional degrees.

**Time-efficient, flexible programs, course schedules, and credit awards** fit into busy adults' work schedules; intensive courses can be completed in a short time.

Students' life and professional experiences are used to accelerate classroom learning. Credit may be awarded for documented academic learning drawn from experience (no life experience credit is awarded). Academic programs can often be tailored for individual needs. Liberal transfer credit policies recognize adults' past academic accomplishments.

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

## Program Goals and Outcomes

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

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

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

## About Our Students

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

- More than 5,400 full-time and part-time degree and certificate-seeking students enrolled annually, including 2500 at the Cambridge campus
  - Almost 900 undergraduate students
  - Over 4,500 graduate students
- Average age is 35 (graduate students, 37; undergraduates, 31)
- Minority students comprise 57% of undergraduate students; 42% of the overall student body
- 16% speak English as a second language
- 57% receive private, federal, or state financial aid
- 21% of students who receive aid have annual incomes below \$25,000
- Student/faculty ratio of 16:1
- Over 19,000 graduates

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

## An Academic Calendar for Adults

Three Terms/Year — see *College Calendar*

Fall	late September to January
Spring	late January to May
Summer	June to early August

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

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

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

## One College, Many Locations

### Cambridge, MA campus

Cambridge College's campus is in the heart of Cambridge, Massachusetts. The *School of Education* is located in Central Square at 80 Prospect Street. The College's *main building* is a 10-minute walk down Massachusetts Avenue toward Harvard Square. Both are modern, handicapped-accessible buildings. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

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

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

**Satellite sites** — Classes are offered at many other locations across eastern Massachusetts. However, students must come to Cambridge or a regional center to complete at least half of their program.

**Newton-Wellesley Hospital** is an authorized instructional site, so students may complete an entire degree program there. However, no Cambridge College offices or services are located at the Hospital. Students are expected to visit College offices and services in near-by Cambridge.

### National Institute for Teaching Excellence

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

### Regional Centers

Our students and alumni across the nation have urged Cambridge College to bring its academic programs and culture of adult learning to the working people of their own cities and states. Regional centers ("instructional sites") have been established in:

- Springfield, MA
- Lawrence, MA
- Chesapeake, VA
- Augusta, GA
- Puerto Rico

**Adult Learning** — Faculty from Cambridge teach courses at our regional centers and train local faculty in the adult teaching/learning tradition of Cambridge College.

**Support and Communication with Cambridge** —

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

On-site administrative and enrollment services are limited. An extensive technology collaboration program enables stu-

dents to communicate with Admissions, the Bursar, and the Registrar in Cambridge. Students register, view their records, and stay in touch with faculty, program coordinators, and deans online. Web conferencing between the regional centers and Cambridge maintains our close affiliation and insures consistency. We have state-of-the-art distance learning that students access from their laptops.

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



# Undergraduate Programs

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. Each program has several components:

## Program Components

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

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

**Arts and humanities, natural and physical sciences, and social sciences** — The ability to acquire, generate, and use knowledge across disciplines; 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. These may be grouped in a particular area of study (for example, elementary education, early childhood education, History, Art, etc) or may be an eclectic mixture that reflects the student's unique interests.

**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

## Seminars and Advising

Each major includes a series of seminars that provide academic and career counseling, and continuity for students. The seminars are also a forum for discussion of key issues and competencies in the field. The seminar leader is the academic advisor.

## Writing Courses and Support

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 College Writing I-II may be waived if students demonstrate equivalent skills. Contact the Director of Student Communication Skills.

All students are encouraged to improve their writing skills and research papers at the Writing Support Center.

## Taking Graduate Courses

Undergraduate students who have completed at least 90 credits may take graduate courses at Cambridge College and apply them towards a bachelor's degree if they meet the program requirements and are **not** used towards a graduate degree. Licensure courses may not be taken by undergraduate students. Get written approval from the undergraduate dean.

## 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 Assistant Dean for Undergraduate Programs.

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

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

## Portfolios and Exams for Credit

Undergraduate students may earn academic credit for learning derived from life experience. They may attempt to demonstrate the learning outcomes of most courses (some courses not eligible; content must not duplicate courses already taken or accepted in transfer). To get started, contact the Undergraduate Programs Office. For cost and comparison with the standard tuition rate, see *Tuition and Fees*.

**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. Take the course *POR400* to learn how to create portfolios that document such course-equivalent learning.

**A challenge exam** is available for MAT102.

**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. Talk with your advisor, and go to [www.collegeboard.com/student/testing/](http://www.collegeboard.com/student/testing/) and [www.getcollege-credit.com/](http://www.getcollege-credit.com/) for information and to find a testing center.

## Year Up

Cambridge College and Year Up have a unique partnership that facilitates the development of urban youth. Year Up is a one-year, intensive training program that provides urban young adults 18-24, with a unique combination of technical and professional skills, college credits, and a paid corporate internship. Year Up graduates are then enabled to move on to full-time employment and higher education. Year Up provides opportunities for urban young adults to demonstrate their true potential.

Cambridge College provides Year Up students with up to 18 hours of credit for completing a series of courses taught by Year Up instructors qualified to deliver the content (i.e., they meet College standards for adjunct faculty). The courses are selected for their alignment with Year Up's technical and professional skills development curriculum, and include both pre-requisites (introduction to computer applications; information literacy; critical thinking; college-level writing) and upper-level courses (web development or network technologies; internship management). Students are co-enrolled in Year Up and Cambridge College and earn credits toward an undergraduate degree. The courses require up to a year to complete.

Once the year is completed these students are empowered to continue their college education or seek full time professional employment with the help of career services support.

## Undergraduate Faculty

William McMullen, Ph.D. Boston University; Acting Dean for Undergraduate Programs

### Full-time Faculty

Peter Franklin Ash, Ph.D. University of Illinois  
William F. Hancock, M.B.A., University of Pennsylvania; Coordinator, Management Studies  
Eugene Eliot Narrett Ph.D., Columbia University; Coordinator, Multidisciplinary Studies  
Anne Lee Scott, M.A. University of Massachusetts; Professor  
Richard Seymour, Ed.D. Harvard University; Professor  
Michael Siegell, Ph.D. Union Institute; Coordinator, Psychology  
Lucilia M. Valerio, M.A. Tufts University, Coordinator, Writing Assessment

### Part-time Faculty

Frances Alvater, Ph.D. Boston University  
Justin Andrews, B.A. University of Maine  
Monica Lynn Andrews, Ed.D. Harvard University  
Robert J. Awkward, M.Ed. Boston University; M.S. Northeastern University  
Christopher A. Baylor, M.A. Brown University  
William V. Benjamin, M.Eng. Boston University  
Elizabeth M. Bischof, M.A. Boston College  
Brenda Lynn Blackie, M.A. University of Massachusetts/ Boston  
Barbara Boudreau, M.Ed. Cambridge College  
Aileen Callahan, M.F.A. Boston University  
Karen J. Crane, B.S. York College of Pennsylvania  
Theodore Chelmow, M.Ed. University of Massachusetts; LMHC  
John Christoforo, Ed.D. Boston University  
Loretta Christoforo, M.Ed. Boston University  
Basil H. Cleveland, B.A. St. Johns College; Ph.D. (c) Boston University  
Ann-Maria Contarino, M.A. University of Pennsylvania  
Norma Saba Corey, Ed.D. Harvard University  
David R. Crowley, M.Ed. Northeastern University  
Alexander Ferari Di Pippo, M.A. Boston College  
Dwight Doherty, M.M. Cambridge College  
Lee W. Ellenberg, M.S.W. Boston University  
Marianne E. Everett, Ed.D. University of Massachusetts/Amherst  
Lawrence W. Faye, M.Ed. Cambridge College  
Robert L. Fladger, M.Ed. Cambridge College  
Suzanne M. Flynn, M.S. University of Nebraska  
Stephen Wolf Foster, Psy.D. Massachusetts School of Professional Psychology  
Debra L. Fox, M.S. University of Massachusetts/ Boston, R.N.

Mercedes Gutierrez Garcia, Ph.D. (c) Universidad Nacional de Educacion a Distancia (UNED), Madrid, Spain  
Lynn A. Girton, M.Ed. University of Massachusetts/ Amherst, J.D. Northeastern University  
Bella A. Graffam, B.A. Webster University  
Jane Hanenberg, Ed.D. Boston University  
Diane Harper, M.A. Boston University  
Jeffrey L. Hogan, M.Ed. Cambridge College  
Francisco X. Holt, M.Ed. Hofstra University (NY)  
Diane Harper, M.A. Boston University  
Joyce Hope, Ed.D. Boston University  
Andrew Horn, M.A. Columbia University  
Scott L. Horton, Ed.D. Boston University  
Theodore Johnson, J.D. Western State University College of Law  
Shira Karman, M.Ed. Lesley University  
Ulas Kaplan, Ed.M. Harvard University, M.A. Bogazici University (Turkey)  
Marie B. Kearns, Ph.D. (c) Brandeis University  
Darryl Robert Key, M.S. University of Rochester  
Kenneth J. King, J.D. Northeastern University  
Georgia Klamon-Miller, M.A. Antioch New England Graduate School  
Larry J. Linden, Ph.D. Union Institute  
Alexander Lynn, M.S. University of Massachusetts/Boston  
Doris A. Mainville, M.A. University of Massachusetts/Boston  
Linda M. Mazak, M.Ed. Cambridge College  
Edward F. McGushin, Ph.D. Boston College  
Julie Mirras, M.A. Goddard College (Lawrence)  
Liza D. Molina Sc.D. Harvard University  
Lynn S. Moore, M.Ed. Cambridge College  
Kevin Morrisette, B.A. University of Southern Maine  
Mary C. Morrissey, J.D. Suffolk University  
Terry Muller, M.A. University of Massachusetts; Director of Writing Programs  
Christopher Murtagh, M.S. Westfield State College  
Gloria Cross Mwase, M.S. University of Massachusetts/ Boston  
Andrea Isabel Nagel, M.C.P. Massachusetts Institute of Technology  
Joel Nitzberg M.Ed., L.C.S.W., Cambridge College; Coordinator, Community Building  
Diane Paxton, M.A. University of Massachusetts/Boston; ESL/Literacy Instructor (Lawrence)  
Joanne Pearlman, M.Ed. Cambridge College  
Carol Pepi, M.Ed. Cambridge College; Coordinator, Juvenile Justice  
Anne Peretz, M.S.W. Simmons College  
Patricia A. Pestana, M.Ed. Harvard University

Donnamarie Kelly Pignone, M.Ed. Cambridge College  
Laury Rappaport, Ph.D. Union Graduate School  
Roxanne Reddington-Wilde, Ph.D. Harvard University  
Barbara Koffske Reid, M.Ed. Cambridge College;  
Coordinator, Human Services, Family Studies  
Melissa L. Renn, M.A. Boston University  
David M. Rogers, M.A. University of Massachusetts/ Boston  
Mark Schorr, Ph.D. Harvard University  
John J. Silva, M.Ed. Salem State College  
Ronald E. Smith, M.Ed. Cambridge College  
Troy Desmond Smith, M.S. University of Michigan/Ann Arbor;  
M.Ed. Harvard University  
Karen Elisabeth Solstad, M.A. University of Massachusetts/  
Boston  
Linda S. Sprague, M.A. Rivier College  
Shelley Steenrod, Ph.D. Brandeis University  
David Neil Strong, M.S. University of Massachusetts  
David R. Terfera, Ph.D. SUNY Upstate Medical University  
Nilda Torres-Maldonado, M.Ed. M.S.W. Simmons College  
Laura J. Wallus, B.S. Salem State College  
Maxim H. Weinstein, M.A. Tufts University  
Katharine Elizabeth White, M.A. University of  
Massachusetts/ Boston  
Deanna L. Yameen, M.A. University of Massachusetts/  
Boston  
Carmen F. Zaccardi, M.Ed. Northeastern University  
Joel D. Ziff, Ed.D. University of Massachusetts

## Springfield Undergraduate Faculty

### Full-time Faculty

Abigail Dolinger, M.Ed. Cambridge College

### Part-time Faculty

Carla J. Delle Cese, M.Ed. Smith College  
James Joyce, M.Ed. Springfield College  
E. Dale Parker, M.Ed. Cambridge College; Coordinator  
Tamara J. Watson, M.Ed. Westfield State College  
Robin L. Wallace, M.S.Ed. University of Miami

## Medical Interpreter Training Faculty

Norma Green, M.Ed. Cambridge College; Coordinator  
Maria Arostegui, M.P.H. Boston University; Career  
Counseling Coordinator  
Eduardo H. Berinstein, B.A. Berklee College of Music  
Dolores C. Calaf, M.A. Emerson College  
Dharma Cortés, Ph.D. Fordham University  
Diane T. Lolli, C.A.G.S. University of Massachusetts/Boston;  
Internship Coordinator  
Estela McDonough, B.A. Buenos Aires University  
Li Miao, M.M. Cambridge College  
Jamal A. Nazzal, M.D. Stavropol Medical Institute, Russia  
Isabel Pinto-Franco, B.A. University of Coimbra, Portugal  
Avlot Quessa, B.A. University of Massachusetts/Boston  
Clarissa Valim, M.D. University of the State of Rio de  
Janeiro, Brazil

### Lawrence, MA

Maria Arostegui, M.P.H. Boston University; Career  
Counseling Coordinator  
Guilmo Barrio, B.A. University of Concepcion, Chile  
Diane Lolli, M.A. Boston College

## Year Up Faculty (part-time)

Karen J. Crane, B.S. York College of Pennsylvania  
Richard Dubuisson, B.A. Duke University  
Bella Graffam, B.A. Webster University  
Melanee Grondahl, M.A. California State University  
Stephanie M. Kartalopoulos, M.F.A. University of Florida  
Hank Tarbi, M.Ed. Northeastern University  
Maxim H. Weinstein, M.A.T. Tufts University



# Bachelor of Science in Human Services

120 credits

## General Education 60 credits

### Learning to Learn

WRT101	College Writing I	3
LRN175	Principles and Processes of Adult Learning ( <i>Human Services</i> )	3
CTH225	Foundations of Critical Thinking	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	Communicating Math — <i>MAT101 required as prerequisite if assessment indicates need</i>	3

### Knowledge to Gather Knowledge

Arts and Humanities	9
Natural and Physical Sciences	9
Social Sciences	9

### Open Electives 12

MAT101	Comprehending Math: An Applied Approach — <i>required if assessment indicates need</i>	
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## Human Services Major 36 credits

BHS370-372	Human Services Seminar I-III— <i>three terms @ 1 credit.</i>	3
BHS305	Introduction to Human Services	3
BHS315	Understanding Family and Community Systems	3
BHS320	Community Building Principles and Strategies	3
BHS420	Strategies for Change	3
PSY210	Multicultural Developmental Psychology	3
PSY426	Self-Care for Helping Professionals	3
BHS 490	Human Services Capstone	3
Human Services Electives		12

## Concentration Options 24 credits

### Addiction Studies

BHS401	Introduction to Addictions	3
BHS411	Family Systems and Addictions	3
BHS421	Mental Health and Substance Abuse	3
BHS360	Ethical Issues in Substance Abuse	3
Concentration Electives		12

### Family Studies

BHS400	Family Life Cycle	3
BHS430	Families with Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3
Concentration Electives		12

### Community Building

BHS322	Dynamics of Power in Communities	3
BHS445	Leadership for Community Builders: Theory and Skills	3
BHS450	Leadership for Community Builders: Application and Practicum	3
(new)	Community Building Across Disciplines	3
Concentration Electives		12

### Holistic Studies

PSY345	The Spiritual Dimension: Psychological and Educational Issues	3
PSY316	Cross-Cultural & Holistic Perspectives in Psych.	3
PSY376	Psych. & Therapeutic Dimensions of Arts	3
PSY428	Integrating Body-Mind-Spirit: New Perspectives in Healing	3
Concentration Electives		12

### Juvenile Justice

PSY330	Adolescents in Search of Belonging	3
PSY350	Introduction to Juvenile Justice	3
PSY359	Contemporary Perspectives on Child Abuse and Neglect	3
PSY430	Global Justice for Youth	3
Techniques Courses in Juvenile Justice		6
Electives in Juvenile Justice		6

### Medical Interpreter Training *Proficiency in English and one target language required for admission; Please take courses in sequence as listed*

COM090-092	Essential Communication Skills: Immigrant Experience, Patient Perspective, Health Care Provider Perspective	0
SCI100	Anatomy and Pathophysiology for Medical Interpreters	3
COM350-351	Medical Interpreting Skills I-II — <i>separate section for each target language</i>	6
SOC412	Cross Cultural Communication in... Medical Interpreting	3
SOC415	Role of Medical Interpreter in Health Care	3
INT300	Medical Interpreter Internship: Practicum	3
Concentration Electives		6

### Human Service Generalist

No concentration; courses selected to meet student's individual career and academic goals . . . . .24

## Bachelor of Science in Human Services

Students in Human Services are interested in making a difference. The Human Service Major's unique strengths-based, systemic, and culturally sensitive approach to working with people prepares students for work in the complex, multifaceted and ever widening environment known as Human Services. Students learn practical, effective strategies for working with individuals, families and communities as they gain access to resources needed to work effectively in this constantly changing field.

### Guiding Principles

The core guiding principles of this major are embedded in all of the Human Services courses.

- Systemic and Holistic Thinking
- Strengths-Based Approach
- Cultural Competency
- Theory and Theory Building
- Community Building
- Collaborative Helping Model
- Appreciation of Research
- Multicultural and Historical Perspectives
- Practical Knowledge and Skills

### Concentration Options

Students choose a concentration to further develop knowledge and skills needed for their careers. Many go on to graduate study in related fields.

**Family Studies** — Courses provide the knowledge and skills needed by practitioners and for further study in family studies, human services, human development, marriage and family therapy, counseling, and psychology. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**Addiction Studies** — 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** — For students interested in the spiritual, psychological and religious dimensions of human development and the arts. The use of expressive art therapies is integrated with holistic perspectives in human development, wellness, and clinical practice. Courses draw from multidisciplinary and cross-cultural research into the transformative nature of the arts and contemporary mind-body approaches to healing.

**Community Building** — For students planning careers in community work: building and organizing, developing programs and recreating communities. It presents an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks. The program is a collaboration with the Boston Foundation and Interaction Institute for Social Change.

**Juvenile Justice** — For students interested in working with adolescents and the juvenile justice system. Students gain understanding of the complex factors that contribute to adolescent delinquency, its impact, and societal responses. Students gain skills to address delinquency in the context of government agencies and community organizations.

**Medical Interpreter Program** — Bilingual students learn the skills necessary to provide effective interpretation in medical settings. Students learn how to bridge the perspectives and worldviews of medical providers and their clients by developing knowledge of both. Along with basics such as terminology, they learn the importance of the clients' and providers' cultural beliefs and values to assist in building more effective treatment alliances.

## One-year certificate program in **Medical Interpreter Training** Professional Education Option — non- credit

Please take courses in sequence listed.

MITC001-003 Medical Interpreters Program: Advising I-III

MITC090-092 Essential Communication Skills for College Level Learning: Immigrant Experience, Patient Perspective, Health Care Provider Perspective

MITC010 Medical Interpreter: Anatomy and Pathophysiology

MITC011, 015 Medical Interpreting Skills I-II — *separate section for each target language*

MITC012 Cross Cultural Communication in the Context of Medical Interpreting

MITC013 The Role of the Medical Interpreter in Health Care Settings

MITC014 Medical Interpreter Internship

Demonstration of proficiency in English and one target language required for admission

**Medical Interpreter Training** gives bilingual students the knowledge and skills necessary to provide effective interpretation in medical settings. Students learn how to bridge the perspectives and world views of both providers and clients by developing knowledge in both domains.

They learn about medical terminology, diagnostic tests, pharmaceuticals, and treatment options. They learn about the importance of clients' and providers' cultural beliefs and values to assist in building more effective treatment alliances.

They learn about the professional role of medical interpreters, the history of medicine in the United States, and the protocols that govern access to health care.

Students practice interpreting and cross-cultural communication skills in simulated interpreting sessions. They practice ethical decision making, intercultural mediation and conflict resolution, and learn how to support client self-sufficiency.

Providers and representatives of community organizations participate in course instruction, to enhance understanding of provider and client perspectives.

Internships in local hospitals follow completion of the courses.

### Target Languages Supported

Students must demonstrate proficiency in one target language: Arabic, Chinese, Haitian Creole, Portuguese, Spanish, or Vietnamese. Some course work is specific to the target language/culture.

### Program and Credit Options

- *Part of an undergraduate degree* — Courses are taken for college credit as a concentration within the B.S. in Human Services (see program chart above). Full tuition is charged.

- *Professional education option* — Courses are taken for professional education credits only; the cost is reduced.

For costs, see *Tuition and Fees*. Students must enroll in a degree program to be eligible for state or federal financial aid.

**Scholarships** — Ask the program coordinator for current information and an application.

**Sponsors**— Many supporters have been instrumental in the Medical Interpreter Training Program's success: Program Development: Citizen's Bank, and the Palriwala Foundation of America, The Genzyme Community Foundation; The Polaroid Foundation, The Kenneth B. Schwartz Center [Partners Health Alliance]; The Rotary Club of Cambridge; The Virginia Wellington Cabot Foundation, The Massachusetts Medical Society, The Cambridge Community Foundation, The Sheila Gamble Fund; The Heinz Family Foundation. Some organizations have paid full or partial tuition for their employees and constituents to attend our program including The Neighborhood Health Plan, Cambridge Health Alliance, Massachusetts General Hospital, the Boston Medical Center, The Massachusetts Alliance for Portuguese Speakers, The Somerville Housing Authority, and Neighbors for a Better Community, Inc. Many hospitals and community-based organizations have provided in-kind support such as the use of their facilities.

# Bachelor of Arts in Psychology

120 credits

## General Education 60 credits

### Learning to Learn

WRT101	College Writing I	3
LRN175	Principles and Processes of Adult Learning ( <i>Psychology Seminar</i> )	3
CTH225	Foundations of Critical Thinking	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	Communicating Mathematics — <i>prerequisite required if assessment indicates need: take MAT101 as an open elective</i>	3

### Knowledge to Gather Knowledge

Arts and Humanities	9
Natural and Physical Sciences	9
Social Sciences	9

### Open Electives 12

MAT101 Comprehending Mathematics: An Applied Approach — *required if assessment indicates need*

## Psychology Major 36 credits

PSY370-372	Psychology Seminar I-III — <i>three terms @ 1 credit.</i>	3
PSY120	Formative Ideas in Psychology	3
PSY130	Groups and Social Psychology	3
PSY200	Psychological Research Methods	3
PSY310	Psychology of Learning	3
PSY325	Theories of Personality	3
PSY402	Themes in Adult Development	3
PSY412	Perspectives on Psychopathology	3
PSY210	Developmental Psychology	3
Psychology Electives		6
PSY490	Psychology Capstone	3

## Psychology Major Electives choose 24 credits

Choose among a wide variety of psychology and related electives to meet career and academic goals, or cluster electives in a concentration:

### Family Studies

BHS400	Family Life Cycle	3
BHS430	Families With Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3
Electives		12

### Holistic Studies

PSY345	The Spiritual Dimension: Psychological and Educational Issues	3
PSY316	Cross-Cultural and Holistic Perspectives in Psychology	3
PSY376	Psychological and Therapeutic Dimensions of the Arts	3
PSY428	Integrating Body-Mind-Spirit: New Perspectives in Healing	3
Electives		12

### Juvenile Justice

PSY330	Adolescents in Search of Belonging	3
PSY350	Introduction to Juvenile Justice	3
PSY359	Contemporary Perspectives on Child Abuse and Neglect	3
PSY430	Global Justice for Youth	3
Techniques Courses for Juvenile Justice		6
Electives in Juvenile Justice		6

### Organizational Psychology

PSY110	Systems Thinking in Psychology	3
PSY421	Psychology and Work Today	3
BSM310	Organizational Theory and Behavior	3
BSM315	Diversity Issues in the Workplace	3
BSM465	Negotiation and Conflict Management	3
Electives		9

## Bachelor of Arts in Psychology

The psychology major is set within a broad-based liberal arts framework that has a strong interdisciplinary and humanistic foundation. The curriculum is a solid preparation for clinical, educational, and human services professions and graduate study.

Students get a comprehensive grounding in psychological theories, concepts and processes, and learn how they are related to a profession and to personal development.

Students gain new competencies as they apply psychological insights to personal and interpersonal contexts.

**Goals** — 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 skill sets that emerge from a broad and comprehensive grounding in psychology as the science of human behavior.

**Required Courses** look at the methodology and history 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 in Cambridge College's undergraduate psychology major is critical examination of the important roles of culture, history and belief in shaping differing approaches to the study of human behavior.

**Electives and Concentrations** — After completing the core curriculum, students have the option to take a wide variety of psychology electives according to their own interests or professional needs, or they may cluster their electives in a concentration.

**Psychology Seminars** — All students participate in a series of seminars which incorporate academic advising with exploration of current topics in psychology.

**Final Project** — Near the completion of their program, students complete a Capstone project which is a culminating piece of original research in psychology related to their own interests and professional goals.

# Bachelor of Arts in Multidisciplinary Studies

120 credits

## General Education 60 credits

### Learning to Learn

LRN175 Principles and Processes of Adult Learning ( <i>Multidisciplinary Studies</i> ) . . . . .	3
BAM105-106 Communication and Literacy Skills I-II . . . . .	6
BAM108-109 Mathematics, Communication and Literacy I-II . . . . .	6
WRT102 College Writing II . . . . .	3
CMP230 Information Literacy . . . . .	3

### Knowledge to Gather Knowledge

Arts and Humanities (ART, ENG, ETH, HIS, LIT, PHI) . . . . .	9
Natural and Physical Sciences (SCI, MAT) . . . . .	9
Social Sciences (COM, ECO, SOC, PSY) . . . . .	9

**Open Electives . . . . . 12**

## Multidisciplinary Major 60 credits

BAM370-372 Multidisciplinary Studies Seminar I-III  
— three terms @ 1 credit . . . . . 3

### Arts and Humanities

ART215 Introduction to Theatre . . . . .	3
ART230 Western Arts . . . . .	3
ART235 Arts of Asia . . . . .	3
LIT315 American Literature . . . . .	3
LIT316 British Literature . . . . .	3

### Natural and Physical Sciences

MAT200 Applying and Understanding Algebra . . . . .	3
MAT203 Pre-Calculus . . . . .	3
SCI216 Chemistry . . . . .	3
SCI225 Biology . . . . .	3

### Social Sciences

SCI214 Elements of Geography . . . . .	3
HIS201 U.S. History . . . . .	3
HIS350 Introduction to Political Science . . . . .	3

**BAM490 Multidisciplinary Studies Capstone . . . . . 3**

**Multidisciplinary Concentration Electives . . . . . 18**

300-400 level courses from disciplines including ART, EMC, ENG, HIS, LIT, MAT, PHI, selected to support professional goals and personal interests, or cluster electives in a concentration: History, Literature, Early Childhood, Elementary Education

**Multidisciplinary Studies** provides a rich education in the arts and humanities, natural and physical sciences, mathematics and social studies. It strengthens your skills and abilities to:

- Communicate effectively, orally and in writing
- Study and gather information effectively and to apply appropriate analytical and research methods appropriate to the discipline
- Use technology in the classroom
- Understand human potential, development and diverse motivational methods and needs

- Gain knowledge about human abilities and methods for expression and communication, insight and applied knowledge through study of literature and fine arts, historical events and ideas, social and cultural environments, and political and economic issues and structures.

### Preparation for Teaching

The B.A. in Multidisciplinary Studies provides the broad knowledge required of elementary teachers by the Massachusetts Department of Education. Students will pursue educator licensure at the graduate level. It also provides a solid foundation for students who may wish to major in humanities or cluster courses to prepare for teaching art, history or literature.

# Bachelor of Science in Management Studies

120 credits

## General Education 60 credits

### Learning to Learn

WRT101	College Writing I	.3
LRN175	Principles and Process of Adult Learning ( <i>Management Studies</i> )	.3
CTH225	Foundations of Critical Thinking	.3
CMP130	Introduction to Computer Applications	.3
WRT102	College Writing II	.3
CMP230	Information Literacy	.3
MAT102	Communicating Mathematics — <i>prerequisite required if assessment indicates need: take MAT101 as an open elective</i>	.3

### Knowledge to Gather Knowledge

Arts and Humanities — courses coded ART, HIS, LIT, PHI, ETH, POL			9
Natural and Physical Sciences — courses coded SCI			9
Social Sciences — courses coded SOC, COM, PSY			9
BSM200 Introduction to Business — <i>required</i>			

### Open Electives 12

MAT101	Comprehending Mathematics: An Applied Approach — <i>required if assessment indicates need</i>	
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## Management Studies Major 42 credits

BSM370-372	Management Studies Seminar I-III — <i>three terms @ 1 credit</i>	.3
BSM300	Economics for Managers	.3
BSM305	Principles of Managing Organizations	.3
BSM310	Organizational Theory and Behavior	.3
BSM315	Diversity Issues in the Workplace	.3
BSM320	Operations Management	.3
BSM325	Marketing	.3
BSM330	Financial Accounting	.3
BSM332	Financial Management	.3
BSM333	Statistics for Business	.3
BSM335	Human Resources Management	.3
BSM340	Information Systems and Database	.3
BSM345	Business Ethics	.3
BSM490	Management Capstone Project	.3

## Management Electives choose 18 credits

### General Management

BSM401	Health Care Management Fundamentals	.3
BSM407	International Business	.3
BSM410	Entrepreneurship	.3
BSM413	Strategic Business Planning	.3
BSM415	Leadership Models	.3
BSM430	Non-Profit Organization Management	.3
(new)	Business Law	.3
(new)	Grant Writing and Fund Raising	.3

### Finance

BSM403	Personal Finance	.3
BSM405	Investments	.3
BSM409	Managerial Accounting	.3
BSM411	Business Planning and Budgeting	.3
(new)	Money and Banking	.3

### Information Technology and E-Business

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

### Human Resource Management

BSM400	Legal, Ethical and Social Justice Issues in the New Economy	.3
BSM422	Facilitating Human Relationships in Networked Organizations	.3
BSM440	Employment Relationships	.3
BSM465	Negotiation and Conflict Resolution	.3
PSY110	Systems Thinking in Psychology	.3
PSY311	Group Dynamics and Diversity	.3
PSY410	Theories of Motivation	.3

**Management Studies** equips adult students with broad-based marketable and transferable skills that focus on the management of people and systems. Students can become outstanding team members and managers of organizations. They gain:

- Theoretical and practical understanding of business processes and organizational systems
- Ability to analyze complex managerial and organizational situations, taking into account the larger context and strategy, policy, and ethics
- Skills in communication, human relations, teamwork, and negotiation, critical for effective management

- Knowledge of information systems, databases and Internet technology as management tools

Graduates will be ready to move into professional managerial and supervisory jobs.

## Undergraduate Courses

### Learning to Learn

#### **LRN175 Principles and Processes of Adult Learning - 3 credits**

Students explore theories of adult learning. They clarify their career goals and the steps needed to achieve them. 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.

#### **WRT090 Effective Writing Skills - 0 credit**

*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.

#### **WRT101 College Writing I - 3 credits**

*May be waived if equivalent skills are demonstrated*

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.

#### **WRT102 College Writing II - 3 credits**

*Prerequisite: WRT101; may be waived if equivalent skills are demonstrated*

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 10-15 page research paper. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. Students learn how to use APA documentation for in-text citations and references.

#### **CTH225 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.

**MAT101 Comprehending Mathematics: An Applied Approach - 3 credits**

In a learning climate that reduces *math phobia*, this course takes a self-diagnostic approach to teaching and learning mathematics. Students acquire good mathematics study skills, anxiety reduction techniques, and visualization processes. They gain non-teachable skills such as pattern recognition, visualization techniques and sequencing skills. They look at basic numeracy, algebraic equations, algebraic equations and formulas, geometry, statistics, and solving word problems in the work place. They comprehend mathematical concepts and ideas and how they impact every day life. Students discover the beauty of mathematics as a language and apply what they have learned to their careers and educational goals.

**MAT102 Communicating Mathematics - 3 credits**

Formerly MAT100

*Prerequisite: MAT101 if assessment indicates need*

*Challenge exam available*

This course develops the ability to think and communicate in mathematical terms. Students become familiar with numbers, space and mathematical logic. Applications include consumer math and quantitative thinking related to undergraduate studies. Students solve problems using the order of operations, positive and negative integers, fractions, decimals, percentages, ratios and proportions and manipulate numbers and variables, using algebra as a real-life tool. Students create and manipulate geometric figures using the concepts of point, line, plane, angles, congruent and similar figures and complete a project demonstrating ability to collect, organize and manipulate data, make accurate correlations, create and interpret graphs and frequency polygons. Concepts of classical probability are used to make realistic predictions and analyze research data.

**CMP130 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 PowerPoint uses. Students overcome fears and imagined limitations, such as computer phobia, returning to school, and learning the keyboard. Students begin with the basics of each application and progress through intermediate level.

**CMP230 Information Literacy - 3 credits**

*Prerequisite: CMP130 (course or portfolio), 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.

**POR400 Portfolio Development: Identifying, Assessing, and Documenting Learning - 3 credits**

*Level: Intermediate*

*Prerequisites: WRT101, CTH225, and the introductory course in the student's concentration*

Experiential learning can be demonstrated in a portfolio – a documentary essay and collection of evidence. Students assess and document the depth and breadth of their learning from paid and volunteer experience, training, independent reading and study, non-credit courses and workshops. This course supports students planning and constructing portfolios of learning, with independent, small group and whole group activities. The instructor provides process and structure to examine and assess that learning. Career opportunities may be enhanced by the increased ability to assess, talk, and write confidently about your learning that results from the portfolio process. Students must complete at least one portfolio; if approved, academic credit is awarded.

## Arts

**ART200 Introduction to Studio Arts - 3 credits**

This course provides essential, hands-on familiarity with the materials of art and principles of design. While derived from the Massachusetts Frameworks for K-12 teachers in visual arts, it is valuable for K-8 teachers *in all subject areas* because it provides basic methods and principles for learning that integrate visual and spatial literacy with written and spoken communication. 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.

### **ART211 Experiencing the Visual and Performing Arts - 3 credits**

This course provides content 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.

### **ART215 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. Drama is a public medium, so the relationship between dramatic works and cultural context is considered.

### **ART220 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.

### **ART230 Western Arts I: A Survey of Art From Ancient 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.

### **ART230 Western Arts II: A Survey of Art 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, sculp-

ture, architecture, and others, 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 235 Arts of Asia - 3 credits**

This course presents the diverse art and architecture of Asia from the 6th century B.C.E. to the present, helping students to understand the ways in which visual works present the concerns of their cultures and times. Students look at traditions like Buddhism to understand both a unifying tradition that shaped art in many different cultures and a religious tradition in dynamic contact with other beliefs — Hinduism and Islam in India, Taoism and Confucianism in China, and Shinto in Japan. Issues of how an artist, patron, and worshipper expresses beliefs about a deity forms a backbone to these discussions, encompassing the non-figural traditions of early Buddhism and Islam, the multi-limbed expressions of Hinduism and Tantric Buddhism, and the raw materials of Shinto art. The course also addresses some key issues in the art of several different cultures, such as the landscape tradition and "schools" of China, the political expression found in religious architecture in Southeast Asia, and secular forms like the tea ceremony and the 'floating world' art in Japan.

## **Communication**

### **COM322 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

### **CTH300 Critical Thinking Through Cinema - 3 credits**

This course examines the development of film as a medium for recording and shaping history, for re-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.

## Economics

### **ECO211 Economics - 3 credits**

*Prerequisite: MAT101 or above*

This course introduces macroeconomics and microeconomics, and establishes a foundation and common vocabulary for future courses. At the macroeconomic level, the course helps the learner understand how the American economy functions and what impact changes in the economy may have upon learners and their organizations. It looks at the international economy and how it impacts the national economy. At the microeconomic level, the course examines how individuals and firms make economic decisions. This knowledge becomes the basis for understanding supply, demand, and pricing of goods and services. Statistical techniques are applied to economic problems. Each class explores an aspect of economics in theoretical terms and then focuses on application to the practical problems facing a manager.

## English

### **ENG203 Introduction to Poetry - 3 credits**

This course focuses upon essential elements of poetry not only to achieve the twin goals of reading and understanding poems but also as a means of enjoying the poems. Through oral and written exercises, discussion groups, and assigned writings, students become familiar with ways of responding to poetry and using the tools of practical criticism that will enhance their understanding and enjoyment of all poetry.

### **ENG301 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. Through individual and group projects, students will learn, 1) to differentiate between

the informative, expressive and ethical aspects of language; 2) to recognize a variety of forms used in English poetry; 3) how to apply this knowledge by evaluating poems read or written in class. Poetry can show us how language shapes and can enhance our ethical outlook. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

## Ethics

### **ETH320 Ethical Analysis in Contemporary Society - 3 credits**

We try to construct a consensus on what "moral excellence" or "virtue" may mean and examine the moral guidelines or "ethics" that generate from some source of morality. This involves study of the Judeo-Christian "Western" tradition and thought on other cultures and civilizations' ideas about ethical behavior. With this base we identify contemporary social issues that need change, e.g., racism, or corporate lobby groups' influence upon U.S. legislation; sexual mores; the difference between the lives of rich and poor; and subservience to our own technologies and to subliminal marketing strategies. Participants find more clarity within the paradox of "moral individual human, immoral society." Readings, weekly short writings, socratic discussions, group presentations, and a "creative" final examination provide the basis for evaluation of students' learning.

## History

### **HIS101 World History I - 3 credits**

Provides an understanding of early civilizations from ancient times till c. 1650. Early civilizations include Egypt, Babylonia, 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.

### **HIS102 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.

**HIS201 U.S. History and 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. This course provides the matrix for courses in American Literature, Education, Economics, Government and Sociology.

**HIS202 U.S. History and Constitutional Government II - 3 credits**

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.

**HIS235 United States History Through the Media I: The 1800s to World War I - 3 credits**

This course explores the preindustrial North and the antebellum South, through the Civil War, immigration and the great migration, World War I, and Prohibition. The class analyzes the social, political, economic, and cultural values of the United States at that time in its history through visual and print media, music and other arts.

**HIS236 United States History Through the Media II: The 1920s Through the War in Vietnam - 3 credits**

This course examines cultural, intellectual and political developments from c.1920 to 1980. Issues and phenomena include the growth of consumerism and advertising, the increasing influence of the mass media including film, radio and TV, and new attitudes they helped shape. The Korean War, the effects of a broad-based civil rights movement and the Cold War are among the many issues addressed.

**HIS237 United States History Through the Media III: 1970 Through the Present - 3 credits**

Drawing on various mass media and the arts as well as historical records, this course explores the cultural, technological, political, and economic transformations of American life from the Vietnam War to the present.

**HIS321 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.

**HIS343 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 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.

**HIS350 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

### **BHS302 Women and Addictions - 3 credits**

*Formerly PSY304*

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 addictions 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.

### **BHS305 Introduction to Human Services - 3 credits**

*Formerly PSY401 Helping Families: Policies, Systems and Ethical Practice*

This course provides a broad range of practical and theoretical information about the human services field including history, systems, philosophies, structures, and delivery of services. Various formal and informal human service programs are discussed, focusing on whom they serve, how they work, and protocols and procedures to evaluate their success. Special topics addressed include: the impact of poverty and wealth on the human service system; the effects of culture and ethnicity on service development and use; identifying and responding to the needs of special populations; and service integration for individuals and families with multiple problems.

### **BHS307 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.

### **BHS315 Understanding Family and Community Systems - 3 credits**

*Formerly PSY312*

*Prerequisite: PSY110; may be taken concurrently*

This course applies systems thinking 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 strengths, resources, needs, and coping strategies. Local community issues are addressed, including employment opportunities, unifying traditions, violence, and discrimination. Students also address the influence of culture and belief systems on family and community functioning. They use assessment models to look at their own life situations such as job, family, neighborhood.

### **BHS320 Community Building Principles and 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:

- 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. It offers neighborhood residents training which strengthens their social networks and increases the impact of their community work.

### **BHS321 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.

### **BHS322 Dynamics of Power and Change in Communities - 3 credits**

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. We 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.

### **BHS360 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.

### **BHS361 Adolescent Drug Prevention - 3 credits**

Prerequisite: BHS401 recommended

This course provides a wide range of practical and theoretical information about adolescent drug prevention programs. Students 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 are also examined.

### **BHS362 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.

### **BHS365 Ethical Issues in Working With 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.

### **BHS366 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.

### **BHS369 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.

**BHS370-372 Human Services Seminars I-III - three terms @ 1 credit**

These seminars introduce students to fundamental policies and practices in human services. They help students stay abreast of relevant information in the field, including: current issues and research, ethical practice, public policy, writing in the field, and career options. The seminar leader also provides academic advising, registration information, and guidance on individualized academic plans.

**BHS377 Legal Processes in Reported Suspected Abuse and Neglect - 1 credit**

This course covers the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students 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.

**BHS400 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.

**BHS401 Introduction to Addictions: Theory and Practice - 3 credits**

*Formerly PSY335*

This course provides a solid understanding of addiction theory, and the practical skills necessary for substance abuse prevention, intervention, and treatment. Students learn about substance use, abuse and addiction in our society, and methods of prevention, recognition, and treatment. Special topics may include: the impact of culture and ethnicity on substance use and abuse, identifying and responding to the needs of special populations, and multiple problems such as both mental illness and addiction. Students gain knowledge of resources for dealing with alcohol and drug problems in schools, treatment/counseling programs, health clinics, and within personal relationships.

**BHS411 Family Systems and Addictions - 3 credits**

*Formerly PSY355*

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.

**BHS420 Strategies for Change - 3 credits**

*Formerly PSY422*

*Prerequisites: PSY210 or BHS400 PSY412, and BHS315*

This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at the intervention process systemically in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change, and learn a variety of techniques to use with individuals, families and communities. Professionals working toward change in their fields explain how they have gone about the process of change in their own environments: their varied approaches and strategies for creating new scenarios.

**BHS421 Mental Health and Substance Abuse - 3 Credits**

*Formerly PSY414 Co-Occurring Disorders in Substance Abuse*

*Prerequisite: PSY335 or experience (permission of instructor); PSY412 recommended*

This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, and personality disorders. Students begin to understand major symptoms, and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. We cover dual diagnosis and the multiplicity of problems that individuals with addictions face such as HIV/Aids, homelessness, etc. 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.

### **BHS426 Self Care for Helping Professionals - 3 credits**

Students learn the impact that stress can have on their physical and mental health, job functioning and learning, their family, and other relationships. They learn ways to deal with the stress that is often inherent in helping professions, and concrete skills to help them take better care of themselves. They can also pass these skills on to those they work with. Topics addressed include: stress management and relaxation techniques, physical activity, nutrition, time, cognitive restructuring, and attitude. Whether you work in human services, healthcare, schools, or in corporate America, this course provides you with knowledge of the theories of stress and stress management, along with practical applications for you and your clients.

### **BHS430 Families With Special Needs - 3 credits**

Formerly PSY320 Children with Special Needs...  
*Prerequisites: PSY212 and PSY251*

This course utilizes a family-focused, early Intervention lens through which to view "special needs" issues.

Students learn about the biological, situational and psychosocial conditions defined as special needs, and will analyze their impact on culturally diverse families, communities and childhood environments. Students become familiar with the components of individual and community programs, including assessment, rehabilitation, and the design of appropriate environments. The history of governmental response is reviewed, as well as current laws, regulations and parental advocacy efforts. Throughout the course, the concepts of "family focus" and "family practice" are emphasized, and students hear from and interact with a number of community experts.

### **BHS445 Leadership for Community Builders: Theory and Skills - 3 credits**

*Prerequisites: Concentration in Community Building; BHS320*

*Includes a 2-day overnight facilitative leadership retreat*

The course will be an intensive exploration of leadership and power from personal, theoretical, and historical perspectives. 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. Class members will study the history of local community, community organizing theory and approaches, and social change movements. This course will build the capacity of emerging resident leaders who are already stepping up to the challenge and who want to increase their efficacy in rebuilding their cities and towns by

blending discussions and theory and practice. 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.

### **BHS450 Leadership for Community Builders: Application and Practicum - 3 credits**

*Prerequisites: Concentration in Community Building; BHS320*

*Includes five 3-hour sessions over 10 weeks and three additional class activities including an Interactive Forum with Community Leaders, a Community Summit, and Personal Action Plan. This will include a minimum of 24 hours of in-class time, individual coaching time, and other required activities. Up to an additional 43 hours of individual work and group work connected to class requirements will be expected from participants.*

Building on the intensive exploration of leadership and power from a personal, theoretical and historical perspective, class participants demonstrate their integration of theory, personal experience and group dynamics, and jointly implement two group projects: an Interactive Forum and a Community Summit.

### **BHS470-471 Human Services Internship I-II - 3 credits each**

*Formerly PSY306-307*

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 internship 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.

### **BHS490 Human Services Capstone - 3 credits**

*Prerequisites: WRT101 and 102*

*Take in your second-to-last term, after completing at least 90 credits.*

In this course, students develop and complete their final research project, the capstone. The capstone is about 25 pages long and follows a research paper format with an abstract, table of contents, introduction, and a body that includes a review and discussion of literature. A conclusion follows, and last, a bibliography. It is recommended that students arrive at the class with a completed proposal; however, it is not required. Furthermore, students may change the topic in the process of their research and review. Students work together in class and meet individually with the instructor. Those who take an extra term to complete the Capstone must register for "late capstone" BHS492.

### **MAN350 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.

### **MAN360 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 pro-active risk management strategies.

### **MAN424 Program Planning and Proposal Writing for Agencies, Schools and Communities - 3 credits**

*Prerequisites: PSY110*

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.

## **Literature**

### **LIT200 Introduction to Creative Writing: Pathways & Perspectives on Literature - 3 credits**

This course explores the many ways in which a poem comes to be and communicates, 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.

### **LIT210 Topics in Literature - 3 credits**

This course explores important themes and topics through in-depth study of quality literature. Topics vary from term to term, centering on themes of enduring interest that have been addressed by writers of various outlooks and styles.

### **LIT215 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 one or two 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. The enhanced literacy skills and insights achieved through this course provide an excellent foundation for further studies in the liberal arts and other professional fields and will greatly improve students' ability to pursue and profit from lifelong learning that will enrich their families and communities.

**LIT221 Literature: Genres and Traditions - 3 credits**

This course provides basic knowledge of the four main literary genres: drama, poetry, fiction, and non-fiction prose. Students acquire familiarity with primary forms and styles in each genre by reading, discussing and writing about the works of authors from various periods and backgrounds.

**LIT230 Critical Thinking in the Humanities - 3 credits**

This course explores fundamental approaches to thinking about, creating and evaluating works in the humanities including literature, history, philosophy, art and religion. The 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?"

**LIT310 Gothic Fiction and the Origins of Horror - 3 credits**

*Formerly Myth, Magic, Monster and Mystery*

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, others.

**LIT311 Studies in Literary Genres - 3 credits**

This course builds on your initial encounters with literature by focusing each term on one of the primary genres: drama, poetry, fiction, and non-fiction (some terms may select film). It builds understanding and appreciation of the major forms in the selected genres that enable you to teach them skillfully and to appreciate and apply their unique approaches to learning, literacy, communication, and personal enrichment.

**LIT312 World Literature - 3 credits**

Reflecting the emphases in the Massachusetts Frameworks for Teacher Knowledge, this course examines writings from various cultures, periods, styles and viewpoints. The course explores how these diverse writings reflect the cultural complexities in which they were produced. All texts are read in the original English or in English translation.

**LIT314 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.

**LIT315 American Literature - 3 credits**

The American literary tradition encompasses a wide variety of cultures and social classes. In this course, we examine our 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.

**LIT316 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.

**LIT325 African-American Literature - 3 credits**

This course provides an overview of the diverse voices, viewpoints and genres produced by authors of African-American descent from the 18th to the 20th centuries.

**LIT330 Literature for Children - 3 credits**

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."

**LIT401 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.

## Management Studies

**BSM200 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.

**BSM300 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.

**BSM305 Principles of Managing Organizations - 3 credits**

This course focuses on the evolution of traditional and modern management theories, practices and behaviors for plan-

ning, 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.

**BSM310 Organizational Theory and 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.

**BSM315 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.

**BSM320 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.

### **BSM325 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.

### **BSM330 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.

### **BSM332 Financial Management - 3 credits**

*Prerequisites: BSM330*

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.

### **BSM333 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 pro-

vide 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.

### **BSM335 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.

### **BSM340 Managing 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.

### **BSM345 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.

**BSM370 Management Studies Seminar I - 1 credit**

This seminar is the first of three management studies seminars. It provides an overview of the management roles and skills of modern business. Class discussions and assignments cover the different roles a successful manager must play: mentor, facilitator, director, producer, broker and innovator. Peer review and advising support are integral components of the course.

**BSM371 Management Studies Seminar II - 1 credit**

This seminar is the second of three management students seminars. It provides an overview of the framework for management and the critical thinking needed for strategic planning. Topics include discussion of the major management tasks of planning, organizing, leading and controlling in today's global, cultural and ethical environment. Peer review and advising support are integral components of the course.

**BSM372 Management Studies Seminar III - 1 credit**

This seminar is the third of three management studies seminars. Students identify and discuss ethical situations they may encounter in their business careers. The seminar considers each person's social and professional ethical responsibilities. Examples from current events, case studies, and student experiences illustrate ethical considerations. Peer review and advising support are integral components of the course.

**BSM400 Legal, Ethical and Social Justice Issues in the New Economy - 3 credits**

This course's main topic is the ethical and social justice implications of computerization. It highlights the definition of problems associated with technology in society and approaches for understanding the social aspects of computers. The course addresses both theoretical and practical issues that confront managers and provides a unified framework to help managers understand and critically analyze the rise of virtual commerce and its social implications including the inequitable distribution of technological resources and the deepening disparities and divisions in the economy and society.

**BSM401 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.

**BSM403 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.

**BSM405 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.

**BSM406 Introduction to E-Business - 3 credits**

*Formerly BSM345*

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 analyzed. Students are also introduced to the key legal, ethical and policy issues underlying the use of electronic commerce.

**BSM407 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.

**BSM409 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.

### **BMS410 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 businesses. Of special interest are the issues of success and growth management.

### **BSM411 Business Planning and 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.

### **BSM413 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.

### **BSM415 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

### **BSM418 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.

### **BSM420 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.

### **BSM422 Facilitating Human Relationships in Networked Organizations - 3 credits**

The dynamics of technological change challenges the creation and maintenance of human contact. The course addresses networking in the new connectivity and shows how to build trusting business relationships on line and provides specific guidelines, strategies, and best practices that focus on the core competencies of communication, trust, technology and team dynamics. This course addresses how to create a group of committed employees, encourage people with rewards, encourage people to share information and build trust as team members in the digital economy.

### **BSM430 Non-Profit Organization Management - 3 credits**

Non-profit organizations are making an increased contribution to our society and economy on a domestic and global level. Managers of non-profits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resource and legal issues of non-profits. The course explores the challenges faced by non-profit managers and approaches used to respond.

### **BSM440 Employment Relationships in Changing Organizations - 3 credits**

Today's work environment demands that supervisors do more than know how to supervise. They must manage to bring about results consistent with organizational goals and objectives. This course prepares students for the complex world of supervisory management in the new economy. Students explore the latest professional concepts of supervisory practice and organizational behavior. They gain insight into the human, technical, and personal problems supervisors face every day, and they acquire interpersonal and administrative skills.

### **BSM460 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.

### **BSM465 Negotiation and 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.

### **BSM470 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.

### **BSM475 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.

### **(new) 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.

### **(new) 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.

### **(new) 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.

### **BSM490 Management Studies Capstone Project - 3 credits**

The Capstone course is an opportunity for students to prepare a research paper that demonstrates their mastery of the topics covered in their management courses. The student, subject to approval by the instructor, selects the research paper subject.

### **CMP310 Computer & Network Support 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.

### **CMP320 Computer & Network Support 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.

### **CMP330 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.

### **CMP340 Web Production II - 3 credits**

*Prerequisite: CMP330*

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.

### **(new) Computer Networking and 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.

### **(new) Business Writing - 3 credits**

This course reviews and builds the skills for effective business writing. Various reading, writing, research, drafting, revising, work shopping, and presentation skills are utilized to provide students with an understanding of college level and business writing.

## **Mathematics**

### **MAT111 Business Math - 3 credits**

*Prerequisite: MAT101*

This course acquaints students with math applications crucial to businesses and organizations. Financial decision-making is explored in a mathematical framework. Learners develop competencies in managing budgets and cash flow, determining break-even points, pricing, efficiency and profitability, and financial analysis. Students come to understand stocks, bonds, options, and futures, investment strategy.

### **MAT121 Basic Math and Functions - 3 credits**

Following an introductory survey of important concepts in algebra, geometry, functions, and probability statistics, the course continues with trigonometry, analytic geometry and exponential and logarithmic functions.

### **MAT200 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.

### **MAT203 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.

### **MAT310 Mathematical Thought - 3 credits**

*Prerequisite: MAT203*

This course views mathematics as the science of reasoning. Topics include elementary set theory, logic, techniques of proof, basic properties of the real number system, mathematical induction and axiomatic systems, patterning in number and space.

## Medical Interpreter Training

### **COM090 Essential Communication for College Level Learning: The Immigrant Experience - 0 credit**

*MITC090 non-credit professional education course code*

*Skill development course; credits are not applied to degree requirements*

This course offers intense practice of the English language in order to further develop oral, listening, reading and writing skills of students participating in the Medical Interpreter Program.

### **COM091 Essential Communication for College Level Learning: The Patient's Perspective - 0 credit**

*MITC091 non-credit professional education course code*

*Skill development course; credits are not applied to degree requirements*

Students will examine the perspective of the patient in the context of the medical interpreter through investigation, research, dialogue, and analysis of current literature regarding cross cultural issues in health care. This course will also serve to continue developing the student's oral and written skills through advanced grammar drills and written exercises, expository writing, oral presentations, class discussions, and peer review.

### **COM092 Essential Communication Skills: Health Care Provider Perspective - 0 credit**

*MITC092 non-credit professional education course code*

*Skill development course; credits are not applied to degree requirements*

The aim of this course is to examine the perspectives of the health care provider and his/her constellation of roles. This course will build on Skills I and Skills II to further strengthen the student's knowledge of and confidence level in written and spoken English language skills. The course will explore many aspects of current trends and crises in health care in the United States, from the perspectives of 1) health care providers; 2) hospital and insurance companies; 3) government and policy making groups; and 4) the students themselves. The course will focus on the role of the health care provider and how the patient-provider relationship might change within different contexts of health care administration, ranging from the concept of the "neighborhood GP" to the concept of globally-regulated or for-profit care. Students will consider these contexts in relation to their own cultural backgrounds and personal experiences, as well as within the framework of the complex financial and legal dynamics that dominate most modern discussions of the health care sys-

tem. Emphasis in this course will be on discussion and debate as students react and respond to these issues. Through rigorous weekly instruction and drill, including dictation and workbook exercises, students will gain a more thorough knowledge of English vocabulary and grammatical structure.

### **COM350 Medical Interpreting Skills I - 3 credits**

*MITC011 non-credit professional education course code*

*Separate section for each target language*

Students learn basic interpreting skills for the medical context, including the interpreter's role, skills and techniques, knowledge of US medical culture, immigrant culture, and the code of ethics. The course content is presented according to criteria established by the Massachusetts Medical Interpreters Association. Students practice medical terminology and interpretation in role-plays both in English and in their language of expertise.

### **COM351 Medical Interpreting Skills II - 3 credits**

*MITC015 non-credit professional education course code*

*Separate section for each target language*

Students integrate and apply the interpretation and translation skills learned in COM350 through extensive practice of simulated medical interviews, predominantly in the consecutive mode. Students learn self-monitoring and coping strategies. They continue to develop bilingual medical vocabulary and phraseology, and work on visualization of body systems and organs. They start exploring the challenges of simultaneous interpretation.

### **INT300 Medical Interpreter Internship: Practicum - 3 credits**

*MITC014 non-credit professional education course code*

Medical interpreter students strengthen and refine their interpreter skills at a local health facility. Students are evaluated for their ability to work with both patients and providers, and to demonstrate understanding of health care system protocols.

### **SCI100 Anatomy and Pathophysiology for Medical Interpreters - 3 credits**

*MITC010 non-credit professional education course code*

This course surveys the human body in health and disease in order to enable medical interpreters to facilitate the interpreting process. Students learn about the major systems of the body, common diseases, diagnostic tests, pharmaceuticals, and treatment options. They learn how to define complex medical terms, concepts, and abbreviations, and interpret them in their primary language.

### **SOC412 Cross Cultural Communication and Medical Interpretation - 3 credits**

MITC012 non-credit professional education course code

Students are provided with tools to improve the accuracy and effectiveness of their interpretation by learning post-immigration stages as a grieving process, models of cultural competence, and conflict resolution techniques.

### **SOC415 The Role of the Medical Interpreter in Health Care Settings - 3 credits**

MITC013 non-credit professional education course code

The course focuses on the history of health care, the culture of medicine, and the role of medical interpreters in the United States. Health care systems in other countries are compared. 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. Finally, students are familiarized with networking strategies that will enhance their development and growth as professional medical interpreters.

## **Multidisciplinary Studies**

### **BAM105 Communication and Literacy Skills I - 3 credits**

*Recommended: take together with BAM108*

This course supports acquisition of the competencies needed to pass the Communication and Literacy Skills section of the Massachusetts Test for Educator Licensure (MTEL). The course is for students interested in becoming teachers.

The course focuses on writing as a process: the generating, developing, and organizing of ideas in a variety of written formats. Emphasis is placed on the review of grammar, mechanics, and usage. Reading comprehension, oral and electronic communication skills are also practiced.

Students receive extensive tutorial support. Those who need to develop their skills further in order to successfully complete the course will repeat it.

### **BAM106 Communication and Literacy Skills II - 3 credits**

*Recommended: take together with BAM109*

*Prerequisite: BAM105 or permission of instructor*

This course continues developing written, oral and online communication skills. Emphasis is placed on the building of

critical thinking skills: how perceptions shape perspectives, how causal relationships support or undermine arguments, how concepts organize experiences and influence thinking. Thinking and writing to explore issues and present arguments are also practiced. There is extensive tutorial support.

Students receive extensive tutorial support. Those who need to develop their skills further in order to successfully complete the course will repeat it.

### **BAM108 Mathematics, Communication and Literacy I - 3 credits**

*Recommended: take together with BAM105*

This course assists students in thinking and expressing their thoughts in mathematical terms. Quantitative and qualitative analysis is required. The course examines the basics of number theory, arithmetic operations, ratio and proportion, percent theory and practice, probability and statistics, linear algebra, and informal geometry. Substantial emphasis is placed on the word problem solution process utilizing algebraic and geometric techniques. This course supports students' acquisition of the competencies needed to pass the mathematics portions of the Massachusetts Test for Educator Licensure (MTEL).

Students receive extensive tutorial support. Those who need to develop their skills further in order to successfully complete the course will repeat it.

### **BAM109 Mathematics, Communication and Literacy II - 3 credits**

*Prerequisite: BAM108 or permission of instructor*

*Recommended: take together with BAM106*

This course assists students in thinking and communicating in mathematical terms. Quantitative and qualitative analysis is required. Through the use of inquiry-based learning, students become familiar with number sense and theory, spatial relations, and mathematical logic. The course also examines the Massachusetts common core of learning and the state's mathematical frameworks. Substantial emphasis is placed on the word problem solution process utilizing algebraic, geometric, and trigonometric techniques. This course supports students' acquisition of the competencies needed to pass the mathematics portions of the Massachusetts Test for Educator Licensure (MTEL).

Students receive extensive tutorial support. Those who need to develop their skills further in order to successfully complete the course will repeat it.

### **BAM370-372 Seminars - 1 credit each**

These one-credit courses meet three times each term.

These seminars combine academic planning and advising

and content relevant to your program of study. Students beginning at the College take LRN 175 their first term, and then 370, 371, and 372 in subsequent terms.

### **BAM490 Multidisciplinary Studies Capstone - 3 credits**

In this course, students develop and complete their final research project, typically toward the end of their program of study. The Capstone is about 25 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 semester to complete the Capstone must register for BAM492 and pass before graduating.

### **PSY251 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.

### **EMC301 Integrated Language Arts and 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. Students become familiar with rudimentary activities that encourage creativity and form in composition, methods of developing, linking and expanding a child's encounters with literature.

### **EMC302 Questions in Math and Science - 3 credits**

Students learn applications of the discovery approach and suitable materials and experiences for developing concepts in mathematics and science appropriate for children three to eight years old. Students learn to guide readiness activities in math that are developed intuitively and informally with children. Biological, physical and earth science topics are developed through inquiry and experience.

### **EMC304 Language Arts, Art and Music for Young 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.

### **EMC305 Creative Drama for Learning - 3 credits**

This course provides practical experience in the techniques of creative drama such as pantomime, improvised dialogue, dramatization of children's literature and role playing. The course is designed to develop student's own creativity and also to teach them to lead children in these art forms.

### **EMC412 Storytelling and Playmaking**

3 credits

A study of early childhood learning with emphasis on language acquisition and development in young children as well as their social, emotional, and physical development. Students learn developmentally appropriate teaching practices through a study of early childhood stories, writing, literature, arts, storytelling (including fairy tales, story theater, popular music, and performance art) 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.

## **Natural and Physical Sciences**

### **SCI131 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.

### **SCI138 Physical Geology - 3 credits**

A study of the nature and origin of the minerals and rocks composing the earth; and the geological evolution of surface features (scenery), taking into account the underlying rock types and structures as well as the surface effects of glaciers, oceans, rivers, volcanoes, and earthquakes. Introduction to geological aspects of environmental issues; and to the geology of the solar system. Numerous field trips supplement the lectures. Designed for students wanting to learn more about the formation of landscapes and the limitations of earth resources.

### **SCI210 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.

### **SCI211 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.

### **SCI214 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.

### **SCI215 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.

### **SCI216 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.

### **SCI224 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.

### **SCI225 General Biology - 3 credits**

This survey of life systems lays the foundation for the study of human anatomy, physiology and health. The course begins with the study of cellular structure, metabolism and reproduction, and proceeds to the study of tissues and more complex organisms such as plants and vertebrates. Also covered are genetics, evolution, ecology and the interrelationships between organisms and their environments.

### **SCI226 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.

### **SCI235 Principles of Health and 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 a variable educator themselves. Community health services, functions, eligibility or access are explained.

### **SCI240 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.

### **SCI310 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.

### **SCI230 Anatomy and Physiology - 3 credits**

The structure and function of the human body provides a background upon which students build a working understanding of the human body in health and disease. The course includes a study of cells and the skeletal, muscular, respiratory and cardiovascular systems, as well as the nervous, endocrine, urinary, digestive and reproductive systems. Students will understand the basic functions of the parts of the human body.

### **SCI335 Topics in Biology: Understanding the Human Genome Project - 3 credits**

*Prerequisite: SCI225 or permission from 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.

### **SCI336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits**

*Prerequisite: SCI225 of permission from 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.

### **SCI400 Scientific Field Observation - 3 credits**

*Prerequisites: BAM105 or WRT101; SCI225, SCI226, SCI310, or permission of instructor*

Students must be self-motivated and self-disciplined to learn. Science consists of hands-on observations and experimentation. In this course, students utilize the scientific method and field study to draw conclusions based on evidence. Ethology is the scientific study of animal behavior. Our closest living relatives are the fellow members of our biological order, the primates. In this advanced science course, we spend most of the time out of the classroom actually doing science: we visit local zoos to observe and analyse the social behavior of gorillas, lemurs, monkeys and other primates who live there. Our base of study is the Franklin Park Zoo in Boston. We make day trips to other area zoos to expand the range of primates we study and to compare/contrast techniques of zoological primate care. Although we often travel as a group, course work is self-motivated and requires self-discipline. Following a template, everyone keeps an on-going field journal of their observations and hypotheses. Students will spend additional time on their own at the Franklin Park Zoo. Working with zoo staff there, students will each design an "enrichment activity" to enhance the environment of a chosen primate and stimulate its senses. The final project, presented in the format of a "poster session" often found at scientific conferences, is a careful comparison of one or two primate species with humans, answering the question "is human social behavior substantially similar to or different from the chosen primate comparison species?" The final project will draw upon both one's own field observations and outside, published material and may also incorporate photographic evidence.

## Philosophy

### **PHI201 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.

### **PHI305 Philosophy of Moral Education - 3 credits**

Incorporating aspects of philosophy and educational theory, students in this course explore two ancient and related ideas: character and virtue. Assisted by traditional and modern texts on these subjects, students seek to define both individual virtues, like courage, and what it means to be virtuous in a general sense. Students investigate the notions of character and character-building, especially as they are used in contemporary educational settings. One of the primary questions this course addresses is whether or not the virtues can be taught to or instilled in younger learners, and, if so, how? By A) analyzing a variety of texts, ranging from Aristotle's *Nicomachean Ethics*, to internet-based documents, and by B) thoughtfully reflecting upon personal experiences and the testimony of others in group discussions, students acquire a general knowledge of ethics, a more specialized understanding of virtue ethics, and insight into practical uses in classroom environments.

## Psychology

### **PSY110 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.

### **PSY120 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.

### **PSY130 Groups and Social Psychology - 3 credits**

*Formerly Groups: Theories and Applications*

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.

### **PSY200 Psychological Research Methods - 3 credits**

*Prerequisite: PSY110 before or concurrently*

Applied statistics and research methods for the social sciences are introduced. The course addresses the question, "How do we know?," using a hands-on approach to statistics and research. Students analyze published research findings, evaluate the validity of inferences, and use statistics to analyze aspects of their own daily life or job.

**PSY210 Multicultural 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.

**PSY310 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.

**PSY311 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.

**PSY316 Cross-Cultural and Holistic 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.

**PSY325 Theories of Personality - 3 credits**

*Prerequisite: BHS315*

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.

**PSY330 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.

**PSY333 EcoPsychology - 3 credits**

*Study abroad in Puerto Rico or Cuba with required readings and classroom sessions before and after; graduate students register for EED573*

Ecopychology is a holistic, interdisciplinary field of study informed by research in human ecology, sustainable economic development, and globalization. This course emphasizes ecological systems-thinking in both theoretical and experiential ways. Students gain an expanded awareness of the *self* in relation to *all* its contexts. This study abroad in countries with different economic and political realities provides a cross-cultural learning laboratory.

**PSY340 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.

**PSY342 Girls and Delinquency - 3 credits**

*Prerequisite: PSY350 recommended*

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.

**PSY343 Youth and Gangs - 1 credit**

The emergence in the 1980's 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.

**PSY345 The Spiritual Dimension: 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.

**PSY350 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.

**PSY351 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.

**PSY352 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.

**PSY353 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.

**PSY354 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.

**PSY356 Youth and the Law - 1 credit**

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.

**PSY357 Introduction to Circle Conferencing - 1 credit**

The circle process is an aboriginal and native way of being in relationship, resolving conflict, and restoring community. It is now used in DYS and DSS facilities, day reporting centers, and family counseling. This course is an intensive experience of the circle process and its applications in juvenile justice.

**PSY358 Bullying Behavior: Shifting the Power - 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.

**PSY359 Contemporary Perspectives on Child Abuse and Neglect - 3 credits**

*Formerly PSY370 The Intersection of Family, Community, and Delinquency*

This course examines the roles of family and community in the lives of delinquent youths. Delinquent behavior is explored in the context of family and community. The course reviews contemporary theories relating to family relationship and attachment, community empowerment and disadvantage, and their impact on adolescent behavior. Attention is given to juvenile courts as both judicial authority and substitute parent.

**PSY360 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 available from noted experts in the field.

**PSY370-372 Psychology Seminar I-III - three terms @ 1 credit**

The seminars in psychology assist students in staying abreast of relevant information in the field including current

issues and research, ethical practice, public policy, writing in the field, and career options. Students are introduced to fundamental policies and practices in psychology. The seminar leader is also the academic advisor, and guides students through their individualized academic plans.

**PSY376 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.

**PSY395 Psychology of Race - 3 credits**

*Level: intermediate; Prerequisite: PSY120*

This course looks at the structural and ideological components of racism, its psychology, and its impacts on individuals, families, schools, criminal justice systems, culture, arts, and religion, and explores the institutionalized systems of economic, political, social, and cultural relations by which one racial group maintains power and privilege. Participants confront the issues in an intensive way, examine their individual attitudes and practices, and gain a new conceptual and pedagogical framework. The psychology of anti-racism provides the theory and practical guidelines for teachers, human service providers, business people, counselors, and trainers to bring to their programs and workplaces.

**PSY400 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.

**PSY402 Themes in Adult Development - 3 credits**

*Formerly PSY140 Perspectives on Emotional Maturity*

This course explores the development of emotional maturity, using concepts drawn from biological psychology, psychoan-

alytical 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, the workplace, or Buddhist traditions.

### **PSY407 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.

### **PSY408 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.

### **PSY409 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.

### **PSY410 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.

### **PSY411 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.

### **PSY412 Perspectives in Psychopathology - 3 credits**

*Formerly Stress and Coping; Level: advanced*

*Prerequisite: BHS400 or BHS315, preferably both*

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.

### **PSY415 Violence in American Society: A Public Health Perspective - 3 credits**

*Level: advanced*

In this course, students explore the roots of violence in this country. They identify risk factors for violence – biological, psychological, social, cultural, structural, and historical (6-factor model). They explore interrelationships among risk factors, and share personal and literary examples. They also

examine existing, and construct new, strategies to prevent violence. Students explore a topic of personal interest in their final project, presenting an in-depth written analysis.

**PSY421 Psychology and Work Today: Introduction to Industrial and Organizational Psychology - 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.

**PSY425 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.

**PSY426 Self-Care for the Helping Professions - 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.

**PSY428 Integrating Body-Mind-Spirit: New Perspectives in Healing - 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.

**PSY430 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.

**PSY435 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.

**PSY490 Psychology Capstone - 3 credits**

*Prerequisites: WRT101 and 102*

*Take in your second-to-last term, after completing at least 90 credits*

*Recommended: come prepared with a topic related to your concentration*

In this course, students develop and complete their final research project, the capstone. The capstone is about 25 pages long and follows a research paper format with an abstract, table of contents, introduction, and a body that includes a review and discussion of literature. A conclusion and reference page follow. Students work together in class and meet individually with the instructor. Those who take an extra term to complete the Capstone must register for "late capstone" PSY492.

## Sociology

### **SOC120 Cross-Cultural Communication - 3 credits**

*Formerly COM120*

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.

### **SOC200 Narrating the Self: Coming of Age Legacies From Around the World - 3 credits**

*Prerequisite: WRT101*

This course explores "coming of age" through autobiographical writings from varied cultures. Students focus on identity-shaping conditioning of people in different geographical, historical, and socio-cultural environments. We look at race, gender, professional, geographical and spiritual membership and explore "different systems" of meaning, rather than singular explanations for personal development.

### **SOC201 Understanding Societies: Introduction to Cultural Anthropology - 3 credits**

How do societies 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. Students work collaboratively in small groups and by e-mail to prepare role-plays and debates, and to discuss issues.

### **SOC211 State and Society: La Realidad de Cuba - 3 credits**

What role does government play in our lives? How do we regulate economic transactions? How easy is it to move about in our society? We explore these questions of social organization and economic anthropology in four classroom sessions and a visit to Minute Man National Historic Site. What messages and ideologies are encoded in official monuments to a revolutionary past? Our own assumptions about

how society works are then thrown into relief when the class travels to Cuba for a week. We meet with political leaders and everyday people, visit historic sites of the revolution, medical facilities, explore Old Havana, and hike in the rain forest. A final class meeting back in Cambridge integrates our experiences through analysis of a chosen cultural theme and student presentations of their new understandings of the interaction of state and society.

### **SOC212 Introduction to the American Legal System - 3 credits**

To be effective citizens, employees, parents, and members of society we must comprehend the conceptual frameworks of the law and its implications in our daily lives. This course introduces legal concepts and activities, and their pragmatic applications: contract law, civil rights law, employment law, family law, and patient rights. We also discuss how the United States Constitution impacts contemporary legal issues including government regulation of private business, separation of church and state, right to privacy, government funding of educational and religious institutions, and property rights versus environmental and other governmental constraints.

### **SOC213 Adult Development and Career Transition - 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.

### **SOC311 Images of Women - 3 credits**

An investigation of 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.



# School of Psychology and Counseling

The School of Psychology and Counseling provides graduate programs for professional training for practicing clinicians, educators, and other human service workers, as well as people changing careers or entering the work force. Typically, these individuals are older than average graduate students, with a wide range of non-traditional experience in counseling and other fields.

**Diverse Populations and Perspectives** — Our students 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 in agencies with varied philosophies. Many of the agencies that collaborate with Cambridge College focus on under-served populations.

**Professional Seminar** — Students bring the wealth of their individual experiences to the Professional Seminar, and learn from the collective knowledge of all. They advise, support, and network with one another throughout their program and thereafter.

**Writing** — A writing assessment is conducted in the first professional seminar meeting. Results are communicated to the seminar leader, who refers students to writing courses and the Writing Support Center.

**Licensure** — Many concentrations in Counseling Psychology prepare students for the licensure which is increasingly necessary for many counseling careers. Other concentrations are available for students whose career goals do not require licensure.

Ever-changing professional licensure standards make it necessary for the program charts in this catalog to change occasionally. Updated academic requirements and further detailed requirements for practicum/internship and licensure are available at the Counseling Psychology Office literature rack or program coordinator. Students are responsible to be familiar with the detailed requirements of their concentration. Students should examine updated licensing and certification requirements closely and seek advisement to determine whether work sites and supervision are appropriate for the credentials sought.

**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.

**Course contact hours** — All courses meet for 35 contact hours/3-credit course.

**Criminal Offender Record Information (CORI)** — All Counseling Psychology students placed in Massachusetts Department of Mental Health programs and facilities must receive CORI checks prior to their internship placement. This is mandated by DMH policy 97-2 and is consistent with the CORI policy issued by the Executive Office of Health and Human Services in 1996. Students seeking placement in DMH facilities are responsible for initiating the CORI process through the Counseling Psychology Office, where CORI request forms are available.

**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.

The acceptability of a practicum, internship, or clinical site is determined by the practicum/internship coordinator, the program coordinator, the instructor, and the Dean in accordance with current criteria.

Students are not allowed to register for a second internship course if they have an *Incomplete* grade in the prior term(s) of a practicum or internship.

**Review of Progress and Practice** — Due to the impact graduates will have on clients throughout their careers, the School of Counseling and Psychology 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 Council 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 Counseling and Psychology.

## Guidelines for Students' Professional Behavior

**Rationale** — 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 Counseling and Psychology 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. A demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. A 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. A 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. A demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. A 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. An 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. An 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.



## Counseling Psychology Faculty

Niti Seth, Professor, Lic. Psychologist in the Commonwealth of Massachusetts; Ed.D. Harvard University; Director, School of Psychology and Counseling

### Full-time Faculty

John Carew, LMHC, Lic. Psychologist in the Commonwealth of Massachusetts, Lic. Guidance Counselor - Mass., Lic. School Psychologist - Mass., Lic. Elementary and Middle School Teacher - Mass.; Ph.D. Boston College

Paul D. Gerson, Ph.D. University of Pittsburgh; CAGS Coordinator, Clinical Practicum/Internship Coordinator

Joseph A. Huff, Ed.D. Boston University; School Guidance Coordinator

Leroy L. Kelly, LMHC, LADC-I; M.A. Boston College; Addiction Counseling and Mental Health Counseling Coordinator

Massomeh Namavar, Ed.D. Indiana University/Bloomington; Professor

Robert Prague, LCSW; M.Ed. Boston College; Professor

### Part-time Faculty

Susan T. Leichtman, LICSW, LMHC, SAC; M.S.W. Smith College; School Social Worker/School Adjustment Coordinator

Larry M. Allen, M.Ed. Antioch College

John Ansty, LICSW, SAC; M.S.W. Boston University

Tamara A. Bethel, R.N., C.S., Ph.D. Walden University

Diane L. Boettcher, D.Ed. Boston College

Harvey Botman, Ph.D. Duke University

Jeffrey Arnold Botman, Ph.D. University of North Carolina

Judith Bralove, LICSW; M.S.W. Boston College

Mara L. Brenner, LMHC, School Guidance Licensure K-12; M.A. Lesley University

Janice F. Chiaradonna, Ed.D. Johnson & Wales University

D. E. Dale, LCSW, LMFT, LMHC; C.A.G.S. Boston University

Lawrence "Khari" Farrell, MSW; Ph.D. Boston University

Steffen Fuller, Ph.D. Purdue University

Irle M. Goldman, Ph.D. Rutgers University

Vita Golub, LMHC, Licensed Special Education Teacher, Guidance Counselor K-12, SAC; M.Ed. SUNY/Buffalo, M.A. University of Massachusetts/ Boston

Nan Hocking-McDonough, Certification in Alcohol Studies; Ph.D. Union Institute

Seward T. Hunter, M.S.W. Simmons College

Mopsy Strange Kennedy, M.S.W. Boston University

Timothy F. McCarthy, LMHC LADC-I; M.Ed. University of Massachusetts/ Boston

Thomas J. McDonough, Ed.D. Boston University

Maureen McGrane, LCSW, LADC-I; M.Ed. University of Massachusetts

Edward McGrath, M.Ed. Cambridge College

Kathy A. McMahon, Psy.D. Antioch College

Jesse Mellor, LMHC, M.A. Antioch New England Graduate School

Veronica Miletsky, LMHC; M.Ed. Cambridge College

Emily M. Mitchell, M.A. University of Chicago

Anne V. Murphy, C.A.G.S. University of Massachusetts/Boston

Regina Pacitti, M.Ed. Boston College

Jeanne E. Richardson, LCSW; C.A.G.S. Harvard University

Jill E. Ritchie, M.A. University of Northern Colorado

Barry E. Roy, Ed.D. Boston University

Margaret F. Sablove, Ed.D. University of Massachusetts/Amherst

Dayana Brill Simons, M.Ed. University of Massachusetts/ Boston

Liliana Morillo Taylor, LMHC, M.S. California State University

John Twomey, Licensed Psychologist in the Commonwealth of Massachusetts; Ed.D. Boston University

### Springfield, MA — Full-time faculty

Deborah Merriman, C.A.G.S. University of Massachusetts, L.A.D.C., L.M.F.T.; Coordinator

### Springfield, MA — Part-time faculty

Joseph Barone, C.A.G.S. Smith College

Jacqueline Bearce, M.Ed. University of Massachusetts, Amherst

Patricia Burke, Ph.D. University of Connecticut

Michelle Caliento, M.Ed. Springfield College

Haner Hernandez-Bonilla, M.Ed. Cambridge College

James Joyce, M.Ed. Springfield College

Maybelle Mercado-Martinez, Ph.D. Caribbean Center for Advanced Studies

Isabelle Morales, M.Ed. Cambridge College

Samuel Muri, M.A. Lesley University

Doris K. Schuh, M.Ed. Springfield College

Carl Skeene, Psy.D. Mass. School of Professional Psychology

Carol Therrien, M.S. Central Connecticut State University

*See also School Guidance faculty*

### School Guidance Faculty

Joseph Huff, Licensed School Guidance Counselor K-12;  
Ed.D. Boston University; Coordinator  
Larry Allen, M.Ed. Antioch College  
Victoria M. DaPonte, LMHC, LCDP; M.Ed. Cambridge  
College  
Marcia E. Gill-Bass, M.Ed. Cambridge College  
Beth A. Zieff Hecker, LMHC; M.A. M.Ed. University of  
Massachusetts/ Boston,  
Maureen Martin, NCC, School Guidance Counselor; M.Ed  
Boston College  
Thomas McDonough, Ed.D. Boston University  
Deborah Merriam, DOE Licensure in Elementary K-8, Middle  
School 5-9, School Psychologist all levels, Special Needs  
K-6, 5-9, 9-12, School Guidance Counselor PreK-9, 5-12;  
Ed.D. Boston University

Anne Murphy, C.A.G.S. University of Massachusetts/ Boston  
José Sanchez, M.S.W. Syracuse University  
Charles Virga, C.A.G.S. University of Massachusetts/  
Amherst

#### Springfield, MA — Part-time faculty

Thomas Nolan, Ed.D. American International University

#### Augusta, GA — Part-time faculty

Johnnye Quisenberry Ed.D. University of Sarasota  
Myrel Seigler, Ed.D. Georgia Southern University

#### Chesapeake, VA — Part-time faculty

Carla Castor, Ph. D. Virginia Commonwealth University  
Rosemary K. Helton, Ed. D. Nova University  
Jennifer Dion Johnson, Ph.D. Walden University  
Joseph H. Mahoney, Ed.D. Boston University

## Master of Education With Concentration in Counseling Psychology

36 credits

<b>Core</b>	<b>11 credits</b>
CCP691-693 Professional Seminar I, II, III — 3 terms @ 2 credits .....	.6
CCP590-591 Theory & Practice of Counseling — workshops on current topics in counseling ...	.2
CCP800 Independent Research Project .....	.3

<b>Counseling Psychology Courses</b>	<b>10 credits</b>
CCP501 Introduction to Counseling .....	.1
CCP540 Personality & Counseling Theory .....	.3
CCP550 Basic Counseling Skills: Rogerian Therapy ...	.3
CCP650 Group Dynamics/Group Counseling and Human Systems .....	.3

<b>Practicum and Internship</b>	<b>6 credits</b>
<i>Includes supervised field experience</i>	
CCP520 Counseling Practicum .....	.3
CCP641 Counseling Internship .....	.3

<b>Electives</b>	<b>choose 9 credits</b>
<i>Two electives must be in Counseling Psychology, one may be in a related field</i>	

# Master of Education With Concentration in Counseling Psychology/Access

60 credits

## Introductory Courses 24 credits

### Foundation Courses

*Taken in the first term; may be waived if mastery of course content is demonstrated through Cambridge College assessments; counseling psychology electives with course numbers in the 500s must be taken to replace courses waived*

CCP502	General Psychology	.3
CCP503	Communication Skills for Counseling and Human Services	.3
CCP504	Computer Applications	.3
CCP505	Graduate Writing	.3

### Introduction to the Profession

*May not be waived; take after foundation courses*

CCP506	Evaluating & Understanding Psychological Research	.3
CCP509	Critical Thinking for the Counseling Professions	.3

### Professional Development Seminars

CCP597-598	Professional Development Seminar I-II — 2 terms @ 3 credits	.6
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## Core 11 credits

CCP691-693	Professional Seminar I, II, III — 3 terms @ 2 credits	.6
CCP590-591	Theory & Practice of Counseling — workshops on current topics in counseling	.2
CCP800	Independent Research Project	.3

## Counseling Psychology Courses 10 credits

CCP501	Introduction to Counseling	.1
CCP540	Personality & Counseling Theory	.3
CCP550	Basic Counseling Skills: Rogerian Therapy	.3
CCP650	Group Dynamics/Group Counseling and Human Systems	.3

## Practicum and Internship 6 credits

*Includes supervised field experience*

CCP520	Counseling Practicum	.3
CCP641	Counseling Internship	.3

## Electives choose 9 credits

*Two electives must be in Counseling Psychology, one may be in a related field*

### Two terms of supervised field experience required

Students must be aware that licensing agents, regulators and other entities may not fully recognize their qualifications without an earned bachelor's degree. An earned bachelor's degree is required for programs leading to Mass. Department. of Education licensure.

## Master of Education With Concentration in Psychological Studies

**36 credits**

### Core **11 credits**

CCP691-693 Professional Seminar I-III — 3 terms @ 2 credits	.6
CCP590-591 Theory & Practice of Counseling — workshops on current topics in counseling	.2
CCP800 Independent Research Project	.3

### Counseling Psychology Courses **10 credits**

CCP501 Introduction to Counseling	.1
CCP540 Personality & Counseling Theory	.3
CCP550 Basic Counseling Skills: Rogerian Therapy	.3
CCP650 Group Dynamics/Group Counseling and Human Systems	.3

### Five Electives **choose 15 credits**

*Four elective courses must be in Counseling Psychology;  
one may be in any department*

## Master of Education With Concentration in Psychological Studies/Access

**60 credits**

### Introductory Courses **24 credits**

#### Foundation Courses

*Taken in the first term; may be waived if mastery of course content is demonstrated through Cambridge College assessments; counseling psychology electives with course numbers in the 500s must be taken to replace courses waived*

CCP502 General Psychology	.3
CCP503 Communication Skills for Counseling and Human Services	.3
CCP504 Computer Applications	.3
CCP505 Graduate Writing	.3

#### Introduction to the Profession

*May not be waived; take after foundation courses*

CCP506 Evaluating & Understanding Psychological Research	.3
CCP509 Critical Thinking for the Counseling Professions	.3

#### Professional Development Seminars

CCP597-598 Professional Development Seminar I-II — 2 terms @ 3 credits	.6
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### Core **11 credits**

CCP691-693 Professional Seminar I-III — 3 terms @ 2 credits	.6
CCP590-591 Theory & Practice of Counseling — workshops on current topics in counseling	.2
CCP800 Independent Research Project	.3

### Counseling Psychology Courses **10 credits**

CCP501 Introduction to Counseling	.1
CCP540 Personality & Counseling Theory	.3
CCP550 Basic Counseling Skills: Rogerian Therapy	.3
CCP650 Group Dynamics/Group Counseling and Human Systems	.3

### Five Electives **choose 15 credits**

*Four elective courses must be in Counseling Psychology;*

### No field experience required

Students must be aware that licensing agents, regulators and other entities may not fully recognize their qualifications without an earned bachelor's degree. An earned bachelor's degree is required for programs leading to Mass. Department of Education licensure.

**Master of Education With Concentration in  
Counseling Psychology**  
36 credits — With Focus on Forensic Counseling

**Core 11 credits**

- CCP691-693 Professional Seminar I-III — 3 terms  
@ 2 credits — with focus on issues, concerns and  
professional development of forensic students . . . . .6
- CCP590-591 Theory & Practice of Counseling —  
workshops on current topics in counseling . . . . .2
- CCP800 Independent Research Project —  
with forensic focus . . . . .3

**Counseling Psychology  
Courses 10 credits**

- CCP501 Introduction to Counseling . . . . .1
- CCP540 Personality & Counseling Theory . . . . .3
- CCP650 Group Dynamics/Group Counseling  
and Human Systems . . . . .3

**Basic Skills Course . . . . .Choose one**

- CCP550 Basic Counseling Skills: Rogerian Therapy . . . .3
- CCP715 Counseling Children and Adolescents  
in Context: Basic Counseling Skills . . . . .3

**Practicum  
and Internship 6 credits**

- Includes supervised field experience in an approved  
forensic setting*
- CCP520 Counseling Practicum . . . . .3
  - CCP641 Counseling Internship . . . . .3

**Forensic Focus 9 credits**

- CCP611 Introduction to Forensic Counseling . . . . .3
- CCP621 Assessment and Intervention for the  
Forensic Counselor . . . . .3
- CCP631 The Counselor in the Forensic Environment . . .3

Graduates are not eligible for licensure or vendorship in Massachusetts.

**Counseling Psychology with focus on forensic counseling** provides an introduction to the field of counseling with a focus on issues which pertain to counseling adult and juvenile offenders, and the process of working with their families, agencies, the courts, and other

aspects of the criminal and juvenile justice systems. Students may seek employment as state and private provider case managers, clinicians, probation officers, and family outreach workers.

## Master of Education With Concentration in Addiction Counseling

36 credits

### Core 10 credits

CCP691-693 Professional Seminar I, II, III — 3 terms @ 2 credits . . . . .	6
CCP590 or 591 Theory & Practice of Counseling — workshops on current topics in counseling . . . . .	1
CCP800 Independent Research Project . . . . .	3

### Counseling Psychology Courses 10 credits

CCP501 Introduction to Counseling . . . . .	1
CCP540 Personality & Counseling Theory . . . . .	3
CCP550 Basic Counseling Skills: Rogerian Therapy . . . . .	3
CCP650 Group Dynamics/Group Counseling and Human Systems . . . . .	3

### Practicum and Internship 6 credits

<i>Includes supervised field experience</i>	
CCP520 Counseling Practicum . . . . .	3
CCP641 Counseling Internship . . . . .	3

### Addiction Courses 10 credits

CCP510 Ethics and Boundaries in Substance Abuse Counseling . . . . .	1
CCP640 Addiction Disorders . . . . .	3
CCP606 Family Treatment of Substance Abuse . . . . .	3
CCP740 Substance Abuse Advanced Clinical Methods . . . . .	3

Additional courses may be required for CADAC certification in other states. Consult the program coordinator.

This program may be incorporated into the Mental Health Counseling or Guidance Counseling programs, with added costs. Please consult your seminar leader.

**Addiction Counseling** — Cambridge College strives to offer the appropriate educational requirements for certification by MBSACC and licensing by The Massachusetts Dept. of Public Health. Students are responsible to understand and monitor these requirements and regulations. They have the ultimate responsibility of ensuring that their program of study complies with state requirements.

This program is for people who are committed to substance abuse/addiction treatment, education and prevention:

- Individuals seeking careers as certified alcohol and drug counselors
- Currently practicing counselors
- Practicing clinicians who wish to develop academic and professional credentials
- Individuals seeking LMHC training and addictions treatment skills
- People interested in expanding their skills in treating new populations of clients

The courses provide education in the **five domains** of assessment, counseling, education, professional responsibilities, and case management.

The program emphasizes the **twelve core functions** of a substance abuse counselor as identified by the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse, Inc.: screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referrals, reports and record keeping, and consultation with other professionals.

Professional ethics for substance abuse professionals include the six requisite areas of client welfare, professional competence, professional accountability, financial concerns, emotional health, confidentiality.

The practicum must be in an approved substance abuse treatment program with 300 hours of supervised practical experience with appropriate supervision in the twelve core functions.

## Master of Education With Concentration in School Guidance Counseling

**48 Credits** — Program approved by the Massachusetts Department of Education for the preparation of school guidance counselors (PreK-8 or 5-12).

### First Year 33 credits

CCP501	Introduction to Counseling . . . . .	1
CSG691-693	Professional Seminar: School Guidance Counseling and Graduate Research I, II, III — 3 terms @ 2 credits . . . . .	6
	<i>Begin in first term; includes clinical journal, assessments, advisement, and professional growth plan</i> <i>Take Communication and Literacy test (MTEL) during first or second term</i>	
CCP590-591	Theory & Practice of Counseling — <i>Workshops on current topics in guidance</i> . . . . .	2
CSG800	Independent Research Project in Guidance . . . . .	3
CCP540	Personality & Counseling Theory . . . . .	3
CCP622	Ethics and Professional Issues for School Counselors and Mental Health Practitioners . . . . .	3
CCP616	Counseling in the Schools . . . . .	3
CCP632	Child and Adolescent Human Development . . . . .	3
CCP650	Group Dynamics/Group Counseling and Human Systems . . . . .	3
CCP670	Career Counseling . . . . .	3
CCP715	Multicultural Counseling: Children and Adolescents in Context . . . . .	3

### Practicum Prerequisites

- Pass *Communication and Literacy* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pre-Practicum — 75 hours of directed field-based training in conjunction with CCP501-715 . . . . .0
- Pass all first-year requirements including IRP (33 credits)

### Second Year 15 credits

CCP614	Child and Adolescent Psychopathology . . . . .	3
CCP624	Assessment/Appraisal Process: Intelligence and Achievement Testing . . . . .	3
	One elective graduate course in counseling psychology, education, or mediation/negotiation . . . . .	3

### Guidance Counseling Practicum

*Students entering in the **Fall 2004**: 450 hours required*  
*Students entering in the **Spring 2005**: 700 hours of field  
experience required, in accordance with CACREP national  
standards.*

Fall and/or Spring; one or two terms; level PreK-8 or 5-12  
See course descriptions and register for correct course  
number of your choice.

<b>CSG790A-F</b>	<b>Practicum Field Experience</b> . . . . .	3
	<i>Completed Exit Portfolio required for credit</i>	
<b>CSG791A-F</b>	<b>Practicum Seminar</b> . . . . .	3

**Entrance requirements:** Bachelor's degree and other general requirements for counseling psychology and educator licensure programs apply; see *Admission*.

**Path to licensure outside Massachusetts:** Please contact the education authorities in your state for requirements, procedures, and recommended path to licensure.

**Program subject to change:** As Massachusetts and national requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure and to meet CACREP national standards.

# Master of Education With Concentration in School Adjustment Counseling

**65 credits** — Program approved by the Massachusetts Department of Education as preparation for Initial Licensure as a **School Social Worker/School Adjustment Counselor (all levels)**

## First Year 38 credits

CCP501	Introduction to Counseling . . . . .	1
CCP691-693	Professional Seminar I, II, III — 3 terms @ 2 credits . . . . .	6
<i>Begin in first term; includes clinical journal, assessments, and professional growth plan</i>		
<i>Take Communication and Literacy test (MTEL) during first or second term</i>		
CCP590 or 591	Theory & Practice of Counseling — workshops on current topics in counseling . . . . .	1
CCP800	Independent Research Project — on a topic related to school adjustment counseling; third term . . . . .	3
CCP540	Personality & Counseling Theory . . . . .	3
CCP550	Basic Counseling Skills: Rogerian Therapy . . . . .	3
CCP614	Child and Adolescent Psychopathology . . . . .	3
CCP616	Counseling in the Schools . . . . .	3
CCP617	School Adjustment Counseling/School Social Work . . . . .	3
CCP632	Child and Adolescent Human Development . . . . .	3
CCP650	Group Dynamics/Group Counseling and Human Systems . . . . .	3

### Mass. D.O.E. Practicum/Internship Prerequisites

- Pass *Communication and Literacy* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pre-Practicum — 75 hours of directed field-based training in conjunction with CCP501-715 . . . . . 0
- Pass all first-year requirements including IRP (38 credits)

## First half (450 hours) of the 900-hour D.O.E. Practicum/LMHC Internship

*In educational and/or mental health settings; supervisors must meet D.O.E. and Board of Registration requirements*

CCP790-791	School Adjustment/Mental Health Field Experience I-II — 2 terms @ 3 credits . . . . .	6
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## Second Year 27 credits

CCP715	Multicultural Counseling: Children and Adolescents in Context . . . . .	3
CCP730	Practice of Mental Health Counseling . . . . .	3

### Assessment/Appraisal Courses

CCP624	Assessment/Appraisal Proc.: Intelligence and Achievement Testing . . . . .	3
CCP626	Assessment/Appraisal Proc.: Projective Testing . . . . .	3

### Social and Cultural Course

CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities . . . . .	3
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### Professional Orientation Course

CCP622	Ethics and Professional Issues for School Counselors and Mental Health Practitioners . . . . .	3
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### Career or School Course

CCP670	Career Counseling . . . . .	3
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## Second half (450 hours) of the 900-hour D.O.E. Practicum/LMHC Internship

*450 hours in the SSW/SAC role at one school site (may be done in first year with coordinator's permission); supervisors must meet D.O.E. and Board of Registration requirements*

CCP792-793	School Adjustment/Mental Health Field Experience III-IV — 2 terms @ 3 credits . . . . .	6
CCP708	School Adjustment Counseling Exit Portfolio . . . . .	0

**Entrance requirements:** Bachelor's degree and other general requirements for counseling psychology and educator licensure programs apply; see *Admission*

**Paths to D.O.E. licensure outside Massachusetts:** Many states have reciprocal agreements with Massachusetts. Please contact the education authorities in your state for requirements, procedures, and recommended path to licensure.

**Program subject to change** as Massachusetts requirements for licensure change. The College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Licensed Mental Health Counselor (LMHC)**— This program is designed so students will also complete the academic requirements for LMHC licensure by the Massachusetts Board of Registration of Allied Mental Health Professionals. Candidates must also pass a competency examination and complete two years of post-masters supervised clinical practice.

# Master of Education With Concentration in Mental Health Counseling

62 credits

## First Year 32 credits

### Core

CCP691-693 Professional Seminar I, II, III —  
3 terms @ 2 credits . . . . .6

CCP590 or 591 Theory & Practice of Counseling —  
*workshops on current topics in counseling* . . . . .1

CCP800 Independent Research Project . . . . .3

### Counseling Practice Courses

CCP501 Introduction to Counseling . . . . .1

CCP540 Personality & Counseling Theory . . . . .3

CCP550 Basic Counseling Skills: Rogerian Therapy . . . . .3

CCP615 Psychopathology . . . . .3

CCP630 Human Psychological Development . . . . .3

CCP650 Group Dynamics/Group Counseling  
and Human Systems . . . . .3

### Practicum and Internship

*Includes supervised field experience; see outline summary  
for requirements*

CCP520 Counseling Practicum . . . . .3

CCP641 Counseling Internship . . . . .3

## Second Year 30 credits

CCP700 Internship Seminar . . . . .3

CCP701 Advanced Internship Seminar . . . . .3

CCP730 The Practice of Mental Health Counseling . . . . .3

### Social and Cultural Course — choose one . . . 3

CCP561 Counseling Techniques with Multi-Problem  
Families in Changing Communities

CCP627 Family Assessment from a Multicultural  
Perspective

CCP635 Foundations in HIV/AIDS Education  
and Counseling

CCP721 Women in the Family: a Cross-Cultural  
Perspective

CCP766 Cultural and Religious Issues in Counseling

### Assessment/Appraisal Course — choose one . . . 3

CCP624 Assessment/Appraisal Process: Intelligence and  
Achievement Testing

CCP626 Assessment/Appraisal Process: Projective  
Testing

### Professional Orientation Course . . . . . 3

CCP622 Ethics and Professional Issues for School  
Counselors and Mental Health Practitioners

### Career or School Course — choose one . . . . 3

*Career course required for national voluntary certification*

CCP616 Counseling in the Schools

CCP617 School Adjustment Counseling/School Social  
Work

CCP670 Career Counseling

### Electives — choose three courses . . . . . 9

*Two electives must be in counseling psychology, one may  
be in education or a mediation course in the graduate man-  
agement curriculum*

**Licensed Mental Health Counselor (LMHC)**— This program is designed so students will complete the academic require-  
ments for LMHC licensure by the Massachusetts Board of Registration of Allied Mental Health Professionals. Candidates must  
also pass a competency examination and complete two years of post-masters supervised clinical practice.

## Certificate of Advanced Graduate Studies in Counseling Psychology

Minimum 36 credits

### Core 15 credits

CCA801-803 Professional Seminar I, II, III — 3 terms @ 3 credits	.9
CCA820-821 CAGS Counseling Internship: Mental Health Counseling — <i>includes supervised field experience</i> — 2 terms @ 3 credits	.6

### Courses choose 21 credits

*Choose at least six courses in consultation with advisor*

CCA704 Psychopharmacology	.3
CCA705 Human Sexuality	.3
CCA706-707 Family Assessment, Treatment and Intervention I-II	.3
CCA708 Counseling Techniques With Multi-problem Families	.3
CCA709 Basic Counseling Skills: Rogerian	.3
CCA710 Child and Adolescent Psychological Development	.3
CCA715 Multicultural Counseling Children and Adolescents	.3
CCA716 Child and Adolescent Psychopathology	.3
CCA721 Women in the Family	.3
CCA730 The Practice of Mental Health Counseling	.3
CCA754 Perspectives in Cross-Cultural Counseling	.3

CCA756 Substance Abuse in the Family	.3
CCA766 Cultural and Religious Issues in Counseling and Family Therapy	.3
CCA771 Professional Issues and Ethics in Counseling and Family Therapy	.3
CCA772 Psychopathology	.3
CCA773 Group Dynamics/Group Counseling and Human Systems	.3
CCA774 Biological Basis of Behavior	.3
CCA775 Substance Abuse: Advanced Clinical Methods	.3
CCA776 Basic Techniques in Brief Therapy	.3
CCA778 Assessment/Appraisal Process: Intelligence and Achievement Testing	.3
CCA779 Assessment/Appraisal Process: Projective Testing	.3
CCA780 Foundations of Couples Counseling	.3
CCA782 School Adjustment Counseling/School Social Work	.3
CCA783 Career Counseling	.3
CCA785 Human Psychological Development	.3
CCA790 Professional Issues and Roles in School Counseling	.3
CCA792 Counseling in the Schools	.3
CCA796 Personality and Counseling Theory	.3

**The CAGS in Counseling Psychology** is an advanced, post-master's degree. Students will increase their expertise, add a new credential and area of competency, or upgrade their credentials in order to meet requirements for licensure.

The CAGS program is open to people with master's degrees in counseling or closely related fields including social work, psychiatric nursing, pastoral counseling, and expressive therapies.

**A Flexible Program** — The program can be completed in one year, but may be completed over a longer period.

**An Individualized Program** — Each student meets with an advisor to plan an individualized academic program and establish a learning contract. They meet periodically to review educational and career goals.

# M.Ed. Courses in Counseling Psychology

## **CCP501 Introduction to Counseling - 1 credit**

*Pre-Practicum hours of directed field-based training required for D.O.E. licensure*

This course introduces the field of counseling. It orients individuals to the field and, as a result, enables them to make optimum use of practicum, internship and academic experiences. The course addresses counseling assessment, learning resources, cultural and racial factors, roles on the interdisciplinary team, elements of professional training, professional issues (including ethics and relevant laws), credentialing, professional associations (ACA, ASCA), making the best use of supervision and consultation, supervisor and agency expectations of intern behavior, personal survival and growth, 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 later courses.

## **CCP502 General Psychology - 3 credits**

Students survey the broad range of topics including ethics, schools of psychological thought, the brain and its functions, language perceptions, dreams, learning, attention and concentration, psychology of gender, historical, social and cultural perspectives of psychology.

## **CCP503 Communication Skills for Counseling and Human Services - 3 credits**

This course focuses on communication skills for counseling and human services professionals. We explore the nature of helping relationships and the communication necessary to build rapport and relationship, foster a working alliance, and establish mutually shared goals. Our exploration of spoken communication includes listening skills and attending behaviors, nonverbal communication, building empathy, gathering information and summarizing, self-disclosure, interpretation, and confrontation. Students learn to give and receive feedback, interact with clinical supervisors and graduate instructors, use role plays in training, and participate in groups. Our exploration of written communication focuses on observing and recording behavior of individuals and groups, summarizing observations, recording participant observations, reaction papers, and clinical record keeping.

## **CCP504 Computer Applications - 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 (Netscape). 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.

## **CCP505 Graduate Writing - 3 credits**

*Cross-listed as MMG505; formerly ACC440*

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.

## **CCP506 Evaluating & Understanding Psychological Research - 3 credits**

This course orients students to psychology, counseling and other relevant journals. Students learn to identify relevant journals, develop a basic understanding of research design and types of articles, comprehend statistics, set criteria for selection and evaluation of relevant research, and write a sample critique. Students are encouraged to think critically and recognize varied research designs.

## **CCP507 Writing and Studying Effectively: Mechanics and Methods - non-credit**

This review of the basics of English grammar and good writing helps students write papers and research projects. First, the course reviews the parts of speech, sentence structure, and punctuation, with emphasis on avoiding the most common errors. The second half of the course focuses on the fundamentals of good writing, including constructing correct sentences, creating an outline, and following it. Students are encouraged to work on the independent research project and other writing projects in class. Study methods are presented, such as using index cards, studying texts by outlining them and summarizing the main ideas.

### **CCP508 Physiological Bases of Human Behavior - 3 credits**

This course explores the physiological factors contributing to observed and reported human behavior and experience.

Topics include: the structure and function of the brain and nervous system; memory; the control of behavior; the control of internal functions; automatic behavior; brain damage (causes, types, and assessment, life-cycle and family sequelae); the effects of alcohol, drugs, and toxic substances; and addiction. The course explores relevant academic, professional, and popular literature.

### **CCP509 Critical Thinking for the Counseling Professions - 3 credits**

*Formerly ACC430*

This course develops the analytical thinking skills necessary to critically examine claims, evidence and assumptions, and to evaluate arguments. The course presents techniques for developing persuasive written and oral arguments. Students formulate hypotheses, conceive and state definitions, and understand the difference between arguments of fact, value and policy.

### **CCP510 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 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.

### **CCP511 Culture, Personality & Human Systems - 3 credits**

This course explores the ways in which individuals, their families, communities and cultures influence one another. Class members explore this process of influence and interaction from a variety of theoretical and experiential perspectives.

### **CCP515 Clinical Observation - 3 credits**

*Prerequisite: deep commitment to the pursuit of clinical competency*

Students observe and discuss live therapy sessions and develop counseling and group work skills. They participate in direct service work and peer role plays using audiotape, videotape and/or direct observation by an approved supervisor. This experience imparts greater feelings of competence in beginning therapists and counselors. Students explore therapy and counseling models of contemporary families, family life cycle issues, families under stress, families in social context, and cross-cultural families.

*Cambridge College collaborates with training sites including outpatient clinics, hospitals, and schools. Students participate in a minimum of six 2-hour clinical sessions, for at least twelve off-site hours. Check with the MFT program coordinators for the site for the term you plan to register. There are evaluations of student performance throughout the course and formal evaluation at the end.*

### **CCP520 Counseling Practicum - 3 credits**

*Enrollment limited to 10*

This course is for students beginning their master's 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. 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.

### **CCP535 Gestalt Therapy: The Use of Self in Therapy - 3 credits**

This course will focus on Gestalt Therapy as well as transactional analysis. The student will learn to be simultaneously aware of interpersonal and intrapersonal dialogues. Role-playing, case presentation, and personal experiences will generate the material for academic discussion. The student will acquire tools appropriate to employ his/her self in counseling clients/patients in a variety of settings.

### **CCP540 Personality and Counseling Theory - 3 credits**

*Formerly Theory of Counseling*

*Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure*

This course explores personality theory and counseling theory, identifying strengths and weaknesses in each theory. Cultural elements are stressed as well. The theories are approached from an eclectic standpoint, exploring established counseling theories in depth, criticized from a variety of perspectives, and placed in a context which recognizes their strengths and limits. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling setting. 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.

**CCP550 Rogerian Person-Centered Therapy:  
Basic Counseling Skills - 3 credits**

The person-centered therapy of Carl Rogers and his followers is the focus of this course. Rogers's major theories and techniques and current modifications, as they evolved, are explored via readings, tapes and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads, students work on individual issues and thereby promote their personal growth and counseling skills. The instructor models, by example, the distinctive characteristics of a Rogerian teacher and counselor; and helps develop a therapeutic atmosphere that diminishes defensiveness and facilitates student learning and growth. By this process, students learn person-centered therapy.

*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.*

**CCP561 Counseling Techniques with Multi-  
Problem Families in Changing Communities -  
3 credits**

*Offered in Spring and Summer only*

*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. 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 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 socio-economic, linguistic and cultural differences which may affect families and relationship between the family and therapist.

**CCP562 Family Life Cycle - 3 credits**

This course looks at the development of families, and of individuals within families, in relation to their environments. Using a multi-systemic perspective, students examine the ways in which family life cycles and family members' behav-

ior and choices are influenced both by each other and by such factors as socioeconomic status, ethnicity and geographic location. The concept of "normal family development" is discussed as assessed, along with coping styles, strengthening factors, effects of stress, and problem development. A variety of teaching materials and methods are used, including films, literature, personal experience and texts. Two papers are required: a critique of an aspect of family development as described in a film or book; and a comprehensive analysis of a family life cycle (one's own or another).

**CCP590-591 Theory and Practice of  
Counseling - 1 credit each**

*10 hours of workshops earn one credit*

Students choose from a variety of 2-hour (or longer) seminars on current topics in Counseling Psychology, taught by faculty and visiting practitioners. Topics include in-depth explorations of subjects not covered or only surveyed in academic courses, and aspects of counseling which are stressed in particular areas of counseling. Students and alumni are invited to attend additional workshops beyond their program requirement.

**CCP597 Professional Development Seminar I  
- 2 credits**

Through instruction and a supportive, collaborative, and investigative group process, this seminar provides group advisement and the ongoing opportunity for self-evaluation of adult learners in the Counseling Psychology Graduate Program. Students investigate career interests, evaluate work experiences, and network with other students and professionals in the field. Students receive assistance in setting goals and objectives within their program of choice.

**CCP598 Professional Development Seminar II  
- 2 credits**

Continuing the instruction, group process and personal investigation which began in Seminar I, this seminar intensifies students' exploration and field research concerning future practica, internships, chosen sub-major, and individual skills and preferences. Students conduct formal investigations of their own skills, prospective professional settings and working professionals in those settings.

**CCP599 Professional Development Seminar  
III - 2 credits**

This seminar continues the development of issues, data collection and relationships which began in Seminars I-II, and carries them forward through the development of a formal professional/learning plan and the completion of a number of

mini-projects which lead students to reality-test personal choices, goals, interests and plans for further study.

### **CCP600 Biopsychosocial Dimensions of Aging - 3 credits**

Students explore the biology, psychology, and sociology of aging. Topics include: physical changes with aging, major medical conditions, physical impairment, psychological changes, common psychiatric problems, and psychological impairment. Family dynamics are explored as well as the economic burdens of aging. Discrimination, abuse and neglect are confronted. Client management needs are identified. Ethical and legal issues associated with elder care are explored.

### **CCP601 Spiritual Dimensions of Aging in Families and Larger Systems - 3 credits**

The spiritual needs of aging include: identity, meaning, love and wisdom. While these basic needs do not change with age, they often become intensified. In this seminar we look closely at the importance of spirituality in the care and treatment of our aging clients. We consider how the family, culture, media, and our own professional and personal histories shape our understanding and attitudes about aging and spirituality. We review contemporary theories about aging, families, and spirituality and consider the possibility that there is something primary, perhaps even sacred about the human quest for connectedness.

### **CCP605 Elder Care: Contemporary Issues and Innovations - 1 credit**

Current trends and issues in elder care are addressed. Speakers from the community discuss employment possibilities and the future of elder care in our nation. The class addresses policy changes and the politics of elder care, with special consideration of how these changes impact new elder care professionals. Career and personal development are highlighted.

### **CCP606 Substance Abuse in the Family - 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.

### **CCP608 Basic Techniques in Brief Therapy - 3 credits**

Brief therapy involves an active process of therapeutic interaction, during which therapist and client negotiate and complete an entire course of treatment in a pre-specified number of sessions (usually 12 or fewer). This course introduces participants to principle and practice in brief therapy. Students learn the basic skills needed to: (1) understand the principles of brief therapeutic practice; (2) act in accord with the requirements for ethical practice within a brief therapy framework; (3) explain a brief therapeutic approach to a client; (4) protect a client against untoward clinical results during a course of brief therapy; (5) assess for appropriateness of brief therapeutic treatment; (6) understand and utilize basic problem-solving techniques; (7) understand and utilize basic cognitive-behavioral techniques; (8) plan a brief therapy program; (9) create expectancies for positive change; (10) gain and utilize client feedback to maximize therapeutic efficacy; and (11) terminate with a client within a brief therapy model. Course format includes lecture, discussion, demonstration and participatory exercise. Students share their own cases for discussion and analysis.

### **CCP609 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.

### **CCP611 Introduction to Forensic Counseling - 3 credits**

*Prerequisite: Take concurrently with CCP540 or after completing it*

This course relates counseling theory and practice to the specialized roles and settings of forensic counselors. It identifies the counseling theories and technical approaches most appropriate to forensic work, and explores current social theories of offending behavior. Students examine relevant

social, familial, psychological, and physiological factors in forensic case histories and social research on identified populations. Students explore concepts of client strengths, coping skills, risk factors, dangerousness, and addiction, as well as the processes of classification and profiling as related to members of identified populations. Students also are informed of laws and standards concerning victim protection and the duty to warn intended victims

### **CCP614 Child and Adolescent Psychopathology - 3 credits**

This course deals with the nature of neurotic and abnormal behavior and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to DSM IV. Case studies provide experience in classifying, diagnosing and categorizing various mental and emotional disorders common to children and adolescents. Discussions focus on psychopharmacology, prevalent psychotherapies, theories of normal and abnormal behavior, and current research findings that can assist the school counselor with consultation and developing a plan of action.

### **CCP615 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 sociocultural aspects of behavior and ways in which adaptive behavior becomes symptomatic. The historical contexts in which psychopathology has been diagnosed and viewed historically from early medical concepts through the currently used Diagnostic Criteria, DSM-IV, are presented. 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 discussion.

### **CCP616 Counseling in the Schools - 3 credits**

*Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure*

This course explores the world of the school counselor and other counselors whose practice brings them in contact with the schools. Topics include professional roles with respect to philosophy, practice and principles of school guidance counseling, personal counseling, group work, assessment, state approved curriculum frameworks, Massachusetts Comprehensive Assessment System and other state compe-

tency tests, classroom guidance, and a variety of and developmental/preventive programs. This course also discusses school laws and regulations with respect to national (ASCA) and state standards (MASCA). The course is presented in the manner which reflects individual and group counseling, consultative and ecological systems perspectives. There is a strong emphasis on developing skills which allow professionals to help children through intervening with important figures and organizations in their lives. Students are introduced to college and career counseling and pertinent post secondary resources to aid students in making decisions about future study or work. A major part of the course deals with consultation to teachers, parents and administrators. Another focus explores liaison with important individuals from the non-school community, and the roles of peer group in children's and adolescents' lives. There is also a study of the uses of technology as applied to the role of the school guidance counselor.

### **CCP617 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 and other professionals who have similar interests in those students identified as having personal and social problems. The 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. Course issues include counseling process, systems assessment, exploring peer, parental and teacher-student relationships, mediating focal relationships, consulting to significant adults in the student's life as well as identifying, advocating and facilitating relationships with community and government agencies. The course will address juvenile justice and child protection issues as they impact young people and their families.

### **CCP621 Assessment and Intervention for the Forensic Counselor - 3 credits**

*Prerequisites: CCP540, CCP550 or CCP715, CCP611, and CCP631*

This course surveys psychopathology and assessment procedures and tools appropriate to forensic counseling. It continues the student's training in counseling and systems skills in forensic settings. Students survey the structure and elements of the DSM-IV diagnostic system, and apply them to sample case presentations. Then they survey the ACA ethical standards and identify ethical issues particularly relevant to forensic work. This is followed by a review of assessment tools and procedures found in forensic settings, with an emphasis on

understanding assessment results as reported in the records of offenders. The course concludes with role-plays and case analyses which allow students to integrate, apply, and practice knowledge and skills learned in the course.

**CCP622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits**

*Replaces CCP602 and CCP612*

*Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure*

This course provides an orientation to ethical issues in counseling practice. Relevant issues in mental health, school adjustment and guidance counseling are identified and explored. 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. Ethical practices are examined by the use of vignettes describing ethical dilemmas presented to the counselors.

Professional identification, discipline-appropriate professional associations and organizations, and publications regarding best practices and strategies in providing counseling services to students, individuals and families are identified and introduced.

**CCP624 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits**

Students learn about the administration, scoring and interpretation of the *Wechsler Scales* with emphasis on the WISCIII, WPPSI, and the WAIS. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. Use of alternative, non-language-based tests to assess intelligence, such as the TONI (Test of Non-Verbal Intelligence) is also discussed. Achievement testing and use of the WAIT (*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 and discusses factors related to school achievement and state-approved curriculum frameworks.

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 the special education process, 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. 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 such as the *Detroit Tests* and the WRAML (*Wide Range Assessment of Memory & Learning*).

**CCP625 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.

**CCP626 Assessment/Appraisal Process: Projective Testing - 3 credits**

*Offered in 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, and the Rorschach, 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.

**CCP627 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.

**CCP630 Human Psychological Development - 3 credits**

This course will address psychological development across the lifespan including infancy, early childhood, childhood adolescence, early adulthood, mid-life, and aging. Theory will com-

bine with application related to physical, emotional, cognitive, moral, and vocational development. Ethnic and gender differences are addressed.

### **CCP631 The Counselor in the Forensic Environment - 3 credits**

*Prerequisites: CCP540 and CCP611; must be taken concurrently with CPP550 or CPP715 or after completing it*

This course further 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.

### **CCP632 Child and Adolescent Human Development - 3 credits**

*Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure*

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of ego, cognitive, social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis and treatment of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. This course employs videos, lectures, case studies, class presentations and group discussions.

### **CCP633 Physiology of Human Behavior - 3 credits**

This course explores physiological factors contributing to observed and reported human behavior and experience. Topics include: the structure and function of the brain and nervous system; memory; the control of internal functions; automatic behavior; brain damage; causes, types, assess-

ment, life-cycle, family and community sequel; effects of alcohol, drugs, tobacco and toxic substances; addiction; HIV/AIDS, infectious disease; and ethical considerations.

### **CCP635 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.

### **CCP640 Addiction Disorders - 3 credits**

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. 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.

### **CCP641 Counseling Internship - 3 credits**

*Prerequisite: CCP520; enrollment limited to 10; Spring and Fall terms only*

This course focuses on the counselor, the clients and on interactions with clients. It explores and sharpens diagnostic skills, clinical acumen, personal issues as a counselor, and counseling techniques through the sharing and analysis of case material and counseling experiences. Participants must actually be practicing counseling and audiotape some sessions.

A placement must include counseling with individuals and on-site supervision. Other specific requirements are announced in class. Further information is available in the Counseling Psychology Practicum Handbook.

Course requirements include: case presentations, completion of weekly process notes, a transcript of one case over time, assigned readings, and active participation in class discussions and critiques of case material.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP645 Psychodynamic Perspectives - 3 credits**

*Formerly Key Aspects of Psychoanalytic Techniques*

This course provides an overview of psychodynamic perspectives and their use in the therapeutic relationship. The class consists of lectures, case-studies, small group work and role plays. A detailed, in-depth case study is presented and discussed in class. Small group work focuses on the application of concepts. Students need no familiarity with psychodynamic concepts but should have some background in counseling and an interest in doing in-depth work with individual clients. Topics include: key aspects of psychoanalysis; object relations approaches; id, ego, superego; defense mechanisms; transference and countertransference; projective identification; dream analysis; confrontation and interpretation, working through empathy.

### **CCP650 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.)

### **CCP658 Expressive and Activity Therapies - 3 credits**

Through demonstration, experience, lecture, and discussion, students explore creative approaches to counseling and effective education appropriate to clients, students, and trainees of all ages. Methods include the use of art materials, imagery, physical activity, group and paring games, music and play in counseling, school and training settings. Program design and applications are also explored in class. Students are expected to participate in experimentation with expressive and other active techniques, using their own life experiences as a base. Students are expected to develop an activity/expressive action plan to suit a particular client's, student's, family's or group's needs. The course has a strong orientation toward the utilization of family, group and cultural strengths in counseling and educational interventions. All

sessions of this intermediate level course must be attended in order to receive credit.

### **CCP670 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, and act upon data pertinent to career fulfillment and success in group counseling settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research and 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 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 theory is discussed.

### **CCP680 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.

### **CCP691 Counseling Psychology Professional Seminar I - 2 credits**

This is the first of three seminars focusing on students' skills, abilities, interests and goals. Students collaborate with each other sharing experiences, thoughts and ideas. They work together as a cohort group to begin formulating their individual research projects. Their perspectives are broadened as they integrate theory and practice with personal ideas—their own and their classmates'. Students prepare to move from the classroom into a field placement in a clinic or other counseling setting, focusing on core counseling functions including assessment, record keeping, and the establishment of goals and objectives in counseling. Throughout the three terms students discuss current trends in counseling, ethical considerations surrounding these trends, and present didactic information to their classmates. Specific agenda items are selected by identified student needs in collaboration with the seminar leader.

### **CCP692 Counseling Psychology Professional Seminar II - 2 credits**

This, the second term of the Professional Seminar, provides an understanding of research design and statistical procedures to be used as tools for developing students' independent research projects (IRP). These tools, along with students' ideas, knowledge and skills, come together to form an IRP.

### **CCP693 Counseling Psychology Professional Seminar III - 2 credits**

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 group dynamics, observations and assessments of students' learning experiences.

### **CCP700 Internship Seminar - 3 credits**

*Enrollment limited to 10 per section; Spring and Fall only*

Open to individuals who have completed the 36-credit Counseling Psychology sequence, including internship, practicum and IRP, and others who have completed similar programs at other colleges.

The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. Requirements include a counseling practicum of 140 or more hours per term from the first week of the course through its last week. Students are required to conduct a self-assessment of their counseling practice with the assistance of audio or video samples of their counseling practice. Counseling tapes are shared with colleagues in class, with informed client consent. Other class requirements are similar to those of CCP641.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP701 Advanced Internship Seminar - 3 credits**

*Prerequisites: CCP700 and as for CCP695; Usually taken in conjunction with CCP695; Enrollment limited to 10 per section; Spring and Fall only*

This course requires at least 140 hours of counseling practice in an approved site with an approved supervisor. The counseling practice must take place during each week of the course. Case discussion, presentation of work samples, case notes and reports related to current counseling practice are essential to the course process. The process of the course is similar to that of CCP700 with one major differ-

ence. During this term, the student's focus on his/her counseling practice will be integrated into a formal self-assessment. This assessment may be used in defining post-graduate areas of competence and areas for further training.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP710 Principles of Family Systems Therapy - 3 credits**

*Formerly Basic Counseling Skills: Marriage and Family Therapy*

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.*

### **CCP715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits**

*Pre-Practicum: 15 hours of directed field-based training required for D.O.E. 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, exceptionality, family approaches, evaluation, consultation, play/activity techniques, group work, counseling in the schools. Also: assessment; diagnosis; gathering and communicating information; relevant laws and regulations; ethics, ethnic, linguistic, racial, gender and religious diversity; interviewing, dealing with research; resources and referrals; hazards and problems of normal development; communicating with children and adolescents of different ages.

### **CCP716 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.

### **CCP721 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.

### **CCP725 Psychopharmacology - 3 credits** *Formerly CCP504*

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. 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.

### **CCP726 Elder Care Planning and Management - 3 credits**

This course gives a current picture of chronic illness, impairment, and disability in America. Students learn how demographic trends, advances in medical treatment, and the changing character of the American community impact health care and long term care. Students examine the health care system's response to the growing challenges of chronic care.

### **CCP730 The Practice of Mental Health Counseling - 3 credits**

*Offered in Spring and Fall 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.

### **CCP740 Substance Abuse: Advanced Clinical Methods - 3 credits**

Designed for counselors experienced 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.

### **CCP766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits**

This counseling psychology course explores the roles of culture, ethnicity, and religion in human relationships. It focuses on the impact of race, culture, religion and spirituality on personal lives and in the therapeutic process. Concepts are also applicable to work settings with multicultural personnel.

### **CCP770 Theory and Practice of Supervision - 3 credits**

This course provides supervision training by seasoned supervisors to students interested in enhancing their supervisory skills. The major models of supervision are presented and compared, with full consideration of contextual, ethical and legal issues. Students articulate their personal models of supervision, and learn how to evaluate and identify problems and solutions in the therapist-client and supervisor-therapist-client relationship. Video is actively used to enhance student awareness about supervision and supervisory relationships.

Written and video assignments require the application and synthesis of clinical and supervision material. A written philosophy of supervision statement is required.

*This course has been pre-approved by the American Association of Marriage and Family Therapists and represents partial fulfillment of the AAMFT Approved Supervision requirements.*

### **CCP790 School Adjustment/Mental Health Field Experience and Seminar I - 3 credits**

This course is for students beginning their master's 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. 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.

### **CCP791 School Adjustment/Mental Health Field Experience and Seminar II - 3 credits**

*Prerequisite: CCP790; enrollment limited to 10; Spring and Fall terms only*

This course focuses on the counselor, the clients and on interactions with clients. It explores and sharpens diagnostic skills, clinical acumen, personal issues as a counselor, and counseling techniques through the sharing and analysis of case material and counseling experiences. Participants must actually be practicing counseling and audiotape some sessions.

A placement must include counseling with individuals and on-site supervision. Other specific requirements are announced in class. Further information is available in the Counseling Psychology Practicum Handbook.

Course requirements include: case presentations, completion of weekly process notes, a transcript of one case over time, assigned readings, and active participation in class discussions and critiques of case material.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP792 School Adjustment/Mental Health Field Experience and Seminar III - 3 credits**

*Enrollment limited to 10 per section; Spring and Fall only*

Open to individuals who have completed the 36-credit Counseling Psychology sequence, including internship,

practicum and IRP, and others who have completed similar programs at other colleges.

The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. Requirements include a counseling internship from the first week of the course through its last week. Students are required to conduct a self-assessment of their counseling practice with the assistance of audio or video samples of their counseling practice. Counseling tapes are shared with colleagues in class, with informed client consent. Other class requirements are similar to those of CCP791.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP793 School Adjustment/Mental Health Field Experience and Seminar IV - 3 credits**

*Prerequisites: CCP790-792; Enrollment limited to 10 per section; Spring and Fall only*

This course requires counseling practice in an approved site with an approved supervisor. The counseling practice must take place during each week of the course. Case discussion, presentation of work samples, case notes and reports related to current counseling practice are essential to the course process. The process of the course is similar to that of CCP792 with one major difference. During this term, the student's focus on his/her counseling practice will be integrated into a formal self-assessment. This assessment may be used in defining post-graduate areas of competence and areas for further training.

*This internship must conform with Massachusetts regulations 262(CMR).*

### **CCP800 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. This thesis-like document describes their inquiry, their critical thinking, and their conclusions.

### **CSG691 Professional Seminar: School Guidance and Graduate Research I - 2 credits**

This seminar focuses on the development of research skills, and on students' current abilities, interests and goals. Students collaborate in a cohort group with one another, sharing interests, completed work and critical comments. Students use the group as a learning resource, as each

member develops an independent research project (IRP) with an emphasis on school guidance from proposal to completion. Students' perspectives are broadened as they relate information from their research to their life experience and perspectives of other group members. The group 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 for school guidance counseling program development are also discussed. A final proposal is required that describes the complete IRP project in outline form.

**CSG692 Professional Seminar: School Guidance and Graduate Research II - 2 credits**

The second term of the 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 a student's ideas, knowledge and skills, come together to form an IRP. Students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. A complete first draft of the IRP is required.

**CSG693 Professional Seminar: School Guidance and Graduate Research III - 2 credits**

The final term of the Professional Seminar continues the emphasis on completion of the IRP. The group also examines guidance career options, credentialing issues, and the options of specialization and further graduate study. Discussions include reflections on group members' learning over the year of participation, including group dynamics, member observations, and a formal assessment of student learning. The completed IRP is due at the end of the course.

**CSG800 Independent Learning 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. 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. This thesis-like document describes their inquiry, their critical thinking, and their conclusions.

**CSG790 Guidance Practicum Field Experience - 3 credits**

**CSG791 Guidance Practicum Seminar - 3 credits**

*CSG790-791 replace CSG698-699*

*Fall and/or Spring; take CSG790 concurrently with CSG791*

*School Guidance Exit Performance Portfolio required for practicum credit, documenting course work, field experience and supervision*

Students may choose a practicum experience of one term @450 contact hours or two terms @225 hours. All hours must be completed in a school setting that adheres to the Massachusetts Curriculum Frameworks.

Onsite training supervised by a state-approved licensed/certified school guidance counselor is required; currently, 450 contact hours minimum is required for Massachusetts licensure. Students in other states must contact their departments of education. *(Beginning in Spring 2005, entering students will be required to perform 700 hours of field experience, in accordance with CACREP national standards.)*

**License Level Prek-8, 1 term @ 450 hours**

CSG790A Practicum Field Experience . . . . .3 credits  
CSG791A Practicum Seminar . . . . .3 credits

**License Level 5-12, 1 term @ 450 hours**

CSG790B Practicum Field Experience . . . . .3 credits  
CSG791B Practicum Seminar . . . . .3 credits

**License Level Prek-8, 2 terms @ 225 hours**

CSG790C Practicum Field Experience I . . . . .1.5 credits  
CSG791C Practicum Seminar I . . . . .1.5 credits  
CSG790D Practicum Field Experience II . . . . .1.5 credits  
CSG791D Practicum Seminar II . . . . .1.5 credits

**License Level 5-12, 2 terms @ 225 hours**

CSG790E Practicum Field Experience I . . . . .1.5 credits  
CSG791E Practicum Seminar I . . . . .1.5 credits  
CSG790F Practicum Field Experience II . . . . .1.5 credits  
CSG791F Practicum Seminar II . . . . .1.5 credits

This practicum is for guidance counselor trainees engaged in their master's program fieldwork in guidance counseling. They become familiar with basic professional counseling skills and behaviors working with children and adolescents in schools; the use of supervision; DSM IV; individual and group counseling; the use of technology in the counseling process; application of counseling principles to student career, personal, and social development; consultation with

parents, staff and administration; community resources; developmental counseling; and the special education referral process. Students learn methods of planning, implementation, and evaluation of guidance programs. Students complete case presentations, case scripts, process notes, and take an active part in the didactic and demonstration parts of the class. Readings, reaction papers, the development of school interventions, and active discussion are required.

## CAGS Courses in Counseling Psychology

### **CCA704 Psychopharmacology - 3 credits**

This course assumes a significant level of proficiency in differential diagnosis as well as a basic understanding of neuroanatomy, neurophysiology, and the major psychotropic medications. The main thrust of this course is the development of a fuller appreciation of antipsychotics, antidepressants, mood stabilizers, and anti-anxiety agents as they relate to the client's clinical picture. There is also a strong consideration of side effects, e.g.: tardive dyskinesia, ethical issues, and current research on treatment outcome.

### **CCA705 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.

### **CCA708 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. The emphasis is on a 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 a practicum/internship while enrolled in this course.

### **CCA709 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.

### **CCA710 Child and Adolescent Human 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 his/her application of issues such as physical, intellectual, emotional and moral development.

### **CCA715 Counseling Children and Adolescents - 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. 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.

### **CCA716 Child and Adolescent Psychopathology - 3 credits**

This course assumes a basic understanding of the DSM-IV axes and classification systems as they apply to children and adolescents. This course will explore a wide range of prob-

lems 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. 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.

### **CCA721 Women in the Family - 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.

### **CCA730 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.

### **CCA754 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.

### **CCA756 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. 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.

### **CCA766 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/countertransference 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.

### **CCA771 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.

### **CCA772 Psychopathology - 3 credits**

This course assumes a basic understanding of the DSM-IV 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. 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.

### **CCA773 Group Dynamics/Group Counseling and Human Systems - 3 credits**

This course utilizes both a didactic and experiential approach to understanding the dynamics common to small groups as well as how various leadership styles influence group process. While students will write journal analyses of group sessions and complete assigned readings, it is important to understand the therapeutic, organizational, social, and psychological benefits of groups in an applied setting. Students will examine how they have and/or will use groups in their daily work.

### **CCA774 Biological Bases of Behavior - 3 credits**

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influ-

ence 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.

**CCA775 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.

**CCA776 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.

**CCA778 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. Particular attention is paid to the strengths and weaknesses of standardized tests. How test norms are established and applied to either individual or group administered tests is presented. Students explore the use and misuse of standardized tests with minority groups, diagnosing 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. A lab fee covers the cost of testing kits and forms.

**CCA779 Assessment/Appraisal Process: Projective Testing - 3 credits**

This course requires the student to demonstrate an understanding of the theory behind and the administration of a variety of projective tests. The tests concentrated on are the TAT, MMPI, 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.

**CCA780 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.

**CCA782 School Adjustment Counseling/School Social Work - 3 credits**

Students develop a clear understanding of and facility with issues relevant to the roles and functions of school adjustment counselors. Individual systems, family and group counseling approaches are covered. Strong emphasis is placed on the use of community resources, and students are asked to inventory what is available in this regard. Juvenile justice and child protection issues as they impact young people and their families will also be addressed.

**CCA783 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*.

**CCA785 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.

**CCA790 Professional Issues and Roles in School Counseling 3 credits**

This course explores several models of school counseling and their relationship to relevant ethics, laws, standards and

professional associations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined. Special emphasis is on developmental guidance, consultation, harm prevention and reduction, and the evaluation and utilization of community resources.

**CCA792 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.

**CCA796 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. Various theories are placed in relationship to these anchor points. Students practice applying these to cases in class 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.

**CCA801-803 Professional Seminar - 3 credits each**

CCA801 Foundations of Social Science Research  
CCA802 Research Project  
CCA803 Advanced Research Project

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.

This seminar provides a supportive group setting for self-assessment, planning, and preparation for degree completion. Students review graduation, training, practice and entry examination standards, as well as professional skills, knowledge and attitudes needed for successful transition into their chosen profession.

**CCA820-821 CAGS Counseling Internship: Mental Health Counseling - 3 credits each**

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.*

# Professional Advancement

## Graduate Programs for Licensed/Certified Teachers and Other Education Professionals

### Introduction and Policies

#### Renewal, Advancement, Special Topics

The academic programs outlined in this section are **for experienced, fully credentialed educators** who wish to advance or renew their careers by pursuing course work in their own professional interests, or who work in settings where educator licensure is not required. Educators in corporate and community settings also find their needs met by our programs.

**These programs do not lead to educator licensure/certification.** The School of Education cannot fill out "approved program/recommendation of teacher certification" forms that state education authorities may require, nor can the College "endorse" for educator licensure graduates of these programs.

If you wish to pursue educator licensure/certification, please see our Massachusetts-approved *Educator Licensure Programs*, outlined in the next section of this catalog.

#### 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, school administrators and educators, and attracts a highly diverse student body.

#### Effective Learning and Teaching

The Education faculty has pioneered effective learning and teaching techniques such as accelerated learning and integra-

tive teaching. Incorporated into elementary and secondary curricula, these effective teaching methods improve the performance of an increasingly diverse school population.

#### Schools

Schools are at the heart of Cambridge College's mission, and our goal is to train effective educators who can help their students succeed. The College trains teachers and other school professionals who reflect the diversity of our nation's public schools, and who understand first-hand the difficulties that school children and their families face.

We believe that school children must have teachers with whom they can identify in order to learn well. Their performance is partly attributable to the role models and the teaching strategies they experience.

Therefore, we recruit working adults, bilingual, and minority students, including those who have not been served well by traditional education. We work with motivated adults to help them strengthen the academic skills needed for success. Cambridge College provides writing tutors and test preparation workshops. The gate is at the end, not the beginning.

#### Please Research and Plan Carefully

**1. Double check with your school system and state education authorities** to find out whether the licensure you now hold will continue to be accepted in coming years. Educators in private schools that do not now require licensure should ask whether licensure may soon be required.

**2. Contact the education authorities in your own state;** you are responsible to understand and meet their requirements for licensure/certification and to follow their procedures. Ask what kind of academic program is required.

## Taking Licensure Courses

Students not pursuing educator licensure are welcome to take licensure courses. These courses require more class time than other courses.

All students registering for courses that include pre-practicum hours of directed field-based training outside of class must complete all prepracticum hours in order to earn credit for the course **whether or not they intend to take a practicum or pursue licensure.**

## Education Faculty

Faculty are listed only in their primary field; many teach in more than one program. See also *Educator Licensure Faculty*. Additional faculty teach in the summer. See *NITE Academic Catalog*.

Jorge Cardoso, Ed.D., Boston University; Associate Dean,  
School of Education; Director, NITE  
Kathleen M. Buckley, D.Ed., Boston College; Director,  
C.A.G.S. in Educational Leadership

### Education Faculty

#### Full-time Faculty

Sandra D. Bridwell, Ed.D. Indiana University/Bloomington;  
Professor  
Ethlyn Davis-Fuller, Ph.D. Boston College  
John Grassi, Ph.D. Columbia Pacific University; Professor;  
Vice President, Alumni College  
Lyda Peters, M.Ed., University of Illinois; Professor  
Pedro Schuck, Ed.D., Boston University; Professor  
W. Chandler Steiner, Ph.D., University of Somerset (UK);  
Professor

#### Part-time Faculty

Jeanne Davidson Adair, Ed.D. Harvard University  
Judith A. Alaimo, M.Ed. Cambridge College  
Susan Barahal, M.Ed. Boston University  
Brenda Stallion Barkley, Ph.D. Ohio State University  
Darryll L. Barksdale, C.A.G.S. Cambridge College  
Lindamichelle Baron, Ph.D. Columbia University  
Judith McCann Battat, M.A. Wheelock College, M.A. Antioch  
College  
Lettie Battle, MFA New York University  
Charlotte Blackman, Ed.D. Loyola University  
Leslie Beale, Ed.D. Boston University  
Marsha Bednarski, Ph.D. University of Connecticut  
Deborah West Bevan, M.Ed. Cambridge College  
Kenneth C. Boatner, Ed.D. University of  
Massachusetts/Amherst

Peter J. Bodge, M.Ed. Cambridge College  
Christopher S. Boe, Ph.D. Berne University  
Malcolm Bonner, Ed.D. Fielding Institute  
Janice I. Brenner, M.Ed. Suffolk University  
Chris Boyd Brewer, M.A. Columbia Pacific University  
Patricia Darlene Burgess, Ed.D. East Tennessee State  
University  
Donna I. Burrill, M.Ed. Cambridge College  
Janis Byers, M.S.W. Boston College  
Barbara Camann, M.Ed. Salem State College  
Thomas Campbell, M.Ed. Cambridge College  
Kathleen D. Carroll, M.Ed. Cambridge College  
Frank Capurso, C.A.G.S. Cambridge College  
Beverly Conte, Ed.D. Ed.D. Boston University  
Angela L. Futch Davis, Ph.D. Southern Illinois University  
Chet Delani, Ed.D. Boston College  
Vincent V. Delgado, J.D. Western New England College  
School of Law  
Angela DiNapoli, M.Ed. Boston College  
Ann D. Dolan, M.Ed. Boston State College  
Peter Dublin, Ed.D. Columbia University  
Philip C. Dyer, C.A.G.S. Bridgewater State College  
Marianne E. Everett, Ed.D. University of Massachusetts/  
Amherst  
Ronald Fenn, M.Ed. Cambridge College  
Anna Forlenza-Bailey, Ph.D. University of Connecticut  
Henry P. Gallina, M.S. University of Southern California,  
Diploma, University of London  
Jeannette Vos Groenendal, Ed.D. Northern Arizona University  
Rosemarie Greene, M.Ed. University of Massachusetts  
Yaacoub Nicholas Hallak, Ph.D. Union Institute and University  
Brenda Harari, Ph.D. University of California

Diane Harper, M.A. Boston University  
Elizabeth M. Hastings, M.Ed. Cambridge College  
Robert C. Hayden, M.Ed. Boston University  
Joseph F. Hill, M.Ed. Cambridge College  
Joyce Hope, Ed.D. Boston University  
Neal David Hurton, C.A.G.S. Salem State College  
Geoffrey Jacques, M.A. City University of New York  
Catherine M. Ross Jenkins, M.A. Olivet Nazarene University  
Carla B. Jentz, M.Ed. Cambridge College  
Harold C. Johnson, Ed.D. South Carolina State University  
Hulon Johnson, Ed.D. Loyola University/Chicago  
Kathleen Jane Jones, M.Music Northwestern University  
Steven J. Kelley, M.M. Cambridge College  
Herbert I. Kronish, M.Ed. Cambridge College  
Miriam E. Kronish, M.Ed. Boston University  
Paul E. Lyons, M.Ed. Boston University  
Mary Campbell Nash, Ed.D. University of Massachusetts/  
Amherst  
Mary Catherine Nash, Ph.D. Boston College  
Rosanne Bacon Meade, C.A.G.S. American International  
College  
Farideh Oboodiat, Ph.D. University of Texas - Austin  
John P. O'Keefe, M.S. Lesley University  
Edmund William Ostrander, Ph.D. Union Institute  
Linda Ostrander, Ph.D. Union Institute  
Meikle E. Paschal, Ed.D. University of Massachusetts-Lowell  
Roberta L. Pasternack, M.Ed. Lesley University  
Richard D. Pavao, C.A.G.S. Bridgewater State College  
Ann Louise Perrault, M.S. Southern Connecticut State  
University  
Jeri McLeod Rabchenuk, M.S.W. Simmons College  
Ricky P. Sahady, Ed.D. Columbia University  
Sylvia Santucci, M.Ed. Westfield State College  
Caetano Valadao Serpa, Ph.D. Gregorian Pontifical  
University  
Margaret C. Serpa, M.Ed. Boston State College  
Barbara Shaw-Gale, M.A. Lesley College  
John G. Silva, M.A. Lesley College  
Jane Skelton, C.A.E.S. Boston College  
Celia Slattery, M.A. Lesley University  
Richard Stakun-Pickering, M.Ed. Plymouth State College  
Andrew E. Thompson, M.S. Worcester Polytechnic Institute  
Anne Thompson, M.A.T. Bridgewater State University  
Barbara G. Vaughn, M.Ed. National-Louis University  
Joanne M. Welch, Ed.D. American International College  
Windon Wenger, Ph.D. University of Sarasota

Deborah Arlene White, C.A.G.S. American International  
College  
Leon R. Worthley, M.S. University of Oregon  
Virginia Vogel Zanger, Ed.D. Boston University

### **Springfield, MA Faculty**

Susan Brown, M.Music University of Massachusetts;  
Coordinator, Education programs, Springfield  
Monique Dangleis, M.Ed. Cambridge College

*See also educator licensure faculty*

### **Chesapeake, VA and Augusta, GA Faculty**

*See educator licensure faculty*

### **Literacy Education Faculty (Part-time)**

Olga Frechon, C.A.G.S. Harvard University, Coordinator  
Ann Dolan, M.Ed. Boston State College  
Catherine Jenkins, M.A. Olivet Nazarene University  
Deana Lew, M.Ed. Lesley University  
Judy Blanco, M.A. University of Massachusetts  
Peter Golden, M.A. National University of Ireland  
Brenda Ann Petrofsky, B.A. Kean College  
Natalie Lacroix-White, M.Ed. Harvard University  
Marchant, Catherine, Ed.D., Harvard University  
Oneida Fox Roye, M.Ed. Boston University  
Deborah Carr Saldana, Ed.D. University of Houston

### **Mathematics Education, Science Education, Instructional Technology**

*See educator licensure faculty*

### **School Nurse Education Faculty (Part-time)**

Patricia Johnson, Ed.D., University of Massachusetts,  
Amherst; Coordinator  
Marcia Buckminster, R.N.C. Northeastern University  
Eileen M. DiBattista, M.Ed. Cambridge College, R.N.  
Margaret Hainsworth, Ph.D. University of Connecticut  
Kathleen A. Hassey, M.Ed. Cambridge College, R.N.  
Patricia A. Kenney, M.Ed. Emmanuel College, R.N.  
Betty R. Kinder, M.B.A. University of Rhode Island, R.N.  
Sandra Rasmussen, Ph.D. Harvard University  
Carol Reagan Shelton, Ph.D. Brandeis University, R.N.  
Jane B. Simpson, M.Ed. Cambridge College, R.N.  
Carolyn Wood, Ph.D. University of Connecticut, R.N.

### Individualized M.Ed. Faculty

Pedro O. Schuck, Ed.D. Boston University; Coordinator

### Part-time Faculty, Puerto Rico

Ernesto Alonso-Rivera, Ph.D.

Brenda Arroyo-Acevedo, Universidad Central de Bayamon (PR)

Ruth L. Arroyo-Betancourt, Ed.D. Interamerican University of Puerto Rico

Loretta Baugh, Ph.D. University of Massachusetts/Amherst

Juanita Benjamin, M.Ed. Lesley University

Vanessa M. Besosa, Ed.D. Interamerican University of Puerto Rico

Roslina Burgos, M.Ed. Cambridge College

Evelyn Cadiz-Rojas, Ed.D. Interamerican University of Puerto Rico

Irving Cancel, M.Music New England Conservatory of Music

Marcos B. Carvajal, M.Ed. Cambridge College

Luz Ivette Cruz-Martinez, Ed.D. Dowling College

Edward H. Fankhanel, Ed.D. University of Sarasota

Francisco Figueroa, M. Music New England Conservatory

Astrid Guerra-Arcelay, M.A. Art Institute of Chicago

Iris Guinals, M.A. University of Puerto Rico

Rosenid Hernandez-Badia, Ph.D. Berne University (New Hampshire)

Eddie Laboy-Nieves, Ph.D. Venezuelan Scientific Research Institute

Jaime E. Malave, Ph.D. University of Texas/Austin

Darmiz Mangual-Ruiz, M.S. Carlos Albizu University (PR)

Victor D. Melendez, M.A. University of Puerto Rico

Justo Mendez, Ph.D. Universidad Central de Madrid

Susan Miller, M.Ed. Cambridge College

Idalia Montanez-Miranda, Psy.D. Carlos Albizu University

Yvonne Montfort, Ed.D. University of Puerto Rico

Sonia Ivette Morales-Matos, M.Music Indiana University

Amarilis Noriega, M.Ed. University of Phoenix

David Pagan-Rodriguez, M.A. El Centro de Estudios Avanzados de Puerto Rico y el Caribe

Rosguely Quinones-Girona, M.Ed. Cambridge College

Lydia Platon, M.A. Université de Paris III, La Sorbonne Nouvelle (Paris)

Eloy Recio-Ferreras, Ed.D. University of Puerto Rico

Jose Antonio Reyes-Rivera, Ed.D. Interamerican University of Puerto Rico

Roberto Rinaldi-Jovet, Ph.D. Carribean Center for Advanced Studies (PR)

Alida E. Rivera, Ed.D. Dowling College

Angiemarie Rivera-Lopez, Ed.D. Interamerican University of Puerto Rico

Norma Serrano, Ph.D. SUNY/Buffalo

Eneida Sierra, M.A. Bridgeport University (CT)

Judith S. Tavarez-Carvajal, Ed.D. University of Puerto Rico

William E. Ubinas, Ed.D. (c) Adam Smith University

Osvaldo Vazquez, Ph.D. University of Wisconsin/Madison

### Humane Education (International Institute for Humane Education, Surry, Maine)

Mary Pat Champeau, M.A. New York University; Coordinator of M.Ed. and certificate programs, International Institute for Humane Education

Zoe Weil, MTS Harvard Divinity School; President and Co-Founder of the International Institute for Humane Education



# Master of Education

**32 Credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

## Core 11 credits

EED691-693 Professional Seminar I, II, III . . . . .	6
EED800 Independent Learning Project . . . . .	3
EED590-591 Theory and Practice of Education — <i>workshops</i> . . . . .	2

**If nine or more transfer credits are accepted, the Professional Seminar is reduced to two terms and the workshops to one credit.**

## Open elective choose 3 credits

*One graduate course from the School of Education, Counseling and Psychology, or Management*

## Education Courses choose 18 credits

Choose six courses across all the categories below, from general education courses, licensure courses, and other specialized programs.

This distribution requirement is intended to provide a broad sweep of graduate level knowledge and skills for mid-career educators.

1. General Teaching Methods
2. Content Areas and Methods
3. Critical Thinking and Problem Solving Skills
4. Educational Psychology and Philosophy
5. Social Organization of Schools and Their Administration

Waivers to the category distribution requirement may be petitioned to the Dean where local and state requirements for "highly qualified" educator training apply.

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

## Course Categories

The category of each course is in parentheses at the end of each course description. The list below is not complete, and is subject to change.

### Category 1: General Teaching Methods

Strategies, research, practice and experiences to help teachers design effective classroom strategies, better understand students, and improve participation and achievement.

Licensure courses in Early Childhood, Elementary, and Moderate Disabilities may fit the category 1 requirement. Ask your professional seminar leader.

- EAD712 Curriculum Development: Assessment and Improvements for the School Administrator
- EED503 Teaching Children with Different Learning Styles
- EED529 Content-Based Language Teaching and Learning

- EED530 Developing a Thematic Curriculum
- EED541 The Process of Teacher Renewal
- EED560 Models of Teaching
- EED562 Integration of Library Media Resources into the School Curriculum
- EED566 Education of the Exceptional Child
- EED575 The Style Factor in Teaching and Learning
- EED583 How to Write Classroom Tests and Performance Based Assessments
- EED587 All Kids Can Learn: You Can Make It Happen
- EED594 Internet Integration in the Classroom
- EED608 The Successful Inclusion Classroom
- EED615 Introduction to Integrative Learning and Learning Styles
- EED618 Integrative/Accelerated Learning
- EED620 Drama and Improvisation Techniques for Creative Leadership and Teaching

EED645	Using Educational Technology in the Project-Based Classroom		Technology into the Classroom Curriculum for All Learners
EED649	Improving Student Learning and Achievement	EED538	Introduction to Storytelling
EED659	Curriculum Mapping	EED544	The Teacher as Artist
EED667	Teaching Tools for the Twenty-First Century	EED546	Desktop Publishing in the Classroom
EED689	Acceleration Plus	EED550	Developing Curriculum and Materials for Black Studies
EED700	Teaching Ethics Through the Humanities	EED551	Integrating Math, Science and Literature Using Hands-On Activities
EED710	Alternative Assessment Strategies Across the Curriculum	EED552	Facing History and Ourselves
EED713	Advanced Computer Applications for the Educator	EED558	Integrating Self-Esteem Development Activities into the Content Areas
EED715	Theory and Practice of Accelerated Learning	EED567	Science for Every Learner
EED719	Introduction to Systems Theory	EED568	Spanish for Educators
EED721	Special Topics in Contemporary Education	EED577	Issues & Strategies for Implementing Technology
EED733	Use of Puppetry in Integrated Learning and Teaching	EED579	The Balanced Literacy Curriculum in the Elementary School
ELE630	Classroom Management with Models of Teaching	EED589	Integrating Educational Technology into the Elementary Curriculum to Enhance Content (K-6)
ELM509	Overview of the School Library Media Center	EED592	Interdisciplinary Curriculum: Arts, Science and Social Studies
ELM515	Evaluation and Selection of Learning Resources	EED606	Preparing Students to Learn Calculus Concepts and Skills
ELM521	Reference Resources	EED613	Teaching High School Geometry Effectively to Low Performing Students
ELM561	Production of Instructional Materials	EED635	Integrating Algebra and Geometry at the High School Level
ESP512	Inclusion and Behavior Management	EED636	Applications of Probability and Statistics in the Real World
ESP513	Introduction to Cooperative Learning	EED639	NCTM Standards: Impact on Mathematics Instruction
EUE537	Integrating Music in the Curriculum	EED660	Literature as Values Clarification
EUE545	Brain Gym	EED663	Teaching Social Studies: The United States Through the Media
EUE605	Perspectives on Technology Tools that Improve Pedagogy, Curriculum and Effective Classroom Practices Using Standards	EED669	Language and Literacy for Teachers K-12
EUE608	Improving Instruction K-12 Using Technological Tools Embedded in the National Education Technology Standards	EED695	Poetry Workshop and Curriculum Development

## Category 2: Content Areas and Methods

Courses focus on specific content areas; or on research about learning, teaching, assessment and effective practice in specific content areas.

Licensure courses in Early Childhood, Elementary, and Moderate Disabilities may fit the category 2 requirement. Ask your professional seminar leader. Most courses in Mathematics, Science and Health fit this category.

EED509	The Universal Language of Music in Education and Culture	EED710	Alternate Assessment Strategies Across the Curriculum
EED516	Writing Across the Curriculum	EIT712	Using Educational Technology to Improve Teaching and Learning in the Math, Science and Language Arts Classroom
EED519	Music for Teachers	EHE620	Curriculum Implementation in the Health Classroom
EED521	Poetry in the Classroom	EHE630	Growth and Development, Human Sexuality and Family Management Skills
EED523	Strategies for Problem Solving in Mathematics	EHE640	Promoting Wellness: Building Positive Health Behavior
EED525	Language Arts Methods and Materials for Elementary Teachers (K-6)	EHE650	Preventing Unintentional Injury and Violence
EED533	Integration of Technology and Computer Applications to Enlighten the Curriculum	EHE680	Teaching Skills for Risk Reduction and Positive Behavior Change
EED537	Universal Design for Learning: Integrating	ELE521	Teaching Reading and Writing Skills in the Early Childhood and Elementary Curriculum

- ELE620 Integration of Children's Literature in Early Childhood and Elementary Curriculum
- ELE653 Methods and Content: Teaching Science and Technology in Early Childhood and Elementary Curriculum
- ELE656 Methods and Content: Teaching Social Science, History, and Multicultural Education in Early Childhood and Elementary Curriculum
- ELM517 Literature for Young Adults
- ELM523 Literature for Children
- ELM532 New Technologies in the School Library Media Center
- ESP680 Pedagogy of Reading and English Language Arts
- MAT603 Arithmetic to Algebra: Developing Mathematics Patterns and Ideas
- MAT605 Technology in Mathematics Learning and Teaching
- MAT609 Euclidean Geometry
- MAT704 Mathematical Modeling
- MAT712 Integrating Quantitative and Spatial Thinking: Geometry, Patterns, Graphs and Charts
- MAT617 Teaching Mathematics in a Changing World
- ESP662 Principles of Language Development Bridging Differences and Disorder
- EUE508 Integrating Multicultural Arts into the Curriculum
- EUE524 The Comprehensive Literacy Curriculum in the Elementary School
- EUE568 Language Arts/Social Studies for Children K-3
- EUE572 Brain-Compatible Learning and the Arts of Teaching
- EUE589 Cross-Cultural Rhythms: Sound Ethnomusicology for Bridging Diversity in the Classroom
- EUE604 African Americans and the Struggle for Equal Rights
- EUE606 Teaching America Through its Literatures

### Category 3: Critical Thinking and Problem Solving Skills

Courses develop creativity, critical thinking, and problem-solving across the curriculum to improve teaching and personal development.

- EED501 Evaluating Educational Software to Enhance Classroom Instruction
- EED507 Educational Testing and Measurement
- EED580 Problem-Solving and Thinking Skills
- EED596 Kinesthetic Intelligence and Critical Thinking
- EED597 Creative Learning Strategies for the Working Adult
- EED598 Creativity and Critical Thinking
- EED603 Socratic Learning and Thinking Skills
- EED610 Strategies for Teaching Critical Thinking Skills Across the Curriculum

- EED629 Solving Your Own Problems and Those at Your School
- EED634 Inside the Problem-Solving and Critical Thinking Technology Classroom
- EED664 Creativity Intelligence: Teach Smarter, Not Harder
- EUE512 Teaching the Net Generation: Infusing Technology in a Contemporary Learning Environment
- EUE513 Critical Thinking and Analysis Through the Visual and Performing Arts
- EUE603 Asking the Right Questions

### Category 4: Educational Psychology and Philosophy

Courses deal with the psychological, cognitive, and affective development of children. Courses look at learning theories, brain development and the implications for teaching of psychology, linguistics, artificial intelligence, neurology and neuropsychology.

Some licensure courses in School Guidance Counseling may fit the category 4 requirement. Ask your professional seminar leader.

- EED504 Brain-Based Strategies for Teaching Today
- EED511 Education, Spirituality and Personal Growth
- EED514 Classroom Assessment Techniques
- EED536 Moral Development in Children
- EED547 Sound Psychology: Musical Alternatives for Learning, Teaching and Counseling
- EED559 Information Processing: Methods of Integrating Cognitive Material Through Sensory Modalities
- EED564 Motivation and Teaching: Theories and Practices
- EED586 Multiple Intelligence Theory Educational Strategies
- EED608 The Successful Inclusion Classroom
- EED612 Human Relations Learning: A Training Laboratory
- EED619 Whole Brain Teaching Techniques for At-Risk Students
- EED622 Ethical Dilemmas for the Twenty-first Century
- EED630 Computer Literacy With an Attitude
- EED633 Authentic Assessment for differing Learning Styles
- EED642 Succeeding with the Resistant Student
- EED643 Using the Multiple Intelligences to Master Standards
- EED647 Human Brain, Human Learning
- EED658 The Cognitive and Affective Education of Urban Youth
- EED666 Methods for Altering Unproductive Student Behavior
- EED671 The Teacher as Philosopher
- EED674 The Examined Life
- EED683 Issues in Bioethics: Making Personal Decisions
- EED685 Assessment of Learning K-12

EED707	Teaching Values from a Multi-cultural/Diversity Perspective
EED732	The Culture of Adolescence
ELE510	Developmental Psychology
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children
ESP689	Typical and Atypical Human Development
ESP695	Laws and Regulations Pertaining to Special Education
MAT601	Psychology of Mathematics Learning
MAT708	Diagnosis and Remediation of Learning Problems in Mathematics

### Category 5: Social Organization of Schools and Their Administration

Courses deal with social dimensions of education. Issues relating to diversity figure prominently: learning styles, ethnicity, race and gender. Courses deal with organization and administration of schools, along with related issues and challenges.

Most licensure courses in School Administration fit the category 5 requirement. Ask your professional seminar leader.

EAD662	Contemporary Issues and Topics in Educational Administration
EAD684	Selection, Development and Supervision of Educational Personnel
EAD688	Legal Aspects of School Administration
EAD690	Finance and Business Administration
EAD782	Reconceptualization of Schools for the School Administrator
EED506	Community Schools: Conception, Design, and Evaluation
EED513	Psychosocial Issues in the Classroom
EED518	Effective Classroom Discipline Strategies
EED520	Civil Rights and Social Justice: History of the Civil Rights Movement
EED522	Negotiation and Conflict Resolution for the Classroom Teacher
EED527	Technology's Impact on Educational Change
EED549	Cultural Diversity and Developmentally Appropriate Practices
EED553	Wellness: Understanding The Dynamics of a Health Enhancing Lifestyle
EED556	Identifying Behavioral Styles and Formulating Effective Responses
EED557	Qualitative Research/Naturalistic Inquiry
EED565	Women, Identity and Leadership
EED574	Humanities Perspectives: Images of Women
EED576	Theory and Practice of Supervision
EED584	Images and Information: An African American

	Woman's Notebook
EED604	Graduate Level Writing for Social Science Research: Writing Your ILP
EED608	The Successful Inclusion Classroom
EED617	Developing Social Responsibility in Learners
EED621	Grant Development and Management for Educators and Not-for-Profit Managers
EED623	Classroom Management Using Accelerated Learning
EED626	Schools, Teachers and the Law
EED628	Effective Schools
EED632	Issues in Contemporary Elementary and Secondary Education
EED638	Perspectives on International Education: Seminar in Brazil
EED644	Theories of Leadership for Educators and Administrators
EED646	Teacher as Mentor
EED652	Classroom Management
EED654	The Teacher as Change Agent
EED657	The Inner Game of Teaching: Body, Mind and Energy as Natural Resources
EED672	Training for Trainers
EED673	Teachers as Leaders
EED676	Introduction to the Theory and Practice of the Learning Community
EED682	Schools and Their Communities
EED687	Educational Leadership
EED690	Diversity at Work: Training Techniques and Strategies
EED704	Seminar in Current Educational Issues
EED705	Multi-cultural Diversity Issues at the Workplace and the Classroom
EED706	Working With Parents in the Public School
EHE610	Principles of Health Promotion and Disease Prevention: Public Health Issues
EHE660	Family and Interpersonal Health: Promoting Mental Health Through School-Based Interventions
EHE670	Building and Evaluating Coordinated School Health Programs
EUE643	Theoretical Perspectives on High School Culture and Violence
EUE663	A Comprehensive Approach to Safe Playgrounds

## Master of Education With Concentration in Literacy Education

**32 credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Summer (program begins) 15 credits

#### With the National Institute for Teaching Excellence

EUL691 Professional Seminar I .....3

#### Literacy specialist options — choose one

#### Early Literacy *Grades 1-5*

EDU630 Emergent Literacy: Reading, Writing and Oral Development in the Early Grades .....3

EDU631 Second-Language Acquisition and Literacy ...3

EDU632 Understanding Reading K-5 .....3

EDU635 Developing Writing Skills in the Early Childhood Years .....3

#### Middle and Secondary Literacy *Grades 6-12*

EDU602 The Theory and Practice of Teaching Reading Comprehension (8-12) .....3

EDU612 From Writing to Reading .....3

EDU622 Active Assessment for Active Reading .....3

EDU625 Reading Comprehension in the Content Areas .3

### Fall 8 credits

EUL692 Professional Seminar II (online) .....2  
*Includes plan to implement in your classroom*

EUL800 Independent Learning Project .....3  
*With focus on literacy education*

One Literacy Elective .....3

### Spring 9 credits

One Literacy Elective .....3

Two Literacy or Education Electives .....6

#### Fall and Spring:

- Up to 11 credits may be taken in a term. You may adjust your program accordingly.
- If transfer credits are accepted, your program may be completed in the Fall

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** 6 credits must be in literacy education; 6 credits may be in other areas of education. Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

## Master of Education With Concentration in Mathematics Education

**32 Credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Core 11 credits

EME691-693 Professional Seminar in Mathematics I, II, III — 3 terms @ 2 credits . . . . .	6
EME800 Independent Learning Project . . . . .	3
EED590-591 Theory and Practice of Education — workshops . . . . .	2

### Electives 9 credits

Two Mathematics Content Electives . . . . .	6
One Education Elective . . . . .	3

### Mathematics Specialist Options; Choose One 12 credits

#### Elementary/Middle School

MAT601 Psychology of Mathematics Learning . . . . .	3
MAT603 Arithmetic to Algebra: Developing Mathematics Patterns and Ideas . . . . .	3
MAT605 Technology and Mathematics Learning and Teaching . . . . .	3
MAT708 Diagnosis and Remediation of Learning Problems in Mathematics . . . . .	3

#### High School

MAT601 Psychology of Mathematics Learning . . . . .	3
MAT708 Diagnosis and Remediation of Learning Problems in Mathematics . . . . .	3
EED606 Preparing Students to Learn Calculus Concepts and Skills . . . . .	3
EED613 Teaching High School Geometry Effectively to Low Performing Students . . . . .	3

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** 6 credits must be in mathematics content; 6 credits may be in other areas of education. Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

### Cambridge College graduate certificates

## Mathematics Specialist Certificates

**12 Credits** — This certificate program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Choose one Mathematics Specialist Certificate 12 credits

#### Elementary/Middle School

MAT601 Psychology of Mathematics Learning . . . . .	3
MAT603 Arithmetic to Algebra: Developing Mathematics Patterns and Ideas . . . . .	3
MAT605 Technology and Mathematics Learning and Teaching . . . . .	3
MAT708 Diagnosis and Remediation of Learning Problems in Mathematics . . . . .	3

#### High School

MAT601 Psychology of Mathematics Learning . . . . .	3
MAT708 Diagnosis and Remediation of Learning Problems in Mathematics . . . . .	3
EED606 Preparing Students to Learn Calculus Concepts and Skills . . . . .	3
EED613 Teaching High School Geometry Effectively to Low Performing Students . . . . .	3

A Mathematics Specialist Certificate may be completed either as a certificate awarded by Cambridge College, or as part of a Master of Education degree (see concentration in Mathematics Education).

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

## Master of Education Degree With Concentration in Instructional Technology (without licensure)

**33 credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Summer (Program begins) **15 credits**

#### With the National Institute for Teaching Excellence

EIT691	Professional Seminar I in Instructional Technology-Initial Level	.3
EIT600	Using the Computer as a Research Tool for Educators	.3
EIT630	Perspectives on Pedagogy, Curric., & the Web	.3
EIT640	Integration of Technology and Computer Applications in the Classroom	.3
EIT712	Using Educational Technology to Improve Teaching and Learning in the Math, Science and Language Arts Classroom	.3

### Fall **8 credits**

#### In classroom or distance learning

EIT692	Professional Seminar II in Instructional Technology-Initial Level	.2
EIT703	Impact of Technology on Education	.3
ESP615	Assistive Technology: Modifying Curriculum for Diverse Learners	.3

### Spring **10 credits**

#### In classroom or distance learning

EIT693	Professional Seminar III in Instructional Technology-Initial Level	.1
EIT710	Legal and Ethical Internet Issues for Educational Technology	.3
Educational Technology Elective — <i>Upper level course (600 or higher) chosen with approval of program coordinator</i>		.3
EIT800	Independent Learning Project	.3

### 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 start in the summer), and/or
- begin research for your Independent Learning Project.

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**12 transfer credits may be accepted:** 6 credits must be in educational technology (within three years); 6 credits may be in other areas of education. Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

**Program subject to change:** This program includes licensure courses that may change as Massachusetts requirements for licensure change. The College reserves the right to alter this program accordingly.

## Master of Education With Concentration in School Nurse Education

**32 Credits** — This degree program is designed for school nurses who seek professional advancement and **does not lead to licensure**.

### Summer (Program begins) **15 credits**

With the National Institute for Teaching Excellence

ESN691 Professional Seminar I .....3

#### Choose four core courses

ESN660 Principles, Process, and Practices of School Health Management .....3

ESN710 Dealing With Grief and Loss: the Role of Educators and School Nurses .....3

ESN725 Legal Responsibilities and Ethical Issues for School Nurses .....3

ESN750 Evaluation of School Health Programs .....3

ESN780 School Nurse Leadership in the School and Community .....3

### Fall **11 credits**

ESN692 Professional Seminar II (online) .....2

ESN800 Independent Learning Project .....3

Electives (see list at right) .....6

### Spring **6 credits**

Electives (see list at right) .....6

### If you enter in the Fall or Spring

Work with program coordinator to choose electives and/or begin research for your Independent Learning Project.

### Electives

The remaining summer core course .....3

ESN590-591 Workshops .....1 or 2

ESN592 Developmental Leadership for School Nurses (NBCSN Exam Preparation) .....1

#### Initial licensure courses:

- School Guidance Counseling
- Health/Family and Consumer Science

EED522 Negotiation and Conflict Resolution for the Classroom Teacher .....3

EED549 Cultural Diversity and Developmentally Appropriate Practices .....3

EED553 Wellness: Understanding the Dynamics of a Health Enhancing Life Style .....3

EED566 Education of the Exceptional Child .....3

EED706 Working With Parents in the Public School ...3

EUE663 A Comprehensive Approach to Safe Playgrounds .....3

CCP725 Psychopharmacology .....3

CCP740 Substance Abuse: Advanced Clinical Methods .3

*Other courses in Counseling Psychology, Management, or Education may be taken as electives with program coordinator's approval.*

#### Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)
- Registered nursing license (RN)

**12 transfer credits may be accepted:** Six credits must be in education or nursing. Six credits may be in any area of study. Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

### School Nurse Education

Inspired by increased responsibilities of school nurses, and the requirements of state departments of education, Cambridge College's master's program enables school nurse professionals to gain additional competencies, strengthen their knowledge, and accelerate their careers. The curriculum focuses on nursing process with school age children, management and evaluation of school health pro-

grams, and related legal and ethical issues. The school nurse's role as a leader in the school and community is emphasized.

The program builds upon the standards of the National Association of School Nurses and reflects the competency requirements outlined by the Massachusetts Department of Education for certification of school nurses.

## Master of Education With Concentration in School Nurse Education-Access

**41 Credits** — For Qualified Students Without Bachelor's Degree

This degree program is designed for school nurses who seek professional advancement and **does not lead to licensure**, nor does it confer a bachelor's degree.

### Fall or Spring: Prerequisite Courses **9 credits**

MMG or CCP505	Graduate Writing	.3
MMG508	Information Research and Technology	.3
CCP506	Evaluating and Understanding Psychological Research	.3

### Summer (Program begins) **15 credits** With the National Institute for Teaching Excellence

ESN691	Professional Seminar I	.3
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#### Choose four core courses

(new)	Principles, Process, and Practices of School Health Management	.3
ESN710	Dealing With Grief and Loss: the Role of Educators and School Nurses	.3
ESN725	Legal Responsibilities and Ethical Issues for School Nurses	.3
ESN750	Evaluation of School Health Programs	.3
ESN780	School Nurse Leadership in the School and Community	.3

### Fall **11 credits**

ESN692	Professional Seminar II (online)	.2
ESN800	Independent Learning Project	.3
Electives	(see list at right)	.6

### Spring **6 credits**

Electives	(see list at right)	.6
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### Electives

The remaining summer core course	.3
ESN590-591	Workshops .1 or 2
ESN592	Developmental Leadership for School Nurses (NBCSN Exam Preparation) .1

#### Initial licensure courses:

- School Guidance Counseling
- Health/Family and Consumer Science

EED522	Negotiation and Conflict Resolution for the Classroom Teacher	.3
EED549	Cultural Diversity and Developmentally Appropriate Practices	.3
EED553	Wellness: Understanding the Dynamics of a Health Enhancing Life Style	.3
EED566	Education of the Exceptional Child	.3
EED706	Working With Parents in the Public School	.3
EUE663	A Comprehensive Approach to Safe Playgrounds	.3
CCP725	Psychopharmacology	.3
CCP740	Substance Abuse: Advanced Clinical Methods	.3

*Other courses in Counseling Psychology, Management, or Education may be taken as electives with program coordinator's approval.*

#### Entrance requirements:

- Registered nursing license (RN)
- Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study
- High school diploma or GED certificate
- Eight years of responsible work experience after high school recommended

## Master of Education With Concentration in Science Education

**32 Credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Summer (program begins) **15 credits**

#### With the National Institute for Teaching Excellence

ESE691	Professional Seminar I	.3
<i>All courses meet for 35 contact hours/3 credits</i>		
SCI 680	Attaining Science Literacy	.3
SCI 682	Methods and Materials for Teaching Life Science	.3
SCI 684	Methods and Materials for Teaching Earth Science	.3
SCI 686	Methods and Materials for Teaching Physical Science	.3

### Fall **4 credits**

#### Distance learning

ESE692	Professional Seminar II	.1
ESE800	Independent Learning Project <i>with science focus</i>	.3

### Spring **6 credits**

#### Distance learning

Science courses	.6
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### Summer **7 credits**

#### With the National Institute for Teaching Excellence and/or distance learning

Education or graduate level science content electives	.7
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### If you enter in the Fall or Spring

Work with program coordinator to take courses and/or begin research for your Independent Learning Project

- Up to 11 credits may be taken in a term. You may adjust your program accordingly.
- If transfer credits are accepted, your program may be completed in the Fall

### Science Courses

*Online courses provided by the JASON Academy; not all courses available every term; course offerings subject to change by the JASON Academy*

SCI591	Introduction to Online Science Learning	.1
SCI601	Aquatic Ecology	.1
SCI603	Electricity and Magnetism	.1
SCI605	Water Quality	.1
SCI607	Structure of the Earth	.1
SCI609	Transfer of Energy	.1
SCI611	Ocean Science	.1
SCI613	Earth in the Solar System	.1
SCI615	Forces and Motion	.1
SCI617	Earth's History	.1
SCI619	Teaching Project-Based Science	.1

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** Six credits must be science content courses. The remaining six credits may be in education or sciences. Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

**Program subject to change:** This program includes licensure courses that may change as Massachusetts requirements for licensure change. The College reserves the right to alter this program accordingly.

## Master of Education With Concentration in Interdisciplinary Studies

**32 credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Core 11 credits

EED691-693 Professional Seminar I, II, III — 3 terms @ 2 credits . . . . .	.6
EED800 Independent Learning Project . . . . .	.3
EED590-591 Theory & Practice of Education — workshops . . . . .	.2

***If nine or more transfer credits are accepted, the Professional Seminar is reduced to two terms and the workshops to one credit.***

### Courses choose 21 credits

Seven graduate courses in education, counseling psychology, and/or management

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** Transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

**Interdisciplinary Studies** allows students to tailor an interdisciplinary graduate program for their own needs. Students are assigned to a professional seminar in the subject area from which they intend to take most of their courses, and the seminar leader serves as the academic advisor.

Based on a student's academic and professional goals, the seminar leader and student create an academic plan and choose courses. There are no specific required courses beyond the core curriculum. Any Cambridge College graduate courses may be taken provided any course prerequisites are met.

# Individualized Master of Education

**32 Credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

## First Term 6 credits

*In consultation with your faculty advisor, select or create a unified area of study, choose courses, and create an academic plan.*

EIM610 Planning Seminar: IMED — *directed study with your faculty advisor* .....3  
One course (distance learning) .....3

## Second Term 6 credits

**Distance learning**  
Two courses .....6

## Third Term 8 credits

**Distance learning**  
Two courses .....6  
EIM601 Research Methods I .....2

## Fourth Term 8 credits

**Distance learning**  
Two courses .....6  
EIM602 Research Methods II .....2

## Fifth/Last Term 4 credits

**Distance learning**  
EIM800 IMED Thesis .....4

### Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)
- Residency outside Massachusetts, including New England, the U.S.A., and international locations. Exceptions will be made for Massachusetts residents based on one of the following (documentation required): Residence in a rural area or island community, temporary or permanent disability, age over 60, homebound for at least one year, third shift worker.

**The Individualized M.Ed.** is a distance learning program for motivated independent learners who have a clear academic focus and professional goals. The program's personalized learning experiences are excellent preparation for doctoral study. It is not for students seeking licensure.

You will be assigned to a faculty advisor with expertise in the subject area from which you intend to take most of your courses.

### Area of Study

In consultation with your faculty advisor, you will select or create a unified area of study, choose courses, and create an academic plan.

Working with experienced Cambridge College faculty, you will receive expert academic guidance to realize your personal and professional goals and complete a master's degree. You will learn how to develop courses, support your studies with College and community resources, and document your learning.

### Your courses may include:

- online courses
- directed independent studies
- summer one-week intensive courses in Massachusetts
- 12 transfer credits relevant to your theme from other institutions; three of these credits may be taken after enrolling

### Humane Education

Cambridge College, in affiliation with the International Institute for Humane Education (IIHE), addresses issues at their core and challenges the belief systems that perpetuate suffering and injustice. We accomplish this through broad-based humane education, a comprehensive field of study and approach to teaching that draws connections between human rights, environmental ethics, animal protection, and cultural issues. It explores how we might live with compassion and respect for everyone: not just our friends and neighbors, but all people; not just our own dogs and cats, but all animals; not just our personal home environment, but also the earth itself, our ultimate home. It invites people to envision creative solutions to problems and to take individual

## Individualized Master of Education With Concentration in Humane Education

**32 Credits** — This degree program is offered in collaboration with the International Institute for Humane Education in Surry, Maine. The program is for educators, activists, and concerned citizens who desire to bring the perspectives and methods of humane education to public and private schools, non-profit organizations, and other community settings. The program **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Summer Program begins **7 credits**

EIM610	Planning Seminar: IMED — <i>five-day orientation and planning seminar in Maine in early-mid May</i> . . . . .	.3
EIH620	Introduction to Humane Education (distance learning) . . . . .	.4

### Fall **4 credits**

<b>Distance learning</b>		
EIH630	Animal Protection . . . . .	.4

### Spring **6 credits**

<b>Distance learning</b>		
EIH640	Environmental Ethics . . . . .	.4
EIM601	Research Methods I . . . . .	.2
Teacher Training Week — <i>in Maine in May</i> . . . . .		.0

### Summer **7 credits**

<b>Distance learning</b>		
EIH730	Cultural Issues and the Media . . . . .	.4
EIH790	Practicum in Humane Education . . . . .	.1
EIM602	Research Methods II . . . . .	.2

### Fall/Last Term **8 credits**

<b>Distance learning</b>		
EIH740	Human Rights . . . . .	.4
EIM800	IMED Thesis . . . . .	.4

### Entrance requirements — April 15 admission deadline:

- Bachelor's degree and other general requirements (see Admission)
- Residency outside Massachusetts, including New England, the U.S.A., and international locations. Exceptions will be made for Massachusetts residents based on one of the following (documentation required): Residence in a rural area or island community, temporary or permanent disability, age over 60, homebound for at least one year, third shift worker.

**Distance learning modules** are completed through the International Institute for Humane Education.

**Program length** — This program may be completed in five terms as shown above; it may be done in six-seven terms.

action, so that their life choices can help improve the world. Humane education is a hopeful and rewarding method of achieving sustainability and peaceful coexistence.

You'll learn to teach about the issues, foster critical thinking, and present complex and sensitive information in traditional and non-traditional settings.

The knowledge base of humane education is drawn from the fields of human and animal rights, cultural studies, environmental ethics, and education. The courses teach presentation and implementation skills, and knowledge of issues.

**Teachers** — The M.Ed. in Humane Education can provide direction and spirit for your teaching, from the start or at mid-career. However, it **does not lead to teacher licensure/certification**. Humane education will complement the knowledge and skills you will gain from an educator licensure program (see *Educator Licensure Programs*).

If you are a fully licensed/certified teacher, the program may lead to professional advancement.

**Mentoring** — Students are offered mentoring on a monthly basis by IIHE faculty. Your mentoring sessions may take place by e-mail or telephone, or in person. Module readings and assignments can have a profound effect, and IIHE

encourages you to take full advantage of the mentoring available.

**On-line classroom** — The IIHE web site On-Line Classroom (OCR) enables you to discuss assignments and program issues, post essays, communicate with faculty, and build community with fellow students.

**Teacher training week**— In addition to the weeklong initial orientation seminar, M.Ed. students gather together at IIHE in Maine about a year into their program for a teacher training week (five days). On-site training includes practical, hands-on learning, and offers you an opportunity to practice humane education activities and techniques with an audience of fellow students and faculty.

**A teaching practicum** enables you to apply what you've learned by designing and presenting a humane education program in your community. The practicum must be approved by IIHE faculty and can be done at any time in your program.

**Is distance learning right for you?** — Distance learning makes an M.Ed. in Humane Education accessible and convenient for people around the world. We all benefit from international perspectives and efforts to advance humane education globally. However, distance learning requires self-discipline and self-motivation. Please evaluate your work style when deciding whether to apply.

**To Contact the International Institute for Humane Education**

www.iihed.org • (207) 667-1025

## C.A.G.S. in Educational Leadership With Concentration in Educational Specialist in Curriculum and Instruction

**36 Credits** — This degree program is for fully licensed/certified teachers who seek further professional advancement and **does not lead to teaching licensure**. For licensure, please see licensure programs.

### Research and Practicum Strand **12 credits**

*Course and seminar support completion of the research project*

ECL800	Foundations of Social Science Research . . . . .	.3
ECL801	Advanced Graduate Research Seminar . . . . .	.3
ECC805-806	Practicum I-II — 2 terms . . . . .	.5
<i>No on-site supervision required; your faculty advisor will provide practicum assignments</i>		
ECC807	Applied Action Research Project . . . . .	.1

### Educational Leadership Core **9 credits**

ECL802	Advanced Leadership . . . . .	.3
ECL803	Advanced Technologies in Education . . . . .	.3
ECL804	Advanced Leadership in Policy and Practice . . .	.3

### Courses **choose 15 credits**

ECA704	Effective Schools . . . . .	.3
ECA725	Instructional Leadership: Supervision and Administration of Educational Personnel . . . . .	.3
ECC705	Curriculum Design and Renewal for the 21st Century . . . . .	.3
ECC706	Critical Thinking and Problem Solving . . . . .	.3
ECC707	Meeting the Challenge of School Restructuring .	.3
ECC708	Learning Theories and Instructional Design . . .	.3
ECC709	Alternative Assessment: Theory and Practice .	.3
ECC710	Assessment and Developing and Evaluating Curriculum . . . . .	.3
ECS717	Educational Technology and Special Education .	.3

**Entrance requirements:** Master's degree and other general requirements (see *Admission*)

**12 transfer credits may be accepted:** Transfer courses must be at post-graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*).

**Recommended** for teachers who wish to improve their instructional skills and/or take on a non-licensed leadership role

# Educator Licensure Programs

## Introduction and Policies

The Cambridge College School of Education offers a variety of innovative academic programs to train educators for classrooms, specialized education professions, and administration. They are within current Massachusetts state guidelines, are approved by the Massachusetts Department of Education, and are subject to its regulations and standards. To enable students to meet changing professional standards for licensure, programs are subject to change.

### Advisement

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 licensure. The Professional Seminar also includes a clinical journal and professional growth plan.

### Massachusetts Licensure

Students in concentrations leading to licensure, who wish to pursue educator licensure in Massachusetts must contact the Department of Education, follow their procedures, and meet all requirements. Students must complete all academic program requirements, the practicum, the Massachusetts Tests for Educator Licensure, and any other state requirements. The practicum must be conducted in Massachusetts, in a school that uses the Massachusetts Curriculum

Frameworks. Program coordinators are available to counsel students regarding licensure.

### Paths to Licensure in States Other Than Massachusetts

***Students must contact the education authorities in their own states and be responsible for their requirements and procedures.*** You are advised to follow the path to licensure recommended by your own state education authorities. You may:

- Take our Massachusetts-approved programs, which are accepted by many states, and follow your own state's licensure and educator testing procedures, leading directly to licensure by your own state. OR
- Obtain Massachusetts licensure (see above). Then, with Massachusetts licensure, you can pursue licensure in your own state under reciprocal agreements.

***Students desiring licensure/certification MUST enroll in a state-approved educator licensure program. The College cannot fill out "approved program/recommendation of teacher certification" forms nor endorse for educator licensure graduates of other programs.***

## Licensure and Courses in States Other Than Massachusetts

Cambridge College is authorized in *California, Georgia, Tennessee, and Virginia*. Selected programs and courses may be taken at our regional centers in Augusta, GA and Chesapeake, VA. These states have reciprocal agreements with Massachusetts regarding educator licensure. Students completing a Cambridge College educator licensure program that is approved by the Mass. Dept. of Education may apply for licensure in these states under the reciprocal agreements.

## Transfer Credit

Twelve credits may be accepted in transfer. This course work must meet all general criteria for transfer and match current program requirements. See *Transfer of Credit* for more information.

## Practicum

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 (teacher or administrator) who holds the license for which you are preparing
- With supervision and on-site visitation by Cambridge College faculty

The acceptability of a practicum or practicum site is determined by the program coordinator in compliance with current Massachusetts Dept. of Education regulations.

Students are not allowed to register for the second segment of a two-term practicum if they have an *Incomplete* grade in the first segment.

## Practicum in States Other than Massachusetts

— The practicum is conducted in your home state. It may be adjusted to meet your own state's requirements, *if* they exceed Massachusetts requirements (no reduction of requirements permitted). A modified practicum is not acceptable for Massachusetts licensure. Please discuss your needs with your program director.

**Practicum Prerequisites:** Before registering for a practicum, students must:

- Pass the *Communication and Literacy* test, subject matter knowledge tests, and *Foundations of Reading* test (MTEL) as required by Massachusetts for the license sought
- Students from states other than Massachusetts must pass all teacher tests required by their own states for the license sought; MTEL not required

- Pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses
- Pass all required courses

**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 the nature and length of the pre-practicum, the courses, the clock hours fulfilling the role(s), the name and position of the College supervisor, supervising practitioner(s), and evidence of meetings between them and the candidate.

**C.A.G.S. Practicum** — When students enter the program, they are expected to have located a practicum site. Licensure students should have an agreement with a local educator with a license corresponding to the license for which they wish to apply, who is willing to serve as the supervising practitioner. A faculty supervisor will be appointed by Cambridge College to arrange for on-site visits with students during the practicum period.

C.A.G.S. students who have previously passed the *Communication and Literacy* test (MTEL) when obtaining their prerequisite license need not repeat the test. Students who obtained their Massachusetts educator license before these exams were required must take the MTEL as a practicum prerequisite. Students from other states who have previously met their own state's current teacher test requirements need not repeat the test.

Students may petition to waive the practicum if they successfully completed a practicum in their master's-level work that fulfills the Massachusetts Department of Education licensure standards. If the practicum is waived, students complete the Curriculum and Instruction portfolio.

## C.A.G.S. Programs in Educational Leadership

Cambridge College offers a Certificate of Advanced Graduate Study (C.A.G.S.) for educators with master's degrees in education or closely related fields. The C.A.G.S. in Educational Leadership is an advanced degree program that provides opportunity to master new areas of practice and broaden knowledge and skills. Students learn to promote effective practice and manage change wisely in their educational communities and professional lives.

Educators can also earn other credentials such as master's-plus-30 or educational specialist, and advance in their careers.

**Standards for Administrative Roles** — Course work is structured in accordance with the Commonwealth of Massachusetts' common standards for administrators. These

competencies – specific field of administration, educational leadership, school management, professional development, and equity – are embedded throughout the course work, practicum and research project.

The principles of effective administrative leadership prescribed by the Commonwealth of Massachusetts serve as focus points for developing administrative competencies — effective instructional leadership; effective organizational leadership; effective administration and management; promotion of equity and appreciation of diversity, effective relationships with the community; and fulfillment of professional responsibilities.

Students develop self-confidence about learning. They are empowered to bring new, positive leadership to our society and solve problems in schools, school systems and in community organizations. They will:

- Integrate theory, policy and research methods with leadership skills, organizational development, and management techniques
- Effect systemic behavioral and organizational changes, with high levels of accountability
- Develop the capacities of others to participate in change and reconfiguring of community resources. Help others think systematically, use information systems and action research techniques, expand their leadership capabilities, and develop skills needed to manage personal and social change
- Increase cross-cultural, cross-class communication and problem-solving skills
- Bring about systematic changes that effectively meet the learning needs of their students, including those in multi-ethnic and multi-lingual communities

### Tests for Educator Licensure

Students are required to pass the *Communication and Literacy* test, subject matter knowledge tests, and the *Foundations of Reading* test (Massachusetts Tests for Educator Licensure) as required by Massachusetts for the license sought, before registering for a practicum. It is highly recommended that this exam be taken at the end of the first term. Academic support is available to students who need to strengthen basic skills before repeating the test.

**States other than Massachusetts** — Through reciprocal agreements, many states recognize academic programs approved by the Commonwealth of Massachusetts for licensure. However, the teacher testing requirements of each state still apply. Therefore, most students in our national programs leading to licensure take their own state’s exams rather than the Massachusetts Tests for Educator Licensure. Students are responsible to check with the education authorities in their home states and plan accordingly.

### Academic Support

Faculty support and cooperative learning help adult learners to meet the challenges of higher education and standards for educator 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/coaches guide students through the writing process, from articulating a main idea, generating supporting details and organizing them, through proofreading and editing for errors.

**Test Preparation** — workshops in Massachusetts help students hone their communication and literacy skills in preparation for their teacher tests.

### Report Card

Schools are at the heart of Cambridge College’s mission. We believe that school children must have educators with whom they can identify in order to learn well. Therefore the College trains teachers and other school professionals who reflect the diversity of our public schools and understand first-hand the difficulties that school children and their families face.

Students who completed Cambridge College licensure programs and took the *Massachusetts Tests for Educator Licensure* show the following pass rates:

2002-2003 Academic Year . . . . .	Cambridge College Test Field/Category . . . . .	Pass Rate
	Basic Skills (Reading and Writing) . . . . .	97%
	Academic Content Areas:	
	General Curriculum . . . . .	90%
	Teaching Special Populations:	
	Moderate Disabilities . . . . .	97%
	Summary Pass Rate . . . . .	94%

Please note: These pass rates reflect our Massachusetts students. Most students in our NITE programs and regional centers take their own state’s teacher tests.

## Non-Licensure options

Selected licensure programs may be taken on a non-licensure basis.

**Admission** requirements are the same as for licensure students, unless otherwise stated on the program chart.

Applicants to programs that require prior licensure and/or experience under that license, who do not submit documentation of required prior license, may be admitted by signing a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

**Academic requirements** — All program components are required except the practicum and practicum seminar. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses. If necessary to keep the total number of credits at or above 32 credits, additional work will be specified. See program charts for non-licensure option information.

## Educator Licensure Faculty

Faculty are listed in one primary field; many teach in other programs as well.

**Anthony DeMatteo**, Ph.D., LaSalle University; Director

### Early Childhood and Elementary Education Faculty

Gloria Stanton, C.A.G.S., Bridgewater State College,  
Coordinator

#### Full-time faculty

Ethlyn Davis-Fuller, Ph.D. Boston College

#### Part-time faculty

Susan Barahal, M.Ed. Boston University  
Andrea Inamorati, Ed.M. Lesley University  
Carol Jacobson, M.Ed. Northeastern University  
Mary Keenan, M.A. University of New Hampshire  
Natalie Lacroix-White, M.Ed. Harvard University  
Rosanne Bacon Meade, C.A.G.S. American International  
College  
Maureen J. Minasian, M.S. Bridgewater State College  
Christopher R. Paniccia, M.A.T. Bridgewater State College  
John Papadonis, C.A.G.S. Northeastern University  
Susan Toohey, M.Ed. Cambridge College

#### Springfield, MA — Part-time faculty

Kathleen S. Connor, M.Ed. University of Massachusetts/  
Amherst

Kristen Nolfi, M.Ed. American International College  
Sylvia Santucci, M.Ed. Westfield State College

#### Lawrence, MA — Part-time faculty

Richard Burchill, M.Ed. Salem State College

### Health/Family and Consumer Science Faculty

Shirley Handler, Ed.D. University of Massachusetts/Amherst,  
Coordinator

Kristan M. Bagley-Jones, M.S.W. Boston College  
Leslie Beale, Ed.D. Boston University  
Mary Connolly, C.A.G.S. Bridgewater State College  
Michael P. Gill, Ed.D. Boston University  
Ellen Makynen, M.Ed. Worcester State College  
Patricia Minishak, M.S. Fitchburg State College, M.S. Florida  
State University  
Jeremy Phillips, M.Ed. Harvard University  
Jennifer Burgess Wolfrum, M.Ed. University of Texas/Austin

### Instructional Technology Faculty

Hormoz Goodarzy, M.P.A., Harvard University; Coordinator  
James Backer, Ph.D. Nova Southeastern University  
Claudine Keenan, M.A. California State University  
E. Molly Laden, M.Ed. Lesley University  
Joyce LaTulippe, M.Ed. Harvard University  
Kathleen H. McClaskey, M.Ed. Lesley University  
Tammy E. Rodolico, M.Ed. University of  
Massachusetts/Amherst  
Sandra T. Sicard, M.Ed. University of Toledo

### Library Teaching Faculty

Joseph A. Mastrocola, M.Ed. Salem State College;  
Coordinator  
Joseph W. Angelo, Ed.D., Boston University  
Priscilla A. Angelo, M.S. Lesley University  
Lucille Beeth, M.Ed. M.Ed. Cambridge College  
Christina J. Brownell, M.L.S. University of Rhode Island  
Lynne D.Cohen, M.Ln. Emory University  
Joan Collins, M.L.S. Pratt Institute/New York

Ann M. Crogan, M.Ed. Lesley University  
David Fournier, M.Ed. Cambridge College  
Diane B. Hallisey, M.Ed. Cambridge College; M.S. Simmons  
College  
Maria Mastrocola, M.Ed. Salem State College  
**Springfield, MA — Part-time faculty**  
Christina Brownell, Master of Library and Information  
Studies, University of Rhode Island  
Donna Guerin, M.Ed. Cambridge College

### **Mathematics Institute Faculty** **Full-time faculty**

Mahesh Sharma, President of Cambridge College; founder  
of the Mathematics Institute  
Nicholas Rubino, Ph.D., Boston College; Coordinator,  
Mathematics Institute  
Peter Ash, Ph.D. University of Illinois

#### **Part-time faculty**

Mario Michael Arria, M.Ed. Boston State College  
Delores J. Mitchell, M.B.A. Rutgers University  
Paul M. Natola, M.Ed., Boston State College  
James O'Keefe, M.S. Lesley University  
Regina L. Ritscher, M.A. Harvard University

#### **Chesapeake, VA — Part-time faculty**

Deborah Hutchens, Ed.D. George Washington University  
Curtiss E. Wall, Ph.D. Michigan State University  
Nancy Wall, M.S. Old Dominion University

### **School Administration Faculty** **(C.A.G.S. and M.Ed.)**

Kathleen M. Buckley, D.Ed., Boston College; Coordinator  
Patricia R. Brooks, M.S. Indiana University  
Joseph E. Buckley, M.Ed. Springfield College  
Carolyn Joan Burke, Ed.D. Boston University  
Daniel Burke, Ed.D. Boston College  
Marjorie Cook, C.A.S. University of Vermont  
Bernard F. Creeden, Ed.D. Boston College  
Joseph Daisy, Ed.D. Nova Southeastern University.  
Debra Larkin Dunn, Ed.D. University of Massachusetts/  
Lowell  
Monica Falk, M.Ed. University of Linköping  
David L. Flynn, Education. Ph.D. Boston College  
Patricia B. Grenier, Ed.D. Boston College  
William L. Hoyt, Ed.D. Boston University  
Michael J. Janelli, C.A.G.S. University of Massachusetts/  
Boston  
James M. Jenkins, Ed.D. University of South Carolina  
Mary Athey Jennings, Ph.D. University of Minnesota  
John J. Kelley, Ed.D. University of Massachusetts/Amherst  
Elizabeth Keroack, Ed.D. Boston University

John K. Kerrigan, Ed.D. University of Massachusetts/  
Amherst  
Steven Maio, Ed.D. Boston University  
Christopher H. Martes, Ph.D. Boston College  
Patricia E. Martin, Ed.D. Boston College  
Sandra McCann-Beavers, Ed.D. Loyola University of  
Chicago  
Mary Catherine Nash, Ph.D. Boston College  
Morven S.W. Ngaiyaye, Ph.D. Loyola University of Chicago  
Charles Barry O'Neill, Ph.D. Georgia State University  
Barbara Thompson, Ed.D. University of Massachusetts/  
Amherst  
Lawrence Turner, Ed.D. Loyola University  
Ronald E. Walker, M.Ed. Temple University  
Roger Williams, Ed.D. University of Georgia  
Richard Zusman, Ed.D. Northeastern University

#### **Springfield, MA — Part-time faculty**

Thomas McDowell, Ed.D., Nova Southeastern University  
Anthony Rigazio-Digilio, Ed.D. University of Massachusetts  
Karen Smith, Intermediate Administrator Certificate, Central  
Connecticut State University  
Richard F. Lindgren, Ph.D. University of Connecticut

#### **Chesapeake, VA — Part-time faculty**

Janice Barclay, Ed.D. Harvard University  
Theresa J. Canada, Ed.D. University of Rochester  
Lora Friedman, Ed.D. University of Florida  
Anthony Hicks, Ed.D. Temple University  
Lynne Long, Ed.D. George Washington University  
Donald Musselman, Ed.D. Virginia Tech  
Linda Scott, Ed. D. George Washington University

#### **Augusta, GA — Part-time faculty**

Sharlotte Evans, Ed.D. South Carolina State University;  
Director

### **Science Education Faculty — Part-time**

John Papadonis, Coordinator; M.S. University of  
Massachusetts/Lowell  
Erma M. Anderson, M.T.S. College of William and Mary  
Arlyn Christopherson, M.A. Mills College  
Gregory L. Curran, M.S. State University of New York  
Michael Anthony DiSpezio, M.A. Boston University  
Charles Flynn, MAT Simmons College  
Suzanne M. Flynn, M.S. University of Nebraska  
Alan McRae, M.Ed. Framingham State College  
Elissa Milto, MEd. Tufts University  
Merredith D. Portsmouth, M.A. Tufts University  
Karen E. Reynolds, Ph.D. University of California/ Berkeley  
Patricia Allen Rourke, M.A. George Washington University  
Juliana Texley, Ph.D. Wayne State University  
Stephen M Tomecek, B.A Queens College

### **Special Education Faculty (Moderate Needs and Special Education Administration)**

Mary L. Garrity, Ed.D. University of Massachusetts/Lowell, Coordinator  
Maura D. Buckley, M.Ed. Salem State College  
Patricia Darlene Burgess, Ed.D. East Tennessee State University  
Beverly Conte, Ed.D. Boston University  
Anthony DeMatteo, Ph.D. LaSalle University; Coordinator  
William P. DeRosa, C.A.G.S. Bridgewater State College  
Joseph F. DiPietro, Psy.D. Massachusetts School of Professional Psychology  
George Flynn, Ed.D. University of Massachusetts/Boston  
Valerie Ardi Flynn, Ed.D. Boston College  
Steve Gannon, M.Ed. Boston University  
Cheryl L. Meninno, Ed.D. University of Massachusetts  
Joseph H. Schechtman, M.Ed. Boston University  
Mahesh Sharma, Rajasthan University (India)  
Josephine (Jo-Ann) C. Testaverde, Ed.D.  
Judith K. Vazquez, M.Ed. Cambridge College  
Helen F. Virga, M.Ed. Boston University

### **Springfield, MA — Part-time faculty**

Cellastine P. Bailey, Ed.D. University of Massachusetts/Amherst  
Ann L. Boskiewicz, M.Ed. Westfield State College  
Gail Griffith, M.S. Southern Connecticut State University

### **Augusta, GA — Part-time faculty**

Nancy Manning Moak, M.Ed. Mississippi State University

### **Chesapeake, VA — Full-time faculty**

Ella Benson, Ed.D. University of Virginia; Education Programs Coordinator

### **Chesapeake, VA — Part-time faculty**

Lanett Willis Brailey, M.A. Ohio State University  
Harolyn J. Katherman, Ed.D. Virginia Polytechnic Institute and State University  
Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary

### **School Guidance and School Adjustment Faculty**

*See School of Counseling and Psychology faculty*

## **Educator Licensure Programs in**

# **Early Childhood and Elementary Education**

### **Early Childhood: Teacher of Students With and Without Disabilities**

**M.Ed. — 39 Credits — Initial Licensure, levels PreK-2**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### **Elementary Teacher**

**M.Ed. — 37 Credits — Initial Licensure, levels 1-6**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

**M.Ed. — 34 Credits — Professional Licensure, levels 1-6 and**

**Non-degree Post-master's Program — 18 Credits — Professional Licensure, levels 1-6**

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license in elementary education
- Three full years experience in the role of that license

## Master of Education Leading to Massachusetts INITIAL LICENSURE in Early Childhood: Teacher of Students With and Without Disabilities (Levels PreK-2)

**39 Credits** — Program approved by the Massachusetts Department of Education

### Core 9 credits

ECE691-693 Professional Seminar I, II, III —  
3 terms @ 2 credits .....6  
*Begin in first term; includes clinical journal, assessments,  
and professional growth plan*  
*Take Communication and Literacy test (MTEL) in first term*  
ECE800 Independent Learning Project .....3

### Initial Licensure Courses 25 credits

EIT712 Using Educational Technology to Improve  
Teaching and Learning in the Math,  
Science and Language Arts Classroom .....3  
ELE510 Developmental Psychology .....3  
ELE521 Teaching Reading and Writing in the Early  
Childhood and Elementary Curriculum .....3  
ELE594 Integrating Physical Education into the Early  
Childhood and Elementary Curriculum .....1  
ELE620 Integration of Children's Literature in Early  
Childhood and Elementary Curriculum .....3  
ELE653 Teaching Science and Technology in Early  
Childhood and Elementary Curriculum .....3  
ELE656 Teaching Social Science, History and  
Multicultural Education in Early Childhood  
and Elementary Curriculum .....3  
ESP512 Inclusion and Behavior Management .....3  
MAT617 Teaching Mathematics in a Changing  
World (PreK-12) .....3

### Practicum 5 credits

#### Prerequisites

- Pass *Communication and Literacy, Early Childhood, and Foundations of Reading* tests (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pass all required courses
- Pre-Practicum — 75 hours .....0
- ECE790 Practicum**— 300 hours .....3
- ECE791 Practicum Seminar** .....2
- Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Master of Education Leading to Massachusetts INITIAL LICENSURE as an Elementary Teacher (Levels 1-6)

**37 Credits** — Program approved by the Massachusetts Department of Education

### Core 9 credits

ELE691N-693N Professional Seminar I, II, III in Elementary Education-Initial Level — 3 terms @ 2 credits . . . . .6  
*Begin in first term; includes clinical journal, assessments, and professional growth plan*  
*Take Communication and Literacy test (MTEL) in first term*  
ELE800 Independent Learning Project . . . . .3

### Initial Licensure Courses 23 credits

ELE510 Developmental Psychology . . . . .3  
ELE521 Teaching Reading and Writing in the Early Childhood and Elementary Curriculum . . . . .3  
ELE593 Integration of Visual Arts for the Early Childhood and Elementary Curriculum . . . . .1  
ELE594 Teaching Physical Education for the Early Childhood and Elementary Curriculum . . . . .1  
ELE656 Teaching Social Science, History and Multicultural Education for the Early Childhood and Elementary Curriculum . . . . .3  
ELE620 Integration of Children's Literature for the Early Childhood and Elementary Curriculum . . . . .3  
ELE630 Classroom Management with Models of Teaching . . . . .3  
ELE653 Teaching Science and Technology in Early Childhood and Elementary Curriculum . . .3  
MAT617 Teaching Mathematics in a Changing World (PreK-12) . . . . .3

### Practicum 5 credits

#### Prerequisites

- Pass *Communication and Literacy, General Curriculum, and Foundations of Reading* tests (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pass all required courses
- Pre-Practicum — 75 hours . . . . .0
- ELE790 Practicum**— 400 hours . . . . .3
- ELE791 Practicum Seminar** . . . . .2
- Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE as an Elementary Teacher (Levels 1-6)

**34 Credits** — Program approved by the Massachusetts Department of Education

### Core 9 credits

ELE691P-693P Professional Seminar I-III in Elementary  
Education-Professional Level — 3 terms @ 2 credits . . . .6  
ELE800 Independent Learning Project . . . . .3

### Education Courses choose 13 credits

EED615 Introduction to Integrative Learning and  
Learning Styles . . . . .3  
EED618 Integrative/Accelerative Learning:  
Classroom Applications . . . . .3  
EED628 Effective Schools . . . . .3  
EED669 Language and Literacy for Teachers (K-12) . . . .3  
EED704 Seminar in Educational Issues . . . . .3  
EED705 Multicultural Diversity in the Workplace  
and Classroom . . . . .3  
EED710 Alternative Assessment Strategies Across  
the Curriculum . . . . .3  
ESP592 Adapting Materials and Instruction for Special  
Needs Students in the Regular Classroom . . . .1  
ESP721 Using Multiple Intelligences and Accelerated  
Learning Techniques in Teaching English  
Language Arts, Mathematics, History and  
Science . . . . .3

### Arts and Sciences 12 credits

EIT711 Advanced Technologies in Education . . . . .3  
EIT712 Using Educational Technology to Improve  
Teaching and Learning in Math, Science  
and Language Arts . . . . .3  
ENG701 Integration of Reading and Writing With  
Children's Literature . . . . .3  
MAT708 Diagnosis and Remediation of Learning  
Problems in Mathematics . . . . .3

### Further DOE 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

#### Entrance 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

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE as an  
Elementary Teacher (Levels 1-6)**

**18 Credits** — Program approved by the Massachusetts Department of Education.

**Education  
Courses choose 9 credits**

EED615	Introduction to Integrative Learning and Learning Styles . . . . .	.3
EED618	Integrative/Accelerative Learning: Classroom Applications . . . . .	.3
EED628	Effective Schools . . . . .	.3
EED669	Language and Literacy for Teachers (K-12) . . . . .	.3
EED704	Seminar in Educational Issues . . . . .	.3
EED705	Multicultural Diversity in the Workplace and Classroom . . . . .	.3
EED710	Alternative Assessment Strategies Across the Curriculum . . . . .	.3
ESP721	Using Multiple Intelligences and Accelerated Learning Techniques in Teaching English Language Arts, Mathematics, History and Science . . . . .	.3

**Arts and Sciences choose 9 credits**

EIT711	Advanced Technologies in Education . . . . .	.3
EIT712	Using Educational Technology to Improve Teaching and Learning in Math, Science and Language Arts . . . . .	.3
ENG701	Integration of Reading and Writing With Children's Literature . . . . .	.3
MAT708	Diagnosis and Remediation of Learning Problems In Mathematics . . . . .	.3

**Further DOE 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

**Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license in elementary education
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in General Science

### M.Ed. — 35 Credits — Initial Licensure, levels 5-8

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### Master of Education Leading to Massachusetts INITIAL LICENSURE in General Science (Levels 5-8)

35 Credits — Program approved by the Massachusetts Department of Education

#### Core 7 credits

ESE691-692 Professional Seminar I, II — 2 terms @ 2 credits . . . . .	4
<i>Begin in first term; includes clinical journal, assessments, and professional growth plan</i>	
<i>Take Communication and Literacy test (MTEL) in first term</i>	
ESE800 Independent Learning Project . . . . .	3

#### Sciences 11 credits

*Online courses provided by the JASON Academy; courses  
not available every term*

SCI591 Introduction to Online Science Learning . . . . .	1
SCI601 Aquatic Ecology . . . . .	1
SCI603 Electricity and Magnetism . . . . .	1
SCI605 Water Quality . . . . .	1
SCI607 Structure of the Earth . . . . .	1
SCI609 Transfer of Energy . . . . .	1
SCI611 Ocean Science . . . . .	1
SCI613 Earth in the Solar System . . . . .	1
SCI615 Forces and Motion . . . . .	1
SCI617 Earth's History . . . . .	1
SCI619 Teaching Project-Based Science . . . . .	1

#### Science Methods 12 credits

SCI 680 Attaining Science Literacy . . . . .	3
SCI 682 Methods and Materials for Teaching Life Science . . . . .	3
SCI 684 Methods and Materials for Teaching Earth Science . . . . .	3
SCI 686 Methods and Materials for Teaching Physical Science . . . . .	3

#### General Science Practicum 5 credits

- Prerequisites**
- Pass *Communication and Literacy* test (MTEL) and the *General Science (5-8) Subject Matter Knowledge* test (MTEL)
  - Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
  - Pre-Practicum — 75 hours . . . . .0
  - Pass all required courses
- SCI790 Practicum** – 300 hrs . . . . .3
- SCI791 Practicum Seminar for Classroom Practicum Experience** . . . . .2
- Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All Cambridge College courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in **Health/Family and Consumer Sciences**

### **M.Ed. — 38 Credits — Initial Licensure, all levels**

Entrance requirements:

- Bachelor's degree with competencies in relevant content areas: 24 credit hours of work in personal health and wellness, child and adolescent growth and development, psychology, anatomy and physiology, drug abuse prevention, nutrition, human sexuality.
- Other general requirements (see *Admission*)
- Certificate as an instructor of first aid and CPR

If these competencies are not in place at admission, students may complete them concurrently.

### **M.Ed. — 36 Credits — Professional Licensure, all levels** and

### **Non-degree post-master's program— 18 Credits — Professional Licensure, all levels**

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license in Health/Family and Consumer Science (all levels)
- Three full years experience in the role of that license

### **Non-Licensure Option**

M.Ed./Initial Licensure program may be taken without licensure. See program chart for more information.



# Master of Education Leading to Massachusetts INITIAL LICENSURE in Health/Family and Consumer Sciences

(All Levels)

**38 Credits** — Program approved by the Massachusetts Department of Education

## Core 9 credits

EHE691N-693N Professional Seminar I, II, III in Health/Family and Consumer Sciences- Initial Level — 3 terms @ 2 credits .....	.6
<i>Begin in first term; includes clinical journal, assessments, and professional growth plan</i>	
<i>Take Communication and Literacy test (MTEL) in first term</i>	
EHE800 Independent Learning Project .....	.3

## Initial Licensure Courses 24 credits

EHE610 Principles of Health Promotion and Disease Prevention: Public Health Issues .....	.3
EHE620 Curriculum Implementation in the Health Classroom .....	.3
EHE630 Growth and Development, Human Sexuality and Family Management Skills .....	.3
EHE640 Promoting Wellness: Building Positive Health Behavior .....	.3
EHE650 Preventing Unintentional Injury and Violence ..	.3
EHE660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Interventions .....	.3
EHE670 Building and Evaluating Coordinated School Health Programs .....	.3
EHE680 Teaching Skills for Risk Reduction and Positive Behavior Change .....	.3

## Health/Family and Consumer Science Practicum 5 credits

### Prerequisites

- Pass *Communication and Literacy* test (MTEL) and the *Health/Family and Consumer Sciences Subject Matter Knowledge* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pre-Practicum — 75 hours .....
- .0
- Pass all required courses
- HEA790 Practicum** – 300 hrs (150 hrs in an elementary school setting and 150 hrs in a secondary setting) .....
- .3
- HEA791 Practicum Seminar** .....
- .2
- Exit Performance Portfolio required for credit

### Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)
  - Bachelor's degree with competencies in relevant content areas: 24 credit hours of work in personal health and wellness, child and adolescent growth and development, psychology, anatomy and physiology, drug abuse prevention, nutrition, human sexuality.
  - Certificate as an instructor of first aid and CPR
- If these competencies are not in place at admission, students may complete them concurrently.

### All courses meet for 35 contact hours/3 credits

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar, and teacher tests. Program will total 33 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

# Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in Health/Family and Consumer Sciences

(All Levels)

**36 Credits** — Program approved by the Massachusetts Department of Education

## Core 9 credits

EHE691P-693P Professional Seminar I, II, III in Health/Family and Consumer Sciences-Professional Level — 3 terms @ 2 credits . . . . .	.6
<i>Begin in first term; includes clinical journal, assessments, and professional growth plan</i>	
EHE800 Independent Learning Project . . . . .	.3

## Professional Licensure Courses 21 credits

EHE701 Current Research on the Interrelationship of Risk Factors . . . . .	.3
EHE703 New Perspectives in Teaching Human Sexuality . . . . .	.3
EHE705 Promoting Wellness in a Media-Saturated Society . . . . .	.3
EHE707 Aspects of Violence Prevention: Special Concerns in Today's School Environment . . . . .	.3
EHE709 The Interdependence Between the Ecological Environment and Human Health . . . . .	.3
EHE711 Evaluation of School Health Programs . . . . .	.3
EHE713 Assessing Health Literacy . . . . .	.3

## Electives choose 6 credits

EED628 Effective Schools . . . . .	.3
EED705 Multicultural Diversity in the Workplace and Classroom . . . . .	.3
EED710 Alternative Assessment Strategies Across the Curriculum . . . . .	.3
EIT712 Using Educational Technology to Improve Teaching and Learning . . . . .	.3

## Further DOE 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

### Entrance requirements:

- Bachelor's degree and other general requirements (see Admission)
- Initial license in Health/Family and Consumer Science (all levels)
- Three full years experience in the role of that license

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE in  
Health/Family and Consumer Sciences  
(All Levels)**

**18 Credits** — Program approved by the Massachusetts Department of Education

**18 credits**

EHE701	Current Research on the Interrelationship of Risk Factors . . . . .	3
EHE703	New Perspectives in Teaching Human Sexuality	3
EHE705	Promoting Wellness in a Media-Saturated Society . . . . .	3
EHE707	Aspects of Violence Prevention: Special Concerns in Today's School Environment . . . . .	3
EHE709	The Interdependence Between the Ecological Environment and Human Health . . . . .	3
EHE711	Evaluation of School Health Programs . . . . .	3

**Further DOE 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

**Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license in Health/Family and Consumer Science (all levels)
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure..

## Educator Licensure Programs in Instructional Technology

### M.Ed. — 38 Credits — Initial Licensure, all levels

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### Non-degree Post-master's Program — 18 Credits — Professional Licensure, all levels

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license in instructional technology
- Three full years experience in the role of that license

### Non-Licensure Option

The M.Ed. may be taken without licensure. Entrance requirements are the same. See program chart for more information.

### Non-degree Post-master's Program Leading to Massachusetts

#### PROFESSIONAL LICENSURE in

## Instructional Technology (All Levels)

**18 Credits — Program initially approved:** Cambridge College is planning to offer this program in the Fall 2004, subject to final approval by the Massachusetts Department of Education for approval. Some changes may be required pending approval.

### Education Courses 9 credits

EED645	Using Educational Technology in the Project-Based Class . . . . .	3
EED704	Seminar in Educational Issues . . . . .	3
EUE608	Improving Instruction K-12 Using Technological Tools Embedding in the National Education Technology Standards . . . . .	3

### Technology Courses 9 credits

MAT605	Technology in Mathematics Learning and Teaching . . . . .	3
ECA702	Technology and Leadership in School Settings .	3
EIT711	Advanced Technologies in Education . . . . .	3

### Further DOE 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

### Entrance requirements:

Master's degree and other general requirements (see *Admission*)

- Initial license in instructional technology
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Master of Education Degree Leading to Massachusetts INITIAL LICENSURE in Instructional Technology (All Levels)

**38 credits** — Program initially approved: Cambridge College is planning to offer this program in the Fall 2004, subject to final approval by the Massachusetts Department of Education for approval. Some changes may be required pending approval.

### Summer (Program begins) 15 credits

#### With the National Institute for Teaching Excellence

EIT691 Professional Seminar I in Instructional  
Technology-Initial Level .....3

*Begin in first term; includes clinical journal, assessments,  
and professional growth plan*

*Take Communication and Literacy test (MTEL) in first term*

EIT600 Using the Computer as a Research Tool  
for Educators .....3

EIT630 Perspectives on Pedagogy, Curric., & the Web .3

EIT640 Integration of Technology and Computer  
Applications in the Classroom .....3

EIT712 Using Educational Technology to Improve  
Teaching and Learning in the Math, Science  
and Language Arts Classroom .....3

### Fall 8 credits

#### In classroom residency (required for Mass. licensure)

EIT692 Professional Seminar II in Instructional  
Technology-Initial Level .....2

EIT703 Impact of Technology on Education .....3

ESP615 Assistive Technology: Modifying Curriculum  
for Diverse Learners .....3

### Spring 10 credits

#### In classroom residency (required for Mass. licensure)

EIT693 Professional Seminar III in Instructional  
Technology-Initial Level .....1

EIT710 Legal and Ethical Internet Issues for  
Educational Technology .....3

Educational Technology Elective — *Upper level course  
(600 or higher) chosen with approval of  
program coordinator* .....3

EIT800 Independent Learning Project .....3

### Practicum Prerequisites

- Pass *Communication and Literacy* test (MTEL) and the *Instructional Technology Subject Matter Knowledge* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pass all required courses
- Pre-Practicum — 75 hours embedded in EIT600, 640, 703, 710 .....0

### Fall 5 credits

#### In classroom residency (required for Mass. licensure)

**EIT790 Practicum** — 300 hours .....3

**EIT791 Practicum Seminar** .....2

- Exit Performance Portfolio required for credit

### 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 start in the summer)
- meet practicum prerequisites, and/or
- begin research for your Independent Learning Project.

**Please note: distance learning courses are not accepted for Massachusetts licensure.**

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**12 transfer credits may be accepted:** transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see *Transfer of Credit*). Courses must be completed within three years; content must closely match current Cambridge College courses.

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in Library Teacher

### M.Ed. — 38 Credits — Initial Licensure, all levels

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### Non-degree Post-master's Program — 18 Credits — Professional Licensure, all levels

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license as a school library teacher
- Three full years experience in the role of that license

### Non-Licensure Option

The M.Ed. may be taken without licensure. Entrance requirements are the same. See program chart for more information.

## Master of Education Degree Leading to Massachusetts INITIAL LICENSURE as a Library Teacher (All Levels)

**38 credits** — Program approved by the Massachusetts Department of Education

### Core 9 credits

ELM691N-693N Professional Seminar I, II, III in Library Teaching-Initial Level — 3 terms @ 2 credits . . . . .6  
*Begin in first term; includes clinical journal, assessments, and professional growth plan*  
*Take Communication and Literacy test (MTEL) in first term*  
ELM800 Independent Learning Project —  
*must be completed during Seminar II or III* . . . . .3

### Required Courses 21 credits

ELM509 Overview of the School Library Program . . . . .3  
ELM515 Evaluation, Selection, and Management  
of Learning Resources . . . . .3  
ELM517 Literature for Young Adults . . . . .3  
ELM521 Reference Resources . . . . .3  
ELM523 Children's Literature . . . . .3  
ELM532 New Technologies in the School Library . . . . .3  
ELM561 Production of Instructional Materials . . . . .3

### Elective choose 3 credits

Choose one education course that meets for 35 contact hours/3 credits (educator licensure courses); special education and general education recommended

### Library Teaching Practicum 5 credits

#### Prerequisites

- Pass *Communication and Literacy* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pass all required courses
- Pre-Practicum — 75 hours . . . . .0
- **ELM790 Practicum** — 200 hours . . . . .3
- **ELM791 Practicum Seminar** . . . . .2
- Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**Non-licensure option:** All program components are required except the Practicum, Practicum Seminar, and teacher tests. Program will total 33 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE as a**

**Library Teacher (All Levels)**

**18 Credits** — Program approved by the Massachusetts Department of Education

**Education  
Courses**

**choose 9 credits**

EED628	Effective Schools . . . . .	.3
EED704	Seminar in Current Educational Issues . . . . .	.3
EED705	Multicultural Diversity in the Workplace and Curriculum . . . . .	.3
EED710	Alternative Assessment Strategies Across the Classroom . . . . .	.3
ELM624	Cataloging and Classification . . . . .	.3

**Arts and Sciences choose 9 credits**

EIT703	Impact of Technology on Education . . . . .	.3
EIT712	Using Educational Technology to Improve Teaching and Learning in the Mathematics, Science and Language Arts Classroom . . . . .	.3
ESP721	Using Multiple Intelligences and Accelerated Learning in Teaching English Language Arts, Mathematics, History and Science . . . . .	.3
ECA703	Managing Financial Resources . . . . .	.3

**Further DOE 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

**Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license as a school library teacher
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in Mathematics

### **M.Ed. — 38 credits — Initial Licensure, levels 1-6**

Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)

### **M.Ed. — 38 credits — Initial Licensure, levels 5-8**

Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)
- Applicants must take a Cambridge College placement test in mathematics. Based on the result of the test and recommendation of the program coordinator, students may be required to take selected lower level mathematics courses before enrolling in initial licensure courses.

### **M.Ed. — 33 credits — Professional Licensure, levels 1-6 or 5-8** and

### **Non-degree post-master's program — 18 credits — Professional Licensure, levels 5-8**

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license as a mathematics teacher (5-8)
- Three full years experience in the role of that license

### **Non-Licensure Options** See *Professional Advancement Programs in Education*

Mathematics Education

Mathematics Specialist Certificates



**Master of Education Leading to Massachusetts INITIAL LICENSURE in:**  
**Mathematics (Levels 1-6)**

**38 credits — Program initially approved:** Cambridge College is planning to offer this program in the Fall 2004, subject to final approval by the Massachusetts Department of Education for approval. Some changes may be required pending approval.

**Core 9 credits**

EME691N-693N Professional Seminar I, II, III in  
Mathematics - Initial Level — 3 terms @ 2 credits . . . . .6  
*Begin in first term; includes clinical journal, assessments,  
and professional growth plan*  
*Take Communication and Literacy test (MTEL) in first term*  
EME800 Independent Learning Project . . . . .3

**Initial Licensure  
Courses 24 credits**

MAT601 Psychology of Mathematics Learning . . . . .3  
MAT603 Arithmetic to Algebra: Developing  
Mathematics Patterns and Ideas . . . . .3  
MAT605 Technology in Mathematics Learning  
and Teaching . . . . .3  
MAT607 College Algebra . . . . .3  
MAT609 Euclidean Geometry . . . . .3  
MAT615 History of Mathematics . . . . .3  
MAT621 Data Analysis . . . . .3  
MAT623 Numerical and Geometric Structures . . . . .3

**Mathematics Practicum 5 credits**

**Prerequisites**

- Pass *Communication and Literacy* test (MTEL) and the *Mathematics (1-6) Subject Matter Knowledge* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pre-Practicum — 90 hours . . . . .0
- Pass all required courses
- MAT790A Practicum** – 150 hours . . . . .3
- MAT791A Practicum Seminar for Classroom Practicum Experience** . . . . .2
- Exit Performance Portfolio required for credit

**Entrance requirements:**

- Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in:  
Mathematics (Levels 1-6)**

**33 Credits — Program initially approved:** Cambridge College is planning to offer this program in the Fall 2004, subject to final approval by the Massachusetts Department of Education for approval. Some changes may be required pending approval.

**Core 9 credits**

EME691P-693P Professional Seminar I, II, III in  
Mathematics - Professional Level — 3 terms @ 2 credits .6  
EME800 Independent Learning Project .....3

**Professional Licensure Courses 24 credits**

MAT702 Elementary Statistics .....3  
MAT613 Discrete Mathematics .....3  
MAT708 Diagnosis and Remediation of Learning  
Problems in Mathematics .....3  
MAT710 Improving Mathematics Instruction (K-12) ....3  
MAT712 Integrating Quantitative and Spatial Thinking:  
Geometry, Patterns, Graphs and Charts .....3  
MAT714 Problem Solving Strategies in Mathematics ...3  
MAT716 Mathematics Curriculum Development .....3  
MAT720 Mathematics Connections .....3

**Further DOE 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

**Entrance requirements:**

- Bachelor's degree and other general requirements (see *Admission*)
- Initial license as a mathematics teacher (1-6)
- Three full years experience in the role of that license

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE in:**

**Mathematics (Levels 1-6)**

**18 Credits** — Program initially approved: Cambridge College is planning to offer this program in the Fall 2004, subject to final approval by the Massachusetts Department of Education for approval. Some changes may be required pending approval.

**Professional Licensure  
Courses choose 18 credits**

MAT702	Elementary Statistics	.....3
MAT613	Discrete Mathematics	.....3
MAT708	Diagnosis and Remediation of Learning Problems in Mathematics	.....3
MAT710	Improving Mathematics Instruction (K-12)	.....3
MAT712	Integrating Quantitative and Spatial Thinking: Geometry, Patterns, Graphs and Charts	.....3
MAT714	Problem Solving Strategies in Mathematics	.....3
MAT716	Mathematics Curriculum Development	.....3
MAT720	Mathematics Connections	.....3

**Further DOE 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

**Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license as a mathematics teacher (5-8)
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Master of Education Leading to Massachusetts INITIAL LICENSURE in:**  
**Mathematics (Levels 5-8)**

**38 Credits** — Program approved by the Massachusetts Department of Education

**Core 9 credits**

EME691N-693N Professional Seminar I, II, III in  
Mathematics - Initial Level — 3 terms @ 2 credits . . . . .6  
*Begin in first term; includes clinical journal, assessments,  
and professional growth plan*  
*Take Communication and Literacy test (MTEL) in first term*  
EME800 Independent Learning Project . . . . .3

**Initial Licensure  
Courses 24 credits**

MAT601 Psychology of Mathematics Learning . . . . .3  
MAT603 Arithmetic to Algebra: Developing  
Mathematics Patterns and Ideas . . . . .3  
MAT605 Technology in Mathematics Learning  
and Teaching . . . . .3  
MAT607 College Algebra . . . . .3  
MAT609 Euclidean Geometry . . . . .3  
MAT611 Calculus I . . . . .3  
MAT613 Discrete Mathematics . . . . .3  
MAT615 History of Mathematics . . . . .3

**Mathematics Practicum 5 credits**

**Prerequisites**

- Pass *Communication and Literacy* test (MTEL) and the *Mathematics (5-8) Subject Matter Knowledge* test (MTEL)
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
- Pre-Practicum — 90 hours . . . . .0
- Pass all required courses
- MAT790B Practicum** — 150 hours . . . . .3
- MAT791B Practicum Seminar for Classroom Practicum Experience** . . . . .2
- Exit Performance Portfolio required for credit

**Entrance requirements:**

- Bachelor's degree and other general requirements (see *Admission*)
- Applicants must take a Cambridge College placement test in mathematics. Based on the result of the test and recommendation of the program coordinator, students may be required to take selected lower level mathematics courses before enrolling in initial licensure courses.

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in:  
Mathematics (Levels 5-8)**

**33 Credits** — Program approved by the Massachusetts Department of Education.

**Core 9 credits**

EME691P-693P Professional Seminar I, II, III in  
Mathematics - Professional Level — 3 terms @ 2 credits .6  
EME800 Independent Learning Project .....3

**Professional Licensure Courses 24 credits**

MAT702 Elementary Statistics .....3  
MAT704 Mathematical Modeling .....3  
MAT706 Linear Algebra .....3  
MAT708 Diagnosis and Remediation of Learning  
Problems in Mathematics .....3  
MAT710 Improving Mathematics Instruction (K-12) . . . .3  
MAT712 Integrating Quantitative and Spatial Thinking:  
Geometry, Patterns, Graphs and Charts . . . . .3  
MAT714 Problem Solving Strategies in Mathematics . . . .3  
MAT716 Mathematics Curriculum Development . . . . .3

**Further DOE 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

**Entrance requirements:**

- Bachelor's degree and other general requirements (see *Admission*)
- Initial license as a mathematics teacher (5-8)
- Three full years experience in the role of that license

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE in:**

**Mathematics (Levels 5-8)**

**18 Credits** — Program approved by the Massachusetts Department of Education.

**Professional Licensure  
Courses choose 18 credits**

MAT702	Elementary Statistics	.....3
MAT704	Mathematical Modeling	.....3
MAT706	Linear Algebra	.....3
MAT708	Diagnosis and Remediation of Learning Problems in Mathematics	.....3
MAT710	Improving Mathematics Instruction (K-12)	.....3
MAT712	Integrating Quantitative and Spatial Thinking: Geometry, Patterns, Graphs and Charts	.....3
MAT714	Problem Solving Strategies in Mathematics	.....3
MAT716	Mathematics Curriculum Development	.....3

**Further DOE 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

**Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license as a mathematics teacher (5-8)
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in School Administration

These Cambridge College programs lead to Massachusetts licensure as a:

- **Superintendent/Assistant Superintendent (all levels)**
- **Principal/Assistant Principal (levels PreK-6, 5-8, 9-12)**
- **Supervisor/Director (at level of prerequisite license)**

### **M.Ed. — 37 credits — Initial Licensure**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*) and the following:

#### **Superintendent/Assistant Superintendent**

- Initial license in another educational role
- Three full years of employment under this prerequisite license

#### **Principal/Assistant Principal**

- Initial license in another educational role
- Three full years of employment in a district-wide school-based or other educational setting OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

#### **Supervisor/Director**

- Initial or preliminary license in another educational role
- Three full years of employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

### **C.A.G.S. in Educational Leadership — 36 credits — Initial Licensure**

Entrance requirements: Master's degree and other general requirements (see *Admission*) and specialized requirements for initial licensure program above.

### **Non-Licensure Options**

- The M.Ed. in School Administration may be taken without licensure. Entrance requirements are the same. See program chart for more information.
- The C.A.G.S. in Curriculum and Instruction is recommended for teachers who wish to improve their instructional skills and/or take on a non-licensed leadership role (see *Professional Advancement Programs in Education*)

## Master of Education Leading to Massachusetts INITIAL LICENSURE in School Administration

**37 Credits** — Program approved by the Massachusetts Department of Education for the following licensures:

- Superintendent/Assistant Superintendent (all levels)
- Principal/Assistant Principal (levels PreK-6, 5-8, 9-12)
- Supervisor/Director (at level of prerequisite license)

<b>Core</b>	<b>11 credits</b>
EAD691N-694N Professional Seminar I, II, III, IV in School Administration -Initial Level — 4 terms @ 2 credits . . . . .8	
<i>Begin in first term; includes clinical journal, assessments, and professional growth plan</i>	
<i>Take Communication and Literacy test (MTEL) in first term</i>	
EAD800 Independent Learning Project . . . . .	.3

### Initial Licensure Courses **21 credits**

(School Administration Core)

*All courses meet for 35 contact hours/3 credits*

EAD662 Contemporary Issues and Topics in Educational Administration . . . . .	.3
EAD684 Selection, Development, and Supervision of Educational Personnel . . . . .	.3
EAD688 Legal Aspects of School Administration . . . . .	.3
EAD690 Finance and Business Administration for the School Administrator . . . . .	.3
EAD712 Curriculum Development, Assessment and Improvement for the School Administrator . . . . .	.3
EAD782 Reconceptualization of Schools . . . . .	.3
EAD720 Advanced Systems Theory — for superintendent/assistant superintendent . . . . .	.3
OR	
One Elective Course — for principal/assistant principal or supervisor/director — graduate course in Education, Counseling Psychology or Management that supports competency development for the license sought, or a course approved for transfer by program coordinator . . . . .	

### School Administration Practicum **5 credits**

- Prerequisites**
- Pass *Communication and Literacy* test (MTEL)
  - Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
  - Pre-Practicum — 75 hours . . . . .0
  - Pass all required courses (with approval of the program coordinator, the last required course may be completed concurrently)
- EAD 790 Practicum** — 300 hours in the role and level of desired license . . . . .5
- EAD790A Superintendent/Assistant Superintendent (all levels)
- EAD790B Principal/Assistant Principal (levels PreK-6)
- EAD790C Principal/Assistant Principal (levels 5-8)
- EAD790D Principal/Assistant Principal (levels 9-12)
- EAD790E Supervisor/Director (at level of prerequisite license)
- Professional Seminar III or IV required concurrently with practicum
  - Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*) and the following:

**Superintendent/Assistant Superintendent**

- Initial license in another educational role
- Three full years of employment under this prerequisite license

Continued on next page

**School Administration — Initial Licensure — continued**

**Principal/Assistant Principal**

- Initial license in another educational role
- Three full years of employment in a district-wide school-based or other educational setting OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

**Supervisor/Director**

- Initial or preliminary license in another educational role
- Three full years employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

**Non-licensure option:** If licensure is not desired, licensure and experience requirements may be waived. To be admitted, students must sign a waiver stating that they understand that they will not be eligible for licensure at the completion of the program. All program components are required except the Practicum and teacher tests. Program will total 32 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses. Non-licensure students may do a practicum in situations where licensure is not required for employment.

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.



## C.A.G.S. in Educational Leadership Leading to Massachusetts INITIAL LICENSURE in School Administration

**36 Credits, 39 Credits for Superintendent/Ass't. Superintendent**

Program approved by the Massachusetts Department of Education for the following licensure areas:

- Superintendent/Assistant Superintendent (all levels)
- Principal/Assistant Principal (levels PreK-6, 5-8, 9-12)
- Supervisor/Director (at level of prerequisite license)

### Research and Practicum Strand **12 credits**

ECL800	Foundations of Social Science Research . . . . .	.3
ECL801	Advanced Graduate Research Seminar . . . . .	.3
ECA805	Practicum/Seminar I . . . . .	.3
ECA806	Practicum/Seminar II . . . . .	.2
ECA807	Action Research Project . . . . .	.1

**Practicum Prerequisite:**

- Pass *Communication and Literacy* test (MTEL), if not previously passed
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required

### Educational Leadership Core **9 credits**

ECL802	Advanced Leadership . . . . .	.3
ECL803	Advanced Technologies in Education . . . . .	.3
ECL804	Advanced Leadership in Policy and Practice . . .	.3

### Initial Licensure Courses **15 credits**

ECA701	School Management and the Law . . . . .	.3
ECA703	Managing Financial Resources . . . . .	.3
ECC707	Meeting the Challenge of School Restructuring .	.3
ECA725	Instructional Leadership: Supervision and Administration of Educational Personnel . . . . .	.3
ECC710	Assessment and Developing and Evaluating Curriculum . . . . .	.3
EAD720	Advanced Systems Theory . . . . .	.3

*Additional course for superintendent/assistant superintendent; program total 39 credits*

**Entrance requirements:** Master's degree and other general requirements (see *Admission*) and the following:

**Superintendent/Assistant Superintendent**

- Initial license in another educational role
- Three full years of employment under this prerequisite license

**Principal/Assistant Principal**

- Initial license in another educational role
- Three full years of employment in a district-wide school-based or other educational setting OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

**Supervisor/Director**

- Initial or preliminary license in another educational role
- Three full years of employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## Educator Licensure Programs in School Counseling

### School Guidance Counselor

**M.Ed. — 48 credits — Initial Licensure, levels PreK-8 or 5-12**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### School Social Worker/School Adjustment Counselor

**M.Ed. — 65 credits — Initial Licensure, all levels**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

See *School of Counseling and Psychology* section for academic program outlines.

## Educator Licensure Programs in Special Education

### Teacher of Students With Moderate Disabilities

**M.Ed. — 39 Credits — Initial Licensure, levels PreK-8 or 5-12**

Entrance requirements: Bachelor's degree and other general requirements (see *Admission*)

### Teacher of Students With Moderate Disabilities

**M.Ed. — 34 Credits — Professional Licensure, levels PreK-8 or 5-12 and**

**Non-degree post-master's program — Professional Licensure, levels Pre-K-8 or 5-12**

Entrance requirements:

- Bachelor's degree and other general requirements (see *Admission*)
- Initial license in moderate special education
- Three full years of experience in the role of that license

### Special Education Administrator

**C.A.G.S. in Educational Leadership — 36 Credits — Initial Licensure, all levels**

Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license: special education, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher
- Three full years of employment in a district-wide school-based or other educational setting OR
- Three full years of employment in law, public policy, higher education, or other related field accepted by the department

# Master of Education Leading to Massachusetts INITIAL LICENSURE as a Teacher of Students With Moderate Disabilities (Levels PreK-8 or 5-12)

**39 Credits** — Program approved by the Massachusetts Department of Education

## Core 7 credits

- ESP691N-692N Professional Seminar I, II in Special Education-Initial Level — 2 terms @ 2 credits . . . . .4  
*Begin in first term; includes clinical journal, assessments, and professional growth plan*  
*Take Communication and Literacy test (MTEL) 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

## Initial Licensure Courses 27 credits

- ESP512 Inclusion and Classroom Behavior Management 3
- ESP592 Adapting Materials and Instruction for the Special Needs Student in the Regular Education Classroom . . . . .1
- ESP594 Collaboration and Consultation Techniques . . .2
- ESP607 Psycho-Educational Assessment for Teaching Exceptional Children . . . . .3
- ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners . . . . .3
- ESP662 Principles of Language Development Bridging Differences and Disorders . . . . .3
- ESP689 Theories of Typical and Atypical Human Development . . . . .3
- ESP695 Laws and Regulations Pertaining to Special Education . . . . .3
- ESP680 Pedagogy in Reading and English Language Arts . . . . .3
- MAT617 Teaching Mathematics in a Changing World (PreK-12) . . . . .3

## Special Education Practicum 5 credits

### Prerequisites

- Pass *Communication and Literacy, General Curriculum, and Foundations of Reading* tests (MTEL)
- For levels 5-12, students may pass either General Curriculum OR the MTEL subject matter test in a core academic subject: dance, English, foreign languages, history, mathematics, music, political science/political philosophy, reading (other than foundations of reading), science, theatre, visual arts.
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required
  - Pre-Practicum — 75 hours . . . . .0
  - Pass all required courses

### ESP790 Practicum . . . . .3

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.

ESP790B Practicum (5-12) — 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate setting for students with moderate disabilities.

### ESP791 Practicum Seminar in Moderate Special Needs . . . . .2

- Exit Performance Portfolio required for credit

**Entrance requirements:** Bachelor's degree and other general requirements (see *Admission*)

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

# Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE as a Teacher of Students With Moderate Disabilities (Levels PreK-8 or 5-12)

**34 Credits** — Program approved by the Massachusetts Department of Education

## Core 7 credits

ESP691P-692P Professional Seminar I, II in Special Education-Professional Level — 2 terms @ 2 credits . . . .4  
*Begin in first term; includes clinical journal, assessments, and professional growth plan*  
*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

## Education Courses choose 12 credits

EED628 Effective Schools . . . . .3  
EED704 Seminar in Current Educational Issues . . . . .3  
EED705 Multicultural Diversity in the Workplace and Classroom . . . . .3  
EED710 Alternate Assessment Strategies Across the Curriculum . . . . .3  
ESP721 Using Multiple Intelligences and Accelerated Learning Techniques in Teaching English Language Arts, Mathematics, History, and Science . . . . .3

## Arts and Sciences choose 15 credits

*All courses meet for 35 contact hours/3 credits*  
EIT703 Impact of Technology on Education . . . . .3  
EIT712 Using Educational Technology to Improve Teaching and Learning in Mathematics, Science, and English Language Arts . . . . .3  
ENG701 Integration of Reading and Writing With Children's Literature . . . . .3  
ESP701 Students with Disabilities and the Visual Arts . . .3  
MAT708 Diagnosis and Remediation of Learning Problems in Mathematics . . . . .3  
MAT710 Improving Mathematics Instruction (K-12) . . . . .3

## Further DOE 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

### Entrance 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

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

**Non-degree Post-master's Program Leading to Massachusetts  
PROFESSIONAL LICENSURE as a**

# **Teacher of Students With Moderate Disabilities (Levels PreK-8 or 5-12)**

**18 Credits** — Program approved by the Massachusetts Department of Education

## **Education Courses**

**choose 9 credits**

EED704	Seminar in Current Educational Issues . . . . .	.3
EED705	Multicultural Diversity in the Workplace and Classroom . . . . .	.3
EED710	Alternate Assessment Strategies Across the Curriculum . . . . .	.3
ESP721	Using Multiple Intelligences and Accelerated Learning Techniques in Teaching English Language Arts, Mathematics, History, and Science. . . . .	.3

## **Arts and Sciences choose 9 credits**

EIT703	Impact of Technology on Education . . . . .	.3
EIT712	Using Educational Technology to Improve Teaching and Learning in Mathematics, Science, and English Language Arts . . . . .	.3
ENG701	Integration of Reading and Writing With Children's Literature . . . . .	.3
MAT708	Diagnosis and Remediation of Learning Problems in Mathematics . . . . .	.3
MAT710	Improving Mathematics Instruction (K-12) . . . . .	.3

## **Further DOE 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

### **Entrance requirements:**

- Master's degree and other general requirements (see *Admission*)
- Initial license in moderate special education
- Three full years experience in the role of that license

**All courses meet for 45 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

## C.A.G.S. in Educational Leadership Leading to Massachusetts INITIAL LICENSURE as a Special Education Administrator (All Levels)

**36 credits** — Program approved by the Massachusetts Department of Education

### Research and Practicum Strand 12 credits

ECL800	Foundations of Social Science Research	. . . . .3
ECL801	Advanced Graduate Research Seminar	. . . . .3
ECS805	Practicum/Seminar I	. . . . .3
ECS806	Practicum/Seminar II	. . . . .2
ECS807	Applied Action Research Project	. . . . .1

#### Practicum Prerequisite:

- Pass *Communication and Literacy* test (MTEL), if not previously passed
- Students from states other than Massachusetts must pass all teacher tests required for this license by their own state; MTEL tests not required

### Educational Leadership Core 9 credits

ECL802	Advanced Leadership	. . . . .3
ECL803	Advanced Technologies in Education	. . . . .3
ECL804	Advanced Leadership in Policy and Practice	. . . . .3

### Initial Licensure Courses 15 credits

ECA725	Instructional Leadership: Supervision and Administration of Educational Personnel	. . . . .3
ECS712	Advanced Psycho-Educational Assessment and Education Planning	. . . . .3
ECS713	Administration of Special Education Programs	.3
ECS714	Collaboration and Consultation Techniques	. . . .3
ECS716	Philosophical and Psycho-Social Foundations of Education	. . . . .3

#### Entrance requirements:

- Master's degree and other general requirements (see *Admission*)
- Initial license: special education, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher
- Three full years of employment in a district-wide school-based or other educational setting OR
- Three full years of employment in law, public policy, higher education, or other related field accepted by the department

**All courses meet for 35 contact hours/3 credits**

**Program subject to change:** As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements for Massachusetts licensure.

# Education Courses

## Master's Course Descriptions

Not all courses are offered every term.

The course category number is given at the end of each course description.

### Early Childhood and Elementary Education (ECE, ELE)

#### **ECE691-693 Professional Seminar in Early Childhood Education - 3 terms, 6 credits total**

"No one knows what everyone knows." 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 leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for early childhood teachers and the requirements for state licensure. 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.

#### **ECE790 Early Childhood Education Practicum - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: ECE791*

*400 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 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. 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.

#### **ECE791 Practicum Seminar in Early Childhood Education - 2 credits**

*Practicum required concurrently: ECE790*

*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*, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

### **ECE800 Independent Learning Project in Early Childhood 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 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. Parts of the project may be implemented during the practicum.

### **ELE510 Developmental Psychology - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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 observation and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction. (4)

### **ELE521 Teaching Reading and Writing in the Early Childhood and Elementary Curriculum - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

This course emphasizes the development of children's reading and writing skills in early childhood and the elementary grades and the learning environment that supports the development of such skills. The course reviews and analyzes relationships between theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process, and assessment. Participants review and discuss whole language, 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, federal funding, culture, and democracy. (2)

### **ELE593 Integration of Visual Arts in Early Childhood and Elementary Grades - 1 credit**

*Pre-practicum hours of directed field-based training required*

Visual arts can engage students with various learning styles and reach students who might not otherwise succeed. Using the arts as teaching tools can sharpen and develop observation, critical thinking, and writing skills. This course introduces basic art techniques and inexpensive, easily available materials that are simple to use.

Educators learn how to create works of art and develop lessons that integrate the visual arts into general curricula and enrich the learning and understanding of other disciplines, in accord with Learning Standard #10 in the Massachusetts Arts Curriculum Framework. Educators develop an appreciation of art history and learn strategies to incorporate art-historical images into the curriculum. A trip to the Fogg Museum is included.

### **ELE594 Integrating Physical Education into the Early Childhood and Elementary Curriculum - 1 credit**

*Pre-practicum hours of directed field-based training required*

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. It is here that we see a widening of achievement and gained knowledge in student performance.

### **ELE620 Integration of Children's Literature in Early Childhood and Elementary Curriculum - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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. 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. (2)

### **ELE630 Classroom Management with Models of Teaching - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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. (1)

### **ELE653 Teaching Science and Technology in the Early Childhood and Elementary Curriculum - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

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 with the Massachusetts state frameworks in science and technology is emphasized; national benchmark standards in elementary science are also supported. We examine open-response questions from the Massachusetts State MCAS test at grade five. (2)

### **ELE656 Teaching Social Science, History, and Multicultural Education in Early Childhood and Elementary Curriculum - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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 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. (2)

### **ELE691N-693N Professional Seminar in Elementary Teaching - Initial Level - 3 terms, 6 credits total**

"No one knows what everyone knows." 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.

### **ELE691P-693P Professional Seminar in Elementary Teaching - Professional Level - 3 terms, 6 credits total**

Course description in preparation.

### **ELE790 Elementary Teaching Practicum - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: ELE791*

*Effective Fall 2003: 400 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 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.

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 for the elementary level, 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.

### **ELE791 Practicum Seminar in Elementary Education - 2 credits**

*Practicum required concurrently: ELE790*

*Exit Performance Portfolio required for credit*

The seminar for classroom/clinical 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.

### **ELE800 Independent Learning Project in 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 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 in the field; parts of the project may be implemented during the practicum.

## **Education (EDU, EED, EUE)**

### **EDU600 Strengthening Writing Skills of Middle and High School Students - 3 credits**

Books Of Hope, a literacy empowerment program in a Massachusetts housing project, has helped more than 81 youth who have had negative experiences with writing to write, publish and sell their own books. Participants meet the

authors, learning firsthand what teaching strategies helped them improve their competencies and attitudes about writing. They read the authors' books, practice techniques, create and share their own mini-books, and produce a writing unit they can use with their students. Taught step-by-step by a published author who is also the founder and director of Books Of Hope, this course will surprise, inspire, and reinvigorate you.

### **EDU602 The 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.

### **EDU603 Integrating Media Literacy Instruction into the Classroom - 3 credits**

"Integrating Media Literacy" targets teachers of grades 5-12 who are considering building elements of media literacy instruction into their program. Participants will be introduced to the core principles of media literacy. Classes will focus on both print and electronic media, but will especially consider issues related to television consumption. Members will be exposed to various media research avenues, current literature and some classroom media education approaches. The role of media literacy in the establishment of the Massachusetts English Language Arts Curriculum Framework will be a significant focus. Participating teachers can develop a unit suitable for introduction into their classes.

### **EDU605 Online Research for Teaching and Learning - 3 credits**

Pupils must learn how to find relevant information among the abundance of raw data provided by the Internet, evaluate its worth, and correctly use it in the proper contexts. At the same time, pupils must understand and withstand the temptations of cut-and-paste transfer of information, bypassing the true processing of this information into knowledge. During this course teachers learn to develop their own Internet skills as well as their pupils' Internet skills. This occurs within a constructivist framework, emphasizing many key enabling skills for successful project-based learning.

### **EDU612 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.

**EDU622 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.

**EDU625 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.

**EDU630 Emergent Literacy: Reading, Writing and Oral Development in the Early Grades - 3 credits**

The practice of offering the same reading and writing instruction to all children in first grade at the same time and in the same order has contributed to children failing initial reading instruction. This course gives an overview of basic perspectives on communication and the role of language; how biological, social, and cultural factors influence literacy development; and how it is manifested in children learning oral language and literacy. Pre-service and early development teachers gain a strong grounding in the theoretical and practical aspects of emerging literacy; they will observe and analyze reading and writing.

**EDU631 Second-Language Acquisition and Literacy - 3 credits**

This is an introductory comprehensive course on literacy and the English language learner with a focus on teaching children acquiring English literacy. Educators gain an understanding of the larger social, cultural, and political context of English literacy, and of the cognitive and psycholinguistic challenges inherent in learning a second language. The course readings and lectures focus on the following questions: What is the process of becoming bilingual? What language policies support individual bilingualism? What are the challenges of adapting mainstream strategies to an English as a Second Language classroom? How is reading in a second language different to reading in a first language.

**EDU632 Understanding Reading K-5 - 3 credits**

This course introduces theoretical and instructional issues in reading development. Educators engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis is 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: 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.

**EDU634 Chinese for Educators - 3 credits**

This course teaches a unique and effective way to communicate in situations where language barriers exist. It enhances communication between school personnel and Mandarin Chinese speaking students, their parents, and community members. Topics include daily activities, obtaining simple information, school safety, incidents, parental contacts, as well as basic vocabulary, grammar, and related cultural customs. This course will benefit school personnel at elementary, middle, and high school levels.

**EDU635 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.

**EED501 Evaluating Educational Software to Enhance Classroom Instruction - 3 credits**

This course explores techniques for implementing and integrating educational software into classroom instruction. It emphasizes strategies for curriculum integration using national (NCTM, MSTA) and state (Curriculum Frameworks) standards. Various disciplines K-12 are explored, including assistive technology software, critical thinking, and problem solving software. (3)

**EED503 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, 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. (1)

**EED504 Brain-Based Strategies for Teaching Today - 3 credits**

Today's classrooms provide an enormous challenge for educators at all levels. This course presents the latest brain based research and uses that research to identify problems and develop strategies to successfully meet the needs of even the most challenging students. (4)

**EED506 Community Schools: Conception, Design, and Evaluation - 3 credits**

Since the post World War years, there has been a dramatic change in the structure, function, and mobility of the American family. Education has responded to these changes by offering alternative academic, enrichment, and recreational programs, and services during non-traditional hours. The community school concept provides an avenue and location to meet community needs in a safe, productive environment. This course reviews the history of community schools, the designs appropriate for particular communities, and community school program and staff assessments. (5)

**EED507 Educational 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. (3)

**EED509 The Universal Language of Music in Education and Culture - 3 credits**

This course explores music's potency as a change agent in the spirit of Gandhi, Martin Luther King, Jr., and Ravi Shankar. Music is approached as a means of comprehend-

ing the soul of diversity and thereby resolving dissonance into harmony. Teachers develop perception and interpretation of distinct sounds through knowledge of the fundamental elements of sound and music. Furthermore, they learn to integrate music and musical education in an interdisciplinary curriculum. They gain understanding and a taste for varied styles of music, including their own musical preferences, in a multi-cultural society and classroom. (2)

**EED511 Education, Spirituality and Personal Growth - 3 credits**

The psychology of religious experience touches upon a myriad of contemporary issues relevant to educational and clinical contexts and raises questions about the limitations of our usual educational/developmental models in dealing with such matters. Cross-cultural and comparative studies of religious traditions reveal that many cultures have viewed normal stages of growth and development as including periodic, non-ordinary states of consciousness, often called "extraordinary" or "spiritual" by western psychological observers. Interdisciplinary in nature, this course explores educational and psychological research materials that deal with the impact of the spiritual dimensions upon education and development. (4)

**EED513 Psycho-Social Issues in the Classroom - 3 credits**

This course explores student-parent-teacher relationships, including mental and physical health issues, domestic violence, substance abuse and trauma. Techniques to improve communication and strategies for altering student behaviors are discussed. Readings are provided and all share their experiences. (5)

**EED514 Classroom Assessment Techniques - 3 credits**

As classes become larger and more diverse, teachers need alternative, non-traditional methods of assessing student performance. Based on the theory that teachers who are deeply involved with their students don't need a test to know how well they read, write, compute or think, this course describes and devises practical ways for classroom teachers across the curriculum to become more skilled assessors of student learning with less reliance on standardized testing. Theory and accepted classroom assessment practices are examined and course participants devise techniques applicable to their own teaching situations. (4)

**EED516 Writing Across the Curriculum - 3 credits**

If you don't like to write or have bad memories about school writing experiences, this course is for you. This course shows

teachers how to incorporate writing instruction and activities into their classrooms in meaningful ways. Teachers learn how to use and assess writing as a learning activity without being accomplished writers and without having a knowledge of grammar. They also practice creating writing assignments that promote effective learning, produce good writing, and are easy to correct and grade.

This course, developed over a ten year period, has had input from teachers all over the country. Its primary goal is to make writing a manageable activity in the classroom, one that requires students to exert intellectual efforts while limiting demands placed on the teacher. (2)

### **EED518 Effective Classroom Discipline Strategies - 3 credits**

Educators evaluate their expectations of students' behavior and learn practical strategies to increase student responsibility, self-control and self-management. Teachers learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities. (5)

### **EED519 Music for Teachers - 3 credits**

Music is an intrinsic and integral component of whole-brain, accelerated learning. In this hands-on course teachers call on their musical abilities as they learn how to incorporate music and rhythmic activities into their curriculum across all grade levels and content areas. This course helps teachers enjoy music, develop musical skills, and apply these skills in the classroom. (2)

### **EED520 Civil Rights and Social Justice: 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. (5)

### **EED521 Poetry in the Classroom - 3 credits**

This course provides an overview of poetry and the oral tradition and its implications for individual learners and teachers. We read and listen to poems from a wide multi-cultural spectrum. We see how poetry can represent different regions and generations. Poetry becomes a vital and useful part of your workplace and your life, connected with other areas of learning and other art forms, especially sound, movement, voice, and image making. We write from the universal and common sources of poetry: memory, imagination, and experience, and we see how the spoken poem can be the connecting bridge to reading and writing in the creative lives of children and adults. (2)

### **EED522 Negotiation and Conflict Resolution for the Classroom Teacher - 3 credits**

This course increases knowledge and skills in conflict management. Teachers become better negotiators and conflict managers with 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 is also emphasized. Learning is experiential, including video-tapes, role plays and simulations. (5)

### **EED523 Strategies for Problem Solving in Mathematics - 3 credits**

Problem solving should be the central focus of the mathematics curriculum. It should be a primary goal of all mathematics instruction and an integral part of all mathematical activity. Course participants investigate puzzles, magic tricks, games, and recreational problems that involve simple mathematical principles. Investigations are done in a group setting, using multiple strategies to solve the problems. Groups make oral and written presentations of their solutions. Participants are exposed to many problem solving strategies and develop confidence in their ability. We also discuss how to integrate these problems into existing mathematics curricula. (2)

### **EED525 Language Arts Methods and Materials for Elementary Teachers (K-6) - 3 credits**

This course provides teachers with practical techniques in guided and independent reading, writing, editing and word skills to take back to their classrooms for immediate use. Teachers learn to improve reading and raise overall writing assessment scores of their students regardless of ability levels. (2)

**EED526 Teaching English as a Second Language: Practical Tips - 3 credits**

This interactive course is for teachers who have ESL learners in their classrooms, but do not have English as a Second Language (ESL) training. We explore topics and issues including: second language acquisition, myths about second-language learners, goals for ESL learners and what effective learning and teaching means for them, and how to incorporate language learning into content courses (activities, ideas, considerations). We use profiles of ESL learners in your classroom to come up with practical tips to take back into your classroom.

**EED527 Technology's Impact on Educational Change - 3 credits**

This course explores computer-based, multimedia and communications technologies that further classroom instruction. The courses will examine changes in teaching and learning and assessment in the light of new technologies. The course will support teachers' efforts to implement beginning stages of technology integration in the classroom while also taking up discussion of the role of cyber-ethics, the Digital Divide and Community Grant funding projects. (5)

**EED529 Content-Based Language Teaching and Learning: An Approach to Course Design - 3 credits**

This course asks *Why* content-based language learning? Why might second language learning be more effective when it is taught through informational content? And how can teachers incorporate and adapt this approach to learning language into our schools and classrooms? We examine multiple perspectives on content-based instruction: theory, teacher preparation and practicality, syllabus, materials and course design, assessment, and connections with other teaching approaches. For hands-on experience, small groups develop and present content-based modules. (1)

**EED530 Developing a Thematic Curriculum - 3 credits**

Throughout the country, educators are reconstructing curriculum materials to reflect the integrative nature of learning. With a thematic approach, learning is holistic and allows learners the freedom to explore. In this course, we explore philosophical and practical aspects of curriculum development as well as the specific elements of a curriculum. We consider the social implications of content, the planning process, and the educators' roles in initiating curriculum. Students examine innovative curriculum materials, discuss a case study, and design a curriculum unit. (1)

**EED533 Integration of Technology and Computer Applications to Enlighten the Curriculum for the 21st century - 3 credits**

*No computer experience necessary*

Participants explore technology and computer applications with hands-on activities. The course surveys interactive learning systems by reviewing lessons in each discipline that use technology to enhance learning. Software applications and programs use both the Apple and IBM systems. (2)

**EED536 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, Vigotsky, 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. (4)

**EED537 Universal Design for Learning: Integrating Technology into the Classroom Curriculum for All Learners - 3 credits**

Students who are entering the field of education learn how to use technology in the curriculum for a class with a range of kinds of learners, including children with and without identified learning disabilities. Students learn how to develop a classroom profile to help them teach to different learners, and how to use and evaluate technologies that will help teaching and learning in the classroom. They learn about the current issues and trends in education, and accessibility, and learning challenges in this highly interactive and hands-on course. (2)

**EED538 Introduction to Storytelling - 3 credits**

Once upon a time, fairy tales and folk tales were the first introduction to literature, but that was long ago and most people have forgotten. The purpose of this course is to read, tell and compare stories in their varied and multicultural settings. We shall examine a variety of techniques used in storytelling. The course will acquaint students with a wide range of fairy tales, folk tales, myths, and modern stories and relate them to the ethnic backgrounds and experience of the

class. The course will be helpful to educators, counselors, and adults who wish to rediscover the joys of storytelling. (2)

**EED541 The Process of Teacher Renewal - 3 credits**

In an era of education reform, we need to understand the conditions and techniques that keep experienced teachers motivated and challenged. This course helps teachers and administrators understand teacher career cycles and stages and respond to different needs and interests at various career points. Particular attention is paid to research on professional development, intrinsic and extrinsic rewards and appropriate challenges. Students learn the role of reflection in renewing a sense of purpose and revitalizing a commitment to teaching. Attention is paid to both the teacher's and the administrator's role in facilitating and supporting renewal. (1)

**EED544 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. (2)

**EED546 Desktop Publishing in the Classroom - 3 credits**

Participants develop an understanding of the concepts and terminology of desktop publishing and use a hands-on approach to formatting text and graphics to produce newsletters, worksheets, etc. Using Mac systems, teachers explore classroom publishing software programs that help students organize, produce and create. (2)

**EED547 Sound Psychology: Musical Alternatives for Learning, Teaching and Counseling - 3 credits**

This highly interactive, experiential course introduces the use of music and sound, combined with basic psychology, for counseling, learning and teaching. The course presents practical exercises and psycho-musicology concepts and techniques to enhance personal and professional experiences, control internal and external environments, increase learning, enhance socialization and communication skills, and create more positive, trusting and comfortable relationships with students. Psycho-musicology concepts and techniques provide creative ways of enhancing relaxation and creativity as well as listening, time management and memo-

rization skills. Sound psychology approaches to bridging cross-cultural differences and dealing with anger, depression, stress, and low self-esteem are also modeled. (4)

**EED549 Cultural Diversity and Developmentally Appropriate Practices - 3 credits**

This course addresses cultural diversity in early childhood education and developmentally appropriate practices. The richness of diversity is considered within policy, theory and practice for young children. The class questions the narrow perspectives drawn by current theories regarding development of young children and their needs, and discusses alternative perspectives on early educational practices. Opportunities for application of these views will be considered in relation to curriculum, child development, and social values. (5)

**EED550 Developing Curriculum and Materials for Black Studies - 3 credits**

This course provides elementary teachers (K-6), with materials to use with their present social studies units and/or history books that coincide with historical events past and present. Background information is provided on each historical personality and activities that are grade appropriate. Participants develop at least one unit appropriate for the grade level taught. (2)

**EED551 Integrating Math, Science and Literature Using Hands-On Activities - 3 credits**

Participants will become familiar with strategies to present hands-on activities integrating mathematics, science and literature. The NCTM standards, NSTA Curriculum Guidelines, Project 2061 of AAS and the National Research Council's Standards will be explored. Participants will become involved in learning and experience the excitement and curiosity that only activity-based, hands-on lessons can create. (2)

**EED552 Facing History and Ourselves: Holocaust and Human Behavior - 3 credits**

This course studies, mostly, 20th century genocide as a way of understanding history and human behavior. How did this horror take place? Who were the perpetrators, bystanders, resisters, victims, and rescuers? What do those labels mean? How did decisions get made? We also ask of ourselves: How do we identify ourselves and others? How do we divide people into "us" and "them"? What are prejudice, discrimination, stereotyping, and racism? We carefully reflect on the *Facing History and Ourselves* educational materials to see why they have been so effective for students and teachers. (2)

**EED553 Wellness: Understanding The Dynamics of Health - 3 credits**

This course addresses the multidimensional factors that influence our health and wellness. Going beyond the traditional notion of "wellness" (nutrition and fitness), we explore the emerging paradigm shift in health and address the new research findings in mind-body dynamics and psychoneuroimmunology. The six dimensions of health and their lifestyle implications are examined. Students examine strategies for self-empowerment and healthy behavior. While we explore acknowledged and non-traditional risk factors for disease, and identify protective factors in health and wellness. A presentation/paper, journal writing, goal setting and readings are required for the course. (5)

**EED556 Identifying Behavioral Styles and Formulating Effective Responses - 3 credits**

The dimensions of assertiveness and responsiveness in human behavior are examined and the four basic styles which typify most human behavior are explored. Students practice identifying which style is dominant in individuals. Various strategies and techniques are looked at as a means of communicating with and/or altering behaviors within each style. Behavior modification techniques are applied to common classroom behavioral problems such as cheating, lying, acting out. Participants share strategies which have worked for them and devise new strategies via case studies. (5)

**EED557 Qualitative Research/ Naturalistic Inquiry - 3 credits**

This course assists practitioners to understand methods of exploring and examining systems such as schools, families and organizations. Students integrate theories of naturalistic observations and qualitative methods in an effort to create a framework for a more comprehensive analysis of human behaviors and attendant interactions. Implications for learning applications as methods to affect changes within a variety of environments are emphasized. (5)

**EED558 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 of 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. (2)

**EED559 Information Processing: Methods of Integrating Cognitive Material Through Sensory Modalities - 3 credits**

This course examines theories related to information processing. Students learn ways to identify sensory motor impairments through naturalistic observation, standardized assessments and developmental histories. Particular emphasis is given to modifying instructional styles in order to enhance the learning experience for regular and special education students. (4)

**EED560 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. (1)

**EED562 Integration of Library Resources into the School Curriculum - 3 credits**

Through the use of a systems paradigm, library teacher candidates investigate the methods used to integrate the resources of the library media center into a school's curriculum. Such issues as needs analysis, postulation of goals and objectives and program evaluation are studied. Students plan strategies to enable a cooperative effort with classroom teachers to move toward resources based instruction. (1)

**EED564 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. (4)



**EED565 Women, Identity and Leadership - 3 credits**

This course focuses on women's identity and empowerment through learning activities designed to build awareness and inspire leadership. Four themes organize the course: the power of the feminine; women's relationship to nature and culture; the heroism of women's lives; and developing a sense of history, sharing "her" story. Selected women leaders are presented through biography and audiovisual media. We use various expressive media and a journal to reflect on these themes, and students present personal perspectives on women, identity and leadership in a final project. (5)

**EED566 Education of the Exceptional Child - 3 credits**

This course examines contemporary issues related to identifying and defining exceptionality within the context of public education. Students focus on the selection of specific techniques and curriculum materials to alleviate learning difficulties and maximize learning experiences for children with cognitive, speech and language, sensory motor and attentional limitations. Strategies and practical interventions that optimize social and emotional development and reduce behavioral and discipline concerns are explored. Lastly, the course examines methods of encouraging and stimulating students who are exceptionally talented in a variety of domains but tend to be underachievers. (1)

**EED567 Science for Every Learner: Brain-Compatible Paths to Scientific Understanding - 3 credits**

This course demonstrates a format that combines inquiry-based learning with accelerated learning, multiple intelligences, performance tasks, rubrics, and ongoing assessment to increase scientific understanding. Stories and songs put children's scientific discoveries into a broader context. The course helps link curriculum to the National Science Standards. Teachers can use the format presented here to make their own multi-faceted lesson plans for science or other topics. (2)

**EED568 Spanish for Educators - 3 credits**

This course teaches a unique and effective way to communicate in situations where language barriers exist. It enhances communication between all school personnel and Spanish-speaking students, their parents, and community members. Topics include proper pronunciation, obtaining basic information, school safety, incidents, parental contacts, and much more. This course will benefit all school personnel at elementary, middle, and high school levels. (2)

**EED573 EcoPsychology - 3 credits**

*Study abroad in Puerto Rico or Cuba with required readings and classroom sessions before and after; undergraduate students register for PSY333*

Ecopsychology is a holistic, interdisciplinary field of study informed by research in human ecology, sustainable economic development, and globalization. This course emphasizes ecological systems-thinking in both theoretical and experiential ways. Students gain an expanded awareness of the *self* in relation to *all* its contexts. This study abroad in countries with different economic and political realities provides a cross-cultural learning laboratory.

**EED574 Humanities Perspectives: Images of Women - 3 credits**

An exploration of the contributions of women to society, this course will develop students' awareness, sensitivity, and knowledge of the achievements of women. The course examines images of women from many fields and challenges students to develop new images and role models for the 21st century (5)

**EED575 Brain-Compatible Learning and Differentiation of Instruction - 3 credits**

*Formerly The Style Factor in Teaching and Learning*

This course provides an in-depth study of the concept of style. Relationships between style, adult development, career stages, and the teaching/learning environment will be the major topics. The Mind Style Delineator and the 4MAT Learning Style Inventory will be used to generate discussion and program planning. (1)

**EED576 Theory and Practice of Supervision - 3 credits**

Students will come to understand and support the development of teachers. Students acquire interpersonal and technical skills for working with people in their roles as supervisors, consultants, and advisors and in improving the quality of instruction in schools. New developments in the field of supervision, e.g., mentoring, group clinical supervision, beginning teacher induction programs, study groups; issues related to supervising in schools, e.g., working with a multi-cultural and multi-ethnic staff, and recent supervision research are examined. A field-based training component is included. (5)

**EED577 Issues and Strategies for Implementing Technology - 3 credits**

Participants will explore the evolution of technology in the classroom; its impact on instruction for teachers and students; and techniques for utilizing the different technologies such as videodiscs, CD-ROM and scanners. Participants will develop strategies for school-wide use of technology such as time management, piracy and privacy issues; and will utilize the resources of several museums on a day long "excursion." (2)

**EED579 The Balanced Literacy Curriculum in the Elementary School - 3 credits**

This course reviews current research and literature on literacy instruction at a elementary school level, and investigates various methods of implementing a comprehensive literacy curriculum in the elementary classroom. We also share literacy instructional resources, including big books, chants, poetry, trade books, read-alouds, and skills development material, both commercial and teacher-made. (2)

**EED580 Problem-Solving and Thinking Skills - 3 credits**

*Materials fee*

We look at various skills and strategies for problem-solving. We study methods to assess individual problem-solving and learning styles, and ways of acquiring good problem-solving strategies and skills. This course is a practical hands-on experience for anybody who deals with problems at the individual or group level. Readings and other handouts are provided by the instructor for which a fee will be collected. A bibliography will be available at the first class session. (3)

**EED583 How to Write Classroom Tests and Performance-Based Assessments - 3 credits**

"This is a "how to" course that gives a basic introduction to classroom test design and performance-based (authentic) assessments. It provides needed context, with more emphasis on skill development and practice than on measurement theory and statistics. We learn how to construct more valid and reliable traditional test items including true/false, multiple choice, completion, matching and essay. We also learn how to create performance-based learning assessment tasks, how to design rubrics, and how a portfolio is used in performance-based learning. (1)

**EED584 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.

Participants should read, in advance of the course, Alice Walker's *The Color Purple*, Maya Angelou's *I Know Why The Caged Bird Sings*, and Toni Morrison's *Beloved*. These are only some of the rich curriculum material. (5)

**EED586 How to Teach and Reach All Students Using Multiple Intelligence - 3 credits**

*Formerly Multiple Intelligences Theory...*

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. (4)

**EED587 All Kids Can Learn: You Can Make It Happen - 3 credits**

This highly interactive course examines new instructional strategies and demonstrates learning processes necessary in 21st century classrooms. We explore mental literacy and brain-compatible learning, and answer the question, "Why is it imperative that we change instructional strategies?" Learner outcomes, educational values, and methodology become evident. Instructional strategies are modeled, including brain-based learning, learning styles, developing integrated units with multiple intelligences, selecting alternative assessments and conducting collaborative problem-solving experiences (1)

**EED589 Integrating Educational Technology into the Elementary Curriculum to Enhance Content (K-6) - 3 credits**

In this course educators explore techniques for integrating technology into the classroom curriculum, including the one-computer classroom, parent and community involvement, and using technology in early childhood. Participants develop a complete interdisciplinary unit, locate and organize existing web sites on a topic, and design interesting units around those sites. Students look at a variety of software packages and learn how to introduce and modify them to meet the needs of their classroom. (2)

**EED590-591 Theory and Practice of Education - 1 credit each**

*Fall and Spring only*

Education workshops; 10 hours of workshops earn one credit; 20 hours earn two credits. Choice among many topics in education, school and health.

**EED592 Interdisciplinary Curriculum: Arts, Science and Social Studies - 3 credits**

Participants investigate the arts, science and social studies with a multi-disciplinary approach. Using participatory, hands-on learning, concepts in each area are explored, emphasizing problem solving and designing integrated curricula. This course: (1) enables teachers to understand basic

concepts in the arts, science and social studies, (2) encourages individual investigation in these areas, using discovery approaches, and (3) supports teachers' construction of new understandings of these disciplines and their interconnections. (2)

### **EED594 Internet Integration in the Classroom - 3 credits**

*Prior computer experience not necessary*

Learn to access many of the educational resources on the Internet and develop strategies for implementing online communications in the classroom. This course introduces fundamental technology skills to successfully utilize the Internet as a teaching tool and to integrate this technology in related curricula. Classroom management techniques, ethical issues and legal concerns are addressed. (1)

### **EED596 Kinesthetic Intelligence and Critical Thinking - 3 credits**

This interactive course provides students with the opportunity to utilize cooperative learning strategies to stimulate and promote critical thinking. This course will allow participants to structure physical activities, games and simulation that will assess problem solving and learning styles. Students will have the opportunity to translate other intelligences into a kinesthetic intelligence framework. Think of it — body/physical activities that simulate the mathematical and musical learner!! This course is appropriate for those preparing to work with groups of any size and is essential for educators, counselors and community leaders looking for new ways to simulate thinking. (3)

### **EED597 Creative Learning Strategies for the Working Adult - 3 credits**

This course will introduce participants to the concepts and strategies of working with adults in an educational setting. The curriculum includes a review of different learning theories, identification of adult learning characteristics, a model for curriculum design, an introduction to different instructional methods, and an exploration of techniques to accelerate the learning process. The class will consist of assigned readings, interactive lecture, group discussion, and hands-on creation of educational materials. (3)

### **EED598 Creativity and Critical Thinking - 3 credits**

This course increases understanding and practice of critical and creative thinking. It introduces basic questions about the nature of thinking and the relationship between critical and creative thinking. Students are involved in activities designed to improve their own critical and creative thinking skills. They

explore observation, interpretation, inference, conclusion, problem-solving, imaging and invention. Readings cover issues such as thinking strategies, environments that foster critical and creative thinking, traits of creative individuals, and related educational topics. A special focus is on promoting critical and creative thinking in educational settings. (3)

### **EED599 Shakespeare in Love, Music, and Film: an Easy Approach - 3 credits**

Music and film provide an easy approach to the joys of William Shakespeare and the study of his works as essential to education. His insight into psychological and social issues continues to be pertinent to today's global community. We explore popular and serious artistic films, musicals and operas. These varied interpretations and misinterpretations will appeal to diverse tastes of students, educators, and counselors.

### **EED603 Socratic Learning and Thinking Skills - 3 credits**

Relentless questioning is the principal skill of a Socratic teacher. Sounds easy, but this method is far more difficult than giving facts/truths to pupils to read and regurgitate. Socrates believed that the teacher helped pupils to unlock from their own beings, to recreate within their own ways, a true knowledge, true beliefs and time wisdom. How? Through empathetic dialogue and non-combative displays of rhetoric. Practitioners of this method seem to become more creative as they mature and do not burn out. This course examines *The Meno* and *The Crito*, in which Plato recreates his mentor engaging in the height of his talents. We also read selections from John Dewey's *Democracy and Education*. Students discuss how to implement a Socratic approach within their own teaching styles and curricula, considering the question of how to practice democracy in the U.S.A., and create Socratic dialogues and readings for a lesson/unit. (3)

### **EED604 Graduate Level Writing for Social Science Research: Writing Your ILP - 3 credits**

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. (5)

**EED606 Preparing Students to Learn Calculus Concepts and Skills - 3 credits**

This course develops the concepts that play a central role in learning calculus at the high school level, exploring these ideas from graphical, numerical, and algebraic perspectives.

Teachers learn to demonstrate how mathematics is used to model physical reality, and how this modeling facilitates problem solving. They learn how to facilitate small group work with their students to increase their confidence in their own ability to master calculus topics. (2)

**EED608 The Successful Inclusion Classroom - 3 credits**

Students learn about different techniques and models that promote the successful inclusion of all students in a classroom. They learn how to plan collaboratively with other teachers to meet students' needs and enrich the learning environment for all. By reading current literature, sharing experiential knowledge and engaging in collaborative activities, participants construct an image of a successful inclusionary environment and develop plans for implementation in their own teaching environments. (1,4,5)

**EED610 Strategies for Teaching Critical Thinking Skills Across the Curriculum - 3 credits**

Strategies for teaching critical thinking are among the most important tools that teachers need in order to support children in becoming successful thinkers and problem solvers in the 21st century. With the increased attention to national and state academic content standards, teachers are challenged to incorporate strategies in the classroom that will facilitate success for all children in high-stakes testing and in the real world beyond the classroom. This course explores the possibilities for creating critical thinking classrooms by examining the concepts of thinking, intelligence, and problem solving, and how these understandings are translated into curriculum, teacher expectations, and student participation. This course incorporates and models the effectiveness of active participation and student-centered curriculum. Assignments draw on and pertain directly to the personal and professional experience of the students. (3)

**EED612 Human Relations Learning: A Training Laboratory - 3 credits**

Laboratory learning is an interactive process based on principles of group dynamics and adult education. In this course, teachers gain insights into their personal style of communicating. Through a better understanding of perceptions, self-disclosure and feedback, students become more effective communicators in personal and professional interactions with

students, administrators, parents and peers. The course emphasizes the importance of interpersonal skills in the learning process. Teachers examine their behaviors in groups, and learn about task, process, and roles in group interaction. Through structured learning activities, participants gain knowledge and develop skills for designing and implementing learning activities for their classrooms. (4)

**EED613 Teaching High School Geometry Effectively to Low Performing Students - 3 credits**

This course examines the nature of posing high school geometry problems, writing proofs that involve fundamental mathematics concepts, and the major types of problems that some high school students have in learning the subject. It discusses possible causes of these learning problems and suggests remediation techniques. Teachers focus on the structure of space and the spatial relations around them, measure selected aspects of their environment, and learn how to communicate these clearly to their students. (2)

**EED615 Introduction to Integrative Learning and Learning Styles - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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 styles. (1)

**EED617 Developing Social Responsibility in Learners - 3 credits**

This course heightens awareness of contemporary social issues and helps students develop personal action plans including ways to teach social responsibility. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills. *Eyes on the Prize* videotapes, which document the civil rights movement in this country, are a major resource (5)

**EED618 Integrative/Accelerated Learning: Classroom Applications - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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. (1)

### **EED619 Whole-Brain Teaching Techniques for At-Risk Students - 3 credits**

This course provides specific whole-brain teaching strategies for successfully teaching "at-risk" students. Topics include group-building, team building, paradigm shifting activities, cooperation skills, coping with stress, working with values, and goal-setting. Educators learn about teaching children study skills which really work, NLP techniques to enroll, not control, use of feedback, activating the "7 intelligences," teacher presentation skills, and behavior-changing skills. These strategies can be applied to any classroom teaching situation. (4)

### **EED620 Drama and Improvisation Techniques for Creative Leadership and Teaching - 3 credits**

This course is an experiential exploration of dramatic and improvisational theater techniques applied to teaching across the curriculum and to leading and presenting to groups. Class includes physical exercise, movement and theater games, emotional and expressive exercises, presentations on stage, problem solving for effective communication, and development of original content lessons. Participants develop a powerful stage presence, effective communication, and creative expression and leadership in groups. Techniques are applied to classroom and business environments. (1)

### **EED621 Grant Development and Management For Educators and Not-For-Profit Managers - 3 credits**

This course is for educators and non-profit managers who have never written a grant proposal and wish to know more about this seemingly mysterious aspect of fundraising. By the end of the course, students will be able to: shape funding ideas; research funding sources; construct components of a grant proposal; master technical writing skills; and become familiar with non-profit management practices. Students experience a non-threatening environment in which to practice new skills. They produce a technically sound and competitive grant proposal specific to their professional needs. (5)

### **EED622 Ethical Dilemmas of 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. (4)

### **EED623 Classroom Management Using Accelerated Learning - 3 credits**

Accelerated learning is employed 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 and readings. (5)

### **EED626 Schools, Teachers and the Law - 3 credits**

This course will survey all major laws effecting teachers, administrators and students. Topics such as special education, student discipline, bilingual education, testing, employment discrimination and disability issues will be discussed. No background in law is required. This course will satisfy licensing requirements for school administrators in many areas. (5)

### **EED628 Effective Schools - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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.

**EED629 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. (3)

**EED630 Computer Literacy with an Attitude - 3 credits**

Educators now have new approaches to literacy that focus on the student, engagement and expression. Course participants will discuss empowering literacy as it applies to today's most powerful communications tools. Will we continue to use technology in the classroom to do things better or will we be willing to do better things? Course participants will look at how teachers can transform their own classrooms and collaborate with other teachers in their buildings as subversives for change. (4)

**EED632 Issues in Contemporary Elementary and Secondary Education - 3 credits**

Students are engaged in active inquiry into the most pressing issues facing American education today. The "text" is the weekly journal, Education Week; students follow various stories as they unfold in the journal and explore ways these issues pertain to their school experience. There is special focus on the "Commentary" page of each issue, and students, working in small groups, write a short critique of this editorial for every class. Students gain awareness of issues, improve critical thinking skills (reading, writing, and discussion), and explore various teaching styles which will have application in the students' classrooms. (5)

**EED633 Authentic Assessment for Differing Learning Styles - 3 credits**

How many times have your students said, after taking one of your tests, "I studied the wrong stuff." This course shows how to redesign assessments so as to ascertain what students really know, enhance the learning process, and enable teachers to use more innovative instructional methods. Participants learn how to design authentic assessments such as portfolios, exhibitions, oral presentations, projects, and apprenticeships. (4)

**EED634 Inside the Problem Solving and Critical Thinking Technology Classroom - 3 credits**

Teachers/educators explore and discover, implementation and integration techniques of educational technology for classroom instruction. Emphasis is on analyzing strategies for curriculum integration using national and state standards, problem solving software for curriculum mapping, utilizing technology for alternate assessment, and higher-order web based classroom projects. Various disciplines (K-12) are explored including curriculum technology software, critical thinking, and problem solving software. (3)

**EED635 Integrating Algebra and Geometry at the High School Level - 3 credits**

This course explores the relationship between the study of algebra and of geometry at the high school level. Teachers examine strategies for solving problems and developing geometric proofs through explorations of hands-on methods of instruction. The nature and process of mathematical thinking and the application of algebraic and geometric concepts are the underlying components of this course. (2)

**EED636 Applications of Probability and Statistics in the Real World - 3 credits**

This course examines the practical application of high school probability and statistical concepts and skills to solve everyday problems. Teachers develop skills in collecting, displaying, analyzing, and making reasoned decisions based on the information presented. They gain a clear understanding of the differences between predicted and actual outcomes, apply counting techniques, and investigate probability distributions to enhance their application to solving real-life problems. (2)

**EED638 Perspectives on International Education: Seminar in Brazil - 3 credits**

This seminar will explore the history, culture and current forces shaping one of the world's biggest developing nations — Brazil. Through readings, school visits and discussions with Brazilian educators we will learn about the practices and priorities of rural and urban schooling in that nation. This exchange will bring new learning and deeper understanding about the role of schooling in shaping society. The experience should provide new perspective on our own U.S. experience. For teachers of schools with Brazilian immigrants, the course will provide valuable knowledge of their students' cultural and educational backgrounds. (5)



**EED639 NCTM (National Council for Teachers of Mathematics) Standards: Impact on Mathematics Instruction - 3 credits**

This course utilizes the new NCTM standards as a basis for assisting math teachers in developing curriculum which meets these standards. Participants learn how to develop specific teaching methodologies that can be used in meeting the new standards. (2)

**EED642 Succeeding with the Resistant Student - 3 credits**

Teachers are excellent because of how they teach, not what they teach. Students learn how 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. (4)

**EED643 Using the Multiple Intelligences to Master the Standards - 3 credits**

This highly interactive course shows you how to motivate and engage all kinds of learners while, at the same time, mastering the required standards. Learn how to turn any subject matter into an exciting adventure. Develop skills to keep intelligences-fair assessments and activities in alignment with what matters most. (4)

**EED644 Theories of Leadership for Educators and Administrators - 3 credits**

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. (5)

**EED645 Using Educational Technology in the Project-Based Classroom - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

Participants create and explore project-based educational technology that engages students in higher order thinking and cooperative learning. Participants learn how to develop internet lesson plans, use Powerpoint for instructional deliv-

ery and alternate assessment, use graphic organizers for curriculum mapping, develop a Webquest, work collaboratively with other teachers at remote sites, and discover models of successful student outcomes using portfolio rubrics. Emphasis is on successful classroom applications and using these tools in the one-computer classroom. Strong focus is on helping teachers to implement the beginning stages of educational technology. Beginners and newly initiated computer users are encouraged to register. (1)

**EED646 Teacher as Mentor - 3 credits**

This course deals with the skills and strategies required for effective mentoring. Topics include adult learning theory, consultation skills, focused listening, conflict resolution and peer observation. Teachers engaged as supervisors of practicum students and others involved in any type of mentoring activity will benefit. (5)

**EED647 Human Brain, Human Learning - 3 credits**

This introductory course in brain-compatible teaching and learning entails a playful romp through the latest findings from the neurosciences, cognitive sciences, information theory and psycho-biology. Many teaching techniques are demonstrated which make a classroom a more brain-compatible learning environment. (4)

**EED649 Improving Student Learning and Achievement - 3 credits**

Strategic, comprehensive educational planning by teachers has become more important with the new higher standards and graduation requirements. More insightful, targeted planning by teachers is critical if their students are to meet and exceed these standards. This course lays out a planning process that focuses teachers' energies and resources on analyzing data to improve student achievement. (1)

**EED652 Classroom Management - 3 credits**

Participants learn strategies and techniques for managing students in classrooms. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures, content and process. Conflict resolution strategies are presented. We also examine teaching strategies which result in effective management of learning. (5)

**EED654 The Teacher as Change Agent - 3 credits**

This course is for urban educators who desire to bring about meaningful change in their classrooms and their schools. We explore ways of creating a classroom climate for positive

change utilizing roles, values and expectations. We experience the "TESA" model for managing mindfully. Strategies for securing parental support, dealing with criticism, and improving classroom discipline are shared. We examine "unexpected" teaching strategies which challenge and engage students in meaningful learning activities. (5)

### **EED657 The Inner Game of Teaching: Body, Mind and Energy as Hidden Resources - 3 credits**

Drawing from disciplines as varied as alternative medicine, new physics and the spiritual and healing traditions of indigenous peoples, this didactic and experiential course introduces new and ancient perspectives on the relationship between energy, consciousness and the body.

Topics include intuition, altered states, energy fields and field theory, effect of beliefs and emotions on the body, creativity and imagination in the learning process, eco-psychology and more. Students explore ways to deepen and enhance the quality of their own lives and their work in education. (5)

### **EED658 The Cognitive and Affective Education of Urban Youth - 3 credits**

The course examines theoretical and practical approaches to educating urban youth for the 21st century. Emphasis is on socio-cultural, psychological and educational practices that contribute to positive or inhibit optimal development in urban youth. Models of pedagogy are evaluated to determine if they foster behaviors that maximize the development of creativity, social awareness and social responsibility and motivations for academic excellence and community service. (4)

### **EED659 Curriculum Mapping - 3 credits**

This course introduces students to curriculum mapping as a tool for communication about curriculum that is actually experienced by the student. Participants discover the possibilities for curriculum revision using maps and outline a step-by-step process for carrying out curriculum mapping in a school. Participants also examine ways to use and refine curriculum maps to facilitate improved student performance. It also presents techniques for more clearly defining the curriculum with the use of essential questions, precision skills, and developmentally appropriate assessments. (1)

### **EED660 Literature as Values Clarification - 3 credits**

Is there any "standard" set of values in our society? What are those values? Can values be taught? If they can and should, which ones do I teach? What about my own values as a teacher? How do I teach students to identify and commit to a value system without giving them my values? This course

focuses on the role of literature in helping students to see themselves and their work more clearly. First it examines today's values and then looks at various methods by which students can view fiction, history, and other disciplines in such a way as to confirm their own values or to open themselves up to new possibilities. While the methods examined in this course are applicable to all grade levels, the specific literature studied is mostly short adult fiction by such writers as Salinger, Porter, Kincaid, Jackson, McCullers, Greene and Miller. Specific works used as teaching models are from literature and social studies. The course is designed for anyone who loves literature and all participants are encouraged to apply its principles to their own work situations. (2)

### **EED663 Teaching Social Studies: The United States Through the Media - 3 credits**

This intensive survey course explores social, political, economic, and cultural values of the United States from Colonial times to the present through an examination of electronic and print media. Day one examines Colonial times, the pre-industrial North, and the Antebellum South. Day two investigates the westward movement, the Civil War, Reconstruction, and immigration/migration. Day three is devoted to World War I and the Depression, Prohibition, the rise of the white gangster/hero, and the Harlem Renaissance. Day four culminates with World War II, Civil Rights, Vietnam, and the Women's Movement. (2)

### **EED664 Creativity Intelligence: Teach Smarter, Not Harder - 3 credits**

This hands-on course explores ways to involve and motivate students and improve results. Modern forms of the Socratic method can be used effectively with large numbers of students and gets them to examine their own awareness and respond with understanding. Use of Einstein-style discovery visual thinking provides intellectual benefits and makes thinking more effective. The techniques learned in this course may save a substantial amount of classroom time and effort; however, this is not a time management course. It is a major methods and self-development course. (3)

### **EED666 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. (4)

### **EED667 Teaching Tools for the Twenty-First Century - 3 credits**

*Formerly Facilitating Learning for the Twenty-First Century*

*Professional licensure course: additional instructional hours and requirements*

This is a highly interactive learning experience examining new instructional strategies for the twenty-first century. "Mental literacy" and "brain compatible learning" are explored. The learning processes in the classroom are reviewed. The question, "Why is it imperative that we change instructional strategies?" is answered. Twenty-first century learner outcomes, educational values, and methodology become evident. Instructional strategies useful to everyday classrooms are modeled such as crafting lessons, developing integrated units, selecting alternative assessments, and conducting collaborative problem-solving experiences. (1)

### **EED669 Language and Literacy for Teachers K-12 - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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. (2)

### **EED671 The Teacher as Philosopher - 3 credits**

Plato noted that education is a far more powerful fighter of evil than corrective justice. Teachers, as the "elders" who replace or complement parents, and who are in charge (but not in control) of leading their students into more and more light, towards survival, must love knowledge and wisdom in order to teach their charges how to teach themselves, how to become their own parents.

This course offers a forum for exploring what philosophy may be, what our philosophies seem to be, and what philosophies

we may wish to guide us as teachers, counselors and managers. Topics such as good, evil, language, racism, human sexuality, money, religion, politics, justice, and beauty are explored. Socratic discussion, lecture and student presentations are utilized. We draw from the works of Plato, Aristotle, Nagel, Schwartz, Dostoevsky, Lewis Thomas, Nien Cheng, Sartre, de Beauvoir, Margaret Lawrence, Orwell, McLuhan, and Barbara Tuchman as well as from poets, especially Yeats. (4)

### **EED672 Training for Trainers - 3 credits**

Concepts and practices of staff development and training are considered from the perspective of adult learning in the workforce and the impact of organizational environments on possibilities for such learning. Course content includes designing and evaluating training as a learning intervention, and varieties of training interventions. (5)

### **EED673 Teachers as Leaders - 3 credits**

This course relates the role of teacher to that of leader. It specifically targets teachers who intend to practice leadership in the classroom rather than in an administrative position. The course bolsters the self-esteem of the teaching professional. Participation in class discussions and group presentations is required. (5)

### **EED674 The Examined Life - 3 credits**

From Socrates, Plato, and Aristotle down to Benjamin Franklin, Frederick Douglas and 20th century thinkers and writers, we have been warned that an "unexamined life is no life at all." While I agree with this notion, the course need not be limited to Western thinking and methods; this is up to the participants. This course convenes a forum for penetrating the hazy areas between thought, language and action. How we feel, believe, and think forms the truths of our lives and methods of seeming and being.

The class may explore how we deal with the strong effects of subliminal imagery from high-tech advertising, how we distinguish human inconsistency from hypocrisy, how we interpret human sexuality, how we understand the nature of law, and how we deal with possibility/probability (or none at all) of god(s). (4)

### **EED676 Introduction to the Theory and Practice of the Learning Community - 3 credits**

This course is designed to help participants attain an initial understanding of how to create a learning organization. The course focuses on the developing a learning organization through presentation of theory as well as hands on lessons and activities which are transferable to schools. Participants develop a better understanding of their own learning style

and of creating a continuous improvement process in the school or school system. Special emphasis is given to the theories and implementation strategies of Michael Fullan, Peter Kline, and Peter Senge. Participants create a toolkit for moving their school toward becoming a learning organization. (5)

**EED677 Stories Carry Culture - 3 credits**

Stories are a window on the world. Through comparative study of the literature of stories and folklore we can learn about life in other cultures and observe how we all share many of the same values and concerns. Through storytelling we can improve oral skills and build bridges that connect us with one another. This course, intended for the beginning or intermediate storyteller, will provide an overview of the fundamentals of storytelling and methods for collecting, writing and telling multicultural stories to share with both adults and children. Students are encouraged to bring to class stories and photos from their own culture and experience.

**EED682 Schools and Their Communities - 3 credits**

This course analyzes school-community relationships from a variety of perspectives, forms of parent participation, the community as a resource for learning, the political dimension of schools. Participants reflect on their own setting and build a community relations plan. (5)

**EED683 Issues in Bioethics: Making Personal Decisions - 3 credits**

The rapid rate of medical discoveries and advancements have made personal decision-making very complex. In this course we explore decision making modules which help to clarify personal positions related to the ethical issues involved. Recent cases related to genetic engineering, transplants from animal donors to human recipients, medically assisted suicide and the human genome project are fodder for discussion. The course focuses on a decision making format, not developing group positions on the issues. (4)

**EED684 Integrating Media Literacy Instruction into the Classroom - 3 credits**

This course targets teachers of grades 5-12 who are considering building elements of media literacy instruction into their program. They are introduced to the core principles of media literacy. Classes focus on print and electronic media, especially considering issues related to television consumption. Students are exposed to various media research avenues, current literature, and some classroom media education approaches. The role of media literacy in the establishment of the Massachusetts English Language Arts Curriculum

Framework is a significant focus. Participating teachers can develop a unit suitable for introduction into their classes.

No previous experience in media analysis is required. An open mind and a real concern about and desire for developing media savvy among young people is essential.

**EED685 Assessment of Learning K-12 - 3 credits**

This course introduces educators to the study of assessment methods based on two premises: (1) Single assessments are a poor basis for making important decisions about student performance and (2) assessments do not always provide valid information. Participants study and develop authentic methods for assessing higher order thinking skills and learn how to design and interpret traditional test data. In context of social issues such as ethnic and gender bias and special learners in the regular classroom, participants develop formats that suit their own professional needs and design performance-based, portfolio assessments and objective assessments. They learn to knowledgeably converse with students, parents and administrators about the appropriate use and interpretation of test data; and become stronger advocates for fair testing. (4)

**EED687 Educational Leadership - 3 credits**

This course on educational leadership analyzes factors, issues, and concepts in leadership and policy development. The course focuses on theories, models, strategies and practices germane to educational leadership. The class includes hands-on activities and critical analysis of case studies and emphasizes analysis of leadership strategies. Leadership and policy development are placed in the context of current national school reform efforts to show the significance of the relationship between leadership and learning, teaching, curriculum, and instruction in effecting school improvement. (5)

**EED689 Acceleration Plus - 3 credits**

This course provides practical applications for classroom teachers using accelerated, integrated, and cooperative teaching techniques, and classroom management strategies that will aid implementation. Howard Gardner's multiple intelligences, John Saphier's summarizes and activators as well as Spencer Kagan's cooperative learning strategies are presented. Model units in math, language arts, science, and social studies are demonstrated. Elements of accelerated/integrated learning which capitalize on multiple intelligences are presented in the form of passive concerts using guided imagery, active concerts using dialogues and role playing, and activations. Participants engage in accelerated learning activities directly applicable to their curriculum.

As a culminating activity, participants work in cooperative groups to create an accelerated/integrative learning unit to use in their classrooms. (1)

### **EED690 Diversity at Work: Training Techniques and Strategies - 3 credits**

This is an introductory course for professionals who want to become more aware of the diverse, changing workforce and gain a clearer understanding of the dynamics of differences in contemporary work settings. The course defines the phenomenon of diversity in a training context and then explores the limits and strengths of training as a learning methodology in understanding and valuing diversity. Basic training skills are developed and training is used as a learning tool while designing, implementing and evaluating a series of training strategies focused on diversity in the workplace. (5)

### **EED691-693 Professional Seminar in Education - three terms @ 2 credits**

"No one knows what everyone knows." 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 group studies 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.

### **EED695 Poetry Workshop to Enhance Curriculum Development - 3 credits**

In this course we watch much of Bill Moyers' PBS poetry series, representing a broad spectrum of poets writing in the U.S. today. We hear and see poetry that conveys essential information about the human experience through the use of sound, figurative language, and other techniques to help students come to love reading and writing. Participants write poetry collaboratively and individually, find poetry online, and put together a booklet of the class' poems. Groups develop curricular material for English, math, science, history, and other classes and explain why these materials are developmentally appropriate, as well as how to use them with students who have learning disabilities, ADD, or emotional difficulties. We also read poems from an anthology of contemporary women poets, edited by the instructor, who is a published poet. (2)

### **EED700 Teaching Ethics Through the Humanities - 3 credits**

Probably no one can teach ethics but only somewhat embody "excellent moral behavior" or "virtue". Yet, students learn from a "virtuous" teacher whose applied lessons are catalysts for ethical behavior. This course examines how ethics, the protocols of moral excellence (or practical guidelines for harmonious collective life) can be the central value system for teaching from the traditional humanities disciplines of literature, history, religion, and philosophy. The basic paradigm of synopsis (text itself), analysis (possible universal meaning of text), and synthesis (ethical/practical application) is utilized for teachers keen on taking back to their classrooms this unique approach to the marriage of theory and practice. (1)

### **EED704 Seminar in Current Educational Issues - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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. (5)

### **EED705 Multicultural Diversity Issues at the Workplace and the Classroom - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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). (5)

**EED706 Working with Parents in the Public School - 3 credits**

Formerly EED593

Although a teacher's primary role is with students, teachers find that their work with parents is also important and rewarding. When parents feel good about their child's teacher and school, the youngster is more likely to receive encouragement and reinforcement of desirable school behavior. Parents can also be valuable resources for teachers, sharing their time and expertise. The rewards and punishments available in school may not elicit desired behavior from a youngster. When this occurs, school personnel need to involve parents in developing a behavior change program for the student. This course presents techniques and strategies for developing better working relationships with parents, as well the literature in this area. (5)

**EED707 Teaching Values From a Multicultural/ Diversity Perspective - 3 credits**

This course is built on the notion that the U.S. is a mosaic, not a melting pot. Teachers, particularly in inner-city schools, can use the mosaic idea to make the cliché, "through diversity, similarity" a working reality. They can develop a curriculum for teaching values in the schools of a society where culture is created more by a marketing/consumer ethos than in any organic, societal way. We explore, from readings and our own autobiographical "texts," the many meanings of race, ethnicity, religion, gender, etc., and how culture may be formed. We develop ways of using students' diversities as curricula for teaching and learning ethics and moral values. (4)

**EED710 Alternate Assessment Strategies Across the Curriculum - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

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. (1)

**EED713 Advanced Computer Applications for Educators - 3 credits**

*Prerequisite: computer experience*

This course explores uses of Word, Excel, PowerPoint and Access for use in preparing instructional materials and in the classroom, for example, lesson plan creation, grade book development, mail merge, student data input and retrieval, and lesson presentations. Attention is given to the specific needs of the students. (1)

**EED715 Theory and Practice of Accelerated Learning - 3 credits**

Building on the pioneering work of Dr. Georgi Lozanov and Suggestopedia, this intensive course introduces teachers, management trainers and counselors to the art of full spectrum learning and teaching through which students acquire new information more rapidly and with less stress. Participants receive instruction and practice in creating a carefully orchestrated, highly positive learning environment for making learning more rapid, effective and enjoyable. Course requirements include attendance at all class sessions, participation in all class activities, completion of a group curriculum project, and completion of all required reading. (1)

**EED719 Introduction to Systems Theory - 3 credits**

Systems theory provides a holistic approach to a range of systems including galaxies, animals or plants, viruses and molecular events, or phenomena such as consciousness, art, architecture, human organizations, or evolution.

This course looks at how systems are organized, how they operate, and how they break down. Students gain a broader world view and learn how to think in systems terms. Attendance at all course sessions, participation in all class activities, completion of assigned readings, and completion of a final course paper are required. (1)

**EED721 Special Topics in Contemporary Education - 3 credits**

This course offers varying viewpoints on educational issues of current concern. Students select topics that are being debated in their home districts. They conduct literature searches to find possible solutions and develop position papers for possible presentation to students, faculty, administrators, school boards, and other community groups. (1)

**EED732 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. 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. Videos, readings, and discussions include frank depictions of adolescent sexuality and violence, which some students may find disturbing. (4)

### **EED733 Use of Puppetry in Integrated Learning and Teaching - 3 credits**

This course helps students integrate their visual and performing artistic capabilities into their teaching, and use puppetry in children's learning. Lectures, cooperative learning projects, and hands-on activities provide a knowledge of the history of puppetry and instructional techniques in the use of puppetry to teaching subject content and manage a classroom. Students develop skills for crafting several kinds of puppets and introductory techniques for using puppets in classrooms and other teaching settings. (1)

### **EED800 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 program 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.

### **EUE505 Integration of Technology on Education: Basic Tech. Components**

*Three one-credit modules that can be taken in sequence or independently.*

Students learn the necessary skills to integrate technology as a tool in delivering classroom material more effectively.

EUE505A — Learn the basic methods applied in the use of technology in the classroom

EUE505B — Learn to apply the various software to the resources on the Internet

EUE505C — Actively engage in using online resources and teaching methods in classroom settings

### **EUE508 Integrating Multicultural Arts into the Curriculum - 3 credits**

This course introduces multicultural arts activities that can be integrated into the curriculum. Students learn how to do simple exercises in the visual arts, music, poetry, drama and

movement. The arts of different cultures are introduced through audiovisual presentations. Through hands-on interdisciplinary activities, students gain confidence in their own creative ability and imagination. Students produce an integrated unit on a selected culture. (2)

### **EUE512 Teaching the Net Generation: Infusing Technology in a Contemporary Learning Environment - 3 credits**

This course addresses "digital" issues and shifting paradigms in education based on emerging technologies and immediate access to real-time events and global connectivity. Teachers develop their ability to use online communications for research, professional development, curriculum integration, and educational resources. The course looks at software, hardware and online lessons, and develops strategies for technology-infused classrooms which make students discerning users of technology. (3)

### **EUE513 Critical Thinking and Analysis Through the Visual and Performing Arts - 3 credits**

This overview and in-depth introduction to the multidisciplinary arts acquaints students with how artists of different cultures think and create. The course includes the visual arts, music (classical and jazz), theater, ballet, tap, the Broadway stage, Hollywood, television, and their interrelationships. Students examine the lives, works or performances of artists in each discipline and their theories of expression. We carefully develop an awareness of how artists use intuitive and critical thinking to create and re-create. Students increase their range of understanding through hands-on experience of the arts — exhibits, performances, films, interviews of artists, and group projects. (3)

### **EUE522-523 Survey of African American Literature to the 1920s; 1920s to the Present - 3 credits each**

The rise of the Atlantic slave trade; literature by Africans, Anglo-Africans and Afro-Americans, especially poetry and autobiography; literature on slavery

### **EUE524 The Comprehensive Literacy Curriculum in the Elementary School - 3 credits**

This course reviews current research and literature on literacy instruction at the elementary school level, and investigates various methods of implementing a comprehensive literacy curriculum in the elementary classroom. Literacy instructional resources are shared, including big books, chants, poetry, trade books, read-alouds, and skills development material, both commercial and teacher-made. (2)

**EUE537 Integrating Music in the Curriculum - 3 credits**

This course helps teachers learn to create a "sound" learning environment that builds upon musical intelligence and enhances learning. Participants learn to use music to enhance their students' concentration, attentiveness, motivation, and retention. Music therapy principles are used to explain the physical, mental, emotional, and spiritual effects of music. Techniques for developing motivating and exciting lesson plans include selection of appropriate music for desired effect. We also explore the integration of various cultural music styles into the curriculum.

This course is applicable to all grade levels and content areas. It is also useful for music and special education teachers, counselors, and administrators interested in understanding the use of music in the classroom. (1)

**EUE545 Brain Gym - 3 credits**

Brain Gym is a series of quick, fun, and energizing activities that integrate and balance the brain for thinking, feeling and performing in any context. In a learning environment these movements eliminate stress from the environment and maximize students' ability to receive, process, store and access information. Teachers who participate in these activities will increase their ability to effectively manage their behavior and raise their self esteem. Teachers in this course learn the Brain Gym activities and how to use them in their classrooms. (1)

**EUE568 Language Arts/Social Studies for Children K-3 - 3 credits**

K-3 teachers learn how to develop integrated lessons that coincide with National Board standards for social studies and language arts. Brain research, Gardner's multiple intelligences, and cooperative learning are emphasized. Reading and writing in the content area heighten students' motivation, improve reading comprehension, and tie learning to real life experiences. (2)

**EUE572 Brain-Compatible Learning and the Arts of Teaching - 3 credits**

Here's how to create a powerful classroom learning experience that is based upon how the brain learns. This course presents effective classroom approaches and activities that support natural learning processes. Learn about multiple intelligences and discover how to teach to all students through their strengths while increasing abilities in challenge areas. Find out how brain-body cycles effect learning and discover *Edu-K* and other techniques that prepare the learner by integrating mind and body. Experience numerous ways to use music to create an enhanced atmosphere that

expands retention, stimulates problem-solving abilities, and increases joy and meaning in the classroom. Explore the reasons accelerated learning techniques are so effective in helping students learn quickly and easily. (2)

**EUE589 Cross-Cultural Rhythms: Sound Ethnomusicology for Bridging Diversity in the Classroom - 3 credits**

Diversity implies difference, novelty, variety. Cultural, social, racial, gender, age, ethnic, economic, political and other differences can create barriers. In this course, psychology and music are combined to provide practical techniques, concepts and resources to help educators bridge differences and increase our sensitivity to differences that can hinder understanding. Emphasis is on relationship building, attentive listening, clear communication, respect and acceptance of diversity. Experiential exercises involve class participation, relaxation techniques, skill building exercises, music and video presentations, readings and discussion. Unique identities are celebrated in a safe, collaborative environment. (2)

**EUE603 Asking the Right Questions - 3 credits**

Getting students to ask the right questions is a crucial step on the path to developing life-long learners. When students ask the right questions, they not only learn what we want them to learn; they also develop habits of mind that will enable them to learn on their own. We explore methods of using journals and discussions to explicitly teach the habit of thoughtful questioning. The core model is the Socratic seminar. In addition, teachers look at how projects, particularly those involving the arts, naturally lead students to ask the right questions. Teachers share their thoughts and reflect on their own practice as they move toward creating a short unit. (3)

**EUE604 African Americans and the Struggle for Equal Rights - 3 credits**

This multi media course examines some of the major periods in African American history from slavery to present. There is particular emphasis on the ways in which African Americans participated in securing their freedom from slavery and the role they have played in the struggle for equal rights. Begin with looking at how ex-slaves advanced the abolitionist cause on both sides of the Atlantic. Then we look at the reconstruction period and the failed efforts at reparations for African Americans; the Civil Rights movement, and finally the lingering economic and social issues that affect African Americans today.

Assignments emphasize how to communicate this material effectively to students at different levels. (2)

**EUE605 Perspectives on Technology Tools that Improve Pedagogy, Curriculum and Effective Classroom Practices Using Standards - 3 credits**

This course explores teaching practices using technology tools such as computers, scanners and digital cameras. Participants will reflect on their teaching practices and discover how these tools enhance classroom learning and achievement. Discussions will emphasize technology integration and curriculum development and evaluation of programs. (1)

**EUE606 Teaching America Through its Literatures - 3 credits**

This course explores literary depictions of America (the United States) through literature. The texts include books, film, music, advertising, television, political speeches, and comic strips. Reading includes *In a Country of Mothers* by A.M. Homes, *The Patron Saint of Liars* by Ann Patchett, *Pimp* by Iceberg Slim, *The Crying of Lot 49* by Thomas Pynchon, *Invisible Man* by Ralph Ellison, and short stories.

The class develops pedagogical strategies to introduce students to synthetic mythology, dystopias, and the ways that authors create parallel universes to comment on the universe we inhabit. Students become aware of other *Americas* that exist in parallel with our own, realities from which many of our students come. (2)

**EUE608 Improving Instruction K-12 Using Technological Tools Embedded in the National Education Technology Standards - 3 credits**

This course addresses the use of technology in the classroom to enhance learning. Participants explore the standards for staff and student uses of technology, piracy, acceptable-use policies, resources, specific content-based standards, and curriculum integration. The course includes hand-on activities with software, digital camera, scanner, webcam, as well as readings and discussions introducing the National Educational Technology Standards. (1)

**EUE613 Roll Up Your Sleeves for Science - 3 credits**

Students gain the knowledge, tools, desire, and methods to make elementary science an exciting "hands-on" learning experience. We cover units in life sciences, physical sciences, earth science, and inquiry-applied science. One of the highlights of the course is a half-day marine science trip to one of the New England Aquarium's tidepool collecting sites at Marblehead, MA. The remaining days are packed with experiments and activities that utilize readily available materials. The activities support the national benchmark standards in ele-

mentary science and the Massachusetts state frameworks. Students will get their hands soiled, curiosity stirred, and emotions heightened, and leave with bags filled with experiments to use to spark their students' interests.

**EUE625 Success for Struggling Readers (K-12): Strategies Based on Applied Psychology - 3 credits**

New findings in cognitive psychology have led to new understandings of how people learn. When taught through their dominant learning styles and intelligences, failing readers are making amazing breakthroughs. Recent NEAP tests show that 30% of students across the country are failing in reading. Research has found that the majority of these poor readers have global reading styles and need alternative paths to learning. In this course we study the new socio-psycho-linguistic approaches to teaching and learning that are bringing success to these students, the bottom third found in all schools today.

**EUE643 Theoretical Perspectives on High School Culture and Violence - 3 credits**

The success of many of our nation's schools and thereby our greatest resource—our children—has been jeopardized by crime and violence. Course participants assess variables related to school safety and violence; and examine the roles and responsibilities of the school, parents, children and community. A major focus is identifying and understanding the root causes of violence, different forms of violence, school climate concerns, successful prevention programs, discipline methods, and what schools should have in their safe school repertoire. (5)

**EUE663 A Comprehensive Approach to Safe Playgrounds - 3 credits**

This course provides a general understanding of the elements of playground safety ù supervision, age-appropriate design, fall surfacing, and equipment maintenance.(5)

**English (ENG)**

**ENG701 Integration of Reading and Writing With Children's Literature - 3 credits**

*Professional licensure course: additional instructional hours and requirements*

Participants acquire knowledge of the *Massachusetts English Language Arts Curriculum Frameworks*. Many genres of literature are explored, along with basic literacy elements and techniques. These include the necessary basics

of the English language with emphasis on correct grammar, usage and composition. Participants explore the current research, techniques, and materials used in a balanced curriculum. This course facilitates instruction and use of materials for teaching reading and language arts for children ages 3-7, students functioning at levels 2.0 to 6.0, and students moving to more advanced writing.

## General Science (ESE, SCI)

### ESE691-692 Professional Seminar in General Science Education - two terms @ 2 credits

"No one knows what everyone knows." 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 general science (5-8) education. This seminar leader is the students' academic advisor and guides them through their graduate program.

Students integrate professional standards with science content, conducting meaningful hands-on laboratory activities. These in-class activities with faculty guidance support the middle school science content standards and make online course work in the sciences more meaningful for students.

Pro-Sem I makes a model for the middle school science classroom. Activities address technology and engineering content and methods to support the Massachusetts Curriculum Frameworks standards. Students also learn how to align their district's middle school science curriculum with the Frameworks. Pro-Sem II activities address safety in the science classroom, and methodology, and pedagogy.

The cohort studies professional standards for general science teachers, and the requirements for state licensure. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective science teachers 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.

### SCI591 Introduction to Online Science Learning - 1 credit

*Online course provided by the Jason Academy*

This activity-based course is strongly recommended for teachers new to online courses and navigating the World Wide Web. It provides a foundation for success for online learners as well as an in-depth look at inquiry and teaching and learning styles. Course participants will develop a per-

sonal professional development plan and learn how to set up and use probeware in student inquiry activities.

### SCI601 Aquatic Ecology - 1 credit

*Online course provided by the Jason Academy*

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.

### SCI603 Electricity and Magnetism - 1 credit

*Online course provided by the Jason Academy*

Although the essentials of electricity may be familiar, fundamental understanding may be muddled with misconceptions and confusion. Week one of this course addresses the misconceptions of electrostatic charging. Week two examines charge separation and its role in voltage generation. Weeks three and four explore current electricity and the circuits through which it flows. Concepts including Ohm's Law, schematic diagrams, and current that flows from wall outlets are covered in this section. Week five examines the intimate relationship between magnetism and electricity. Before leaving this class, teachers have the opportunity to construct a simple electric motor using everyday, inexpensive materials.

### SCI605 Water Quality - 1 credit

*Online course provided by the Jason Academy*

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.

### **SCI607 Structure of the Earth - 1 credit**

*Online course provided by the Jason Academy*

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 the structure of matter, including atomic bonding and the formation of minerals. The second week concentrates on the origin of landforms and constructive forces like volcanoes, earthquakes, and mountain building. During this week, igneous and metamorphic processes and their contribution to the rock cycle are examined. Week three takes a close-up look at weathering, erosion, and other destructive forces that not only re-shape earth's surface, but also contribute sediment to that portion of the rock cycle. Finally, in weeks four and five, the learner digs deep into the inner depths of the planet to examine plate tectonic theory and is rewarded with a greater understanding of the internal forces which help drive our dynamic earth.

### **SCI609 Transfer of Energy - 1 credit**

*Online course provided by the Jason Academy*

This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one addresses common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to concepts that range from dieting to firefly lights. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to the sun and assumes an interdisciplinary approach to light energy. During this week, teachers will integrate elements of physical, space, and life sciences. Week five opens with wacky Rube Goldberg machines, advancing from the whimsical to the practical with the operations of everyday energy transformation devices such as car engines and air conditioners.

### **SCI611 Ocean Science - 1 credit**

*Online course provided by the Jason Academy*

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 into 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.

### **SCI613 Earth in the Solar System - 1 credit**

*Online course provided by the Jason Academy*

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 a close-up look at the star of our solar system, the sun, focusing on both its physical structure as well as its control over earth.

### **SCI615 Forces and Motion - 1 credit**

*Online course provided by the Jason Academy*

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 multidisciplinary 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.

### **SCI617 Earth's History - 1 credit**

*Online course provided by the Jason Academy*

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.

**SCI619 Teaching Project-Based Science - 1 credit**

*Online course provided by the Jason Academy*

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

**SCI680 Attaining Science Literacy - 3 credits**

*Pre-practicum: 12 hours of directed field-based training required*

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.

**SCI682 Methods and Materials for Teaching Life Science - 3 credits**

*Pre-practicum: 12 hours of directed field-based training required*

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.

**SCI684 Methods and Materials for Teaching Earth Science - 3 credits**

*Pre-practicum: 12 hours of directed field-based training required*

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.

**SCI686 Methods and Materials for Teaching Physical Science - 3 credits**

*Pre-practicum: 12 hours of directed field-based training required*

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.

**SCI790 Practicum in General Science - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: SCI791*

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 Practicum experience provides student science teachers the 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. 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, 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.

**SCI791 Practicum Seminar in General Science - 2 credits**

*Practicum required concurrently: SCI790*

*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 trans-

form 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.

### **SCI800 Independent Learning Project in General Science - 3 credits**

The Independent Learning Project is a culminating learning experience that helps science educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for general science 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 of licensure. It engages educators in sustained research into educational practice and curriculum development in general science teaching. Parts of the project may be implemented during the practicum.

## **Health/Family and Consumer Sciences — EHE, HEA**

### **EHE610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

This course provides a public health framework for health promotion and disease prevention activities. Participants discuss and analyze methods of coping with local, national and global health challenges in the past and in the 21st century. Morbidity and mortality statistics and national goals for the health of the nation are analyzed. The role of the individual and the community in the prevention and control of local, national and global health problems such as HIV, STD's, cancer, heart disease as well as outbreaks of new and old communicable diseases and environmental health issues are discussed. (5)

### **EHE620 Curriculum Implementation in the Health Classroom - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

This course reviews current research findings and practices proven successful in the development of health literate students. National and state health standards provide guidelines for classroom instruction. Participants evaluate curricula for dif-

ferent age groups, prepare lesson plans, develop/adapt curricula. They also model teaching techniques such as cooperative learning, role-playing, health advocacy and peer teaching to encourage active classroom participation. Critical thinking skills and reading enhancement are stressed. Research- and skills-based curricula and various methods of assessing student knowledge are reviewed. (2)

### **EHE630 Growth and Development, Human Sexuality and Family Management Skills - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

This course prepares educators to give young people 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 will be dependent upon the young person's knowledge of and ability to prevent sexually-transmitted diseases, early sexual experimentation and unintended pregnancy. Teaching about sensitive issues such as diversity in sexual orientation is discussed. The course explores ways of teaching about pre-natal development, infant and child care, parenting skills, consumer and environmental health issues affecting the family. (2)

### **EHE640 Promoting Wellness: Building Positive Health Behavior - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

Poor diet and physical inactivity are widespread among children and adolescents. These two risk factors contribute to the development of a number of chronic diseases and together are the second leading cause of preventable death in U.S. adults; tobacco use, another behavior that begins in youth, is the leading cause. This course prepares educators to provide young people with the knowledge and skills necessary to establish healthy eating and physical activity habits and to set goals for fitness and wellness. It also prepares health educators to work with other members of the coordinated school health team to create a school environment that supports and promotes healthy eating, physical activity, and other healthy habits. (2)

### **EHE650 Preventing Unintentional Injury and Violence - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

For young people accidents are a major source of death or disability. This course assists educators in providing young people with the skills and knowledge necessary to help them avoid injury at home, in school, in the neighborhood and in

the larger community. Assisting young people with the development of a "Personal Safety Plan" is also described, as well as a review of the importance of teaching First Aid and CPR. Research on youth violence, recent behavioral surveys and resources for students affected by violence is discussed. Science-based curricula, negotiation and mediation skills and bullying, sexual harassment, domestic violence, sexual assault and racial intolerance are addressed. Successful school and community models are investigated. (2)

### **EHE660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Interventions - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

A growing number of young people experience serious mental and emotional problems which interfere with their learning. Depression, anger, anxiety, and stress are possible reactions to family and/or community dysfunction. These reactions can lead to various high-risk behaviors. In this course, participants investigate ways to identify young people who may require professional interventions such as 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 communicate constructively with peers and families, to handle stress, and to seek help from others. (5)

### **EHE670 Building and Evaluating Coordinated School Health Programs - 3 credits**

*Pre-practicum: five hours of directed field-based training required*

What are the components of a successfully coordinated school health program and who are the players? Health educators need to involve other teachers, school personnel and community representatives in developing a coordinated program. In this course, participants investigate ways of serving as resource specialists in building these collaborations by providing input on current student health issues and by advocating for science-based health education programs and policies. Needs assessment models, health indices, student and community surveys and sample program evaluations will be presented. Participants develop grant writing skills to assist them in seeking funding for coordinated programs. (5)

### **EHE680 Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

This course involves educators in teaching the special skills which their students need in order to avoid the high risk behaviors which could expose them to life-threatening situations such as substance abuse, violent behavior, early sexual activity and/or gambling. Educators practice teaching skills such as decision-making, assertiveness, refusal, conflict resolution, anger management, stress reduction and goal-setting. The course also reviews research and practice in the development of youth leadership, social responsibility, community service and advocacy skills shown to contribute to positive behavior change. (2)

### **EHE691N-693N Professional Seminar I, II, III in Health Education - Initial Level - 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 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.

### **EHE691P Professional Seminar I in Health Education - Professional Level - 2 credits**

The first term of the professional seminar assists students to develop insight into the role of the health educator in the school community. In order to acquire the skills needed to become lifelong learners and "health literate" teachers, students are involved in planned and structured activities around issues 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.

### **EHE692P Professional Seminar II in Health Education - Professional Level - 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.

### **EHE693P Professional Seminar III in Health Education - Professional Level - 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 teachers in promoting health education locally, in the state and in the country. They investigate 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.

### **EHE701 Current Research on the Interrelationship of Risk Factors - 3 credits**

This course investigates the findings of biomedical and behavioral health research about youth risk behavior. Societal, psychological, family and environmental influences are analyzed and discussed. Research is presented on interrelationships between drug and alcohol abuse, violence, early sexual experimentation, smoking and mental health issues such as depression. Educators also investigate other recent long-term scientific findings about health risk behaviors and programs that have been successful in helping their students avoid these behaviors. Educators learn to analyze the best ways of building student skills and promoting coordinated health programs.

### **EHE703 New Perspectives in Teaching Human Sexuality - 3 credits**

Educators investigate current trends in comprehensive sexuality education at all grade levels. Issues addressed include: different 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 discussed include: local, state and national policies; teaching sexuality to youth with disabilities; methods of handling controversy; sexual exploitation and sexual harassment; updated statistics on sexually-transmitted diseases. Special attention is given to sensitive issues and strategies for involving parents in the teaching program.

### **EHE705 Promoting Wellness in a Media-Saturated Society - 3 credits**

Educators explore their own approaches to viewing the media and interpreting health messages. They also analyze ways in which the media influence youth behavior in areas such as nutrition and body image, smoking, consumer buying patterns, early sexual experimentation, stereotypes, violence, and attitudes toward environmental issues. They study examples of messages affecting health in the media including television, film, advertising, teen magazines, music videos, and the Internet. Educators also learn to use media analysis in teaching written and oral expression in the health classroom.

### **EHE707 Aspects of Violence Prevention: Special Concerns in Today's School Environment - 3 credits**

School health educators need to address new concerns: bullying, interpersonal violence, sexual harassment, gender-based violence, racial/ethnic prejudice, child abuse. In this course, educators review the many different aspects of violence in school settings and various ways of responding to these incidents. The mental and emotional short- and long-term effects of viewing or being victimized by violence are discussed. New approaches to classroom discipline and raising awareness of students to the effects of their behavior are discussed. Materials for addressing these issues with students at all grade levels and parents are presented. Educators learn to review interactive strategies and develop their own plans for use of the material.

### **EHE709 The Interdependence Between the Ecological Environment and Human Health - 3 credits**

Educators address issues related to personal responsibility for the maintenance and improvement of the ecological environment. Personal and societal behavior affects individual, family, community, and global health through energy use, water use, waste disposal, food production, and care of the natural environment. Educators investigate strategies for teaching young people about the conservation of the environment and effects of inattention to these issues on the future health of all people. Methods of involving young peo-

ple in promoting the health of the community are developed.

### **EHE711 Evaluation of School Health Programs - 3 credits**

This course presents theory and practice of program evaluation with emphasis on how to design, focus and implement program evaluation. Content includes program theory and evaluation models, identification of outcome indicators; quantitative and qualitative methods; standardized testing, data analysis and communication of evaluation findings. Special topics address needs assessment, cost-benefit analysis, and impact analysis.

### **EHE713 Assessing Health Literacy - 3 credits**

As new health problems have emerged in young people, educators need new methods of assessing student skills, attitudes, behavior, and knowledge to ensure that young people have developed the skills they will need in order to practice lifetime health behaviors successfully, starting in kindergarten. In this course health educators review national and state health standards and existing assessments (e.g. CCSSO-SCASS). They practice writing questions of all types, taking into account diverse learning styles and language proficiency. They identify various uses of technology in assessing student learning. They develop rubrics for various grade levels, learn to score papers, and experiment with exemplars/benchmarks/models of excellence. They practice developing and evaluating portfolios. They discuss methods of involving students in self-assessment and strategies for changing behavior in a creative classroom atmosphere. They learn to develop alternative strategies for assessing students with special needs and students with language difficulties.

### **EHE800 Independent Learning Project in Health/Family and Consumer Science - 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 health/family and consumer science 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 the field; parts of the project may be implemented during the practicum.

### **HEA790 Practicum in Health/Family and Consumer Science - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: HEA791*

Effective Fall 2003: 300 hours (150 elementary and 150 secondary) 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 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. Students work with the guidance and support of an experienced health/family and consumer science 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 for the elementary level, 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.

### **HEA791 Practicum Seminar in Health/Family and Consumer Science - 2 credits**

*Practicum required concurrently: HEA790*

*Exit Performance Portfolio required for credit*

The seminar for classroom experience supports students' growth as they assume the teaching role in health/family and consumer science. It is the setting for students to interpret and discuss their field-based experiences and transform them into skills, knowledge, attitudes and values for the health classroom. The seminar provides a cohort/support for students to address problems, find solutions, and share best practices which they have observed and used themselves. They will also be able to relate current research in health education to a real school setting. 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.

## Individualized M.Ed. (EIE, EIH)

### **EIH620 Introduction to Humane Education - 4 credits**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME*

This directed study introduces the field of humane education and helps students acquire skills and knowledge needed by the humane educator. Specifically, the course introduces teaching and learning styles and provides strategies to present and communicate principles and issues of humane education in the community.

### **EIH630 Animal Protection - 4 credits**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME*

*Prerequisite: EIH620*

Through books, articles and videos, students are exposed to a variety of issues (animal agriculture, experimentation, entertainment, hunting, companion animal) and views pertaining to animal protection and rights. This module provides information for students to consider and evaluate for the purpose of educating others—children, teens, or adults—who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

### **EIH640 Environmental Ethics - 4 credits**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME*

*Prerequisites: EIH620, EIH630*

Through books, articles and videos students are exposed to a variety of issues (population, endangered species, pollution, resource and energy issues) and views pertaining to the environment. This module provides information for students to consider and evaluate for the purpose of educating others—children, teens, or adults—who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

### **EIH730 Cultural Issues and the Media - 4 credits**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME.*

*Prerequisites: EIH620, EIH630, EIH640*

Through books, articles and videos students are exposed to a variety of cultural issues (conservation, consumerism, globalization, the media and other influences on ideas and beliefs). Like the other modules of the Humane Education program, this module provides information for students to consider and evaluate for the purpose of educating others who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

### **EIH740 Human Rights - 4 credits**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME*

*Prerequisites: EIH620, EIH630, EIH640, EIH730*

Through books, articles and videos students are exposed to a variety of human rights issues (civil, gay and lesbian, disability, women's, children's, and other rights). This module provides information for students to consider and evaluate for the purpose of educating others who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

### **EIH790 Practicum in Humane Education - 1 credit**

*Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME*

*Prerequisites: EIH620, EIH630, EIH640, EIH730, EIH740*

Students apply principles and practices of humane education within a field setting. This practicum is supervised by a faculty member.

### **EIM600 Research Methods/Individualized M.Ed. - 4 credits**

*May be completed in two segments: EIM601-602*

This individualized directed study with the Project Mentor focuses on methods of research appropriate to the chosen topic. Students develop a full project proposal including a literature review.

### **EIM601 Research Methods I - 2 credits**

In this individualized directed study with the Project Mentor, the student identifies a topic and develops a project proposal, consisting of the elements of the introduction: problem statement, historical context, goals, rationale, methodology, and anticipated outcomes.

**EIM602 Research Methods II - 2 credits**

This continuation of the research methods study with the Project Mentor assists the learner in developing the project and completing a literature review.

**EIM610 Planning Seminar: Individualized M.Ed - 3 credits**

This intensive seminar focuses on adult learning theory and strategies for successful program design and completion. Students complete relevant self-assessments, a mission statement, an academic plan, course proposals, and a summary of learning.

**EIM800 Individualized M.Ed. Thesis - 4 credits**

This research project is the focal point and culmination of the I.M.Ed. program. The topic and format must be professionally and socially relevant, challenging, and appropriate for the student's chosen theme. In the project the learner demonstrates ability to integrate theory, resource skills, academic course work and professional experience.

**Instructional Technology (EIT)**

Please note: revised course descriptions are in preparation.

**EIT600 Using the Computer as a Research Tool for Educators - 3 credits**

*Pre-practicum hours of directed field-based training required*

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.

**EIT610 Designing Educational Materials Online - 3 credits**

This course requires students to apply perspectives on teaching and curriculum to the design of original interactive Internet materials. The course covers the elements of Web site design, including selection of materials, organization and navigational design, rhetorical strategies, visual layout, and interactivity. Students learn the HyperText Markup Language of the World Wide Web, as well as how to use HTML and graphics editors, scanners, and digital recording equipment

to create texts, illustrations, digitized photographs, and diagrams for educational Web sites. Further, students focus on various design technologies in their most effective applications for curricular design. They gain hands-on experience in using multimedia integration techniques and educational design principles.

**EIT621 Networks and Intranet for Educators - 1 credit**

Students are introduced to the concepts of networks and intranets (in contrast to the Internet), and develop an understanding of their underlying function and operation, and how they function in academic settings. This overview will enable teachers to participate in their schools' decision-making processes concerning the technologies to be implemented and supported in their classrooms.

**EIT622 Integrated Online Educational Platforms - 1 credit**

This course reviews the elements of successful online learning environments (OLE's), with the goal of incorporating and recreating them in the teacher's online work. The rationale, potential, and problems of online educational platforms are explored from the viewpoints of teachers and learners. Students write reviews of existing online platforms in light of theory and share their reviews with other students.

**EIT630 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.

**EIT640 Integration of Technology and 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 stu-

dents 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.

### **EIT691, 692, 693 Professional Seminar in Instructional Technology - 3 terms @ 2 credits**

"No one knows what everyone knows." 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 Instructional Technology. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for instructional technology, and the requirements for state licensure in the field (all levels). 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.

### **EIT703 Impact of Technology on Education - 3 credits**

*Formerly EED703*

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.

### **EIT710 Legal and Ethical Internet Issues for Educational Technology - 3 credits**

*Pre-practicum hours of directed field-based training required*

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 edu-

cational 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.

### **EIT711 Advanced Technologies in Education - 3 credits**

*Cross-listed as ECL803; formerly EED711*

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.

### **EIT712 Using Educational Technology to Improve Teaching and Learning in the Math, Science and Language Arts Classroom - 3 credits**

*Formerly EED712*

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. (2)

### **EIT730 Planning for Change in Education - 3 credits**

*Pre-practicum hours of directed field-based training required*

Integrating technology and the Web into teaching and learning is a complex process, involving many layers of change within an individual classroom, a whole school, or an entire district. This course provides planning strategies for students who will eventually lead change involving teaching, learning, and the Web. Topics include political and economic ramifications of technology integration, needs for professional development, organizational models for effective integration, and strategies for change management.

### **EIT800 Independent Learning Project in Instructional Technology - 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**

### **ELM509 Overview of the School Library Program - 3 credits**

*Pre-practicum: 20 hours of directed field-based training required*

This course introduces school library programs to library teacher candidates. They explore their anticipated responsibilities as teachers, information specialists, instructional consultants and program managers. They consider the evolution of school libraries, look at information literacy K-12, and explore the process of planning a quality school library program. Candidates consider continuous evaluation of their roles and library programs. (1)

### **ELM515 Evaluation, Selection, and Management of Learning Resources - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

Part I of this management, evaluation and selection course looks at administration: the program, instruction and learning, and program evaluation. Part II, collection development, considers evaluation of learning resources, selection criteria and policies as applied to learning resources, weeding the collection, and acquisition procedures. This course gives students a clear view of the inner workings of a school library program and its resources, so that they may plan, teach, and manage time more effectively, as well as being able to develop, organize, manage and evaluate school library programs. (1)

### **ELM517 Literature for Young Adults - 3 credits**

This survey course for introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educa-

tors with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Emphasis is on fiction: full-length novels (with a film version of one novel), and short stories. 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. (2)

### **ELM521 Reference Resources - 3 credits**

*Pre-practicum: 17 hours of directed field-based training required*

This course provides skills and knowledge needed to manage reference services for students and staff in a K-12 environment. Students are encouraged to gear their research projects to specialties or a preferred grade level. Students explore text-based and electronic reference materials and their use to enhance learning. Students look at professional library selection tools to locate the best and most relevant information resources. The reference interview and skills instruction methods are also considered. (1)

### **ELM523 Children's Literature - 3 credits**

This 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. (2)

### **ELM532 New Technologies in the School Library - 3 credits**

*Pre-practicum: 13 hours of directed field-based training required*

This course is for administrators, classroom teachers, and new library teachers. The course explores access to online databases, educational use of the internet, webquests, distance learning, school use of DVD, video, television, and cable, copyright issues, the use of scanners, and major issues in media literacy. (2)

### **ELM561 Production of Instructional Materials - 3 credits**

This hands-on course introduces multimedia technology and its instructional uses. Candidates gain experience creating multimedia projects for classrooms, libraries, colleagues, and students. They learn how to publish a Powerpoint presentation on the Web. They are introduced to presentation software, digital video cameras, and digital video editing software. Basic film production vocabulary and basic concepts of media literacy are also studied. (1)

### **ELM624 Cataloging and Classification - 3 credits**

This course provides an overview of the skills, tools, theories, and decisions made by school library teachers regarding the organization and maintenance of a school library collection according to national standards.

### **ELM691N-693N Professional Seminar in Library Teaching - Initial Level - three terms, 2 credits each**

*Pre-practicum: five hours of directed field-based training required each term (15 hours total)*

"No one knows what everyone knows." 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.

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.

### **ELM790 Practicum Experience in Library Teaching - 3 credits**

*Prerequisites: Pre-Practicum, pass all initial licensure courses, pass Communication and Literacy test. Students from outside Massachusetts must complete the Pre-Practicum and pass all Summer and Fall courses.*

*Practicum Seminar required concurrently: ELM791*

Effective Fall 2003: 200 clock hours in a school library. The Practicum experience is 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 library teacher candidates the opportunity to gain insights into the profession and to master the current *Professional Standards for Teachers* by working with young people in public schools, libraries, and classrooms. Students work with the guidance and support of an experienced library teacher and by observing his/her instructional and library management strategies in action. Students reflect on their own professional growth and examine theory through actual practice. An Exit Performance Portfolio documents their experiences.

### **ELM791 Practicum Seminar in Library Teaching - 2 credits**

*Practicum required concurrently: ELM790*

*Exit Performance Portfolio required for credit*

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.

### **ELM800 Independent Learning Project in Library Teaching - 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.

## **Mathematics (EME, MAT)**

### **EME691N-693N Professional Seminar in Mathematics I, II, III - Initial Level - three terms, 2 credits each**

"No one knows what everyone knows." 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.

**EME691P-693P Professional Seminar in Mathematics I, II, III - Professional Level - three terms, 2 credits each**

Course description in preparation.

**MAT800 Independent Learning Project in Mathematics - 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.

**MAT601 Psychology of Mathematics Learning - 3 credits**

*Prerequisites:* MAT607, MAT609

This course is an in-depth exploration of how children learn mathematics, learner characteristics, and differences in what children bring to mathematics learning tasks. Teachers learn how this informs mathematics curriculum, teaching and choice of instructional strategies and materials. Teachers experience how children develop understanding of mathematics concepts and skills. Teachers develop strategies to facilitate effective classroom learning and teaching, understand why learning problems occur, and explore the strengths of using a variety of cognitive strategies in the mathematics classroom. (4)

**MAT603 Arithmetic to Algebra: Developing Mathematics Patterns and Ideas - 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. (2)

**MAT605 Technology in Mathematics Learning and Teaching - 3 credits**

*Prerequisites:* MAT607, MAT609, MAT611, MAT613

*Pre-practicum:* 15 hours of directed field-based training required

This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-8. They develop and implement comprehensive lessons using calculators, graphing calculators, computer graphing, algebra and geometry software, and Internet resources for teaching mathematical concepts and skills. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning. (2)

**MAT607 College Algebra - 3 credits**

*Pre-practicum:* 15 hours of directed field-based training required

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.

**MAT609 Euclidean Geometry - 3 credits**

*Pre-practicum:* 15 hours of directed field-based training required

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. (2)

**MAT611 Calculus I - 3 credits**

*Prerequisites:* MAT607, MAT609

*Pre-practicum:* 15 hours of directed field-based training required

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.



### **MAT613 Discrete Mathematics - 3 credits**

*Prerequisites: MAT607, MAT609*

*Pre-practicum: 15 hours of directed field-based training required*

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.

### **MAT615 History of Mathematics - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required. This course shows how a historical perspective accentuates many different approaches to problem solving, allowing mathematics to take on an international, multicultural flavor. It illustrates 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.*

### **MAT617 Teaching Mathematics in a Changing World (PreK-12) - 3 credits**

*Prerequisites: a mathematics content course, developmental psychology, a computer course, a writing course, a psychology course (preferably a learning theory or educational psychology course)*

*Pre-practicum: 10 hours of directed field-based training required*

This course acquaints students with different methods of teaching mathematics concepts, skills, and procedures. It examines assumptions, values, philosophical and psychological constructs, and socio-political structures that guide the teaching of mathematics. Students critically examine their own mathematics learning, and develop an ideal mathematics curriculum (preparing at least one lesson) suitable for children in a multicultural, multi-ethnic, multiracial society such as ours. The culminating activity is an autobiographical statement of one's own learning, a plan for educating one's

own children in light of this study, and the preparation of lesson(s) to teach a major concept, skill, or procedure. **(2)**

### **MAT621 Data Analysis - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

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.

### **MAT623 Numerical and Geometric Structures - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

This course covers 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.

### **MAT702 Elementary Statistics - 3 credits**

*Prerequisite: MAT613*

This course focuses on how statistics can reveal a more complete picture of the world by emphasizing concepts and applications of statistics from a wide range of fields. Major topics include: organizing data; numerical descriptive measures; probability and sampling distributions: estimation and hypothesis testing; and regression analysis.

### **MAT704 Mathematical Modeling - 3 credits**

*Prerequisite: MAT706*

This course is an introduction to the role of mathematics as a modeling tool for revealing the underlying mathematical links between apparently disparate phenomena. Major topics include: functions in modeling; creating mathematical models; modeling with exponential and logarithmic functions; polynomial models; matrices; analytic geometry models; and the binomial theorem. **(2)**

### **MAT706 Linear Algebra - 3 credits**

*Prerequisites: MAT607, MAT609, MAT611*

This course focuses on a subject that lies at the foundation of modern mathematics, physics, statistics, and many other disciplines. Major topics include: matrices; determinants; systems of linear equations; vector spaces; linear transformations and projections; eigenvalues and eigenvectors; and applications.

**MAT708 Diagnosis and Remediation of Learning Problems in Mathematics - 3 credits**

*Prerequisite: MAT617, 710, or equivalent*

This course examines the nature of mathematics learning, major types of mathematics learning problems, and their aetiology. 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. (4)

**MAT710 Improving Mathematics Instruction (PreK-12) - 3 credits**

*Pre-practicum hours of directed field-based training required*

This course acquaints students with different methods of teaching mathematics concepts, skills, and procedures. It examines assumptions, values, philosophical and psychological constructs, and socio-political structures that guide the teaching of mathematics. Students critically examine their own mathematics learning, and develop an ideal mathematics curriculum (preparing at least one lesson) suitable for children in a multicultural, multiethnic and multiracial society such as ours. The culminating activity is an autobiographical statement of one's own learning, a plan for educating one's own children in light of this study, and the preparation of lessons to teach a major concept, skill or procedure.

**MAT712 Integrating Quantitative and Spatial Thinking: Geometry, Patterns, Graphs, and Charts - 3 credits**

Teachers in this course become familiar with strategies that integrate quantitative and spatial thinking in mathematics classrooms, K-8. Using the concept of area, teachers study strategies that actively engage elementary and middle school children in developing their spatial sense, and understanding how mathematics plays a major role in their lives and environment. Teachers learn how to present mathematics knowledge, concepts, and skills so that children can acquire and use them in representing and solving problems using geometric models. (2)

**MAT714 Problem Solving Strategies in Mathematics - 3 credits**

This course explores problem solving as the central focus of a mathematics curriculum, the primary goal of all mathematics instruction and learning, and an integral part of all mathematical activity. Teachers investigate a wide variety of mathematical concepts and problem solving situations, discuss how children develop an understanding of problem solving

techniques, and how to facilitate classroom activities for their students to explore effective strategies for solving mathematical problems.

**MAT716 Mathematics Curriculum Development - 3 credits**

This course explores the theoretical and practical views on the effective teaching and learning of mathematics. It examines current principles of curriculum and instruction in terms of national and state standards; and studies the relationship of curriculum to student learning styles and cultural diversity in the mathematics classroom. Teachers explore the creation of classroom environments that promote student inquiry and understanding of mathematics concepts and skills. They also review mathematics teaching materials and methods, design curriculum units and lessons, and develop student assessment instruments.

**MAT720 Mathematical Connections - 3 credits**

This course focuses on developing and implementing an integrated approach within the mathematics curriculum. Students learn mathematics as an integrated collection of many interconnected topics, rules, and procedures. Topics include: connections among mathematics topics and between mathematics and real-world situations; linking conceptual and procedural knowledge; and making the connection between home and school, and between school and work.

**MAT790 Practicum in Mathematics - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: MAT791*

150 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 Practicum experience provides student mathematics teachers the 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. 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 for the elementary level, 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.

### **MAT791 Practicum Seminar in Mathematics Teaching - 2 credits**

*Practicum required concurrently: MAT790*

*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, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

## **School Administration (EAD)**

### **EAD662 Contemporary Issues and Topics in Educational Administration - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

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, interpersonal skills necessary for site-based management, issues of equity, and community relationships. (5)

### **EAD684 Selection, Development and Supervision of Education 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. This course helps students develop new ways of addressing the changes that school personnel will need to continue to make in the 21st century. The process of recruitment, selection, training, and evaluation of staff will make the difference between mediocrity and excellence. This course helps students improve the school system's personnel through institutional change, in-service education, personnel and program planning. (5)

### **EAD688 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, *IDEA* (special education) and *No Child Left Behind* are examined in depth. (5)

### **EAD690 Finance and Business Administration for the School Administrator - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

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 mechanisms at various levels of government. *Proposition 2 1/2*, the Massachusetts foundation budget process, 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. (5)

### **EAD691N Professional Seminar I in School Administration - Initial Level - 2 credits**

*Pre-practicum: 15 hours of directed field-based training required*

This seminar, held during the student's first term in the program that leads to licensure as a school administrator, 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. There are 10 field-based pre-practicum hours associated with this course. 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 ILP.

**EAD692N Professional Seminar II in School Administration - Initial Level - 2 credits**

Prerequisite: EAD691N

*Pre-practicum: 15 hours of directed field-based training required*

The 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. There are 20 field-based pre-practicum hours associated with this course. Students are expected to identify a research topic and complete a proposal for the ILP.

**EAD693N Professional Seminar III in School Administration - Initial Level - 2 credits**

Prerequisite: EAD692N

The third seminar emphasizes the study of introducing and supporting change efforts in schools. Topics include responding to the need for change, managing change, dealing with varying attitudes toward change and, finally, institutionalizing change. Supporting topics include the use of vision, goal setting, identifying priorities, allocating resources and collecting data on learning. Students should develop the initial draft of their ILP this term. Those students completing a practicum in this term will present for discussion issues and questions that arise during their field experience.

**EAD694N Professional Seminar IV in School Administration - Initial Level - 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.

**EAD712 Curriculum Development, Assessment and Improvement for the School Administrator - 3 credits***Pre-practicum: 15 hours of directed field-based training 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 stu-

dents with proven practical techniques, methods and strategies for developing, implementing and evaluating curriculum. Current theories, research and practices of effective teaching, staff development, in-service programs, curriculum designs and frameworks are explored. Internet resources and research sites are explored 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. (1)

**EAD720 Advanced Systems Theory - 3 credits**

It is essential that educational administrators in the central office understand 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.

**EAD782 Reconceptualization of Schools for the School Administrator - 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 boards and methods of educational evaluation. (5)

**EAD790 School Administration Practicum - 2 credits**

EAD790A Superintendent/Assistant Superintendent (all levels)  
EAD790B Principal/Assistant Principal (levels PreK-6)  
EAD790C Principal/Assistant Principal (levels 5-8)  
EAD790D Principal/Assistant Principal (levels 9-12)  
EAD790E Supervisor/Director (at level of prerequisite license)

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*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 should 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.

*Exit Performance Portfolio required for credit*

This practicum experience provides field-based training for students pursuing licensure as district superintendents, principals, directors or supervisors. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students develop their own 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 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. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

### **EAD800 Independent Learning Project in School Administration - 3 credits**

*Prerequisites: EAD691-693*

The Independent Learning Project 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 Counselor**

See the *School of Counseling and Psychology*.

## **School Nurse Education (ESN)**

### **ESN590-591 Workshops - 1 credit each**

Education workshops; 10 hours of workshops earn one credit; 20 hours earn two credits. Students choose among numerous short topics related to schools, education, and health.

### **ESN592 Developmental Leadership for School Nurses - 1 credit**

This course covers the role of the school nurse including issues related to emergency situations, the promotion of healthy behavior, and the special needs of at-risk populations. Basic nursing materials are reviewed including disease prevention, the body's physiology, and health appraisal methods. We touch upon the legal, ethical and administrative responsibilities of the school nurse. We discuss the management of conditions encountered in the school clinical setting. Students examine functions particular to the school nurse's role including health promotion, counseling and community needs. Students learn the background, history, benefits and methods of becoming a certified school nurse. This course assists students in preparing for the School Nurse National Certification test that is administered by the National Board for Certification of School Nurses, Inc.

### **ESN660 Principles, Process, and Practices of School Health Management - 3 credits**

This course will introduce management theory, process and outcome with emphasis on organizing and administering effective and appropriate coordinated school health programs. An overview of communication strategies and skills to use with students and their families, as well as educator colleagues and collaborative community healthcare and social service providers will also be featured. Students will identify major health problems they deal with daily in the school setting, and compare these health problems with findings from *Healthy People 2010* and the impact of federal mandates such as *No Child Left Behind*. Outcomes will be discussed in relationship to nursing assessment and intervention, as well as health teaching and promotion.

### **ESN691-693 Professional Seminar in School Nurse Education I-III - three terms @ 2 credits**

"No one knows what everyone knows." 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 group studies professional issues in school nursing, such as what it means to be a school nurse in the twenty-first century, how school nurses can influence positive behavior in schools and their communities, and current responsibilities of school nurses. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.

**ESN710 Dealing with Grief and Loss: The Role of Educators, Counselors and School Nurses - 3 credits**

This course assists students in dealing with grief and loss as it impacts their professional role. Students identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. The role of death education is presented and students learn how the development of our understanding of death influences our reactions. The course focuses on how issues of grief and loss are present in the work environment and explores approaches to help the grieving individual cope with loss.

**ESN725 Legal Responsibilities and Ethical Issues for School Nurses - 3 credits**

An analysis of federal, state and municipal legal mandates which govern school health programs. 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.

**ESN750 Evaluation of School Health Programs - 3 credits**

Theory and practice of program evaluation with emphasis on how to focus an evaluation, design a program evaluation, use quantitative and qualitative methods in evaluation, assess program implementation, measure attitudes, measure performance and use tests, analyze data, and communicate evaluation findings. Special topics include needs assessment, cost-benefit analysis, and an introduction to grant and proposal development.

**ESN780 School Nurse Leadership in the School and 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.

**Teacher of Students with Moderate Disabilities (Special Education) (ESP)**

Some additional licensure courses are listed under *Education* and *Mathematics*.

**ESP512 Inclusion and Behavior Management - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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. (1)

**ESP592 Adapting Materials and Instruction for the Student With Disabilities in the Regular Education Classroom - 1 credit**

This course introduces teacher self-assessment, mainstreaming, and teaching techniques for students with disabilities in general education classrooms. Educators discuss solutions to difficult problems, academic interventions, lessening anxiety and frustration and increasing participation, organizing thinking, strategies to create a positive learning environment, the reading wheel, writing a paragraph, reasonable classroom accommodations, lesson presentation and realistic alternatives, herringbone technique, classroom management, and adapting tests.

**ESP594 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.

### **ESP607 Psycho-Educational Assessment for Teaching Exceptional Children - 3 credits**

*Pre-practicum: 10 hours of directed field-based training required*

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. (4)

### **ESP615 Assistive Technology: Modifying Curriculum For Diverse Learning Styles - 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 Plan (IEP). Educators in this course examine assistive technologies and the federal laws affecting the education of 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 look at curriculum modifications using technology, and software that addresses curriculum modifications and individual learning styles. Educators consider how these assistive technologies support inclusion and access to the curriculum, and IEP goals, objectives, and instructional profiles.

### **ESP662 Principles of Language Development Bridging Differences and Disorders - 3 credits**

*Replaces ESP661*

*Pre-practicum: 15 hours of directed field-based training required*

The 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, theoretical approaches, and individual differences. Atypical language development, language impairment, and treatment of children with communicative handicaps are also discussed. (2)

### **ESP680 Pedagogy of Reading and English Language Arts - 3 credits**

*Pre-practicum: 15 hours of directed field-based training required*

This course develops a thorough understanding of the fundamental principles of English/language arts, focusing on the interrelationships among reading, writing, speaking, and listening. The course also focuses on the student as 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 classrooms and the tie to information on literacy. Since high levels of literacy are expected 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. Children require dynamic role models to emulate so that they are apprenticed into literate behavior. A variety of reading programs are discussed and researched, including philosophy, teaching techniques and materials. Information on how to plan and implement instruction in content area classrooms is included. Frameworks are provided for teaching and learning subject matter and planning lessons. (2)

### **ESP689 Theories of Typical and Atypical Human Development - 3 credits**

*Replaces ESP690*

*Pre-practicum: 10 hours of directed field-based training required*

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 are discussed. (4)

### **ESP691N-693N Professional Seminar I, II, III in Special Education - Initial Level - - two terms, 4 credits total**

"No one knows what everyone knows." 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 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 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.

### **ESP691P-693P Professional Seminar I, II in Special Education - Professional Level - two terms, 4 credits total**

Course description in preparation.

### **ESP695 Laws and Regulations Pertaining to Special Education - 3 credits**

*Replaces ESP694*

*Pre-practicum: 15 hours of directed field-based training required*

This course reviews all special education laws (IDEA'97, and specific regulations (34 C.F.R. 300; 603 CMR 28.00) regarding the pre-referral and referral of a student, and the development of an Individual Educational Program (IEP). Additionally, the course discusses the application of Section 504 of the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act* (ADA, 1990), the *Family Education Rights and Privacy Act* (FERPA), and the Hearing Rules for Special Education Appeals relating to public schools' obligations to handicapped students and children with disabilities. The emphasis in this course is on the process for developing IEPs for students in the least restrictive environment (LRE), using theories and strategies for mainstreaming students.

The historical development of special education from 1900 to 2000 is introduced. (4)

### **ESP696 Characteristics of Learning Disabilities and Laws and Regulations Pertaining to Special Education - 3 credits**

This course provides the professional educator a review of all special education laws (IDEA'97) and specific regulations (34 C.F.R.300) regarding the pre-referral and referral of a student, and the development of an individual educational program (IEP). Additionally, the course discusses the application of Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA, 1990), the Family Education Rights to Privacy (FERPA), and the Hearing Rules for Special Education Appeals relating to public schools' obligations to handicapped students and children with disabilities. The emphasis in this course is on the process for developing IEPs for students in the least restrictive environment (LRE), using theories and strategies for mainstreaming students. A historical development of special education from 1900 to 2000 will be introduced. (Virginia Core Competencies covered in this course: 8VAC 20-21-430).

### **ESP701 Students With Disabilities and the Visual Arts - 3 credits**

This course is for teachers who teach students with special needs. The course 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.

### **ESP721 Using Multiple Intelligences and Accelerated Learning Techniques in Teaching English Language Arts, Mathematics, History, and Science - 3 credits**

Special education teachers learn to apply multiple intelligences and accelerated learning instructional strategies in order to teach to the standards in the content areas. They are grounded in Howard Gardner's theory of multiple intelli-

gences, as well as in the work of Georgi Lozanov, Roger Sperry, John Grassi, David Kolk, Paul and Gail Dennison. They gain an understanding of the implications for these theorists' research, and how they are changing the way some teachers teach.

They learn to select, evaluate, and use differentiated teaching and assessment strategies to meet the needs of the special education students in the general classroom. Teachers learn how to design multiple intelligences and accelerated learning lessons to engage their students in acquiring specific knowledge and skills.

The course engages teachers with a multisensory, integrative approach that draws upon the theory of multiple intelligences and suggestopedia. It incorporates learning styles, cooperative learning, kinesiology, music and movement, storytelling, art, drama, and poetry into a unified whole. Thematic material connects the elements from one discipline to another. Teachers learn to tap into their own sense of wonder, their own creative and critical thinking process.

### **ESP790 Practicum in Moderate Disabilities - 3 credits**

*Prerequisites: Prepracticum, all initial licensure courses, pass an assessment of reading, writing, mathematics, and/or general subject knowledge*

*Practicum Seminar required concurrently: ESP791*

Effective Fall 2003:

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.

ESP790B Practicum (5-12) — 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 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 cooperating 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.

### **ESP791 Practicum Seminar in Moderate Special Needs - 2 credits**

*Practicum required concurrently: ESP790*

*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, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

### **ESP800 Independent Learning Project in Moderate Disabilities - 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.

# CAGS Courses in Educational Leadership

## School Administration — ECA

Some courses are listed under Curriculum and Instruction

### **ECA701 School Management and the Law - 3 credits**

This course focuses on the organizational skills that enhance the successful administration and management of a comprehensive school system. Particular emphasis is given to Massachusetts laws relevant to education, including the Education Reform Act of 1993, management of fiscal responsibilities, and collaborative structures. Participants examine these issues to develop understandings and skills needed to be an effective school administrator during these times of challenge and change.

### **ECA702 Technology and Leadership in School Settings - 3 credits**

Through lectures, discussion, networking, laboratory experiences, and site visits, participants explore the significance of the changing role of leadership in education as it relates to pervasive advances in technology. Through integration of technology advances into their school organizations, participants develop a vision for the future that will enhance teaching and learning processes.

### **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 retrenchment, and strategic planning. *Proposition 2 1/2*, the Massachusetts foundation budget process, and the financing of charter, choice and voucher programs are studied. The importance of and the methods for addressing issues of plant and equipment maintenance are addressed.

### **ECA704 Effective Schools - 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 admin-

istrator'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.

### **ECA725 Instructional Leadership: Supervision and Administration of Educational Personnel - 3 credits**

*Replaces ECS715*

Leaders in all roles must see their purpose as improving student learning. In this course we focus on practices that supervisors can use to create a culture where all staff members recognize this as the goal and work toward achieving it. 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 paid to the role of professional development and its implementation, including mentoring for new staff.

### **ECA805-806 Educational Leadership Practicum/Seminar I-II — School Administration - 3 credits; 2 credits**

*Prerequisites: ECA800 and ECA801*

*Prerequisites for supervised portion of the practicum: ECL805 and completion of all concentration courses, or permission of the coordinator*

In these courses, taken during the third and fourth terms, students implement their research designs developed in ECA800 and 801. Students monitor the planned interventions, note results, and relate them to their hypotheses. There are four seminar meetings each term, in which students discuss research issues, field experiences, and current issues at their practicum sites.

During this supervised practicum, students complete a 300-hour field experience in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration.

## Curriculum and Instruction

(ECC)

Some courses are listed under School Administration.

### **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.

### **ECC706 Critical Thinking and Problem Solving - 3 credits**

This course explores critical thinking and problem solving as cornerstones 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 thinking skills.

### **ECC707 Meeting the Challenge of School Restructuring - 3 credits**

This course enhances the ability of educational leaders to get their teachers to acquire the skills needed to prepare their students for life in the 21st century. Emphasis is placed on building the collaborative relationships necessary to bring about deep-rooted school change. 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.

### **ECC708 Learning Theories and Instructional Design - 3 credits**

This course for experienced educators provides a workspace to examine a wide range of learning theories. Students learn instructional design using a model that is both robust and

flexible, making it appropriate for use throughout K-12. We explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant to 21st century classrooms. In addition, we examine Howard Gardner's work on multiple intelligences and developments in collaborative and cooperative learning as they relate to the design process. Using materials from their own curriculum, students complete an instructional design project using the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). Students present their projects to the class, explaining their experience with the ID process and share the learning theories incorporated into the design.

### **ECC709 Alternative Assessment: Theory and Practice - 3 credits**

This course explores alternative assessment: what it is, what it does, what it measures; its strategies, applications, types, and 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 empowered to confidently use alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

### **ECC710 Assessment and 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, the course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, work with data to inform decisions about instruction, and discuss current issues that impact teaching and learning.

### **ECC805 Educational Leadership Practicum/Seminar I — Curriculum and Instruction - 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 profes-

sionals 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. They continue work on the school improvement plan, begun in ECL800 and 801, continues with a focus on conducting action research at the school site.

### **ECC806 Educational Leadership Practicum/ Seminar II — Curriculum and Instruction - 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 *school improvement plan*.

## **Educational Leadership (ECL)**

### **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 Applied 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. An overview of commonly used statistical procedures, including introductory computer applications for data analysis.

Each student designs an independent 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. Students create projects appropriate to their concentrations. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan.

### **ECL801 Advanced Graduate Research Seminar - 3 credits**

*Prerequisite ECL800*

Students begin implementing their research designs that were created and approved in ECA800. They systematically

organize inquiries demonstrating connections between academic 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 applied action research project or a program evaluation. Practicum capstone learning projects are assessed by committee review.

### **ECL802 Advanced Leadership - 3 credits**

This advanced topical issues course merges theory with practice to examine administrative and supervisory roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current issues that impact the ability of educational institutions to fulfill their public trust. 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.

### **ECL804 Advanced Leadership Policy and Practice - 3 credits**

*Prerequisite: ECL802*

This course explores the effect of organizational structures and managerial action on teaching and learning. Simulations and scenarios from class members, practitioners and research are used to inform managerial decision-making 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 problem solutions. Students gain skills for identifying educational issues in the context of practical problems, and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments.

### **ECL807 Applied Action Research Project - 1 credit**

This course, taken in the student's last term, requires the student to complete the school improvement plan and present the results to a panel of faculty and students.

## Special Education Administration (ECS)

Some courses are listed under School Administration.

### **ECS712 Advanced Psycho-Educational Assessment and Educational 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.

### **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.

### **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 to the administrative unit.

### **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 sociologi-

cal 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.

### **ECS717 Educational Technology and Special Education - 3 credits**

This course focuses on the use of computers both as teaching methodology and as an administrative tool in education. The use of Computer Assisted Instruction (CAI) is introduced. A variety of computer software packages suitable for the special needs classroom are introduced. Extensive hands-on experience with a number of commercially available educational software packages are required. Strategies and methods for integrated computing with the elementary and secondary curriculum are highlighted.

### **ECS725 Instructional Leadership: Supervision and Administration of Educational Personnel - 3 credits**

*Replaces ECS715*

Leaders in all roles must see their purpose as improving student learning. In this course we focus on practices that supervisors can use to create a culture where all staff members recognize this as the goal and work toward achieving it. 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 paid to the role of professional development and its implementation, including mentoring for new staff.

### **ECS805-806 Practicum/Seminar I-II: Special Education Administration - 710-3 credits, 711-2 credits**

*Prerequisite: Completion of all course work*

*Formerly ECS710-711*

*Exit Performance Portfolio required for credit*

Students complete 300 hours of 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.

# National Institute for Teaching Excellence

Cambridge College's National Institute for Teaching Excellence (NITE) brings educators from around the country and abroad to the Boston area for an intensive residential summer institute. The academic programs continue in the fall and spring, with learning groups at regional sites and/or online. Students earn a range of degrees: Bachelor of Arts in Multidisciplinary Studies, Master of Education, and Certificate of Advanced Graduate Studies in Educational Leadership.

The NITE faculty, a diverse group of experienced educators, teachers and school administrators, attracts a highly diverse student body. The academic programs and courses are readily applicable across many states and school systems.

## Summer Institute

NITE students live and learn together in the Boston area for five weeks in the summer. Students typically take one intensive course each week. Over 250 courses are offered. They get academic support in their professional seminars, attend colloquia, and participate in research week activities. They return to their schools renewed and empowered to improve their classrooms, school systems and their own lives.

**Colloquium** — Colloquium presentations by experts in the field of education are a core experience for all NITE students each summer.

**Research Week** — Professional seminar cohorts meet for a week of intensive work under the leadership of

instructor/coaches. They learn online research skills and hone writing skills. They begin work on their independent learning projects and prepare a detailed proposal. Professional seminar cohorts learn to use communication tools such as email, eforum and discussion boards. These will support academic work in the fall and spring, when students are learning online from their homes and schools.

## Fall Term and Beyond

The learning groups established in the summer continue their study together in the fall term. They may meet at regional centers, online, or in their own school systems. Educational experiences vary from one program to another, and may include a practicum, distance learning, professional seminar, implementation of school improvement plans, and independent learning or research projects. Some programs require further study.

**Regional centers** are available for fall, spring, and second-summer course work:

- Where Cambridge College holds state authorization (currently CA, GA, MA, TN, VA, and Puerto Rico), and
- Where the practicum experience would be strengthened for licensure programs, and
- Where there are 15 or more students in one program to support on-site course work.

Otherwise, fall and spring work is conducted online via distance learning tools.



## Program Outcomes

NITE programs develop and enhance skills, competencies, attitudes, values and habits of mind which enable educators to nurture learning in schools, families, and communities.

Students will:

- Be affirmed as individuals and professionals
- Discover their strengths and learning/thinking styles
- Acquire content and skills in their area of study and meet professional standards
- Effectively teach people from diverse backgrounds and with diverse needs
- Realize their own potential and create learning environments in which others realize their potential
- Develop a network of relationships with fellow learners, Cambridge College faculty, and the faculty in their own schools

## Program Choices

Cambridge College is responding to rising standards for teachers by offering a greater variety of cutting-edge programs that lead to educator licensure/certification. Other programs are for seasoned, fully credentialed educators, or those who work in educational settings where licensure is not required. These programs can help teachers renew their passion for teaching and advance their careers. For educators who already hold master's degrees, we offer Certificate of Advanced Graduate Studies programs.

Paraprofessionals and others interested in becoming teachers can complete a Bachelor of Arts in Multidisciplinary Studies, to prepare for master's level study and educator licensure.

## Bachelor's Degree Completion Program

Multidisciplinary Studies

## Master of Education — Programs Without Licensure

Education  
Instructional Technology  
Literacy Education  
Mathematics Education  
School Nurse Education  
Science Education

## Master of Education — Educator Licensure Programs

General Science (Levels 5-8) — Initial Licensure  
Health/Family and Consumer Sciences (All Levels) — Initial Licensure  
Library Teacher (All Levels) — Initial Licensure  
Mathematics (Levels 5-8) — Initial and Professional Licensure  
School Administration — Initial Licensure  
School Guidance Counselor (PreK-8 or 5-12)— Initial Licensure  
Teacher of Students With Moderate Disabilities (PreK-8 or 5-12) — Initial and Professional Licensure

## C.A.G.S. in Educational Leadership

Educational Specialist in Curriculum and Instruction — without licensure  
School Administration — Initial Licensure  
Special Education Administrator — Initial Licensure

For licensure requirements and paths to licensure, see *Educator Licensure Programs*, above.

**Further information** about Cambridge College's National Institute for Teaching Excellence is available in the NITE Academic Catalog and on the Cambridge College website at [cambridgecollege.edu](http://cambridgecollege.edu).



# School of Management

Cambridge College's Master of Management program prepares adult practitioners for improved management performance, increased advancement opportunities and more effective leadership in private, public and not-for-profit organizations. Students with professional or technical experience expand their managerial training as they assume leadership positions.

Entering students are expected to have college level computer, writing, and numeracy skills.

## Broad Management Skills

Students gain the broad range of skills they need to manage the people, policies and financial resources of today's businesses and institutions. They also acquire personal skills such as analysis, goal-setting, self-direction and life-long learning, which are essential to effectiveness throughout a career.

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. Students learn how to utilize computer and information technologies to increase their organization's effectiveness. A computer with Internet access is required.

## Diversity and Collaborative Learning

The student body and learning environment are highly diverse by design. In stimulating, interactive classes, 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.

## Concentrations

Students may choose a 16 credit specialized area of management study. Those who prefer not to specialize may choose management courses and directed studies to meet their own needs.

## Management Seminar

The Management Seminar is a key feature of study at Cambridge College. A group of students and their academic advisor meet regularly over four terms to 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.

## 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.

## Healthcare Management Concentration

A Master of Management degree with a concentration in Healthcare Management provides the education needed to meet current and future challenges faced by health care managers and team members. Healthcare is viewed from a systems perspective — as a totality of structure, process and outcome, and from a multi-cultural perspective.

Work experience in the healthcare system is required, because the program builds further learning on this experience.

## Program Objectives

- Enhance sound management skills, blending theory and practice; apply them to health care with a problem solving orientation
- Increase awareness of social and environmental influences on health care delivery, including racial, ethnic and economic factors in health disparities
- Understand health care issues, practices and systems in historical, national and international context



## Management Faculty

Joseph J. Miglio, Ed.D. National-Louis University, Chicago,  
Associate Dean

### Full-time faculty

Martha Belden, J.D. Western New England College,  
Professor (on sabbatical)

Gilbert Dube, Ed.D. Boston University, Professor (emeritus)

Shirley J. Harrell, M.A. Case Western Reserve University,  
Assistant Professor

Mary Ann Joseph, Ph.D. Northwestern University, Professor

Cynthia Y. Ker, D.B.A. University of Colorado at Boulder,  
Professor (on sabbatical)

### Part-time faculty

Cynthia I. Bloom, M.P.A. Suffolk University

Janet Boudreau, M.A. Northeastern University

Donald J. Boyle, M.B.A. Columbia University

Dennis C. Butler, M.B.A. Wharton School of Business,  
University of Pennsylvania

Diego A. Camacho, M.B.A. Santa Clara University

Bruce E. Cohen, M.B.A. Boston College, M.A. Ohio  
University

Ralph J. Covino, M.B.A. Suffolk University

Cynthia Ebert, M.S.M. Lesley University

William F. Hancock, CPA, M.B.A. Wharton School, University  
of Pennsylvania

Peter Hughes, M.Ed. Cambridge College

Donna Maimes, M.Ed. Cambridge College

Hugh McGill, M.Ed. Cambridge College

David F. Hoover, Ph.D. New York University

Kevin R. Morrissette, M.A. University of Massachusetts/  
Boston

Ezat Parnia, Ph.D. Claremont Graduate School (on leave  
from teaching)

Hareesh Patel, M.S. Lesley University

Joseph Crawford Reed, Ph.D. University of Wisconsin/  
Madison (on leave from teaching)

Albert C. Socci, D.B.A. Nova Southeastern University

Lawrence B. Wilson, M.S. University of New Hampshire

Michael L. Woodson, M.A. Utica College, M.A. Boston  
University

Sharon A. Wulf, Ph.D. Columbia Pacific University

William Zwemke, M.M. Cambridge College

## Healthcare Management

John Bove, CAS, M.M. Cambridge College; Director

Ellen Alperen, Ed.D. Le Salle University, M.B.A.

Joanne Baker, M.M. Cambridge College

John A. Brennan, M.B.A. Pace University

Frances C. Fairbanks, R.N., CPHQ, M.M. Cambridge  
College

Jeffrey J. Isaacson, J.D. New England School of Law

L. William Katz, D.B.A., C.M.C. George Washington  
University

Mona Liblanc, M.Ed., University of Massachusetts/Boston

Thomas P. Salmon, LICSW, MPH, MSW Columbia University

Catherine Seo, M.S. Marlboro College

## E-Commerce — Chesapeake, VA

### Full-time faculty

Srinath Komandur, Bachelor of Commerce Osmania  
University, India; Coordinator

### Part-time faculty

Michael J. Aroney, M.B.A. Embry-Riddle Aeronautical  
University

Allen Carmody, M.S. Georgia Institute of Technology

Jan D. Felton, Ph.D. Walden University

William C. Harper, III, B.A. Southwest Missouri State  
University

Kelly Nevala, M.A. George Washington University

John Norman, M.B.A. College of William and Mary

Lisa D. Orton, M.S. SUNY/Buffalo

Jill Quirin, Ed.D. Northern Illinois University

Raymond Tranchant, M.S. Old Dominion University

## Springfield, MA

### Full-Time faculty

Richard Turner, Ph.D. Nova Southeastern University;  
Springfield Coordinator of Management and Academic  
Technology

Joseph Defazio, J.D. Western New England College,  
Professor

### Part-time faculty

Hugo C. Adams, M.M., M.Ed. Cambridge College

Patricia Crutchfield, M.Ed. City College of the City University  
of New York; M.L.S. SUNY at Albany

Hyman Edelstein, Ed.D., University of Massachusetts

Helen Caulton-Harris, C.A.G.S. Springfield College

Mohammad Idrees, Ed.D. University of Massachusetts

Joseph J. Miglio, Ed.D. National-Louis University, Chicago

# Master of Management

37 credits — For students with bachelor's degrees

## Core 21 credits

MMG690	Introductory Seminar	1
<b>Management Seminar I-IV:</b>		
MMG691	Self-Diagnosis and Goal Setting	2
MMG692	The Manager as Team Developer and Leader	2
MMG693	Continuous Improvement, Lifelong Learning and Enhanced Employability	2
MMG694	Current Issues in Management	2
MMG511	Foundations of Management	3
MMG512	Organizational Environment	3
MMG517	Research Methods for Managers	3
MMG800	Independent Learning Project	3

## Concentration Options 16 credits

### Business

MMG525	Decision Techniques for Managers	3
MMG520	Financial Accounting	3
MMG733	Marketing Management	3
MMG740	Human Resource Management	3

### Choose one elective course:

MMG560	Managing a Diverse Workforce	3
MMG713	Total Quality and Operations Management	3
MMG725	Financial Management	3
MMG732	International Business	3
MMG735	Entrepreneurship and Small Business Management	3
MMG746	The Manager as Negotiator	3
MMG757	Consulting Skills for Managers	3

### Choose one directed study:

DMG506	Essentials of Accounting	1
DMG602	Project Management	1

### Information Technology for Managers

*Distance learning courses with limited residency*

MMG525	Decision Techniques for Managers	3
MMG701	Network Essentials	1
MMG715	Management Information Technology	3
MMG716	Emerging Technologies	3
MMG717	Systems Analysis and Design For the IT Manager	3
MMG718	E-Business Development for IT Managers	3

## Business Negotiation and Conflict Resolution

MMG746	The Manager as Negotiator — <i>required first course</i>	3
MMG747	Conflict Management: Strategies, Tactics and Behavior	3
MMG748	Multi-party/Multi-Issue Negotiations (new) Practicum in Business Negotiation and Conflict Resolution	3

### Choose one:

MMG749	Conflict Management and the Organization	3
MMG758	Mediation in the Workplace	3
MMG560	Managing a Diverse Workforce	3

## Healthcare Management

**Newton Wellesley Hospital only**

DMG506	Essentials of Accounting	1
MHC710	Risk Management in Health Care	3
MMG508	Information Research and Technology in Healthcare	3
MHC720	Health Care Systems	3
MHC740	Strategic Planning in Health Care	3
MHC750	Health Care Policy and Ethics	3

## Leadership in Human and Organizational Dynamics

MMG560	Managing a Diverse Workforce	3
MMG740	Human Resources Management	3
MMG743	Models of Leadership	3
MMG755	Organization Development and Change Management	3

### Choose one elective course:

MMG541	Human Relations Lab	3
MMG744	Management Training and Development	3
MMG746	The Manager as Negotiator	3
MMG757	Consulting Skills for Managers	3

### Choose one directed study:

DMG602	Project Management	1
DMG614	Performance Management	1
MMG753	Introduction to Organizational Coaching	1

# Master of Management

55 credits — For qualified students without bachelor's degrees

## Introduction to Managerial Competencies & Theory 18 credits

*First two terms*

MMG504	Computer Applications for Business . . . . .	.3
MMG505	Graduate Writing . . . . .	.3
MMG506	Quantitative Analysis for Managers . . . . .	.3
MMG507	Managerial Analysis and Communication . . . . .	.3
MMG508	Information Research and Technology . . . . .	.3
MMG509	Political, Social and Economic Aspects of Business . . . . .	.3

## Core 21 credits

MMG690	Introductory Seminar . . . . .	.1
<b>Management Seminar I-IV:</b>		
MMG691	Self-Diagnosis and Goal Setting . . . . .	.2
MMG692	The Manager as Team Developer and Leader . . . . .	.2
MMG693	Continuous Improvement, Lifelong Learning and Enhanced Employability . . . . .	.2
MMG694	Current Issues in Management . . . . .	.2
MMG511	Foundations of Management . . . . .	.3
MMG512	Organizational Environment . . . . .	.3
MMG517	Research Methods for Managers . . . . .	.3
MMG800	Independent Learning Project . . . . .	.3

## Concentration 16 credits

See 37-credit Master of Management chart for course requirements

**Business**

**Business Negotiation and Conflict Resolution**

**Health Care Management**

**Leadership in Human and Organizational Dynamics**

**Information Technology for Managers**

**Entrance requirements:**

- Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study
- High school diploma or GED certificate
- Five years of responsible, relevant work experience after high school recommended

**Master of Management/Access** is an expanded program for qualified adult learners who do not have bachelor's degrees and do not need bachelor's degrees to advance in their careers or to pursue further education. Qualified students complete additional coursework to gain the necessary skills, competencies and knowledge needed to excel in graduate management study and managerial careers.

**Learning Outcomes** — In addition to the general outcomes of the Master of Management program, the additional courses MM-Access students take include clearly defined, measurable

skill outcomes and areas of knowledge that will enhance students' ability to achieve their personal, academic and career goals. Students must demonstrate competency in each of these learning outcomes before they move on to subsequent levels of the MM program.

These outcomes ensure mastery of the graduate level writing and quantitative analysis skills required for continued graduate study. They sharpen skills in managerial analysis and communication, and in the utilization of research and technology, and provide a broad overview of liberal arts concepts underlying management theory.

# Management Institute

## Graduate Certificates for Professional Development

### Internet and Information Security 16 credits

MMG701	Network Essentials	.....1
(new)	IT Security Management: Planning, Procedure and Policy	.....3
MME705	Information and Internet Security Essentials	...3
(new)	Security Technologies – Protection, Detection and Configuration	.....3
MMG730	Information Law, Privacy, Forensics and Ethics	.3
MMG731	Business Continuity and Disaster Recovery: Principles and Practices	.....3

### Organizational Coaching 13 credits

DMG753	Introduction to Organizational Coaching	.....1
MMG754	Applied Coaching Tools and Techniques	.....3
MMG751	The Coaching Leader	.....3
MMG752	Coaching the Organizational Agenda	.....3
MMG756	Practicum in Organizational Coaching	.....3

### Non-Profit and Public Organization Management 12 credits

DMG506	Essentials of Accounting	.....1
DMG602	Project Management	.....1
DMG605	Grant Writing	.....1
DMG614	Performance Management	.....1
MMG727	Budgeting & Finance for Non-Profit and Public Organization	.....3
MMG740	Human Resources Management	.....3
MMG746	The Manager as Negotiator	.....3

### Entrepreneurship and Small Business Management 12 credits

MMG725	Financial Management	.....3
MMG733	Marketing Management	.....3
MMG735	Entrepreneurship and Small Business Management	.....3
MMG746	Theory of Negotiation and Conflict Resolution	...3

12 credits may be transferred into a Master of Management degree program (see *Transfer of Credit*).

**Information and Internet Security** prepares professionals to take on the complex managerial, ethical and technical issues associated with computer security. The program encompasses a variety of areas associated with the protection and preservation of a company's information and computing assets. As a result of this preparation, individuals can expect to be intellectually equipped to play mission-critical roles in many major businesses today.

#### Program Objectives

- Examine the problems of data and network security from management, technical, moral, and operational viewpoints
- Assess information technology and business vulnerabilities, construct plans, develop business cases, select protective technologies, and create useful processes and procedures
- Evaluate the effectiveness of the planned changes in human, organizational and business terms

#### Organizational Coaching

A coach acts as a sounding board, helps clients think “outside the box,” and provides them with decision-making skills necessary to persevere through difficult choices. A coach does not give advice or therapy, but helps clients look at solutions for personal and professional roadblocks in a new light. They help their clients discover, understand, and achieve their goals.

Managers and supervisors become more effective when they use coaching practices, and employees become more satisfied and productive. The bottom line benefits from coaching practices implemented in the organization.

#### Program Objectives

- Provides theory, skills and practice needed to develop a coach's mindset and skillset or become a professional coach

# Master of Management / E-Commerce

42 credits — Chesapeake, VA only

## First term 11 credits

MME691	Management Seminar I: Self-Diagnosis and Professional Development . . . . .	.2
MME710	Relational Database Management Systems Concepts and Methods . . . . .	.3
MME711	Relational Database Management Systems Programming . . . . .	.3
MME712	Relational Database Management Systems Application Development . . . . .	.3

## Second term 11 credits

MME692	Management Seminar II: The Manager as Team Developer and Leader . . . . .	.2
MME713	Internet Web Site Application Development . . . . .	.3
MME714	Internet Applications With Object Oriented Programming . . . . .	.3
MME715	Internet Enterprise Applications and Project . . . . .	.3

## Third term 11 credits

MME693	Management Seminar III: The Manager as Strategist . . . . .	.2
MME503	Foundations of Management . . . . .	.3
MME790	Managing Software Development Projects . . . . .	.3
MME705	Information and Internet Security Essentials . . . . .	.3

## Fourth term 9 credits

MME502	Organizational Environment . . . . .	.3
MME792	E-Business Development . . . . .	.3
MME800	Project Management Practicum . . . . .	.3

### E-Commerce Program

The Master of Management with a concentration in e-commerce teaches adult learners the tools used for development of e-commerce systems, information technology, and the management skills needed to plan projects and lead people in organizations engaged in e-commerce.

#### Program Objectives

- Technical skills — Ability to understand and apply concepts of relational database management systems and applications; Internet web site application development, programming, and database integration; construction of complete electronic commerce systems for selling products and services and managing vendor relations using Internet-based technologies

- Business skills — Ability to analyze and propose electronic trade and commerce opportunities, understand retail and commercial environments, and supply chain logistics, familiarity with techniques and tools of planning, organization, and control including financial accounting and control systems, and understand legal and contract issues relating to e-commerce; emphasis on Internet and information security including development of security policy
- Management/Leadership — Ability to define strategies, set goals and objectives, manage projects, build and lead teams, present ideas and information effectively, negotiate agreements and schedules, and manage change and diversity

# Management Courses

## **DMG504 Computer Applications - 1 credit**

*Formerly MM592*

The personal computer, Windows operating system, word-processing (Microsoft Word), spreadsheet (Excel), and presentation (PowerPoint) applications are introduced. Users are introduced to e-mail and the Internet, and the basic computer skills necessary to participate successfully in the Master of Management program. Students purchasing personal computers for the first time or who need a refresher course are urged to take this directed study in their first term. It must be taken prior to, or concurrently with, MMG501.

## **DMG506 Essentials of Accounting - 1 credit**

This course covers basic accounting concepts and principles, the essentials of the accounting process, the concept of the time value of money, and the application of present value techniques to accounting valuations. The course also covers analysis of financial statements used in hospitals and the healthcare arena with a view towards using accounting information in making investing, lending and other management decisions.

## **DMG601 Forecasting and Planning 1 credit**

This directed study 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 Project Management - 1 credit**

This directed study 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.

## **DMG605 Grant Writing - 1 credit**

This module for educators and 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. Hand-on activities provide practice in the art and craft of grantsmanship.

## **DMG614 Performance Management: A Systematic Approach to Getting and Sustaining Higher Performance Through People - 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.

## **DMG621 Statistical Analysis With Spreadsheets - 1 credit**

*Students should have some previous experience with Windows and spreadsheets.*

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 rapid adoption of Internet-based technology by business and other organizations to improve productivity and to enhance value provided to customers 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 sites, 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.

### **MHC710 Risk Management in Health Care - 3 credits**

This course explains the discipline of dealing with the possibility that some future event will cause harm. It provides strategies, techniques, and an approach to recognizing and confronting any threat faced by an organization in fulfilling its mission. It considers the questions: What can go wrong?, What will we do?, and How will we pay for it?

### **MHC720 Health Care Systems - 3 credits**

This course provides an overview of national and international health care systems, using a systems framework and a problem solving perspective. The structure, organization, and process of health care are introduced. Students learn about the functioning and outcomes of health care.

### **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 organization to achieve those goals. Strategic analysis, plan development and implementation strategies are included, as well as monitoring and evaluation.

### **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 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.

### **MMG504 Computer Applications for Business - 3 credits**

This course familiarizes learners with the personal computer, Windows, word processing (Microsoft Word), spreadsheet (EXCEL), presentations (PowerPoint), E-mail and the Internet (Netscape). Students get hands-on experience with these applications and an overview of personal and profes-

sional uses. Students progress from a beginning level through an intermediate level.

### **MMG505 Graduate Writing - 3 credits** (cross-listed as CCP505)

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.

### **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.

### **MMG507 Managerial Analysis and Communication - 3 credits**

*Prerequisite: MMG505 or equivalent*

This course addresses the analytical and communication skills necessary for success in business environments. Building on the critical thinking skills developed in *Graduate Writing*, students 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.

### **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 healthcare publications, non-profit health financials, print and electronic sources. They will become able to create an effective presentation and publish it in print or electronic form.

### **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.

### **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**

*Replaces 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.

### **MMG520 Financial Accounting - 3 credits**

The course covers accounting principles, financial analysis and planning, managing the organization's asset structure, and managing the organization's financial structure. Accounting and financial management are considered from a decision-making perspective which conceptually links the organization's value as it is determined in the marketplace and which makes it possible for the organization to achieve its purpose. Students present decisions designed to maximize wealth in terms of risk and return factors and their potential impact on the institution.

### **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.

### **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 analyti-

cal 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.

**MMG541 Human Relations Lab - 3 credits**

Laboratory learning is an interactive process based on principles of group dynamics and adult education. Students gain insights into their personal style of communicating and through self-disclosure and feedback learn how to become more effective in their communications with others. This course is designed for people who wish to increase understanding and develop skills in the human side of their business.

**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 supervision 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.

**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.

**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.

**MMG725 Financial Management 3 credits**

*Prerequisite: MMG520*

The major goal of the financial manager is to maximize the value of the firm. Accordingly, this course introduces financial accounting, managerial accounting and financial management and contemporary financial concepts such as economic value added (EVA) and market value added (MVA). Students learn how to prepare and analyze the income statement, the balance sheet and the statement of cash flows. Powerful planning and control tools such as budgeting and break-even analysis are introduced. Students learn how to estimate the amount of cash an organization will need in its operations, decide whether to use short-term or long-term credit, and choose the right time to issue stock or to sell bonds.

**MMG727 Budgeting and Finance for Non-profit and Public Organizations - 3 credits**

This course provides an introduction to the basic financial accounting systems used in non-profit 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.

**MMG732 Global Business - 3 credits**

*Prerequisite: MMG503*

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 the functions and managerial processes in an global context.

**MMG733 Marketing Management - 3 credits**

*Prerequisites: MMG503 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.

**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 entrepre-

neur. 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 Resources Management - 3 credits**

*Prerequisite: MMG511*

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**

*Formerly Theory of Negotiation and Conflict Resolution*

Effective managers must be able to deal successfully with limited resources, divergent interests of people, and organi-

zational 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.

The methodology includes lecture, discussion, video and negotiation simulations and role-plays. The texts are *Getting to Yes* and *Getting Past No*, and other readings provided by the instructor. Instructor and student analyze each negotiation in which the student participates. Students apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

### **MMG747 Conflict Management: Strategies, Tactics and Behavior - 3 credits**

*Formerly Theory of Negotiation and Conflict Resolution*

*Prerequisite: MM746*

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 and cooperative 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. The methodology includes lecture, discussion, video, negotiation simulations and role-plays. The text for the course is *Negotiation* by Roy Lewicki. Other readings are provided by the instructor. Instructor and student analyze each negotiation in which the student participates. Students apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

### **MMG748 Multi-Party/Multi-Issue Negotiations - 3 credits**

*Formerly Applied Negotiation Skills*

*Prerequisite: MMG746*

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. Methodology includes readings and handouts. The text is *Negotiation* by Roy Lewicki. Instructor and student analyze each negotiation in which the student partici-

pates. In a final paper students apply the analytic concepts and interpersonal skills in this and previous courses.

### **MMG749 Conflict Management and the Organization - 3 credits**

*Prerequisite:* MMG746

This course is for students who deal with complex disputes and need to manage cultural differences within their organization, and for managers and consultants who are responsible for assessing conflict and evaluating processes and dispute resolution systems within an organization. This course explores how organizations respond to conflict and how to identify the existing conflict management systems. Students develop the skills necessary to design and improve organizational conflict resolution systems. The course also emphasizes how to negotiate deals, resolve disputes and make decisions in multicultural environments. It extends negotiation theory into a global environment and focuses on negotiation in a multicultural business environment.

The methodology is lecture, discussion, video, negotiation simulations and role-plays. The texts for the course are *Negotiating Globally* by Jeanne Brett and *Designing Conflict Management Systems* by Cosantino and Merchant. Other readings are provided by the instructor. Students to apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

### **MMG755 Organization Development and Change Management- 3 credits**

*Prerequisite:* MMG512 recommended

The theory and practice of organization development and change management are introduced. Students gain an understanding of how organizational systems operate together, including organizational culture, leadership, structure, human resources, rewards, and technology.

Managing change effectively is challenging and the outcomes are too important to leave to chance. Students learn how to make effective change through dealing with an organization as a whole. They gain the specific competencies, skills, attitudes and behaviors that are required. They learn to develop strategies to help organizations make internal changes in response to changing technologies, markets, and other challenges. Case studies and simulations are used throughout the classwork.

### **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**

*Prerequisite:* MMG746

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. The methodology is lecture, discussion, video, and mediation simulations and role-plays. The texts for the course are *The Mediation Process: Practical Strategies for Resolving Conflict* by Christopher Moore and *The Promise of Mediation* by Robert Baruch Bush and Joseph Folger. For those students interested, a practicum component may be added to the course.

### **MMG761 Conflict Resolution in Multicultural 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 organizations

### **MMG762 Global Diversity: International Dimensions of Diversity Work - 3 credits**

Students are challenged to go beyond parochialism and view organizations from a global perspective. The course explores management lessons from "the borderless world" and the conceptual, theoretical, and practical boundaries which limit ability to understand and manage people in countries worldwide. The course examines conventional attitudes, thinking patterns and behavior and develops a new vision of what it means to be a "global thinker."

### **MMG800 Independent Learning Project - 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.

## **Internet, Information Technology and Security Courses (MMG, MME)**

### **MMG701 Network Essentials - 1 credit**

Awareness of data communications and computer network technology serves as a basis for more detailed awareness and understanding of security, business continuity, etc. Students explore data communications and computer network technologies, services, and management capabilities.

### **MMG715 Management Information Technology - 3 credits**

*Prerequisite: MMG508 or equivalent*

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 too new to be in the textbooks but too important to neglect: 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 and Design - 3 credits**

Systems analysis and design is a critical competency for information technology. The linking of information systems, technology, and business mission and purpose are mastered in this

course. Other key areas are project management, process re-engineering, and change management.

### **MMG718 E-Business Development For IT Managers - 3 credits**

This course provides an overview of electronic business and e-commerce development. It develops students' 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.

### **MMG730 Information Law, Privacy, Forensics and Ethics - 3 credits**

This course provides a fundamental understanding of the legal implications related to information security and assurance. Students are exposed to a wide spectrum of current security-related laws and the various legal, privacy and ethical issues faced by information security professionals in the work place. They explore Internet resources needed to keep abreast of breaking developments. Particular focus is placed on the key issues associated with protecting information assets, governing privacy, and procedures for collecting and preserving evidence on a global enterprise.

### **MMG731 Business Continuity and Disaster Recovery: Principles and Practices - 3 credits**

This course teaches the concepts, policies, regulations and practices of business continuity. It demonstrates how business continuity is good business practice and an integral part of corporate governance. It promotes learning from the perspective of professional practitioners, incorporating proven tools, tips, techniques and industry resources. The course explores changes in business climate, planning and assessment procedures, consulting on the topic, and implementation principles. Students gain the ability to construct a case for business continuity and engage in basic business continuity processes.

### **MME705 Information and Internet Security Essentials - 3 credits**

The incidence of hacking and cyber-terrorism is increasing daily. This course presents principles that assist students' efforts to prevent security breaches and attacks, and how organizations can protect themselves. This course covers today's major security issues; methods of entry, detection and prevention; firewall functions and development; and about tools available for safeguarding businesses.



**(new) Security Technologies: Protection, Detection and Configuration - 3 credits**

*Prerequisite: MMG705*

Students get a demonstration of software used by hackers and how they actually launch an attack. The steps that a hacker performs such as finger printing, scanning, and identifying operating system etc. are discussed. Students get hands-on practice writing rules for a firewall, configuring intrusion detection software and also public key infrastructure using certificate server. Topics covered include: network security and solutions, the design, configuration and monitoring of routers, firewalls, and perimeter defense systems.

**(new) IT Security Management – Planning, Procedure and Policy - 3 credits**

This course covers assessment of an IT system's risk; the establishment and implementation of policy and process; communication, training and monitoring of the effectiveness of corporate readiness for attack. Major technological advances are reviewed from a manager's perspective; students will see how these advances have also placed data at risk. The course examines various risks associated with internet security, methodologies of security, costs associated with various selections of controls, design of a security architecture, technical and non-technical controls, and key security policies and procedures.

**(new) Relational Database Management Systems For Project Managers - 3 credits**

Students will understand database theory and how a database works. They will understand the difference between database analysis and design and, as project managers, they will understand the role of requirements in the analysis and design of databases. This course presents a platform-independent approach to the basic underlying principles of relational database design. It offers practical design principles that enable databases to work. Ultimately they learn how to create a simple database application.

## **E-Commerce Courses (MME)**

Special tuition rate applies to all program components. See *Tuition and Fees*.

**MME502 Organizational Environment - 3 credits**

This course provides an overview of the external and internal environment of organizations, with particular emphasis on e-business. 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. 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 course provides students with the theoretical base to better understand organizational behavior and equip them with tools to analyze and improve their managerial practices.

**MME503 Foundations of Management - 3 credits**

This course provides an overview of the field of management and establishes a foundation and common vocabulary for managers. The course provides students with an understanding of the fundamentals and principles of management processes. Proven management principles are explored and updated for the modern demands of managing in the digital world. The course provides an understanding of the skills needed to plan, organize, direct, control and lead organizations in the e-business arena.

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 e-commerce managers.

**MME691 Management Seminar I: Self-Diagnosis and Professional Development - 2 credits**

The Management Seminar is a learning laboratory for developing, integrating and demonstrating competencies in personal, professional, and academic development. This seminar equips individuals with the knowledge and self-awareness to meet the challenges of changing job markets and establishes a foundation for self-directed career advancement. It promotes a career focus in information technology and e-commerce. It helps students develop an awareness of the changing career opportunities in this field, increase their knowledge of the industry and of resources for career development.

**MME692 Management Seminar II: The Manager as Team Developer and Leader - 2 credits**

This seminar focuses on the technical 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. Students also learn how to leverage the diversity in teams and utilize team resources effectively.

**MME693 Management Seminar III: The Manager as Strategist - 2 credits**

This seminar focuses on the development and implementation of strategies for gaining competitive advantage in the competitive, global e-business market. It covers varied approaches to analyzing strategic situations, developing a competitive strategy and managing policies to implement these strategies. Managers must also know how to lead organizational change and how to allocate and leverage resources. Business-governmental relationships, corporate social responsibility and cooperative strategy are also covered.

**MME710 Relational Database Management Systems Concepts and Methods - 3 credits**

This course concentrates on the full life-cycle database application development process. Using case method, students analyze a project narrative and learn to create a data model following the Relational Database Management System. Structured Query Language is used to enable students to create a database following the business narrative provided for the required course project.

**MME711 Relational Database Management Systems Programming- 3 credits**

PL/SQL programming units are learned and used to provide designer-enhanced functionality, incorporating block structure, error handling, control structures, functions and procedures, triggers and packages.

**MME712 Relational Database Management System Application Development - 3 credits**

An RDMS tool set is used to create a series of user-friendly and functional forms and reports which lead to completion of the course and the development project.

**MME713 Internet Web Site Application Development - 3 credits**

This course presents the theory and methods of web site design. The course focuses on the foundations of three-tiered application development. Students apply theory and methods through applications developed by using HTML, Java script and XML.

**MME714 Internet Applications With Object Oriented Programming - 3 credits**

This course presents the theory and methods of object oriented programming. This includes programming logic and specific object oriented programming project applications, three tiered architecture and Internet programming applications.

**MME715 Internet Enterprise Applications and Project - 3 credits**

This course presents the theory and methods of Java enterprise applications. Students apply these methods in publishing a JDBC application integrating Java and Oracle technology on the web.

**MME790 Managing Software Development Projects - 3 credits**

This course examines how the concepts, tools and techniques of project management may be used to successfully manage system development projects. System development project failures are generally failures of management, not failures of technology. Good management skills, along with an understanding of the appropriate use of technology, are therefore essential. Students learn to make the business case for investing in a software development project, plan, organize and structure a project and implement project management within an e-commerce context.

**MME792 E-Business Development - 3 credits**

Students develop competencies in establishing and maintaining long term e-commerce client relationships. Topics include new account development and account maintenance through effective client/consultant teaming. The course examines the importance of presenting methods for effective account management, team effectiveness and effective negotiating skills.

**MME800 Project Management Practicum - 3 credits**

*Prerequisite: MME 790 or special permission*

In the practicum, students integrate knowledge and skills learned in MME790. Students develop, design and present a software design project; plan and justify the project; work to satisfy performance, schedule and budget requirements; adjust for unplanned occurrences; and provide status reports. They are expected to demonstrate their ability to apply the concepts, tools and techniques of project management in today's dynamic digital business environment.

## Organizational Coaching Courses

### **MMG751 The Coaching Leader - 3 credits**

This course explores the dynamic between leadership and coaching: the highest-impact leaders must have a coaching mindset. The course examines how leaders can adopt a coach's mindset, honoring the needs and wants of their constituents while simultaneously advancing their leadership agenda. Students strengthen their effectiveness by identifying how their existing assumptions and beliefs impact their ability to lead and coach others.

### **MMG752 Coaching the Organizational Agenda - 3 credits**

Applied in an organizational setting, coaching is a set of management practices designed to produce business results at both individual and organizational levels. This course presents a systematic process and set of tools for helping coaches and managers to maximize business and organizational performance. Extensive coverage is given to how to prepare for and conduct coaching. Students gain the knowledge and ability to coach employee performance at all stages of an organization's life cycle.

### **MMG753 Introduction to Organizational Coaching - 1 credit**

This course introduces the mindset, knowledge, and skills critical to effective coaching, and an overview of organizational coaching. Hands-on exercises provide participants the opportunity to practice their coaching skills and receive real-time feedback on their impact as coaches.

### **MMG754 Applied Coaching Tools and Techniques - 3 credits**

Students explore methods that govern the coaching process. The course teaches the use of coaching tools designed to increase self-knowledge and move forward in personal and professional development. Participants gain templates and tools to aid them in building and sustaining their coaching relationships.

### **MMG756 Practicum in Organizational Coaching - 3 credits**

This practicum gives coaching students an opportunity to gain practical experience coaching in organizations, with support and feedback.



# Admission

Cambridge College welcomes adult learners based on motivation, prior life achievement, and commitment to realizing life goals, rather than on the results of standardized entrance exams. An admissions counselor talks with you and helps you collect all required materials. An interview with your admissions counselor and review of your file establish whether or not Cambridge College is right for you, and whether or not you are ready for Cambridge College.

Cambridge College is an equal opportunity institution committed to providing a diverse academic environment for its students, faculty, and staff regardless of race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status.

For more information, please speak with your admissions counselor. International students, please also talk with Cambridge College's international student advisor.

**Rolling Admission** — Applicants are admitted for the upcoming term when applications and supporting materials are received and processed, *no later than the add/drop deadline each term*. Terms begin in September, January, and June. Some specialized programs have different schedules and deadlines. Information is available from your admissions counselor.

## Admission Requirements

### Undergraduate Programs

- High school diploma or GED certificate; and
- Three years of work experience after high school (including employment, volunteer work, training, community involvement, etc.)

**Applicants without a high school diploma** or GED certificate may attempt to establish their *ability to benefit* from college courses by taking standardized skills assessments at Cambridge College. Or, they may submit an official post secondary academic transcript for two complete years acceptable for full credit toward a bachelor's degree.

### Management

#### Master's Programs and Graduate Certificates

- Bachelor's degree from a regionally accredited college or university
- Five years of work experience recommended

#### MM Applicants Without Bachelor's Degree

- Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study
- High school diploma or GED certificate
- Five years of responsible, relevant work experience after high school recommended

Applicants' eligibility is evaluated by the dean of the School of Management.



## Counseling Psychology

### Master of Education Programs

- Bachelor's degree from a regionally accredited college or university
- Five years of work experience recommended

### CP Applicants Without Bachelor's Degree

- Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study
- High school diploma or GED certificate
- Eight years of responsible, relevant work experience after high school recommended
- An interview with the program coordinator may be required.

Applicants' eligibility is evaluated by the faculty admissions committee of the School of Counseling and Psychology.

No exceptions will be made to the admission requirements without the approval of the program coordinator.

**An earned bachelor's degree is required for all programs leading to licensure.**

### C.A.G.S. in Counseling Psychology

- Master's degree in counseling or closely related field
- Five years of work experience recommended
- Meeting with the program coordinator for information and academic advising:
  - To help you understand the C.A.G.S.
  - To help us understand your goals regarding further study and licensure
  - To review your transcripts
  - To develop an individualized learning contract

## Education: Professional Advancement Programs (Non-Licensure)

- Degree from a regionally accredited college or university:
  - Bachelor's degree required for M.Ed. programs
  - Master's degree in education or a closely related field required for C.A.G.S. and other post-master's programs
- Five years of work experience recommended
- **Some programs have additional, specialized requirements. See program charts.**

## Educator Licensure Programs: General Requirements

- **Degree** from a regionally accredited college or university:
  - Bachelor's degree required for M.Ed. programs
  - Master's degree in education or a closely related field required for C.A.G.S. and other post-master's programs (bachelor's degree also required)

- **Interview** with your admissions counselor. Please be prepared to demonstrate the following:
  - Appropriate competencies and knowledge in the subject area and at the level of licensure sought
  - Strong oral and written communication skills including organization and clarity of thought, the ability to communicate ideas, and the correct use of English
  - Enthusiasm, sincerity and serious intent to become a licensed educator
- Five years of **work experience** recommended
- **Professional licensure programs** require a current initial license in the area and at the level of professional licensure sought, and three full years of employment in the role of the license.
- **Initial licensure programs in administration** (School Administration and Special Education Administration) require a prerequisite license and three full years of employment as outlined on program charts.

**Some programs have additional, specialized requirements. See program charts.**

## Admission Materials Required

**Please Note: Your admission file must be COMPLETE before:**

- **Financial aid may be awarded**
- **Transfer credit may be evaluated**
- **You may register for a second term**

### Application form

- Complete all items on the application
- Attach any photocopies required
- Sign the application
- Include application fee

### Official transcripts

You must request official transcripts from the institution(s) you attended, to be mailed directly to Cambridge College. Cambridge College must receive your official transcript(s), **sealed and unopened**. Only official transcripts are evaluated for transfer credit awards.

**Undergraduate applicants** — Request transcripts from all colleges and universities attended, and from high school if you do not have an associate's degree.

**Graduate and post-graduate applicants** — Request transcript from the college that awarded your bachelor's degree, and transcripts of all graduate work completed

### Graduate applicants without bachelor's degree—

Request transcripts from all colleges and universities attended, and from high school if you do not have an associate's degree.

**Bachelor's and master's degrees earned at U.S. institutions must be confirmed** by the admissions counselor before you may enroll. The transcript must be received before you may register for a second term.

**International transcripts** must be translated by an authorized translation agency and evaluated by the Center for Educational Documentation, (617) 338-7171, [www.cedevaluations.com](http://www.cedevaluations.com); or World Education Services, (800) 937-3895 or (212) 966-6311, [www.wes.org](http://www.wes.org). Applicants must call to obtain this service. If original documents are located in countries where there are extenuating circumstances, a notarized copy of the original transcript may be acceptable.

International transcripts with translation and evaluation, documenting degrees earned at international institutions, must be received before applicants may enroll.

### Course descriptions or syllabi

Applicants to licensure, C.A.G.S. and other specialized programs, please supply course descriptions or syllabi.

Photocopies must clearly show the college's name; write your name and social security number on the copies. Send to the attention of the Transfer Credit Office.

**Current résumé** documenting your experience and education

### Documentation of licensure and experience

For admission to programs that require educator licensure and/or related experience for admission (see academic program charts), the following documentation must be provided:

- Photocopy of your current educator's license
- Letter on school letterhead signed by a school official (i.e., superintendent, principal, human resource director) stating that you have completed the required years of experience under the required license.

Students who do not submit this documentation may be admitted to the program by signing a waiver stating that they understand that they **will not be eligible for licensure at the completion of the program.**

Applicants to the **School Nurse Education** program must provide proof of their registered nursing license (RN).

### Personal statement/essay

Briefly describe 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. Write about four typewritten, double-spaced pages, in paragraph form (an outline is not acceptable).

- **Education Programs** — Describe your professional experience: What are you most proud of? What do you want to improve? How do you best learn? What are 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?

***If seeking licensure, make your response specific to the area and level of licensure you seek.***

Please note that this statement will be shared with your professional seminar leader (academic advisor) and it will become the first entry in your portfolio of learning at Cambridge College. This portfolio may be used for program assessment.

### Professional letters of reference

Identify the type and level of the candidate's professional position, assess skills, strengths and weaknesses, responsibility, motivation, and performance, and potential for study at Cambridge College.

**Two letters of reference** are required for:

- Educator Licensure programs
- Counseling Psychology applicants

**One letter of reference** required for all other programs

**CAGS Applicants** must submit two letters of reference, one of which should be written by the candidate's academic advisor for their completed master's program.

### Writing assessment

NITE applicants submit the writing assessment (online) as part of the admission process. See NITE home page on the Cambridge College web site. Other programs conduct a writing/analytical skills assessment in the first term. Then academic advisors refer students to appropriate course work and to the Writing Lab for academic support.

### Certification of immunizations form

*Required only for Massachusetts locations and NITE summer residency.* Massachusetts legislation mandates that all full-time degree students (12 credits or more per term for undergraduate work; eight credits or more for graduate work) must present evidence of immunity to measles, mumps, rubella, diphtheria, and tetanus before arriving on campus.

The form must be completed and **signed** by a physician, nurse, or school official. Please note that a history of having had a disease does not serve as proof of immunization. Only documentation of a serological test showing antibodies to measles, mumps, and rubella is acceptable.

**MMR Vaccine:** It is strongly recommended that you receive a current "MMR" (measles, mumps, and rubella) vaccine. You are required to have two doses of the live measles vaccine given at least one month apart at or after 12 months of age. Because there have been outbreaks at colleges in Massachusetts, it is strongly recommended that all students, including part-time and non-degree students, check their immunization records to make sure they are protected from measles.

**Diphtheria and Tetanus** vaccines must be within 10 years to be valid.

**Exemptions:** The only circumstances in which students may be exempted from the Massachusetts College Immunization Law are:

- Part-time study (less than 12 credits undergraduate study per term; less than eight credits graduate study per term)
- Birth before 1956
- Conflict with religious beliefs (written statement required)
- Health would be endangered by the required immunizations (written certification by a physician who has personally examined the student required)

*If you are unable to locate accurate information about your immunizations, you are required to get a positive serological test to determine immunity for measles, mumps, and rubella, and to get a tetanus/diphtheria booster.*

*In order to be in compliance with Massachusetts law, you must complete the Certification of Immunizations and return it to Enrollment Services before enrolling in classes.*

**Internships** — Some internship sites, especially schools and hospitals, may require additional immunizations such as Hepatitis B vaccination. Students planning an internship are advised to call the internship site to be sure that they have all required immunizations.

**All application materials** become part of Cambridge College records and will not be returned. Access to this material is limited under the Family Educational Rights and Privacy Act of 1974. A complete admission file is required. In some cases, new students may register for their first term's classes before all admissions items have been received.

**If applying for a second degree** program at Cambridge College, all new documents must be submitted.

## International Students

Cambridge College welcomes international students in its degree programs. **For assistance**, please speak with your admissions counselor or the International Students Office.

Contact the International Students Office at Cambridge College:

**From outside the US** — Please e-mail the international student advisor, Bruce Grigsby, at [bgrigsby@cambridgecollege.edu](mailto:bgrigsby@cambridgecollege.edu)

**From inside the US** — Please call 1-800-877-4723 ext. 1142 or use the e-mail address above.

**Website** — [www.cambridgecollege.edu](http://www.cambridgecollege.edu)

### English Language Study and Support

The Olin Center for International Study, in Boston, provides excellent English language instruction and services for international students. In their friendly and supportive environment, students learn the linguistic, cultural, and scholastic skills needed to succeed in the academic environ-

ment in the US. International students whose TOEFL scores do not meet the level required (below) are encouraged to use their services.

Contact the Olin Center:

**Telephone** — 617-247-3033

**E-mail** — [admin@olincenter.com](mailto:admin@olincenter.com)

**Website** — [www.olincenter.com](http://www.olincenter.com)

### International Admission Requirements Program Admission Requirements and Materials — see *Admission*

#### TOEFL Scores (Test of English as a Foreign Language)

— A score of 550 on the paper-based TOEFL, or 213 on the computer-based TOEFL, is required, unless you have a degree from an American college or university, or your native language is English. TOEFL test scores are valid for only two years.



If your score is lower or not available, you are encouraged to contact the Olin Center (see above) and enroll in their English language program.

**Passport** photocopy showing your passport number, expiration date, your complete name and date of birth

**Letter of Credit From Your Bank** or your sponsor's bank (dated within the last 60 days) to assure that funds are available for all academic expenses (tuition, books, computer, etc.) and personal expenses (living, medical/insurance, transportation, etc.) for the complete degree program.

To find out the amount you will need, see *Tuition and Fees* and contact your admissions counselor or the International Students Office.

**Notarized Affidavit/Letter of Support** stating that your sponsor is responsible for your tuition, fees, transportation, and living expenses, **signed** by the person or organization that will sponsor you

**Student Visa — If you have entered the U.S. on an I-20 Certificate from another College or University**

If you have entered the United States on an I-20 Certificate from a training program, school, college or university, you must be in *good academic standing* at that institution and must notify that institution that you are transferring to Cambridge College before you can transfer. Please include the following photocopies with your application:

- I-20 certificate of eligibility for a non-immigrant (F-1) student
- F-1 student visa (B-1 and B-2 visas are not acceptable)
- I-94 (front and back)

**Student Visa Eligibility — If you are applying from outside the U.S. or do not have an I-20 Certificate**

You must meet all Cambridge College admissions requirements and US federal requirements before the College will issue your I-20 Certificate.

- If you have a U.S. visa, a photocopy is required.

Federal rules for student visas may change from time to time. Check with the Bureau of Citizenship and Immigration Services (BCIS, formerly the Immigration and Naturalization Service) for current information, or see [www.ins.usdoj.gov](http://www.ins.usdoj.gov) or [www.nafsa.org/](http://www.nafsa.org/).

**Immunization Requirements — See Admission**

## Full-Time Study and Academic Standing

International students are required by the Bureau of Citizenship and Immigration Services (BCIS) to maintain full-time status at Cambridge College, taking 12 credits in an undergraduate program or eight credits in a graduate program each term (Fall, Spring, Summer). Only in the final term of study may a student take fewer credits.

According to law, Cambridge College notifies the BCIS if a student takes fewer credits, is not in *good academic standing*, does not enroll, or otherwise does not meet all requirements for student standing.

## Financial Planning

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

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

**Scholarships and Student Loans** are not available to international students.

**Student Health Insurance —** All students who do not already have insurance coverage by a qualified health insurance plan must enroll in a qualified student insurance plan. International students may enroll in the Student Injury and Sickness Insurance Plan. Applications are available at the Business Office.

**Housing and Living —** Cambridge College students, including internationals, are responsible for their own housing, transportation, and all other living arrangements and expenses. The College does not have dormitories, except for the five-week NITE Summer Institute.

**Employment —** According to government regulations, international students are not allowed to work off-campus.

## Address and Address Change

International students are required to provide to the College their US street address and street address in their home country. A post office box number is not acceptable.

All international students who have changed their address are required to notify the BCIS and the Cambridge College International Students Office. Forms are available in the International Students Office. You may become "out of status" with the BCIS if you do not file the required form.

## Vacation Periods and Holidays

Please see the *College Calendar*.

# Financial Aid and Student Loans

Cambridge College participates in a variety of programs that provide substantial financial assistance to students, including low interest loans, grants, scholarships, and work study opportunities. Applicants are encouraged to contact the Financial Aid Office.

## Eligibility

To be eligible to receive federal or state financial aid, students must:

- Be U.S. citizens or permanent residents; international students are not eligible.
- Enroll in a degree program; individual courses and certificate programs are not eligible.
- Maintain **at least half-time** enrollment status. Graduate students must take at least four credits/term, undergraduate students must carry at least six credits.
- Make satisfactory academic progress toward achieving a degree.
- Have a high school diploma, GED, or pass an approved ability to benefit test.
- Male students ages 18-25 must be registered for Selective Service.

Students with defaulted student loans are not eligible for federal student aid. See Financial Aid Office for information on rehabilitation and restoration of Title IV eligibility.

## Educational Expenses Eligible for Financial Aid

Students may receive federal financial aid for direct costs including tuition and fees for all components of an academic program, books, and associated fees. Financial aid can cover the full number of credits of the degree program.

**Courses taken beyond the degree requirements are not eligible for financial aid.**

Credits earned through portfolios and exams are eligible for financial aid after they are completed and the credit award appears on the academic audit.

Students may apply for alternative loans to supplement their educational costs.

**Computer** — Students who wish to purchase or rent a personal computer for academic purposes may be **reimbursed with a federal student loan.**

Proof of purchase or rental must be submitted to the Financial Aid Office before the loan will be written. The printed receipt must show:

- amount paid for the computer system/monitor
- student's name
- date of purchase (no more than 60 days prior to the beginning of the term) **An invoice is not acceptable.**

These loans cover the computer system/monitor and keyboard only; additional software, carrying case, service plan, Internet service provider, etc. are not covered. Please note that loans for computers are **interest-bearing loans.**

**Selected computers, additional hardware, and software may be available to the Cambridge College community at specially reduced prices. Go to the Cambridge College web site for current information.**

**Books and supplies** for the first term must be purchased with personal funds. Students who have applied for financial aid funds for books will be reimbursed after all semester charges have been paid.

**NITE room and board** — NITE students may also receive federal financial aid for the Summer Institute room and board.

## When to Apply

Students are encouraged to apply for financial aid as soon as they have applied for admission. A complete application for admission to an eligible degree program must be submitted before funds can be posted to your student account.

**Financial aid may be awarded only when all materials required are in the student's admission and financial aid files.**

Continuing students should update their financial aid files when their loan funds are exhausted (before the add/drop deadline).

## How to Apply for Financial Aid

Contact the Financial Aid Office to obtain application and instructions, or visit [www.cambridgecollege.edu/financialaid/](http://www.cambridgecollege.edu/financialaid/). If you download documents from the web site, *you must also call* the Financial Aid Office to request a promissory note. *Student loan applications cannot be processed without a promissory note.*

The following are required to determine eligibility:

- Free Application for Federal Student Aid (FAFSA), completed. The FAFSA may be filed over the Internet, at

[www.FAFSA.ed.gov/](http://www.FAFSA.ed.gov/). Follow all online directions carefully and completely.

- Please be sure to **print out a signature page, sign it, and mail it** to the Multiple Data Entry Processor at the mailing address given on the web site, *by U.S. mail*. If your signature page is not received within 14 days of applying, your web application will be rejected.
- Copies of your federal income tax return and other required documents. You must file your federal income tax return before you submit the FAFSA.

To prevent financial aid from being delayed or rejected, it is important to meet deadlines and supply correct documentation.

The U.S. Department of Education determines eligibility for federal aid. When eligibility has been determined, the Financial Aid Office forwards the promissory note to the guarantor or lender and sends a financial aid award letter to students.

### Grant Programs for Undergraduate Students — No Repayment Required

**Federal Pell Grants** are awarded to undergraduate students based on criteria established by the U.S. Department of Education. Awards range from \$200 to \$3,750 per year. A Pell Grant does not have to be repaid if the student completes the term for which the grant was received.

**Supplemental Educational Opportunity Grants (S.E.O.G.)** for undergraduate students range from \$100 to \$4,000. Preference is given to Pell Grant recipients with high financial need.

**State Scholarships** — Massachusetts residents pursuing undergraduate degrees may apply for the Massachusetts State Scholarships (MASSGrant). The maximum award amount is \$2,900 per academic year. The application (FAFSA) must be filed by May 1 for consideration for the following academic year.

### Loan Programs for All Students — Repayment Required

**Federal Stafford Loans**, subsidized and unsubsidized, are available at a variable interest rate not exceeding 8.25% to students who are enrolled at least half time.

Federally subsidized Stafford Loans are based on financial need. Unsubsidized Stafford Loans are available to students who do not qualify for subsidized loans.

The interest on subsidized Stafford Loans is paid by the Federal government while students are enrolled. Students may pay the interest on unsubsidized Stafford 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.

**Federal Perkins Loans** are low interest (5%) federal loans available to low income students with exceptional need. Cambridge College is the lender, and principal and interest are repaid directly to the College through a third party servicer. Repayment begins nine months after a student is no longer enrolled at least half time.

### Scholarships

Through the generosity of foundations, corporations, alumni and friends, Cambridge College offers scholarships to its students on the basis of demonstrated need.

**Cambridge College Scholarships** are open to students in all degree programs based on documented financial need.

Complete a Free Application for Federal Student Aid (FAFSA), a scholarship application and return it with copies of your most recent tax return and other required documentation to the Financial Aid Office. Contact the Financial Aid Office for further details.

**Tuition Assistance Program** — Some students at the Springfield Center may qualify for a 25% reduction in tuition. For information contact the Director of Financial Aid.

### Other Financial Resources

**Federal College Work Study** 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.

**Alternative Loan Programs** — Students may get applications for alternative loans at the Financial Aid Office. Loan approval is based on credit-worthiness and ability to repay the loan. Information is available from the Financial Aid Office and participating lenders.

**Veterans** may be eligible for G.I. Bill assistance. Information is available from the Business Office or from the regional Veteran's Administration Office.

**Other Financial Resources** — Financial assistance may be available from organizations to which students belong or from private foundations. The Financial Aid Office can provide information on many organizations, as can local libraries or the Higher Education Information Center at the Boston Public Library (617-536-0200). The Internet may also be helpful.



## Students Without a High School Diploma

You may be eligible for student financial aid if you document your **ability to benefit** from undergraduate education in one of the following ways:

- Submit an official copy of a General Education Development Certificate (GED).
- Complete the College Board's nationally standardized Computerized Placement Tests (Accuplacer) to establish your ability to benefit from the courses ahead. This assessment may be taken at the Center for Learning and Assessment, at Cambridge College.
- Submit official transcripts from regionally accredited institutions for an earned associate's degree or a total of 60 credit hours of undergraduate study that meet all general criteria for transfer credit.

## Short-term Tuition Deferment

After the Financial Aid Office has received and approved an application for a federally guaranteed student loan, tuition payment may be deferred for no more than one term. Temporary clearance to register for classes is given pending loan approval by the U.S. Department of Education and receipt of loan disbursements. If a loan is rejected, the student remains fully liable for all charges. Students must apply for the loans and follow up with the Financial Aid Office.

## In-School Deferment of Prior Student Loans

Students enrolling in eligible degree programs may defer payment of prior student loans. Get the form from the Financial Aid Office, complete the student's part of the form and bring it to the Financial Aid Office for signature.

## Disbursement of Student Loans

By federal policy, loans are disbursed in installments based on the number of terms needed to complete the program. Upon receipt of the loan disbursement, the student's account is credited. Recipients of student loans are not eligible for a payment plan until the full amount of the loan has been exhausted. Any federal funds in excess of current charges may be refunded to the student.

In accordance with federal regulations, federal student loans must be used for educational expenses incurred while enrolled at Cambridge College.

## Maintaining Eligibility for Student Loans

In order to apply for student loans, students must be enrolled **at least half-time** and work consistently toward completing the degree in a timely manner, making **satisfactory academic progress**.

## Course Load and Financial Aid

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	Undergraduate Credits/term	Graduate Credits/term
Full time	twelve or more	eight or more
At least half time	six or more	four or more
Less than half time	less than six	less than four

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

Students who are enrolled less than half time do not qualify for student loans. Undergraduate students may qualify for a small Pell Grant. Contact Financial Aid Office for details.

## Enrollment Data

Student enrollment data (number of credits registered for, and 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.

## Satisfactory Academic Progress

Federal regulations require all financial aid recipients to make satisfactory academic progress toward a degree. (See description under *Policies and Procedures*.)

Students who are not making satisfactory academic progress are placed on *financial aid probation*, during which time they are not eligible to receive federal student aid. If students do not finish the incomplete course work satisfactorily by the end of the next term, they will be ineligible for further federal or state financial aid.

An appeal may be submitted to the Financial Aid Office in writing, along with appropriate supporting documentation.

## Determining 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. Students must complete at least 24 credit hours before advancing to the next grade level.

## Responsibility as a Student Loan Borrower

According to federal tax laws, any monies received beyond the cost of eligible educational expenses are regarded as taxable income. Careful records should be kept and all taxable income must be reported on the appropriate tax form.

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.

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.

## Perkins Loan Rehabilitation

Defaulted Perkins 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 Perkins 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.

For additional information, please contact the Financial Aid Office.

## Financial Aid Exit Interview

All borrowers of federal student loans must complete a federally mandated exit interview with the Financial Aid Office prior to graduating or dropping to less than half-time enrollment status. Exit interviews are conducted to help students prepare for payment. Failure to complete an exit interview will result in the retention of the degree, diploma, and access to official transcripts.

The exit interview may be completed in person at the Financial Aid Office or on the Internet. To complete the exit interview online, go to [collegexit.com](http://collegexit.com), click on *Loan Counseling*, scroll down to Cambridge College, and follow directions on screen. Call the Financial Aid Office to schedule a one-on-one exit interview.

# Transfer of Credit

Transfer credit requests are evaluated on the basis of official transcripts only. Once all transcripts have been received, student files are forwarded to the Transfer Credit Office.

Evaluation is typically a two-step process:

- The Transfer Credit Office reviews official transcripts and identifies the courses which meet general criteria and may be eligible for transfer.
- The program director reviews the content and approves courses that meet program-specific criteria.

Then the Transfer Credit Office sends written notification to students of the credits accepted. Note: Quarter-hours are accepted at the rate of one quarter-hour = .75 semester-hour, rounded down to the nearest whole number.

## What Applicants Should Do

Transfer credit evaluation is a student-initiated process. When you apply to Cambridge College, please:

- **All applicants** — Have **official transcripts** sent to the Enrollment Services Office.
- Have **International transcripts** translated by an authorized translation agency and evaluated by the Center for Educational Documentation, (617) 338-7171, [www.cedevaluations.com](http://www.cedevaluations.com); or World Education Services, (800) 937-3895 or (212) 966-6311, [www.wes.org](http://www.wes.org).
- **Licensure programs**, specialized concentrations, and for any courses as requested, send course descriptions and/or syllabi to the Transfer Credit Office. Photocopies must clearly show the college's name, your name and social security number.
- Counseling Psychology and Management students ask the admissions counselor for a transfer credit request form.

## Undergraduate Programs

Ninety credits (semester-hours) of courses that meet current program requirements may be transferred into an undergraduate program. At least 30 credits, including 12 in the major, must be completed at Cambridge College.

**Associate's degrees** from regionally accredited institutions are accepted at 60 credits; additional credits are assessed based on the general criteria that follow.

**General criteria for transfer:** All courses accepted in transfer must meet the following general criteria:

- College level courses
- Completed at regionally accredited institutions
- Grade of C (2.0) or better (C-minus is not acceptable)
- Any grades not on the ABC scale, such as P or S must be confirmed as equivalent to C or better.
- They must meet current program requirements and fulfill specific course requirements in the major.
- Some course work may be required to be completed within the last five years.
- **Cambridge College courses taken as a special (non-degree) student are evaluated and counted as transfer credit.**
- Cambridge College Access and other graduate courses may be accepted into an undergraduate program only if the master's degree was *not* completed, and if the courses meet current undergraduate requirements.
- Military service courses must meet all eligibility criteria and must have been taken at a regionally accredited U.S. service school.

### The Following are NOT Accepted:

- Courses taken at institutions without regional accreditation. (However, portfolios or standardized exams documenting the learning gained from such courses may be evaluated for possible credit. Contact the Undergraduate Programs Office for information.)
- Courses credited toward a prior bachelor's degree
- Professional Development Points (PDP) and Continuing Education Units (CEU)

### Undergraduate transfer credits earned after enrollment:

Standardized exams and courses taken at other institutions after enrolling in Cambridge College must meet all requirements for transfer, and are included in the maximum of 90 transfer credits.

- Nationally standardized exams such as CLEP and DANTES are accepted for credit in the undergraduate programs.
- Prior written approval by the dean is required before taking courses at other institutions.
- Undergraduate courses taken during an absence from the College may be reviewed for possible transfer by petition to the dean.

## All Master's and CAGS Programs

**General criteria for transfer:** All courses accepted in transfer to Cambridge College master's degree and C.A.G.S. programs must meet the following general criteria:

- **M.Ed.: graduate courses**
- **C.A.G.S.: advanced graduate level courses**
- Completed at regionally accredited institutions authorized to grant graduate degrees
- Grade of B or better (B-minus is not acceptable)
- Any grades not on the ABC scale, such as P or S must be confirmed as equivalent to B or better.
- Must meet all program requirements
- Cambridge College courses taken as a non-degree student and Cambridge College outreach and school collaborative courses are evaluated and counted as transfer credit. The transfer credit limit for your program may not be exceeded.

### The Following are NOT Accepted:

- Field experiences, practica, internships
- Independent learning, research, and applied action projects (final projects in master's and C.A.G.S. programs); these projects cannot be replaced by transfer credit
- Courses credited toward another degree
- Professional Development Points (PDP) and Continuing Education Units (CEU)
- A course that duplicates a course already completed at Cambridge College. Therefore: Do not take any specific required course that you expect to be covered by a corresponding transfer course, until your transfer credit evaluation is complete.

### Graduate course work completed after enrollment:

Courses taken at other institutions after enrolling in Cambridge College must meet all requirements for transfer, and are included in the maximum number of transfer credits for your program.

- Courses begun before enrolling in Cambridge College and completed during your first term may be evaluated for possible transfer into any graduate program except Counseling Psychology programs.
- Prior written approval by the dean is required before taking courses at other institutions.
- Graduate courses taken during an absence from the College are not accepted.

## Counseling Psychology — M.Ed. and C.A.G.S.

Nine credit hours of courses that meet current program requirements may be accepted in transfer (12 credits may be accepted into School Guidance Counseling). Courses must have been taken within the last five years (more recent content may be needed). See also *Programs Leading to Licensure*, below.

C.A.G.S. — courses must be in counseling or a related field.

To safeguard your licensure application, courses are accepted for transfer into licensure programs only if they are judged to closely match the requirements and expectations of the licensing authorities. (Program directors reasonably attempt to keep informed.) However, final approval of other institutions' course work for your licensure application is solely within the discretion of the licensing authorities; please seek their advice.

## Education — M.Ed. and C.A.G.S.

Twelve credit hours of courses that meet current program requirements may be transferred, with the program coordinator's approval. Additional criteria for selected programs include:

**Educator licensure programs** — courses accepted in transfer must have been completed within 10 years of matriculation (unless more recent content is required by the program). Graduate courses that the offering institution does not accept into their degree programs are not eligible for 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 M.Ed. programs, and
- It is judged to match the requirements and expectations of the licensing authorities. (Program directors reasonably attempt to keep informed.)

All transfer of credit into educator licensure programs is defined by the Mass. Dept. of Education (DOE) as a "waiver." Records of all waivers are kept in student files, and are subject to audit at any time by the Mass. DOE. This information will be required for applications for licensure.

**Professional licensure programs** — Course work must be at an advanced graduate level. Graduate courses used for an initial licensure or open to undergraduate students are not eligible for transfer.

**Technology, law and finance courses** in all C.A.G.S. and School Administration (M.Ed.) programs must have been completed within the last three years (unless more recent content is needed).

**Instructional Technology** — Courses accepted in transfer must have been taken within the last **three** years

## Master of Management

Nine credits of courses that meet current program requirements, taken within the last seven years, may be accepted in transfer (more recent content may be needed).

Twelve credits of a specific management concentration or Management Institute graduate courses, taken within three years of matriculation into a degree program, may be accepted in transfer if they meet current requirements.

- An earned bachelor's degree is required for eligibility to transfer graduate credit.
- Cambridge College courses taken as a special (non-degree) student are evaluated and counted as transfer credit. The transfer credit limit may not be exceeded.

## Re-Evaluation of Transfer Credit

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

When you return after an absence of more than one year, 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.

# Course Registration and Student Information System

## Student Information System

**Course registration is done online** through the Cambridge College website, [www.cambridgecollege.edu](http://www.cambridgecollege.edu). At the home page, click on *Student Information System*. This system allows enrolled students to register for courses, add and drop courses, and access their academic, student account, and personal information.

For assistance, please call the Registrar's Office:  
toll-free: 1-800-877-4723, x1101  
direct line: 617-873-0101

In order to register online, the College requires that you be informed and agree to specific policies governing student accounts. When you first connect to the Student Information System, the student account agreement page will display. When you click on "I agree," you are providing an official signature to your registration transactions.

Your Cambridge College ID number and PIN number are required to register online. The Admissions Office provides your number and ID card. The PIN number is mailed to you. If you forget your PIN number or do not receive one, call the Registrar's Office. To protect you and your records, the College does not e-mail PIN numbers.

The Student Information System is also open to guests. Follow on-screen instructions to log in and view the current course schedule.

## New Students Online Registration— Cambridge and Regional Centers

New students are notified when new student registration is open. The registration period ends on the last day of Add/Drop (See *Academic Calendar*).

Orientation/registration sessions are held shortly before each term begins. Ask your admissions counselor for the date of your program orientation. Please attend to **get academic advising** before registering for your first term courses. If you miss orientation, your admissions counselor can put you in touch with a faculty advisor, and assist you with registration.

Registration is done online, and may be completed at your program orientation. Ask your admissions counselor to help you get started or visit or call the Registrar's Office for assistance.

## NITE — Summer Online Course Registration for New Students

A registration packet is mailed to newly accepted students in the National Institute for Teaching Excellence (NITE), with detailed instructions, program outlines and course schedules.

Course registration is first-come-first-served, so send your intent letter and register as soon as you receive your packet.

During the NITE Summer Institute, the Registrar has temporary offices at our host site. When you arrive, your seminar leader will provide academic advising. You can adjust your course registration, if needed, at the on-site Registrar's Office or online during the announced Add/Drop period.

## Steps to Registering

- Pay or clear all tuition charges with the Business Office
- Complete your admissions file
- Register online

Official course rosters are prepared from the registration forms, given to course instructors at the first class session, and are reissued after the add/drop deadline. *Students must officially register for a course to have their names appear on the official course roster and receive credit.*

**Registration is first come first served. Courses or sections may be canceled due to under-enrollment or closed because of class size limits. Register early to get best choices.**

## Business Office Clearance

In order to register each term, you must receive clearance from the Business Office. (See *Tuition and Fees, Payment and Refunds*). If satisfactory arrangements for tuition payment are not made, a *business hold* will be applied to your student account (see below).

## Complete Admissions File

All students are required to have a complete admissions file. All your admissions materials must be received by Admissions before you can register for your second term.

## Student Holds

A *hold* may be placed on your student record for academic, admission, business, or financial aid reasons. A *hold* will prevent you from registering. If you find a *hold* on your record

when you enter your ID and PIN number in the Student Information System, ***you will see a description of the hold and contact information, so that you can remedy the situation. Registration will not be possible until all holds are reconciled and removed.***

### Continuing Students Registration

Online registration for the upcoming term begins in the preceding term. You may register at any time once registration is open, until the Add/Drop deadline. (See dates on the current *Academic Calendar*).

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

### Add a Course

You may register online for additional courses up to the first class session if space is available and department policies are adhered to. Go to the Student Information System and follow instructions online.

### Drop a Course

Go to the Student Information System and follow online instructions to drop the course. ***No verbal or telephone "drops" accepted.***

**Tuition** — You must pay the full tuition for all courses for which you have registered unless the course is correctly dropped online before the add/drop deadline. If you do not attend class and do not submit the form, you must pay the full tuition.

Your student account is credited for the tuition charges for dropped courses only as outlined under *Payment and Refunds*.

**Grade** — If the course is correctly dropped online, the course is "dropped" from your student record. If notification is received after the deadline, the course appears on your student record with a grade of *Withdrawn*. If the Registrar's Office is not officially informed of the drop, a grade of *No Show* will be issued.

**After the add/drop deadline**, you may still drop the course at any time before the end of the course to officially withdraw. Tuition liability is as outlined under *Payment and Refunds*.

In exceptional circumstances, a you may write a letter to the Dean, explaining the circumstances compelling the withdrawal, including dates. The Dean's Office informs other offices of the decision.

## Non-Degree Students

Special students may take courses for credit without enrolling in a degree program at Cambridge College. All course prerequisites must be met.

**Transfer Credit** — Cambridge College courses taken without enrolling in a degree or C.A.G.S. program may be evaluated for transfer credit if you enroll at a later time. The number of transfer credits accepted varies by department. Courses must also meet all criteria for transfer. (see *Transfer Credit*).

Cambridge College can not guarantee acceptance of all such credits, because they may not meet current program requirements and other criteria for transfer.

**Financial Aid** — To be eligible for financial aid, enrollment in a degree program is required. Certificate programs and individual courses are not eligible for federal aid. (C.A.G.S. is eligible for financial aid.)



# Policies and Procedures

## Tuition and Fees

Rates are current as of July 2004 and are subject to change. For all National Institute for Teaching Excellence (NITE) Program expenses, see the NITE Catalog.

Item	Amount	Brief Explanation
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### Admission

Application fee	\$.30	Non-refundable
Application fee, I.M.Ed.	\$.50	Non-refundable
Admission deposit	\$.100	Non-refundable, credited toward tuition; due prior to registration to confirm your intention to attend a Cambridge College degree program

**Tuition** Rates are set by the Board of Trustees and are subject to change. Current rates apply to all students.

<b>Undergraduate</b>	<b>\$.325</b>	<b>Per credit hour</b> (\$975 for a three-credit course)
<b>Graduate</b>	<b>\$.385</b>	<b>Per credit hour</b> (\$1,155 for a three-credit course)
<b>Puerto Rico: I.M.Ed.</b>	<b>\$.325</b>	<b>Per credit hour</b> (\$975 for a three-credit course)
<b>C.A.G.S.</b>	<b>\$.425</b>	<b>Per credit hour</b> (\$1,275 for a three-credit course)
<b>M.M.: E-Commerce</b>	<b>\$.700</b>	<b>Per credit hour</b> (\$2,100 for a three-credit course, offered at Chesapeake only)

Courses offered in collaboration with other institutions: Tuition and other fees may differ from standard Cambridge College rates. Call Business Office, the program director, or admission counselor for information.

### Special Rates

Alumni College/outreach courses		Special rates apply; see program director for information
Alumni tuition discount	25%	Applies to individual courses only, <i>not to degree programs, Alumni College courses, or courses offered in collaboration with other institutions</i> ; good financial standing with the College required; undergraduate courses limited to six credits
Medical Interpreter Training—non-credit	\$.495	Per course
Course audit fee	\$.150	Per credit (\$450 for a three-credit course); subject to the same add/drop refund/tuition liability policy as are courses for credit

### Other Charges

Student Injury and Sickness Insurance Plan		Required of all matriculated students by Massachusetts state law; see Business Office for application and cost, or to fill out a waiver giving proof of insurance coverage by a qualified health insurance plan.
Payment plan service charge	\$.60	Per term
Checks returned by bank	\$.20	For each returned check

**Item . . . . . Amount Brief Explanation**

Financial aid late fee . . . . .	\$50	May be charged if financial aid file is not completed by the add/drop deadline
Course materials fee . . . . .	varies	For copies and other materials provided in class

**Learning & Assessment**

Undergraduate challenge exams . . . . .	\$100	No charge for exams required to support transfer credit
Portfolio evaluation fee . . . . .	\$100	Per credit attempted (\$300 for a 3-credit course; CMP130 \$100)

**Counseling Psychology — M.Ed. and C.A.G.S.**

Internship/Practicum Fee . . . . .	\$500	Tuition for internship and practicum courses is additional
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**Individualized M.Ed. —** Additional fees may be charged by the International Institute for Humane Education

EIM610 materials fee . . . . .	\$250	Charged in the first term
I.M.Ed. misc. administrative fee . . . . .	\$250	Charged in the first term

**Graduation and Transcripts**

Degree processing fee . . . . .	\$110	Charged in last term, for processing records
Official transcripts . . . . .	\$5	Request in writing from Registrar
Transcript with rush service . . . . .	\$20	Additional charge for express shipping, if desired
Unofficial transcripts . . . . .	\$2	Given to student

**Late Degree Completion Fees**

Active Candidacy fee . . . . .	\$100	Per term with registration as a late degree completion student
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**Late Capstone Fees — undergraduate**

Second and third terms . . . . .	\$200	Per term (includes active candidacy fee); no charge if completed in the next term after the first attempt
Each additional term until completed . . .	\$100	Per term

**Late Independent Learning/Research Project Fees — graduate and post-graduate**

Second and third terms after first registration (must register with final seminar) . . . . .	400	Per term (includes active candidacy fee)
Each additional term until completed . . .	\$100	Per term

**Payment and Refunds**

**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 Business 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 Business Office. The College also accepts Visa and MasterCard.

**Payment plan** — A deposit is required at the beginning of the term, and the remainder of current charges is paid in installments. All prior charges must be paid before a payment plan may be made for a subsequent term. Contact the Business Office or go to the Cambridge College web site for further details and application forms.

**Employer Tuition Assistance Programs** — Bring a signed and itemized purchase order to the Business Office before registering for the upcoming term, authorizing Cambridge College to bill a company directly for the courses listed (include course numbers). US Veterans must bring a signed VA form 28-1905 or 22-1999. Other documentation may be required from certain area employers. (see the Business Office). 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 Business 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.

**Non-payment** — Cambridge College routinely reports account information to a credit bureau. Students are encouraged to make payment arrangements with the Business Office in the event of hardship.

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 may be submitted to a collection agency for processing. In such case, the student is liable for any court and agency costs, as allowed by Massachusetts law, which may total 40% of the outstanding bill.

## Tuition Credit and Liability for Courses Dropped

To receive tuition credit, a completed Add/Drop Request form or Leave of Absence/Withdrawal form is required; verbal notification is not accepted. The “received” date on the form determines the tuition liability. Students who do not attend classes for which they have registered, and do not complete the form, remain liable for full tuition.

### Date Add/Drop Form 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 from the College are urged to see the Business 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 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.

### General Refund Policy

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

<b>Withdrawal Date . . . . .</b>	<b>Refund</b>
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).

### Refund schedule for intensive courses:

Before course starts . . . . .	100%
After course starts . . . . .	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 students 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 back to the Title IV programs as specified by law:**

1. Unsubsidized FFEL loans
2. Subsidized FFEL loans
3. Unsubsidized (other than parent loans) Federal Direct loans
4. Subsidized Federal Direct loans
5. Federal Perkins loans
6. FFEL PLUS loans
7. Federal Direct PLUS loans

**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.

**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 the unearned state aid back to the 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. Those funds will be available after term balances have been paid.

**Graduation Clearance**

Diplomas, certificates and transcripts are released only upon full payment. All tuition and other charges must be paid in full by the published graduation clearance deadline. Student accounts that are not fully paid by graduation clearance day may be turned over to a collection agency if the account continues to be delinquent. In such cases, the student is liable for any court or agency costs (as allowed by Massachusetts law) which may total 40% of the outstanding bill.

# Library Services

## Library—Online

All registered students have access to the Cambridge College Online Library, a full-featured virtual library. It is easily accessed from any internet-enabled computer. It provides 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. Research databases of scholarly journals and periodicals include EBSCOhost Academic Search Premier, Wilson Select Plus, PsycArticles, PsycInfo, MEDLINE, and CINAHL. Citation-only results link conveniently to the WorldCat database for location of local libraries that have print versions. Instructional support for the Cambridge College Online Library includes 24/7 online live reference librarian service, online tutorials, research guides in subject areas, resource pathfinders, and instructional handouts. Cambridge College is not responsible for the content of these sites or of any sites to which they may link.

## Libraries—Traditional

Cambridge College provides borrower's privileges at selected academic libraries in Cambridge and near our regional instructional centers. In other areas, academic libraries open for public use are recommended.

For more information about the traditional libraries listed below, links to their web sites, and borrower's card applications, go to the Cambridge College web site. On the home page, *click on Online Library*, then *Traditional Libraries*.

**Students are responsible for all materials borrowed from the libraries named below. Outstanding fines must be paid and overdue books returned before graduation clearance is given.**

### Cambridge, MA

*Gutman Library at the Graduate School of Education at Harvard University* is available to Cambridge College students doing research in education and counseling. This library is in Harvard Square, about 15 minutes from Cambridge College and two blocks from the Harvard Square subway station.

Be sure to let the Gutman librarians know that you are a Cambridge College student, because you are eligible for services including one-to-one appointments with reference librarians. Individual appointments with education reference librarians can be made by calling in advance to 617-495-3421.

You do not need a special card to use the 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 borrower's card. It takes one month to process a borrower's card application. For an application, go to the Cambridge College web site. On the home page, click *Online Library*, then *Traditional Library*. Forms are also available at the Cambridge College Registrar's Office.

### Springfield, MA

Students at Cambridge College's Springfield Center have access to Babson Library at Springfield College, [www.spfld-col.edu/homepage/library.nsf/home/](http://www.spfld-col.edu/homepage/library.nsf/home/). Get a card at the Cambridge College—Springfield office.

### Lawrence, MA

Students can get borrower's privileges at many local academic libraries. For information go to the Cambridge College web site. On the home page, click on *Online Library*, then *Traditional Libraries*.

### Chesapeake, VA

Students will be reimbursed for the cost of any borrower's privileges at local public university libraries. For suggestions and further information, call the office manager at Cambridge College—Chesapeake.

### Puerto Rico

Cambridge College students have access to the Biblioteca Universidad Metropolitana, <http://um.suagm.edu/>. Contact the director of Cambridge College's Puerto Rico Center for instructions to get a borrower's card.

### Greater New England

For recommended academic libraries, go to the Cambridge College web site. On the home page, *click on Online Library*, then *Traditional Libraries*.

### Other Regions and Further Library Information

Students in other areas are encouraged to use local academic libraries which are open for public use. For help finding a suitable local library, and for further library information, contact [libraryservices@cambridgecollege.edu](mailto:libraryservices@cambridgecollege.edu) or leave a message at 1-800-877-4723 ext. 1730.

### **National Institute for Teaching Excellence Summer Institute— Traditional Library Services**

During the NITE Summer Institute, students receive instruction in online and traditional library research. NITE students have access to and borrowing privileges at our host college's library, including reference librarian services.

NITE students may also use the Gutman Library of the Harvard Graduate School of Education, located in Cambridge (see above). If you want to borrow books during the NITE summer session, apply for a borrower's card as soon as you are registered at Cambridge College, because the process takes one month. For an application, go to the Cambridge College web site. On the home page, click *Online Library*, then *Traditional Library*.

## Professional Development

Cambridge College designs and conducts professional development programs on request for schools, corporations, and organizations. The programs may consist of workshops, training sessions, non-credit courses, or courses for credit. (If considering enrollment in a Cambridge College academic program, see also *Transfer of Credit*.)

### **School Collaborative Courses**

Cambridge College provides professional development programs, courses, and workshops for schools on request. A school official contacts a Cambridge College faculty member or administrator who designs and coordinates the appropriate learning experiences in collaboration with the school. Instruction takes place at the school.

### **Alumni College**

The Cambridge College Alumni College was initiated in the year 2000 to better serve the needs of Cambridge College's more than 15,000 alumni. Its activities include:

- Set up alumni chapters in each region of the U.S. where Cambridge College alumni reside
- Sponsor yearly alumni celebrations in Cambridge and in states where graduation celebrations are held
- Survey alumni to find out their professional and personal accomplishments, their educational needs, and the work they are doing in their communities
- Give courses, workshops, and seminars for in-state and out-of-state alumni
- Develop collaborative out-reach programs in communities where alumni live and work
- Involve alumni in college events (fund-raising, award celebrations, social events)

- Develop an alumni network for the purpose of keeping alumni in touch with each other and assisting one another to secure employment
- Assist the President's office in identifying distinguished alumni for special scholarships and awards

### **Outreach Courses**

The **Cambridge College Alumni College** offers a number of outreach courses each term to alumni and prospective Cambridge College students who, for the most part, are teachers in public and private schools. These courses are taught by Cambridge College faculty and are designed to meet the needs of the particular school community. To see current course offerings, go to the Cambridge College web site at [www.cambridgecollege.edu](http://www.cambridgecollege.edu) and click on *Alumni College*.

Credits earned in these courses may be evaluated for transfer into appropriate Cambridge College graduate programs (see also *Transfer of Credit*).

### **Management Institute**

The School of Management offers professional development and training programs for business, public, and non-profit organizations. Management faculty work on a consultative basis to custom-design training programs, which may be held either on-site or at the College. Programs that have been delivered in the past include Diversity Training, Team Building, Negotiation, Conflict Resolution for Managers, Strategic Planning, Leadership, Organizational Change, Supervision and Project Management.

Based on the assessment of the professional offerings, there is the opportunity for the awarding of graduate level credit as well as the possibility of transferring those credits into the Cambridge College Master of Management degree program.



## Distance Learning

Cambridge College, a pioneer in designing learning programs for busy adults, built its reputation by providing a diverse working student body with engaging, interactive learning, placing a premium on applied, practice-oriented programs with experienced faculty who are practicing professionals in their fields.

**Online philosophy** — The College has sought to integrate technology into curriculum, instruction, and communications. Now, with expansion of internet access, our emphasis on “high touch” has been matched to “high tech” to produce a vital, vigorous new set of learning tools for working professionals. We have always respected people’s busy work lives. Our online learning platform now provides a new, affordable, and even more convenient way to help you keep your learning edge.

**The Distance Learning Office** manages, coordinates, and promotes online courses offered by Cambridge College faculty across various programs in coordination with the office of the Vice President for Academic Affairs.

**The programs and courses** using internet-based distance education range in structure from a total virtual classroom environment to a hands-on collaborative learning structure combining residency with online learning.

In addition to courses for academic credit, non-credit and professional development courses are offered to non-matriculated students interested in pursuing future academic endeavors at Cambridge College.

**For information** about these programs, current course offerings, and registration procedures, call the Distance Learning Office at 1-800-868-1000 or go to our web site at: [www.cambridgecollege.edu/dl](http://www.cambridgecollege.edu/dl)

### To Take an Online Course

- Consult with your academic advisor
- Choose an appropriate course
- Contact the Distance Learning Office or the web site to learn about technical requirements and course activities
- Complete the registration and payment process
- Receive confirmation of your registration and initial instructions from the faculty

### Technical Requirements

You must have a computer connected to the Internet. You should be familiar with word processing software and e-mail communication with file attachments. Specific requirements for hardware, software, and Internet and e-mail access are available on the web site.

## Policies and Procedures

### 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 forty hours of time devoted to active learning. A three-credit course therefore involves approximately 120 hours of commitment during the term.

At Cambridge College, course structures often vary considerably from this traditional norm, but the learning expecta-

tions are always comparable. The amount of time in class varies both with the nature of the course and its level, undergraduate or graduate, and some students progress through the course material at faster rates than others. Some courses demand intensive interactions over shorter periods of time than a term. Some 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 forty hours per credit.

## Address, Name, Phone Number Updates

To facilitate communication, students are expected to visit the Registrar's Office to complete a change of address form to update home and work addresses and telephone numbers, or correct misspellings. Students who wish to change their names must present sufficient identification (e.g., marriage certificate, notarized letter, driver's license) to the Registrar's Office.

## Admission Files

All supporting materials required for admission must be in each student's file. If your admissions file is not complete at the time of enrollment, you will receive written notification from the Enrollment Services Office during the first term. If your file is not complete before web registration opens for your second term, the College reserves the right to put a *hold* on further course registration. The *hold* will not be removed until the admissions folder is complete.

All application materials become part of the your file at Cambridge College and will not be returned. Materials received as part of the applications process may not be removed or duplicated for personal use by yourself nor forwarded to any third party. Applicants who are not admitted, or who are admitted and do not enroll in a Cambridge College academic program, do not have access to their files.

## Advisement

**Admissions counselors** give applicants an overview of the College's academic programs and assist with the application process. Program directors are available for further academic counseling. Faculty Admission Committee recommendations are communicated to applicants

**Orientation** — Just before each term begins, an Orientation/Registration session provides group course advisement for new students and assistance with course registration.

**Graduate** students are assigned by academic program to a professional seminar. **The seminar leader is the students' academic adviser for the duration of the program, and schedules periodic individual meetings.** The seminar leader is the supervisor of the ILP/IRP with responsibility for approval, and signs off on workshop/directed studies credits, independent study, leave of absence, and graduation clearance. Seminars focus on professional issues in the students' field and support professional development.

**Undergraduate** students take a series of seminars; **the seminar leader is the faculty advisor for the students in the seminar.** The advisor:

- Develops your academic plan, based on program requirements, official transcripts, and anticipated portfolios and standardized exams

- Guides you when registering for courses each term
- Alerts you to administrative, policy, and curriculum changes and supports your efforts in relation to them
- Conducts review if you are not making satisfactory academic progress
- Recommends academic support as needed
- Serves as your contact person regarding interruption, continuation, and completion of your academic program
- Records decisions, actions, and questions
- Guides you after the seminar has ended, until you complete the program

## Alumni

Alumni are invited to take advantage of Cambridge College offices, services and events.

- Alumni Newsletter
- Attend Saturday workshops free
- Consulting continues to be available from most faculty.
- Network through college offices
- Public meetings sponsored by the College
- Computers and Internet access in the Computer Lab
- Alumni tuition discount (see *Tuition and Fees*)

## Alumni Workshop Credit and Fee

**Counseling Psychology alumni** may take College sponsored workshops for graduate credit, paying the alumni tuition discount rate. Five two-hour workshops and a paper integrating the learning from the workshops equal one credit. Register through the Counseling Psychology Department.

Alumni seeking **continuing education units** (CEUs), typically those in a Counseling Psychology related field, may take workshops for CEUs. Forms are made available on workshop Saturdays. Each two-hour workshop costs \$12. A certificate is mailed upon completion of the form and workshop. For further information regarding CEUs please contact the Counseling Psychology Department.

**Education** — Alumni seeking professional development points (PDPs), typically those in education related fields, may take workshops for PDPs. Forms are available on Workshop Saturdays. The costs are: \$10 for two hours; \$18 for four hours; \$25 for six hours. If alumni wish to take a graduate course for PDPs without receiving graduate credit, they may audit the course. For further information regarding PDPs contact the Academic Affairs Office.

## Auditing Courses

Courses may be audited by non-matriculating or matriculating students. Courses that 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 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. An audited course must be dropped before the add/drop deadline in order not to incur financial obligations.

## Career Resources

Professional Seminar leaders are experienced educators and may help their students find direction and assistance with career planning and job hunting. Other faculty, students, and alumni often contribute to a supportive network.

The Cambridge College Online Library has a career development center. From the Cambridge College home page, go to *Student Services* and then click on *Career Resources*. The College has no job placement service.

## Changing Concentration or Program

### Introduction

Students should consider any change of program or concentration carefully, and explore the financial and academic implications, including the following:

- Different program requirements may necessitate taking additional courses, which take additional time, effort, and expense.
- Costs may differ in another program.
- Financial aid rules and awards may differ.
- Transfer credits accepted may differ in another program.

### Process

Meet with your current academic advisor, the director/coordinator of your new program, and the department program director to discuss the change and get approval.

### Official form:

- Undergraduate — Get a *Change of Program* form from the web site.
- Graduate — Get a change of program form at the Registrar's Office.

Complete the form and obtain the required signatures indicating approval and submit the completed form to the Office of the Dean of the appropriate school for final approval.

**Note: all students receiving financial aid must see a Financial Aid officer before making any change.**

If the completed form is received by the Dean of your 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.

## Class Attendance

Makeup arrangements for missed material should be made with the instructor. Instructors determine the number of hours (**two maximum**) that a student may miss and still receive credit for their course after making up the work missed. Any religious holiday not listed in the Academic Calendar may be accommodated by faculty and their students (see *Religious Observance*).

## College Right to Change Courses and Related Policies

At Cambridge College, course structures often vary considerably from the traditional norm. The amount of time in class varies with the nature of the course and its level. Cambridge College reserves the right to change course structure, course content, course requirements, course offerings, and course availability solely within its own discretion as it deems necessary and appropriate.

## Counseling — Where to Get Help

Students desiring personal counseling referrals may get from the Student Services Office a list of resources for counseling and support in the Boston area.

## Course Load—Faculty Recommendations

The undergraduate faculty recommends two or three courses each term, especially when beginning the program. As many as four courses may be recommended. Students wishing to register for 15 credits or more need the academic advisor's and Dean's approval.

The graduate faculty recommends two or three courses and the seminar for each term with a maximum of four courses. Only in unusual circumstances may this limit be exceeded; only with the recommendation of the seminar leader and approval of the program director. NITE students, by program design, take 15 credits in the summer. See also *Financial Aid*.

## Courses Taken at Other Institutions After Matriculation

**Undergraduate** — Only the following may be accepted into a Cambridge College undergraduate program 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

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.

## Course Waivers

**Counseling Psychology** — Course waivers are typically requested along with evaluation of transfer credit. (See *Transfer Credit*.)

**Management** — Required courses may be waived if students demonstrate comparable graduate learning. 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. See management program director.

## Disability Support

Cambridge College arranges access to facilities and academic programs for students with physical, mental, or learning disabilities of permanent or temporary duration. Accommodations are determined on an individual basis and include, but are not limited to, sign language interpreters, note takers, audio recording, tutorial services, priority registration, course modification, parking, and classroom modification.

Please contact the Coordinator for Student Special Services at ext. 1200, to discuss your disability, so we can arrange for and monitor services you need in compliance with the Americans with Disabilities Act. You are responsible to provide documentation from a qualified physician or clinician that presents a specific diagnosis of your disability, explains its limiting effects, and makes recommendations for accommodation. It is important to provide this documentation as soon as possible since many services are outside the College and must be arranged far in advance. Course instructors and advisors are notified of any students with disabilities and their required accommodations.

## 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.

## Faculty Availability and Feedback

**Availability and response** — Faculty are expected to respond to student work, concerns and questions orally or in writing, and return phone calls within 48 hours. Faculty are expected to return papers to students, within two weeks of the end of the term if students request. (Note: The ILP and other final projects, and portfolios for credit become the property of the College and are not returned.)

## Course/Faculty Evaluation by Students

At the final session of each course, instructors provide standard Cambridge College evaluation forms for students to evaluate the course and instructor. In order to encourage student candidness and anonymity, the instructor leaves the classroom during the evaluation process. Evaluation forms are scanned. Therefore it is critical that you complete the evaluation form according to the instructions provided. Please mark the course code, including all 10 alphanumeric characters. A student volunteer collects the completed evaluations in the envelope provided and returns them to the academic offices.

## Educator Licensure Programs and Policies

See introduction to *Educator Licensure Programs*.

## Grades

Because Cambridge College subscribes to principles of adult learning, a non-competitive learning environment is encouraged.

The **graduate and post-graduate programs** award grades of *Credit* or *No Credit* rather than letter grades. If letter grades are needed for reimbursement or other purposes, students must inform the course instructor at the beginning of the course. Letter grade equivalents are submitted to the Registrar's Office and are reported on student grade reports, internal academic records, and transcripts.

The **undergraduate programs** award grades of *Credit* or *No Credit* for portfolios, challenge exams, standardized exams, transfer credits, seminars, and skill development courses. (Letter grades are awarded for WRT090.) All other undergraduate learning experiences earn letter grades. Letter grades are given because they show progress and indicate mastery of a subject according to a traditional grading system. Letter grades for undergraduate work are typically required by graduate schools.

Cambridge College student transcripts present a record only of learning accomplished. Unsatisfactory performance is recorded only on internal documents.



## Definitions and Policies

**Credit (CR)** is a grade, based on mastery of course content and effective oral and written communication.

- 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. A grade of *No Credit* in a required course or seminar necessitates the student's taking another term of the course or seminar. In general, reasons for a grade of *No Credit* include:

- Absent for more than four hours of class time
- Withdrawal from the program
- Required work not completed to the instructor's standards

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.

In the undergraduate programs at least 2/3 of the course work must be complete and satisfactory to get 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, 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.

Faculty expect students to consult with them about all incomplete grades.

**No Credit/Incomplete (NCI)** indicates that incomplete course work, which had earned a grade of *INC*, was not completed by the end of the subsequent term.

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

## Letter Grades — Undergraduate

Grades are based on performance in relation to learning outcomes listed on each course syllabus.

**Advanced**      A Very high proficiency, outstanding  
                          B Commendable

**Intermediate**    C Satisfactory  
**Beginning**        D Developing  
                          INC Additional Work Needed

**Advanced** indicates strength. The student demonstrates ability to synthesize, construct, create, evaluate, and anticipate, and has made significant progress beyond initial assessment.

**Intermediate** indicates satisfactory skill level. The student demonstrates ability to apply, analyze, demonstrate, interpret and predict.

**Beginning** indicates that skills and knowledge are developing. The student is beginning to recognize, identify, access, classify, describe information.

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

Undergraduate students may take one out of every five courses (no more than 20% of courses taken at Cambridge College) for a grade of *Credit/No Credit*. Since grades are needed to determine satisfactory academic progress and eligibility for graduation, *Credit/No Credit* courses must be limited.

**Incomplete Final Projects** — 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 (Capstone, ILP or IRP) approved. An extension may be granted by the Dean. If the original faculty advisor is not available, the Dean will assign another faculty member to supervise the completion of the project.

## 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.

## Graduation

### 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 courses completed at Cambridge College. A cumulative GPA of 2.0 is required before entering the final term.

## Clearance

You must enter an **accurate anticipated graduation date on the last term's registration form** in order for your records to be reviewed for graduation clearance.

The records of all students who are expected to graduate are reviewed at the end of each term by the Registrar's Office to ensure that all academic requirements have been successfully completed. Records are approved (*cleared*) by the Business Office and the Financial Aid Office if applicable. Students who have received student loans must participate in an exit interview (see *Financial Aid*).

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 incompletes and next steps.

## Degree Conferral

The degree conferral date is shortly after the end of each term. A student who completes all the requirements for his/her academic program in August, January or June, and successfully completes the graduation clearance process can get an official transcript from the Registrar's Office at any time after the degree conferral date (see *Transcripts*.)

## Commencement Ceremony

One graduation ceremony is held each year in May or June.

**Diplomas** will be presented at the ceremony to all students who have been financially and academically cleared and have indicated that they are attending the event. If you are unable to attend the commencement exercises, your diploma will be mailed (UPS) to the address that is currently in the College computer system. If you have changed your address or would like your diploma mailed to a different address, you must file an official *Change of Address* form with the Registrar's Office.

**“March Only” Conditions** — The College has a “march only” policy/procedure that allows students to participate in the commencement exercises with the following conditions:

- All core requirements, including the final project (Capstone, ILP/IRP, or Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in your academic record by the grade posting deadline.
- Fewer than six credits remain to be completed for your course of study
- Academic completion is anticipated in the next term (Summer) and registration for the summer term has been processed

If all conditions listed above are fulfilled, a student must: Write a letter to the Registrar no later than April 15 indicating your petition to “march only” in the graduation ceremony and acknowledge your fulfillment of the College's criteria for participation.

## Health and Medical Concerns

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

Students are required by Massachusetts law to carry qualified health insurance. Go to the Business Office for current information and application form. If you have qualified health insurance coverage, you can get a waiver form.

## Identification Cards

Cambridge College I.D. cards are issued to students upon registering for their first term. The card serves as identification for entrance into libraries and application for a borrower's card as well as for many student discounts at libraries, museums, etc.

## Independent Learning/Research Project

The seminar leader assures compliance with appropriate graduate level standards, departmental requirements, and deadlines for completion of the ILP/IRP. Students are responsible for keeping the seminar leader informed of progress. Specific guidelines for the ILP/IRP can be found in department or College-wide ILP/IRP handbooks.

An ILP/IRP/Capstone instrument is used to evaluate final projects.

It is important to submit your ILP to your seminar leader by the deadline (see Academic Calendar). The Registrar will not clear you for graduation until your ILP has been submitted, reviewed and evaluated by faculty, and approved by the Dean.

## Late Degree Completion

Students are expected to complete their degree requirements by the scheduled graduation date. Students who a) have not been cleared for graduation by that date or b) have only to finish *incomplete* courses or ILP/Capstone must register as late degree completion students for the following term(s) and pay applicable fees (see *Tuition and Fees*).



## Leave of Absence or Withdrawal

A student who finds it necessary to withdraw or take a leave of absence must submit an official leave of absence/withdrawal form to the Registrar's office. Then the leave of absence or withdrawal is 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.** (see *Payment and Refunds*).

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 no reduction of tuition liability.

A student who has received a federal loan must complete an exit interview with the Financial Aid Office prior to leaving.

**Office Equipment** — Office equipment such as copying machines, computers, and telephones may be used by Cambridge College personnel only.

## Research and Evaluation

The Cambridge College Office of Research for Planning and Evaluation conducts research and assessment projects to inform College planning, student and alumni services, and to facilitate student and institutional learning. Researchers employ a participatory approach that aims to empower administrators, faculty, staff and students to use the research process and results to inform their own activities. Just as the College encourages student self-reflection, it uses institutional self-assessment to more fully understand problems and issues, and to provide a sound basis for building on strengths and assessing weaknesses.

Research policy protects individual privacy and maintains respondent confidentiality at all times.

## Returning Students

Students who withdraw or take a leave of absence may be reinstated. All financial obligations must be fulfilled before registering for a new term. Students who had received financial aid must contact the Financial Aid Office to re-apply.

**Students returning to undergraduate programs** after an absence of more than one term must contact their advisor and the Assistant Dean for Undergraduate Programs and complete a *Petition to Change* form, which must be approved by the advisor and the Assistant Dean for Undergraduate Programs.

**Students who desire to return to graduate programs** must inform the program director and Dean in writing, who, in turn, must approve the reinstatement. After five years' absence from the college, students must reapply through the Enrollment Services Office in order to be readmitted.

Students who have taken a leave of absence from a master's degree program and return to complete it must fulfill the program requirements *current at the time of their return*. Transfer credit awards are revised according to policies and limits in effect at the time of their return.

## Satisfactory Academic Progress

Students must make satisfactory academic progress to continue at Cambridge College and to receive financial aid. The 1994 Amendments to the Student Aid Programs under Title IV of the Higher Education Act requires Cambridge College to define and enforce standards of satisfactory progress for all students receiving financial assistance.

### Satisfactory Completion

**Undergraduate** — Grade of C or better. A grade of D is acceptable if cumulative Grade Point Average (GPA) is C (2.0) or better.

**Graduate** — Only credits earned with grades of *Credit* are considered as satisfactorily completed.

Unsatisfactory grades: *Incomplete, No Show, No Credit*. Undergraduate grades of D are unsatisfactory if a student's GPA is less than C (2.0).

### Grades Required

**Undergraduate** — The GPA is computed on the basis of all courses for which letter grades are awarded. Each term, undergraduate students must maintain a grade point average of 2.0 (letter grade of C) or better in all undergraduate courses. A cumulative GPA of 2.0 (letter grade of C) is required to enter the final term. A GPA of 2.0 is required for graduation.

### Good Academic Standing

Students are considered to be in good academic standing in each term when 50% or more of the total number of credits attempted are satisfactorily completed.

### Measuring Academic Progress

According to the federal regulations, academic progress is measured by the student's grade point average (GPA), credits earned in relation to those attempted each term, and the number of credit hours required by the academic program.

### Length of Time to Completion

Federal financial aid regulations require each student's academic program to be completed within 150% of the time expected to complete the program, based on enrollment status (full time or part time; see *Course Load and Financial Aid*).

The number of credits a student must successfully complete every three terms is based on the actual enrollment status for the term (full time or part time; see *Course Load and Financial Aid*).

Students are expected to complete their programs in a timely manner. To find the number of terms within which a program should be completed:

- 1) Find the total number of credit hours required by your academic program (see program chart).
- 2) Add Skill Development courses if needed.
- 3) Subtract transfer credits accepted.
- 4) Multiply this total by 1.5.
- 5) Divide the result by the minimum number of credits needed each term for your enrollment status (part time or full time) in your undergraduate or graduate program. See *Course Load and Financial Aid*.

Note: Students with extenuating circumstances may negotiate to complete their program over a longer time.

### How many credit hours do you need to complete satisfactorily each term?

Based on enrollment

in each of two consecutive terms:	Students must satisfactorily complete:
12 or more cr.	9 cr.
9-11 cr.	6 cr.
6-8 cr.	5 cr.
Less than 6 cr.	3 cr.

**Students who do not make satisfactory progress based on these standards are not eligible for continued financial aid.**

### Review and Advising Support

At the end of each term when grades are available, academic records are reviewed to identify those students who are not making satisfactory academic progress. The Financial Aid Office, the Registrar, and the student's program coordinator/director are notified.

The student and academic advisor meet before the end of the add/drop period early in the next term to complete the satisfactory academic progress review. **The timing of this meeting is important so that course changes can be made at no financial cost to the student.** This review assists the student to restore his/her eligibility for financial aid and make any adjustments needed to his/her program plans.

This review includes:

- Review academic record for credits attempted, credits successfully completed; credits not successfully completed, and, for undergraduate students, GPA (term and cumulative).

- Identify steps that must be taken to restore eligibility for continued financial aid.
- Advise as to academic support and appropriate courses for the following term.
- **Review clearance requirements before entering the final term.** If the student's academic standing and progress do not support a timely program completion, the advisor recommends appropriate intervention(s) and informs the student of the consequences of not acting on this advice.

### Security

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 immediately report it. 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).

Any act or threat of violence, indecent assault, or conduct that may endanger any person on College property is prohibited, whether or not the victim chooses to pursue a criminal complaint. Where there is reasonable cause to believe that a member of the College community has violated College regulations, after a fair process the College may reprimand, suspend, expel, or dismiss that person.

*Cambridge and regional centers:* Report emergencies and criminal actions to the nearest Cambridge College office, a faculty member, or the reception/security desk.

*Rented classrooms:* Report emergencies and criminal actions to a faculty member or any personnel in charge in the building. Call 911 if no staff are immediately available to assist.

*NITE Summer Institute:* Report emergencies and criminal actions to our host college's Public Safety Dept., the nearest Cambridge College office on campus, or a faculty member.

Crime statistics are available in on request from the Facilities Director or the Publications Office.

### Transcripts

Students may request copies of their official transcripts after the close of each term and upon completion of degree requirements. Many graduates present official transcripts to their employers indicating that the degree has been con-

ferred. Transcripts for graduates are not released until after the degree conferral date.

All requests must be made in writing with your name, social security number, dates of attendance, and degree completion date, the name and address to which to send the transcript, and a check or money order for the transcript fee (see *Tuition and Fees*).

Every effort is made by the Registrar's Office to give graduates priority (turnaround time 5-7 days).

**Transcripts are not released until your academic record has been cleared for graduation and your account is paid in full and cleared by the Business Office.** If you are using financial aid, transcripts are held until all funds have been received.

## Learning Community Rights and Responsibilities

### Academic Integrity

Students are expected to maintain integrity in all academic work. They will not attempt to get grades by any means other than honest academic effort. All work must be completed by individual students except for group projects. It is not permissible to hand in the same work for different courses without the express permission and agreement of the instructors involved.

Plagiarism is the appropriation of another's work and passing off as one's own the ideas and language of another. The student will not plagiarize or copy the work of any other person, and will properly acknowledge the use of any outside resources.

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

### Alcohol and Drugs

The unlawful use, manufacture, distribution, dispensation, sale, or possession of any illegal drug is prohibited at all locations of Cambridge College at all times. Cambridge College prohibits the unlawful use and possession of drugs and alcohol on its property or in its activities.

The College will take disciplinary action against violators consistent with federal, state, and local laws. Students may face suspension, expulsion, disenrollment, probation with contingencies for re-instatement, and referral for prosecution. Satisfactory participation in a substance abuse treatment, counseling or education program may be required for reinstatement.

### Complaints and Appeals

Resolution of complaints or grievances usually begins with an informal discussion with the person or office immediately concerned. Your academic advisor, program director, or the Director of Student Services can suggest the appropriate channel for resolving particular complaints, and may assist with the resolution. To resolve any disagreement or to appeal a College decision, follow the steps outlined below. Please make every effort to resolve an issue at one level before proceeding to the next. This process is an internal means to resolve differences, not a legal forum.

#### To resolve financial and other administrative issues:

- Step 1 Student meets with Academic Advisor or Director of Student Services
- Step 2 Student meets with administrative officer immediately concerned.
- Step 3 Student meets with Academic Advisor and administrative officer immediately concerned.
- Step 4 The administrative or financial officer's supervisor meets with all concerned, and makes a final decision.
- Step 5 The decision may be appealed to the Vice President for Finance and Administration.

#### To appeal academic decisions:

- Step 1 Student meets with Academic Advisor
- Step 2 Student meets with faculty or academic staff immediately concerned.
- Step 3 Student meets with Academic Advisor and faculty or academic staff immediately concerned.
- Step 4 The Dean meets with all concerned, gathers facts, and seeks resolution.
- Step 5 If no adequate resolution has been achieved, the

Vice President for Academic Affairs meets with all concerned, mediates the dialogue, and makes a final decision.

## Disenrollment

Students may be disenrolled for sufficient academic, financial, or administrative reasons. Students may appeal. When all requirements have been met, reinstatement may be possible.

### Reasons

- Required documentation is still missing from the admissions file at the end of the student's first term.
- Failure to fulfill financial obligations; see also *Payment and Refunds*.
- Consistent failure to complete courses and/or practica in an appropriate and timely manner, in the judgment of the Dean.
- Additional course work or field work may be required of students who do not satisfy the established requirements of their academic program; students will bear any additional costs.
- Three *No Credit* or *No Credit/Incomplete* courses. Students have 30 days to appeal.
- Behavior disruptive to the educational process or in violation of the rights of others.
- Violation of ethical standards of the profession or unethical academic practices (such as plagiarism or cheating; see *Academic Integrity*).

### Consequences

- Course registration and attendance are not permitted.
- Academic transcripts, diplomas, and certificates are withheld.
- Students remain financially liable to Cambridge College for all outstanding debts.
- American Student Assistance is notified of the disenrollment of students with federal student loans.

### Reinstatement

- The admissions file must be completed (see *Admission*). Any issues preventing release of transcripts by other colleges must be resolved, and all official transcripts must be received by Cambridge College.
- The student must send a letter to the Registrar's Office requesting reinstatement.
- All outstanding charges must be paid in full and satisfactory arrangements for the upcoming term's charges must be made.
- Financial aid applications must be resubmitted.

- Students disenrolled for academic reasons must satisfy the faculty concerned and the Dean that they have completed what is required to place them in good academic standing.
- Students disenrolled for ethical or behavioral reasons may be denied readmittance as determined by the Dean.

## Computers and Network Use

Cambridge College provides computers and electronic resources for teaching and learning, research, communication, and public service. All members of the College learning community are expected to use these resources with proper respect for the rights of others, the College, and federal, state, and local laws. *All users*, on-site and remote or off-campus, must abide by this brief outline of policy and all policies of the Information Technology Office.

Access will not be denied or abridged in violation of equal opportunity policies. (See *Equal Opportunity*). Users may expect to keep personal e-mail correspondence reasonably confidential, but please be aware of the inherent limitations of shared network resources (e.g. public computer labs and shared printers) in protecting privacy.

### Individual Responsibilities/Acceptable Use Agreement

— All users share responsibility for maintaining an environment of mutual respect, integrity, and reason. All users accept responsibility to use their accounts only as described below:

- Only the person to whom a network account is issued shall use it. You are responsible for all use of your account (by yourself or anyone else) and for protecting the password. If someone else learns your password, you must change it.
- Accounts are to be used for Cambridge College academic and administrative purposes only. Limited personal use is permitted: you may send and receive personal e-mail and maintain personal information as long as you observe the rules of etiquette. You may **not** conduct business transactions on the College system or through networks, for private gain.
- Accounts shall not be used to try to gain unauthorized access to computers, software, data or information, or networks (owned by Cambridge College or not). If you abuse any networks to which the College belongs or computers at other sites connected to those networks, the College will treat this matter as an abuse of your Cambridge College computing privileges.
- Users shall not attempt to gain access to any computer account, data, software, or file unless explicit permission has not been received.



- Users shall not send fraudulent e-mail, break into another user's electronic mailbox, or read someone else's e-mail without permission.
- Users shall not use the College's computing resources to harass or threaten other users. See *Harassment and Sexual Harassment* policy.
- No web sites that are sexually explicit, offensive or inappropriate may be visited or used to send, display, download or print offensive material, pornographic, or sexually explicit pictures or any other material which most reasonable people would find offensive. The only allowable exception is for academic research on topics which requires visiting such sites. Extreme care must be taken to prevent other people from being exposed to offensive material.
- Software may **not** be copied without written permission of the system administrator, except for freeware/shareware.
- Users are responsible for maintaining the security of their own data and for making backups.
- Users shall not disrupt or encroach on others' use of the College's computers. Examples of prohibited activities include: excessive game playing; sending excessive messages; printing excessive copies; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a College computer, or damaging or vandalizing College computing facilities, equipment, software, or computer files.
- Cambridge College computers and network systems shall not be used to violate any federal, state or local law regarding civil rights, harassment, copyright, security, pornography, privacy, and any other matter that may relate to computers and electronic media.
- Users should report any abuses to the appropriate College authority.

**Disciplinary Action** — Abuse of computer/network privileges, equipment, and accounts is subject to disciplinary action; due process is followed. System administrators are authorized to take any actions deemed necessary to preserve the integrity of the system, including immediate temporary suspension of access in response to evidence of violation, pending the outcome of an investigation. Violation may result in disciplinary action ranging from a verbal warning to loss of account and access privileges and disenrollment.

Disciplinary action by the College does not preclude law enforcement by federal, state, and local authorities.

**Further Information** — This text outlines Cambridge College's policy regarding use of its computers, electronic mail and network systems. The complete policy statement is posted in all computer classrooms and labs. It is also available from

the Information Technology Office and on the Cambridge College web site.

## Equal Opportunity

(Reference Cambridge College policy on *Non-discrimination and Sexual Harassment*)

Cambridge College is an equal opportunity institution and does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status in admission to, access to, or treatment in the educational programs which it conducts, nor in its practices, procedures and activities. Financial questions may be directed to the Assistant Vice President for Finance. Other questions and concerns may be directed to the Assistant Vice President, Human Resources.

Inquiries concerning equal opportunity may be referred to:

The United States Equal Employment Opportunity Commission (EEOC) 10 Congress Street,  
Boston, MA 02114 (617) 565-3200

Massachusetts Commission Against Discrimination (MCAD)  
*Boston Office:* One Ashburton Place,  
Boston, MA 02108 (617) 727-3990  
*Springfield Office:* 424 Dwight Street,  
Springfield, MA 01103 (413) 739-2145

## Harassment and Sexual Harassment

(Reference Cambridge College policy on *Non-discrimination and Sexual Harassment*)

Conduct that subjects a person to offensive or unsafe treatment and any implicit or explicit sexual conduct that diminishes, offends, or abuses another member of the College community will not be tolerated. Sexual harassment and harassment based on race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status is recognized as violations of law and are strictly prohibited at Cambridge College.

The summary legal **definition of sexual harassment** is broad, including sexually oriented conduct that is not welcome and is perceived as hostile, offensive, intimidating, or humiliating. Such conduct may constitute sexual harassment, depending upon the circumstances, including the severity of the conduct and its pervasiveness.

**Resolution** — Every effort is made to resolve all complaints expeditiously and with confidentiality, fairness, and safety.

Questions, complaints and problems regarding harassment



should be discussed promptly with your academic advisor and the appropriate College administrator. If you are not comfortable with the recommended referral channel, any responsible College administrator may be consulted. Pressing complaints may be directed to the Assistant Vice President, Human Resources.

The resolution process may proceed to informal discussion, investigation, and, if possible, an informal solution that satisfies those involved. If informal procedures fail to provide a satisfactory resolution, a more formal resolution process may be initiated.

If you believe you have been subjected to harassment or sexual harassment, you may also file a formal complaint with the government agencies listed below. Claims must be filed within a short time period (EEOC - 180 days; MCAD - 300 days).

The United States Equal Employment Opportunity Commission (EEOC) 10 Congress Street  
Boston, MA 02114 (617) 565-3200

Massachusetts Commission Against Discrimination (MCAD)  
*Boston Office:* One Ashburton Place  
Boston, MA 02108 (617) 727-3990

*Springfield Office:* 424 Dwight Street  
Springfield, MA 01103 (413) 739-2145

Retaliation of any kind against an individual who uses these resolution procedures is prohibited and will be regarded as a violation of this policy.

## Hazing

Hazing is a crime under Massachusetts law. Therefore, Cambridge College forbids hazing and any related activities. Any student or student group violating this policy will be subject to immediate disciplinary action, including disenrollment. Hazing activities should be reported to the director of student services.

In compliance with state regulations, any conduct or initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person is prohibited. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

## Religious Observance

Students who, because of religious observance, are unable to attend classes or participate in a class or work requirement, have the right to make up the missed classes and work with no adverse result and at no extra cost. Students must inform the instructor in advance of the dates they will be absent, and arrange make-up work.

## Smoking

In compliance with state and city ordinances, Cambridge College is a smoke-free institution. All indoor smoking on campus and at all classroom locations is prohibited, including bathrooms and stairwells.

## Student Government

Students participate in College governance through the Student Advisory Board. Open meetings are held monthly to discuss concerns such as ways to improve College-wide services, programs, and policies. The Student Advisory Board includes a representative from each seminar group, any students interested, and a member of the College administration. Meeting dates are posted on the student information monitor. Students may also contact the Director of Student Services for more information.

Two student members of the Student Advisory Board represent the student body on the Academic Affairs Committee of the Board of Trustees.

## Student Information — Confidentiality, Access, and Release

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.

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 Jan. 1, 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.

FERPA requires colleges to respect the privacy of education records and provides them the right to make public at their discretion and without prior authorization from individual stu-



dents, the following personally identifiable information which is considered *directory information*: current student name, class year, home address and telephone number, date and place of birth, dates of attendance at Cambridge College, occupation, program status/major, degrees, honors, and awards received, high school and any college previously attended. Students may limit the release of the above information by filing a special form with the Registrar's Office each year.

If students take exception to anything in their folders on the grounds that it is inaccurate, misleading, or otherwise inap-

propriate, 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 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, DC, 20202.

# Practical Information and Appendices

## Cambridge College — campus

1000 Massachusetts Avenue, Cambridge, MA 02138

Cambridge College's campus is in the heart of Cambridge, Massachusetts. The *School of Education* is located in Central Square at 80 Prospect Street. The College's *main building* is a 10-minute walk down Massachusetts Avenue toward Harvard Square. Both buildings are accessible to physically challenged people. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus. Classes are also offered at many other locations across eastern Massachusetts.

As a commuter college for adults, no dormitories or cafeterias are provided. Students in our local programs typically live and work in the region and are responsible for their own living arrangements. Because adult students are involved in community organizations, their families and jobs, no student activities are provided.

Students in our distance learning programs are responsible for their own transportation and lodging when they come to campus. The Cambridge College Housing Office can assist you to find accommodations in the area.

### Academic Support

Faculty support and the culture of cooperative learning at Cambridge College helps working adults meet the challenges of higher education and complete their degrees. The College works with you to help you improve your academic skills and meet high expectations — at the end, not the beginning.

**Math Lab** — Get help with math and quantitative thinking in a relaxed, comfortable environment. You can get acclimated

back into math after years out of school, and get help to do quantitative projects on spreadsheets, complete assignments involving quantitative research data in your field, master mathematical concepts and assignments in undergraduate courses. Individual and group tutorials and workshops are offered.

Students can serve as peer tutors, with supervision and support of the Math Lab tutors.

**Writing Support Center** — A major goal of Cambridge College is to produce graduates who think critically and communicate clearly. Writing is a complex process that takes a lot of time and practice. Therefore, all incoming students do a writing assessment; they are referred to writing course work and writing support as needed. All students are encouraged to improve their communication and literacy skills to get the most from their course work and write their independent learning projects. The Center also provides ESL support for students for whom English is a second language.

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

For pre-college level skill development courses, see *Undergraduate Programs*.

Workshops are offered on topics such as: grammar review, vocabulary development, teacher test preparation (*Communication and Literacy test*).



## Computer Lab

A computer lab is available for students to conduct research, write papers, and complete other projects. A lab assistant is on duty only in the evenings and on weekends when classes are in session. When classes are not in session, hours are limited. During daytime working hours Monday-Friday the lab is usually open without staff. Users may be asked to present their Cambridge College student ID.

PC/Windows and Macintosh computers are available. Software enables users to access the Internet, do word processing, spreadsheets, and presentations. Specialized applications may be provided for selected courses and for use by educators. For more information, see the Cambridge College web site and notices posted in the computer labs. For policy on use of computer resources, see *Learning Community Rights and Responsibilities*.

## MyCC Portal

<http://campusweb.cambridgecollege.edu>

Beginning in the fall 2004, registered Cambridge College students will be able to log in to MyCC and their own personalized home page. The portal will give access to general information about Cambridge College, and electronic resources tailored separately for students and faculty. With their own user ID and password, students will be able to view personal information such as their current course schedule, the syllabus and other information for each course, academic record, student account. Distance learning courses and the Cambridge College online library are also accessed through the portal.

## Student Lounge

The main building and School of Education have informal areas for students to talk, do homework, and have a meal. There are snack and beverage vending machines in the area as well as public pay phones.

## Student Mailboxes

Student mailboxes are located in the student lounges (main building and School of Education). Because these mailboxes are open, it is not advisable to leave important documents or sensitive correspondence. The mailboxes are emptied of all materials at the beginning of each term. Please check your mailbox regularly.

## Text Books

A book list is available on the Cambridge College web site, [www.cambridgecollege.edu](http://www.cambridgecollege.edu).

**Web Site** — At the home page, select *Student Services*, then click on *Bookstore Information*.

**Cambridge** — Books are available at the Harvard Coop in Harvard Square (third floor textbook dept., 617-499-2223). To have them delivered to your home, order them online.

## Offices and Directory

Cambridge College  
1000 Massachusetts Avenue, Cambridge, MA 02138  
**phone** . . . . . 1-800-877-4723 or 617-868-1000  
**fax** . . . . . 617-349-3545

**Office Hours** Mon-Fri 9:00 a.m.-5:00 p.m.  
Additional office hours on days when classes are held:  
Evenings 5:00-8:00 p.m.  
Weekends 8:00 a.m.-5:00 p.m.

## Academic Affairs

Joseph Reed, Ph.D. Vice President for  
Academic Affairs . . . . . x1232  
Gail West-Jones, Executive Assistant . . . . . x1214  
Deborah McCarthy, M.Ed., Director of Student Services . . .  
x1200  
Kim Vassar, Assistant for Academic Scheduling . . . . . x1184  
Wilfredo Diaz, Staff Assistant . . . . . x1233

## Administration

Ezat Parnia, Ph.D., Executive Vice President . . . . . x1166  
Jocelyn Duran, Executive Assistant . . . . . x1136  
Cintia Miranda, Budget and Special Projects Manager x1152  
Jerome K. Saunders, Assistant Vice President for  
Administration (Human Resources and Facilities) . . . . x1170  
Anthony DeMatteo, Ph.D., Assistant Vice President  
for Sites Administration . . . . . x1219

## Alumni College

John Grassi, Ph.D. Vice President . . . . . x1221  
Susan English, Executive Assistant . . . . . x1430

**Books** . . . . . x1184  
Textbooks are available at the Harvard Coop, 617-499-2000, 3rd floor; or go to Cambridge College web site to order online.

**Business Office** . . . . . x1326

**Chancellor/Founder's Office** . . . (617) 354-0033

Eileen Brown, Chancellor/Founder  
Janet Bowe, Executive Assistant  
Judy Groleau, M.Ed., Director, Capital Campaign  
Cheryl Bowe, M.U.A., Capital Campaign Officer  
Jo Bennington, Gerry Holland, Rosemary Drinka, Office Assistants

**Computer Services** See Information Technology

## Counseling Psychology

Niti Seth, Ed.D., Director .....x1208  
Roel Torres, Staff Assistant .....x1223

**Access** .....x1223

**Addiction Counseling** Leroy Kelly, M.A. ....x1735

**C.A.G.S.** Paul Gerson, Ph.D. ....x1790

## Counseling Practicum/Internship

Paul Gerson, Ph.D. ....x1155

**Mental Health Counseling—M.Ed.** Leroy Kelly, M.A. x1735

**Psychological Studies** .....x1208

## School Adjustment Counseling

Susan T. Leichtman, M.S.W. ....x1777

**School Guidance Counseling** Joseph Huff ....x1157

## Development

Elizabeth Bastos, Development Associate .....x478

Lawrence Fabbri, Development Associate .....x1198

Nathan Hayes, Planned Giving Officer .....x1179

## Disability Support

For students with learning, mental, or physical disabilities

Deborah McCarthy, M.Ed., Coordinator .....x1200

Phone for hearing impaired .....reception desk, 1st floor

## Distance Learning

Hormoz Goodarzy, Director .....x1269

## Education, School of

Jorge Cardoso, Ed.D., Associate Dean .....x1402

Reception, 80 Prospect St. ....x1291

Security, 80 Prospect St. ....x1272

## Licensure Programs

Anthony DeMatteo, Ph.D., Director .....x1219

Sara White, Administrative Assistant .....x1156

## CAGS in Educational Leadership

Kathleen Buckley, D.Ed., Coordinator, .....x1247

## Curriculum and Instruction (CAGS)

Sandra Bridwell, Ph.D. ....x1212

**Elementary Education** Gloria Stanton, C.A.G.S. .x1226

**General Science** John Papadonis, C.A.G.S. ....x1292

## Health/Family and Consumer Science, Health

**Education** Shirley Handler, Ed.D. ....x1245

**Instructional Technology** Hormoz Goodarzy, Ph.D.x1269

**Individualized M.Ed.** Pedro Schuck, Ed.D ....x1241

**Mathematics Education** Nick Rubino, Ph.D. ....x1188

## National Institute for Teaching Excellence (NITE)

Jorge Cardoso, Ed.D., Director .....x1402

Bruce Grigsby, Director, Housing and Logistics ....x1142

**School Administration** Kathleen Buckley, D.Ed. .x1794

**School Guidance Counseling** Joseph Huff ....x1157

## Special Education, Special Education Administration

Mary Garrity, Ed.D. ....x1168

Kathy Blackwood, Staff Assistant .....x1130

## Emergency

In emergency only, a student can be located in class and an emergency message delivered.

Call the Registrar's Office .....x1101

After 8:30pm, call Security .....x1115

## Enrollment Services

Ezat Parnia, Ph.D., Executive Vice President .....x1166

Jocelyn Duran, Executive Assistant .....x1136

**Data and Information Processing** .....x1447

Raul Mercado, Manager .....x1123

Alonso Guzman, Associate Manager .....x1122

## Publications

Ryan Wilcox, Designer .....x1180

Genie Johnston, Editor/Designer .....x1196

## Graduate Admissions Counselors

Wendy Shattuck, Director .....x1144

Judith Hague, Assistant Director .....x1131

Carrie Munro, Staff Assistant .....x1291

## School of Counseling & Psychology

Chantra Sun, Coordinator .....x1280

Cheryl Nelson .....x1194

## School of Education

Wendy Shattuck, Director .....x1144

Judith Hague .....x1131

Robin Laskey .....x1141

Lauren Greyson .....x1126

## School of Management

Michael Travaglini, Acting Director .....x1162

Jim McDaniel, Manager .....x1147

Karina Rinsky .....x1231

## NITE

Ken Schubert .....x1260

Ken Boatner .....x1712

Maura DeJesus .....x1187

## Undergraduate Admissions Counselors

Farah Ravanbakhsh, Associate Director .....x1124

Carol Lane .....x1138

Bella Margarian .....x1145

Chris Russo` .....x1253

**Medical Interpreter program** Farah Ravanbakhsh .x1124

**Financial Aid** .....x1440

Gerri Major, Ph.D., Director .....x1137

Jean Liu, Associate Director .....x1149

Deborah Spearman, Counselor .....x1193

Tina Johnson, Admin. Assistant .....x1148

## Finance

Jennifer Tonneson-Benoit, Vice President for Finance and Business Services  
Sandy Cades, Assistant Vice President for Finance . . .x1109  
Ande DeLibero, Bursar . . . . .x1111

## Human Resources

Jerome K. Saunders, Vice President . . . . .x1170  
Manager of HR Services: Trudy Reddicks . . . . .x1287  
David Christerson, HR Generalist . . . . .x1189

## Information Technology

Gloria Davila, M.M., Director . . . . .x1235  
Byron Thomas, Staff Assistant . . . . .x1239  
Hormoz Goodarzy, Ph.D., Director of Distance Learning . . . . .x1269

## Student Computer Lab:

Gloria Davila, M.M., Director . . . . .x1235  
Schedule posted in Rm 314/312.  
Lab Assistant on duty as noted on schedule.

## International Student Office

Bruce Grigsby, Director . . . . .x1142

**Library Services** Maida Tilchen, M.S.Ed. . . . .x1320

**Lost and Found** . . . . .x1275 or 1115

## Management

Joseph Miglio, M.Ed., Assistant Dean . . . . .x1254  
Health Care Management: John Bove, M.M. . . . .x1132

## Mathematics Institute

Nick Rubino, Ph.D., Director . . . . .x1188

**Math Lab** . . . . .x1740 or 1753

## President's Office

Mahesh Sharma, President . . . . .x1211  
Lillian Travaglini, Admin. Assistant . . . . .x1167  
Sean Mason, Assistant to the President . . . . .x1121  
William V. Benjamin, M.Eng., Chief of Staff . . . . .1228  
Linda Pursley, Ph.D., Special Assistant to the President . . . . .x1271  
Mike Paige, Administrative Assistant for Special Programs . . . . .x1417

**Reception Desk** . . . . .x1275

**Registrar** . . . . .x1101

Cecelia Cull, Registrar  
Kathy Curtin, Assistant Registrar

## Research for Planning and Evaluation

Linda Pursley, Ph.D., Director . . . . .x1271  
Jianbin Mao, Ph.D., Institutional Researcher . . . . .x1207

**Security** . . . . .x1115

## Student Advisory Board

Deborah McCarthy, Director of Student Services . . . .x1200

## Student Services

Deborah McCarthy, M.Ed., Director . . . . .x1200

## Transfer Credit Office

Ludmilla K. Lewis . . . . .x1181  
Paulette Bannister . . . . .x1143

## Undergraduate Programs

Will McMullen, Ph.D., Acting Dean . . . . .x1203  
Molly Leong, M.Ed., Coordinator of Undergraduate Academic Services . . . . .x1139

**Family Studies** Barbara Koffske Reid, M.Ed. . . . .x1165

**Holistic Studies** Michael Siegell, Ph.D. . . . .x1250

**Human Services** Barbara Koffske Reid, M.Ed. . . .x1351

**Juvenile Justice** Carol Pepi, M.Ed. . . . .x1215

**Management Studies** Bill Hancock . . . . .x1281

## Medical Interpreter Training

Norma Green, M.Ed., Director . . . . .x1246

**Multidisciplinary Studies** Eugene Narrett, Ph.D. .x1252

**Psychology** Michael Siegell, Ph.D. . . . .x1250

**Web Site** . . . . .[www.cambridgecollege.edu](http://www.cambridgecollege.edu)

## Writing Programs

Terry Muller, M.A., Director . . . . .x1191  
Writing Lab appointments . . . . .x1185

# Academic Programs Offered

## Bachelor's Degree Programs

Multidisciplinary Studies  
Psychology  
Human Services  
Management Studies  
Medical Interpreter Training (certificate)

## Master of Management

Business  
Business Negotiation and Conflict Resolution  
Health Care Management  
Leadership in Human and Organizational Dynamics  
Information Technology for Managers  
Master of Management/Access (for qualified students without bachelor's degree)

## Graduate Certificates

Entrepreneurship and Small Business Management  
Internet and Information Security  
Non-Profit and Public Organization Management  
Organizational Coaching

## Counseling Psychology

### Master of Education

Addiction Counseling  
Counseling Psychology  
Counseling Psychology With Focus on Forensic Counseling  
Mental Health Counseling  
Psychological Studies  
School Guidance Counseling  
School Adjustment Counseling

### Extended M.Ed. programs for qualified students without bachelor's degree:

Counseling Psychology/Access  
Psychological Studies/Access

### Certificate of Advanced Graduate Studies in Counseling Psychology

## Education Programs for Professional Advancement (without licensure)

### Master of Education

Education  
Literacy Education  
Mathematics Education  
Instructional Technology  
Interdisciplinary Studies  
Individualized M.Ed. in Humane Education  
School Nurse Education  
School Nurse Education/Access (for qualified students  
without bachelor's degree)  
Science Education

### C.A.G.S. in Educational Leadership

Education Specialist in Curriculum and Instruction

### Graduate Certificates

Elementary/Middle School Mathematics Specialist  
High School Mathematics Specialist

## Education Programs for Licensure

### Early Childhood: Teacher of Students With and Without Disabilities (Levels PreK-2)

M.Ed. - Initial Licensure

### Elementary Teacher (levels 1-6)

M.Ed. - Initial and Professional Licensure  
Non-degree post-master's - Professional Licensure

### General Science (levels 5-8)

M.Ed. - Initial Licensure

### Health/Family and Consumer Science (all levels)

M.Ed. - Initial and Professional Licensure,  
with non-licensure option  
Non-degree post-master's - Professional Licensure

### Instructional Technology (all levels)

M.Ed. - Initial Licensure

Non-degree post-master's - Professional Licensure

### Library Teacher (all levels)

M.Ed. - Initial Licensure with non-licensure option  
Non-degree post-master's - Professional Licensure

### Mathematics (levels 1-6 and 5-8)

M.Ed. - Initial and Professional Licensure  
Non-degree post-master's - Professional Licensure

### School Administration (three licensure areas)

M.Ed. - Initial Licensure, with non-licensure option  
C.A.G.S. - Initial Licensure

### School Guidance Counselor (PreK-8 or 5-12)

M.Ed. - Initial Licensure

### Special Education Administration

C.A.G.S. in Educational Leadership - Initial Licensure

### Teacher of Children With Moderate Disabilities (levels PreK-8 or 5-12)

M.Ed. - Initial and Professional Licensure  
Non-degree post-master's - Professional Licensure

## Weather Closings

If a class is cancelled due to an emergency or illness of an instructor, the College tries to notify students as soon as possible by phone. Cancellations are also posted on the information monitors, on the web site, and with the College answering service.

Call 617-868-1000 or 1-800-877-4723 for College closings due to inclement weather or emergency. College closings are also listed on stations:

WBZ Radio AM 1030  
TV Channel 4  
WCVB TV Channel 5.

## Directions to the Cambridge, MA campus

### School of Education

80 Prospect Street,  
Central Square, Cambridge

**Public Transportation/Walking:** Take the Red Line or MBTA bus to Central Square (MBTA bus #1 or walk down Massachusetts Ave). Walk from the Central Square T-stop on Massachusetts Avenue, half a block to Prospect Street. The School of Education is on the second block from Massachusetts Ave, just past Carberry's.

**Driving From Harvard Square or 1000 Massachusetts Avenue:** Take Massachusetts Avenue to Central Square. There is no left turn onto Prospect Street, so go one block farther and turn left onto Essex Street. Go one block on Essex Street, and turn left onto Bishop Allen Drive; take your first right onto Prospect Street. The School of Education is on the right.

**From Boston via Storrow Drive:** From Boston, drive west on Storrow Drive and take the Central Square/Cambridge/I-90/Mass. Pike exit; the ramp becomes Soldiers Field Road. Turn left onto Cambridge Street and cross the River Street Bridge; proceed straight on River Street, and merge onto Western Avenue as you approach Central Square. Cross Massachusetts Avenue, taking a slight jog to the left onto Prospect Street. The School of Education is on the right side of the street, just past the first intersection.

**Parking** is always a challenge in Cambridge, but there should be space in the evening at the lot across from the School of Education, and at the City of Cambridge lot on Bishop Allen Drive between Essex and Prospect Streets.

### Main Building

1000 Massachusetts Avenue

Half-way between Harvard Square and Central Square, Cambridge

**Public Transportation:** MBTA bus #1 (Mass Ave.) stops at 1000 Massachusetts Avenue. Many other buses come into Harvard Square or Central Square. Or take the Red Line to Central Square or Harvard Square. The College is a short walk down Massachusetts Avenue.

**From Rte. 93 north or south:** Rte. 93 to Storrow Drive. Take the Massachusetts Ave. exit. Take a right and cross the Harvard Bridge. Proceed straight for about three miles. The College is on your left.

**From the Massachusetts Turnpike:** Take the Cambridge/Allston exit. Cross the River St. Bridge into Cambridge and turn left onto Putnam Ave., and go to the end. Turn right onto Massachusetts Ave. Cambridge College is on your right.

**From Rte. 1 (Jamaica Way):** Turn right onto Storrow Drive. Take the Massachusetts Ave. exit. Take a right and cross the Harvard Bridge. Go straight for about three miles.

**From Rte. 128/95:** Exit onto Rte. 16 East and follow it through Watertown; continue on Rte. 16/Mt. Auburn St. until Rte. 16 turns left onto Aberdeen Ave. Do not turn. Continue straight on Mt. Auburn St. for two miles. It merges into Massachusetts Ave. shortly before you reach Cambridge College.

OR exit onto the Massachusetts Turnpike at Weston and follow directions above.

### Parking

**Fitz-Inn AutoPark, 450 Green Street:** From Cambridge College drive three blocks down Massachusetts Ave toward Central Square. Turn right at the Post Office onto Pleasant St. Go one short block and turn right again onto Green Street. The Green Street Parking Lot is on your left.

*Discounted parking tickets must be purchased in advance at the Cambridge College Business Office. Discount for weekday evenings and weekends only.*

Other public parking facilities are located around Harvard Square and Central Square.

## Directions to Other Classroom Locations

Cambridge College offers some courses at other sites and collaborates with other institutions. No more than 49% of an academic program may be offered at these locations. No academic program may be completed at these locations.

Locations and directions are subject to change.

Please go to *Student Services* on the College website for current information.

### Surry, ME — International Institute for Humane Education (IIHE)

**From Rte. 95:** Exit onto 395 in Bangor and take 395 to 1A toward Ellsworth. Drive approximately 25 miles to Ellsworth. You will pass Ellsworth High School on the left, the Mill Mall on the right, the YMCA on the right, and then the road will fork at the *Fork in the Road* restaurant. Bear right (State Street) and drive several blocks to the light. Turn right at the light and go over the bridge. Stay in the left lane. The road will fork. Bear left onto Rte. 172 following the sign for Surry and Blue Hill. The IIHE is approximately four miles on the left, just before the Gatherings family campground.

### Beverly, MA

Beverly High School, 1000 Sohier Road, Beverly, MA 01915 (978) 921-8598.

Rte 128 to exit 19 (Brimbal Avenue). At the end of the exit continue straight; the street will change to Sohier Road. Beverly High School is on the right.

### Biogen-Idec, Building 8

14 Cambridge Center, Cambridge, MA

Please go to [www.biogenidec.com](http://www.biogenidec.com) for detailed directions.

### Bourne, MA

Bourne High School, 75 Water House Road, Bourne, MA 02532 (508) 759-0670.

**From Rte. 495:** Take Rte. 495 and go over the Bourne Bridge. As soon as you come off the bridge, take the first right after the State Police Barracks (Trowbridge Rd.). Continue on this road for about 1/4 mile and you will see a school on the left side set back from the road and a second school beside it. Bourne High School is the second school.

**From Rte. 3:** Follow Rte. 3 over the Sagamore Bridge. Take the first exit off the bridge. Follow road down to the first light. Take a left onto Sandwich Road. You will pass the Gallo Ice Arena on the right. About 1/4 mile from the arena you will come to a fork in the road; bear left. At the rotary, go half way around the rotary, take the right (Trowbridge Road) between the State Police Barracks and the Gulf station. Continue on this road for about 1/4 mile and you will see a school on the left side set back from the road and a second school beside it. Bourne High School is the second school.

### **Burlington, MA — Burlington Science Center (Burlington High School)**

Route 95 (128) to route 3A/Burlington exit, follow route 3A through the set of lights, BHS is on left about 3/4 mile, enter driveway at granite sign, follow driveway and bear to the left, look for large garage door and Science Center sign on the side of the building.

### **Cambridge, MA — Christian Life Center**

85 Bishop Allen Drive, Cambridge, MA (617)-661-1110

**From 1000 Massachusetts Avenue:** Drive down Mass. Ave towards Central Square. Go one block beyond the intersection of Prospect St. and Mass. Ave, and turn left onto Essex Street, and then turn right onto Bishop Allen Drive. The Christian Life Center is a pinkish-colored building on your left. Parking is available in local City of Cambridge lots.

Further directions can be found at the website [www.st-paul-ame.org](http://www.st-paul-ame.org); click on "Christian Life Center" on the right of the home page, and then click on "directions to the Christian Life Center."

### **Canton, MA**

Blue Hills Regional Technical School, 800 Randolph St., Canton, MA 02021 (781) 828-5800.

**From Boston:** Take Southeast Expressway to Rte. 128 North (towards Dedham). Take exit 2A (Rte. 138-South). Do not turn; you'll be facing in the right direction. Go straight on Rte. 138. At the second light, go left onto Randolph Street. Blue Hills Regional Technical School is 1/4 mile down on the left.

### **Dedham, MA**

Dedham Holiday Inn, 55 Ariadne Road, Dedham, MA 02026 (781) 329-1000.

Call or get directions from [Mapquest.com/](http://Mapquest.com/).

### **Fall River, MA**

John J. Doran School, 101 Fountain Street, Fall River, MA 02721-1329 (508) 675-8225

**From I-93 South:** Take the Rte. 24 South exit towards Brockton, exit #4. From ramp, merge onto Rte.24 South (go 29 miles). Continue on 24/79 South (go 3.4 miles). Take the Rte. 79 South exit #7 towards N. Fall River/Somerset (go 2.8 miles). Continue on Rte. 79/138 South for a mile, then take Rte 138 South towards N. Tiverton, RI - go 0.3 mile, turn left on Columbia St., then left onto Fountain St.

### **Franklin, MA**

835 Upper Union Street, Franklin, MA 02038 (508) 553-3500.

**From the north:** Take Rte. 495 south to exit 16. Go right off ramp onto King St. Take immediate left (industrial park) Go .4 mile and turn right into Hawthorne Suites parking lot.

**From the south:** Take Rte. 495 south to exit 16. Take left off ramp onto King Street. Take left after 495 overpass (industrial overpass). Proceed .4 mile and turn right into Hawthorne Suites parking lot.

### **Haverhill, MA**

Whittier Regional Vocational Technical School, 115 Amesbury Line Road, Haverhill, MA 01830 (508) 373-4101.

**From Boston:** Take I-93 to 495 to exit 52 (Northern Essex Community College). Turn right off exit onto Rte. 110. About two miles on the right is a sign for Whittier.

**OR:** take I-95 to Newburyport exit. Turn left onto Rte. 113; go about three miles. On right side there will be a white church. Turn right just beyond the church, cross over Rocks Village Bridge, go up hill bearing right. School is on the left.

### **Mattahunt**

100 Hebron Mattapan, MA 02126 (617) 635-8792

Call or get directions from [Mapquest.com/](http://Mapquest.com/).

### **Medford, MA**

Amerisuites Hotel, 116 Riverside Avenue, Medford, MA 02155 (781) 395-8500

Take I-93 to Exit 32. Follow Route 60 to the first left, River Street. Take a left onto Riverside Avenue. The hotel is on the left.

### **Milton, MA — Curry College**

1071 Blue Hill Avenue, Milton, MA 02186

**From the Mass. Pike:** Rte. 128 South (which becomes Rte. 93 North) to Exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left. (CAUTION: Do not take the Rte. 95 South exit to Providence, RI).

**From Providence, R.I.:** Rte. I-95 to Rte. 128 South (Rte 93 North) to Exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left.

**From Boston:** Expressway South (Rte. 93 South) to exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left.

### Sheraton Framingham Hotel

1657 Worcester Road, Framingham, MA 01701 (508) 879-7200

**From North:** Take Interstate 93 South to Exit 37B (Interstate 95 South/Route 128 South towards Waltham). Follow to Exit 25 (Interstate 90 West/Massachusetts Turnpike). From I-90 West, take Exit 12 (Route 9 West towards Framingham). Bear left after toll. The hotel is the first building on the right.

**From South:** Take I-95 North to Exit 6B (Interstate 495 North towards Worcester). Continue on I-495 North for about 25 miles. Take Exit 22 (Massachusetts Turnpike I-90 East) towards Boston. Take Exit 12 (Route 9 West towards Framingham). Bear left after toll. Stay in the right lane. The hotel is the first building on the right.

**From East:** Follow the Massachusetts Turnpike (I-90) West to Exit 12 (Route 9 West towards Framingham). Bear left after the toll. Stay in the right lane. The hotel is the first building on the right.

**From West:** Follow the Massachusetts Turnpike (I-90) East to Exit 12 (Route 9 West towards Framingham). Bear left after the toll. Stay in the right lane. The hotel is the first building on the right.

### Stoneham, MA

New Central Elementary School, 36 Pomworth St. Stoneham, MA 781-279-3860

Follow Route 28 South to the fourth traffic light - William Street (Citgo Gas Station on right, Mobile on the left). Take a left onto William St. Proceed on William to Pomworth. Turn left on Pomworth and look for a one-way sign on the left. This is a one-way driveway into the New Central Elementary School.

### Worcester, MA

Clark Street School, 280 Clark Street, Worcester, MA 01606 (508) 799-3545.

**From Boston:** Take the Mass Pike to Rte. 495 North. Exit onto Rte. 290 West. Take exit 22 (Route 70; Worcester/Shrewsbury). At the bottom of the ramp turn right onto Plantation Street. At the next light, go straight. A quarter mile down the road you will see Allegro Electric. Take next left after Allegro Electric onto Clark Street.

## Cambridge College — Newton-Wellesley Hospital, Newton, MA

1589 Beacon St, Newton, MA 02468

Cambridge College is authorized by the Massachusetts Board of Higher Education to operate an instructional site at Newton Wellesley Hospital. The hospital provides classrooms for Cambridge College's Health Care Management Program.

### Academic Program Offered

**Master of Management** — Health Care Management

### Office, Services and Directory

All offices and services are located at the Cambridge campus. See directory above.

John Bové, M.M., C.A.S., Director . . . . .617-873-0132

### Address and Directions

1589 Beacon St, Newton, MA 02468  
617-243-6000 (hospital switchboard)

**By Public Transportation:** Take the Green Line-Riverside train to the Woodland stop.

**From the Mass. Pike:** to exit 16 (Newton/Wellesley) onto Rte. 16 west.

**From the south:** Take Rte. 128 to exit 21 and bear right.

**From the north:** Take Rte. 128 to exit 21A and bear left.

# Cambridge College — Springfield, MA

570 Cottage Street, Springfield, MA 01104

Cambridge College—Springfield has offices, classrooms, a student lounge, and a kitchenette with microwave oven and snack machines for students' use.

## Academic Programs Offered

### Bachelor's Degree Programs

- Multidisciplinary Studies
- Human Services
- Management Studies

### Counseling Psychology (M.Ed.)

- Addiction Counseling
- Counseling Psychology
- Mental Health Counseling
- Psychological Studies
- School Guidance Counseling - Initial Licensure
- School Adjustment Counseling - Initial Licensure

*Extended M.Ed. programs for qualified students without bachelor's degree:*

- Counseling Psychology/Access
- Psychological Studies/Access

### Master of Management

- Business
- Business Negotiation and Conflict Resolution
- Health Care Management
- Information Technology for Managers
- Leadership in Human and Organizational Dynamics
- Master of Management/Access (for qualified students without bachelor's degree)

### Master of Education Programs for Professional Advancement (without licensure)

- Education
- Interdisciplinary Studies

### Master of Education Programs for Licensure

- Elementary Teacher (Levels 1-6) - Initial Licensure
- Library Teacher (All Levels) - M.Ed. - Initial Licensure
- Teacher of Children With Moderate Disabilities (PreK-8 or 5-12) - Initial Licensure

### Certificate of Advanced Graduate Study

- School Administration (Three Licensure Areas) - Initial Licensure
- Special Education Administration - Initial Licensure
- Education Specialist in Curriculum and Instruction

## Text Books

Text books are purchased online from [www.mbsdirect.net](http://www.mbsdirect.net), where Cambridge College Springfield has its own page with course listings and book lists.

## Computer Lab

A computer lab is available for students to conduct research, write papers, and complete other projects. Software enables students to access the Internet, do word processing, spreadsheets, and presentations. For more information, see notices posted in the lab.

## Writing Lab and Resource Room

The Writing Lab offers tutorial services five days a week, with evening and day hours. Students may make appointments or just drop in. Our writing faculty coaches 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. In addition, the resource room has handouts, books and resources for students and faculty.

## Office and Directory

Phone . . . . . 1-800-829-4723 or 413-747-0204

Fax . . . . . 413-747-0613

Office Hours Mon.-Thurs. 11:00 a.m.-7:00 p.m.

Friday 9:00 a.m.-5:00 p.m.

Sat.-Sun. 8:00 a.m.-3:00 p.m.

## Academic Services and Registration

Colleen Eaton . . . . . x6614

Business Office Stacy Johnson . . . . . x6615

Director Patricia Crutchfield, M.Ed., M.L.S. . . . . x6619

Tanya Wdowiak, Assistant Director . . . . . x6612

Disability Support for students with learning, mental, or physical disabilities: Deborah McCarthy, M.Ed., Coordinator . . . . .(Cambridge) x1200

## Undergraduate Enrollment

### Multidisciplinary, Management, Human Services

Tori Countryman . . . . . x6611

### Multidisciplinary, Human Services

John LaChapelle . . . . . x6622

### Graduate Enrollment

- Counseling Psychology:** John LaChapelle . . . .x6622  
**Education:** Meaghan Prendergast . . . . .x6623  
**Management:** Tori Countryman . . . . .x6611

### Counseling Psychology Programs

- Deborah Merriman, C.A.G.S. . . . .x6630  
**Education Programs** Susan Brown, M.Music . . .x6636  
**Financial Aid** . . . . .(Cambridge) x1440  
**Information Technology** Richard Turner, Ph.D. . .x6618  
**Lost and Found** . . . . .Call reception desk  
**Management Programs** Richard Turner, Ph.D. . .x6618  
**Reception Desk** Stacy Johnson . . . . .x6615  
**Undergraduate Programs** Dale Parker, M.Ed. . . .x6638  
**Writing Programs** Abigail Dollinger, M.Ed. . . . .x6645

**Website** . . . . .[www.cambridgecollege.edu/springfield](http://www.cambridgecollege.edu/springfield)

### Address and Directions

570 Cottage Street, Springfield, MA 01104

**From the Massachusetts Turnpike:** Take exit 6. Turn left onto Rte. 291 West. Go 1/2 mile to exit 5. At end of ramp turn

left onto Page Blvd. Stay in far right lane to traffic light. Turn right onto Robbins Rd.(railroad tracks). At next traffic light turn left onto Cottage St. The College is 1/2 mile on the left.

**From Rte. 91 North or South:** Take exit 8 to Rte. 291 East (Mass Pike/Ludlow). Take Rte. 291 East to exit 5A (East Springfield/ Indian Orchard). Stay in far right lane and go to traffic light. Turn right onto Robbins Rd. (railroad tracks). At next traffic light turn left onto Cottage St. The College is 1/2 mile on the left.

**Free parking** is available on site.

### Weather Closings

College closings due to inclement weather or emergency are listed on stations:

- WHYN (93.1 FM, 560 AM)  
WTIC (96.5 FM, 1080 AM)  
WWLP Channel 22  
News 40 Channel 40

Closings are also posted on the College phone system.

# Cambridge College — Lawrence, MA

60 Island Street, Lawrence, MA 01841

In the Fall 2003, Cambridge College opened an instructional center in partnership with the City of Lawrence and community organizations. Located in a newly renovated mill on the banks of the Merrimack River in the historic mill district of Lawrence, the facility creates a link between the past and the future. The polished wood floors, full-length windows, and brick interior are reminders of the mill's history. Wireless Internet connections in new classrooms, the latest techniques in adult learning, and handicapped-accessible facilities create a state-of-the-art learning environment.

### Math Support

A math tutor visits classes to help with math and quantitative thinking. You can get acclimated back into math after years out of school, and get help to do quantitative projects on spreadsheets, complete assignments involving quantitative research data in your field, master mathematical concepts and assignments in undergraduate courses.

### Writing Lab

The Writing Lab offers tutorial services weekday afternoons evenings and Saturdays. Students may make appointments or drop in. Our writing faculty coaches 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. In addition, the resource room has handouts, books and resources for students and faculty.

Workshops help students prepare for the *Communication and Literacy* test (MTEL).

### Computer Lab

A computer lab is available for students to conduct research, write papers, and complete other projects. Software enables students to access the Internet, do word processing, spreadsheets, and presentations. For more information, see notices posted in the lab.

## Text Books

A book list is available on the Cambridge College web site, [www.cambridgecollege.edu](http://www.cambridgecollege.edu). At the home page, select *Student Services*, then click on *Bookstore Information*.

Text books are available at Andover Book Store, 978-475-0143.

## Office and Directory

**Phone** .....978-738-0502

**Office Hours** Monday-Thursday 9:00 a.m.-10:00 p.m.

Friday 9:00 a.m.-7:00 p.m.

**Director:** Dolores C. Calaf, M.A. ....x1471

Rose Pierre, Administrative Assistant ....x1472

Linda Tankersley, Administrative Assistant ....x1472

### Admissions Counselors

Joy King, M.Ed., Director ....x1475

Jennifer Schlenker, Graduate Admissions ....x1473

Amiel Vargas, Undergraduate Admissions ....x1474

**Enrollment Services** (processing of applications and supporting materials) ....x1447

**Disability Support** Deborah McCarthy, M.Ed., Coordinator (Cambridge) ..... 800-877-4723 x1200

**Writing Lab** appointments ....x1481

Diane Paxton, Writing Instructor ....x1470

**Reception Desk** .....x1472

**Website** .....[www.cambridgecollege.edu/lawrence](http://www.cambridgecollege.edu/lawrence)

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**Local public university libraries** — For help finding a suitable library, call the Cambridge College—Lawrence office, e-mail [libraryservices@cambridgecollege.edu](mailto:libraryservices@cambridgecollege.edu) or leave a message at 1-800-877-4723 x1730.

## Academic Programs Offered

### Bachelor's Degree Programs

Multidisciplinary Studies

Psychology

Human Services

Management Studies

Medical Interpreter Training (certificate)

### Counseling Psychology (M.Ed.)

Counseling Psychology

Psychological Studies

School Guidance Counselor - Initial Licensure

### Master of Education

Education - without licensure

Elementary Teacher (levels 1-6) - Initial and Professional Licensure

Teacher of Children With Moderate Disabilities (levels PreK-8 or 5-12) - Initial and Professional Licensure

### Master of Management — Business

## Address and Directions

**Address:** 60 Island Street, Lawrence, MA 01841

**From greater Boston:** Take Rte. I-93 North to Rte. 495 North (Exit 44A). From Rte. 495, take Exit 44-45 (Marston St.). Merge right onto Marston Street, turn left onto Canal Street, turn left onto Union Street, and take an immediate left onto Island Street.

**From the North:** Take Rte. 495 South to Exit 44-45 (Marston St.) and follow directions above.

**Parking** is available next to the Lawrence Center, across the street, and behind the building. A security guard is available to escort students to the parking lot in the evenings, if needed.

**Weather Closings** — Call during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting.



# Cambridge College — Chesapeake, VA

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320

Cambridge College—Chesapeake draws students from the Chesapeake area, Hampton Roads, the nearby Naval base at Norfolk, and nearby northern North Carolina. The College site is located in a class-A commercial building on the main access route to the city of Chesapeake. This modern building is handicapped-accessible and is approved by the city for education purposes. Shopping and restaurants are near by.

## 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.

**State Authorization** — 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 the regional center at 1403 Greenbrier Parkway, Suite 300, in Chesapeake, Virginia. The programs listed below are approved.

## Academic Programs Offered

### Bachelor's Degree Programs

Multidisciplinary Studies  
Management Studies

### Master of Education Programs

Education - without licensure  
Mathematics (5-8) - licensure  
Mathematics Education - without licensure  
School Administration — three licensure areas  
School Guidance Counseling - licensure  
Teacher of Children With Moderate Disabilities  
(PreK-8 or 5-12) - licensure (in Virginia: Special  
Education Teacher Licensure)

### C.A.G.S. in Educational Leadership

Curriculum and Instruction  
School Administration — three licensure areas

### Master of Management — E-Commerce

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**Local public university libraries** — Students will be reimbursed for the cost of any borrower's privileges required. For suggestions and further information, call the Cambridge College—Chesapeake office.

## Office and Directory

**Phone** .....757-424-0333 (VA),  
.....252-337-6333 (from NC)

**Office Hours** Mon-Thurs 9:00 a.m.-6:00 p.m., Fri 9:00-5:00  
Additional office hours 6:00-10:00 p.m.  
on *evenings* when classes are held

**Director** Jim Waldman

**Office Manager** Sherri Michaels

Liaison with business office, financial aid, registrar, and enrollment services

### Admissions Counselors

Rebecca Bowlin, Education programs

Jim Waldman, E-Commerce

**Disability Support** Deborah McCarthy, M.Ed.,  
Coordinator (Cambridge, MA) . . . . . 800-877-4723 x1200

**Financial Aid** (Cambridge, MA) . . . . . 800-877-4723 x1440

**Website** . . . [www.cambridgecollege.edu/chesapeake](http://www.cambridgecollege.edu/chesapeake)

**Text Books** — Call the office for suggested local book stores or, on the Cambridge College website home page, click on *Student Services*, then on *Bookstore Information*.

**Writing and Research Support** is provided by professional seminar leaders. They support their students to research, write and edit their independent learning projects.

**Computer Lab** is available on-site for all students.

## Address and Directions

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320

**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 with the American Flag on top (Oracle 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.

**Weather Closings** — Call 1-800-723-0131 during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting.

# Cambridge College — Puerto Rico

O'Kelly Plaza, 55 Aguadilla St. Suite 302, Condado, San Juan PR 00907

Cambridge College—Puerto Rico is centrally located in the Condado area of San Juan, close to expressways and bus lines. The offices, computer lab and conference room overlook Condado Lagoon. Restaurants and hotels are close by, convenient for students when they visit the center.

## 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 on Higher Education has authorized Cambridge College to offer graduate courses of the National Institute for Teaching Excellence leading to a Master of Education degree.

## Academic Programs Offered

### Master of Education (NITE)

This program begins with an intensive five-week summer institute in Massachusetts. Students may finish the program at Cambridge College—Puerto Rico.

### Individualized Master of Education (IMED)

This is a distance learning program that begins with a one-day orientation/registration. Thereafter, you can choose among a variety of learning experiences, including:

- online courses
- directed independent studies
- summer one-week intensive courses in Massachusetts

## Office and Directory

Phone . . . . . 787-977-0101 or 787-977-0235

Fax . . . . . 787-977-0205

Office Hours Monday-Friday 9:00 a.m.-5:00 p.m.

Director Pedro Schuck, Ed.D. . . . . ext. 24

Student Affairs, Registrar's Office  
and Bursar's Office liaison . . . . . ext. 21

Disability Support Deborah McCarthy, M.Ed.,  
Coordinator (Cambridge, MA) . . . . 800-877-4723 ext. 1200

Enrollment Services and Financial Aid  
Osvaldo Vazquez, Ph.D. . . . . ext. 22

Registrar's Office—Student Pin Numbers  
(Cambridge, MA) . . . . . 800-877-4723 x1101

Faculty Pin Numbers  
Nelleen Knight (Cambridge, MA) . . . . .800-877-4723 x1125

Website . . . . .www.cambridgecollege.edu/puertorico

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**Local public university libraries** — Cambridge College students have access to all libraries in the Ana G. Mendez System (<http://um.suagm.edu>). Call the Cambridge College office for instructions on how to get a borrower's card.

**Text Books** — Call the office for suggested local book stores or, on the Cambridge College website home page, click on *Student Services*, then on *Bookstore Information*.

## Learning Technology and Research Support

All students are required to attend on-site training sessions to learn to use the Cambridge College learning software that supports our distance learning and communications, and the Student Information System (for registration).

## Address and Directions

**Address:** O'Kelly Plaza, 55 Aguadilla St. Suite 302, Condado, San Juan PR 00907

We are located in the Condado area of San Juan, across the street from the old Hotel Condado. Call for further directions.

**Parking** — Two public parking lots are available on Ashford Avenue, within two blocks of our center.

**Weather Closings** — Call 787-977-0101 ext. 21. If the College is closed due to inclement weather, it will be recorded on the greeting so you can plan accordingly.

# Cambridge College — Augusta, GA

The Lamar Building, Suite 1000, 753 Broad Street, Augusta, GA 30901

## 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.

**State Authorization** — 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: M.Ed. in School Administration, School Guidance, School Library, and Special Education; C.A.G.S. in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

## Academic Programs Offered

### Complete Program offered at Augusta

#### C.A.G.S. in Educational Leadership

School Guidance Counselor - Initial Licensure  
School Administration (three licensure areas) - Initial Licensure

### National Institute for Teaching Excellence

Programs begin with an intensive five-week summer institute in Massachusetts. Students may finish some NITE programs at Cambridge College—Augusta.

#### Master of Education

Library Teacher (all levels) - Initial Licensure  
Master of Education - without licensure  
School Administration (three licensure areas) - Initial Licensure  
School Guidance Counselor - Initial Licensure  
Teacher of Children With Moderate Disabilities (PreK-8 or 5-12) - Initial Licensure

#### C.A.G.S. in Educational Leadership

Education Specialist in Curriculum and Instruction - without licensure  
Special Education Administration - Initial Licensure

## Office and Directory

**Phone** .....706-821-3965

**Office Hours** Monday-Friday 8:30 a.m.-5:30 p.m.

**Director** Sharlotte Evans, Ed.D.

**Student Services** Deborah McCarthy, M.Ed.,  
Director ..... 800-877-4723 x1200

**Bursar's Office** ..... 800-877-4723 x1326

**Disability Support** Deborah McCarthy, M.Ed.,  
Coordinator ..... 800-877-4723 x1200

## Admission Counseling

Judith Hague ..... 800-877-4723 x1131

**Enrollment Services** (processing of applications and supporting materials) ..... x1447

**Financial Aid** ..... 800-877-4723 x1440

**Registrar's Office** ..... 800-877-4723 x1101

**Faculty Pin Numbers** Nelleen Knight 800-877-4723 x1125

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**Local public university libraries** — For help finding a suitable library, call the Cambridge College—Augusta office, e-mail [libraryservices@cambridgecollege.edu](mailto:libraryservices@cambridgecollege.edu), or leave a message at 1-800-877-4723 x1730.

**Text Books** — Call the office for suggested local book stores or, on the Cambridge College website home page, click on *Student Services*, then on *Bookstore Information*.

## Learning Technology and Research Support

Training and ongoing support are provided for students to learn to use the Cambridge College learning software that supports our distance learning and communications, and the Student Information System (for registration).

## Address and Directions

**Address:** The Lamar Building, Suite 1000, 753 Broad Street, Augusta, GA 30901

**From I-20** take Exit 200, to River Watch Parkway. At the light, go left onto River Watch Parkway. Go through two lights; River Watch Parkway turns into Jones Road. Continue on Jones Road until it dead ends at a stop sign. Turn left onto 11th Street. At the first light, turn right onto Reynolds Street. After you pass through two lights, the 16-story Lamar Building is on the right. Enter through the back or front doors. Cambridge College is on the 10th floor.

**Parking** is free of charge. Faculty can park in the lot behind the Lamar Building and students in the adjacent parking lot across the street.

**Weather Closings** — Call during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting.

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17 of Cambridge College's trustees are women, 17 are men.  
11 of the trustees are African American, one is Asian, one is  
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# Cambridge College

...where adults  
learn their way to a  
brighter future

- ◆ A pioneering adult teaching and learning model respects your experience and skills.
- ◆ Interactive adult classrooms create networks and lifelong relationships.
- ◆ Financial aid information available.
- ◆ Evening and weekend class times fit your schedule, responsibilities, and lifestyle.
- ◆ Classes led by practicing instructors offer real-life teaching from some of today's most experienced professionals.
- ◆ A equal opportunity college committed to providing a diverse learning environment.

August 2004



**Undergraduate Programs**

**School of Education**

**School of Management**

**School of Counseling & Psychology**