



Welcome to Our New Hood Park Campus!



# Cambridge College

## Academic Catalog **2018-2019**

### Cambridge College

500 Rutherford Avenue, Boston, MA 02129  
617.868.1000 • Admissions: 1.800.877.4723  
[www.cambridgecollege.edu](http://www.cambridgecollege.edu)







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## About This Catalog

This catalog presents current information about Cambridge College's academic programs, courses, resources, policies and procedures for the 2018-2019 academic year (September 1, 2018-August 31, 2019). This catalog has been compiled from the most accurate information available as of the date of publication.

By enrolling in the College, each student agrees to follow all College policies, practices and procedures.

The College reserves the right to change its programs, policies and practices at any time and without notice, in accordance with applicable law. The development, review and updating of College policies and procedures is an ongoing process. Official College policies may be viewed on the College's website.

This catalog does not constitute a contract, and shall not be construed as a binding agreement.

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# Academic Calendar 2018-2019

## Fall Term 2018-2019

### August

03 Bursar statements mailed: fall term

### September

01 Fall term begins  
03 Payment due to Bursar: fall term  
03 Labor Day—no classes, offices closed  
04 Last day to submit application for degree/certificate for fall term  
06 New student orientation—School of Undergraduate Studies, School of Education—5:00-9:00 pm  
07 New student orientation—School of Management—5:30-9:30 pm  
08 New student orientation—School of Psychology & Counseling—9:30 am-1:00 pm  
10 Late payment fee applied (weekly thereafter)  
10 Last day for acceptance into degree/certificate this term  
**10 Fall term classes begin**  
**17 LAST DAY to ADD/DROP**  
30 Last day to waive health insurance for the fall term only

### October

08 Columbus Day observed—classes held, offices closed  
12 Financial aid—final deadline for all fall term documents  
15 Registration hold applied for non-payment  
19 Intent to graduate forms for January graduates due to Registrar

### November

01 **Registration opens for spring** (9:00 am)  
02 Financial aid—FAFSA priority deadline for spring term  
12 Veterans Day observed—classes held, offices closed  
21 Undergraduate—last day for portfolio submission  
22-23 Thanksgiving Holiday—no classes, offices closed

### December

05 ILP/ARP and Capstone due to faculty  
14 Bursar statements mailed: spring term  
20 Last day of graduate classes  
23 Last day of undergraduate classes  
Dec. 23-Jan. 14 Winter recess  
Dec. 25-Jan. 1 no classes, offices closed

### January

13 Fall term ends  
13 Fall term degree conferral

## Spring Term 2019

### January

14 Spring term begins  
15 Last day to submit application for degree/certificate for spring term  
16 New student orientation—School of Management 5:30-9:30 pm  
17 New student orientation—School of Undergraduate Studies, School of Education—5:00-9:00 pm  
TBA New student orientation—School of Psychology & Counseling  
21 Martin Luther King, Jr. Day—no classes, offices closed  
21 Payment due to Bursar: spring term  
22 Last day for acceptance into degree/certificate this term  
**22 Spring term classes begin**  
28 Late payment fee applied (weekly thereafter)  
**29 LAST DAY to ADD/DROP**

### February

08 Financial aid—final deadline for all spring term documents  
15 Last day to waive health insurance for spring term only  
15 Intent to Graduate forms for June graduates due to Registrar  
18 Presidents' Day—classes held, offices closed

### March

15 Registration hold applied for non-payment

### April

01 **Registration opens for summer** (9:00 am)  
01 Financial aid—FAFSA priority deadline for summer term  
12 ILP/ARP and Capstone due to faculty  
12 Undergraduate—last day for portfolio submission  
15 Patriots' Day—some classes held, offices closed  
15-19 Spring break—some classes held, offices open

### May

03 Bursar statements mailed: summer term  
06 Last day of graduate classes  
13 Last day of undergraduate classes  
27 Memorial Day—no classes, offices closed

### June

02 Spring term ends  
02 Spring term degree conferral  
09 Commencement exercises

## Summer Term 2019

### June

- 03 Payment due to Bursar: summer term
- 03 Last day to submit application for degree/certificate for summer term
- 03 Summer term begins
- 05 New student orientation—School of Management  
—5:30-9:30 pm
- 06 New student orientation—School of Undergraduate Studies,  
School of Education—5:00-9:00 pm
- TBA New student orientation—School of Psychology & Counseling
- 07 Financial aid—final deadline for all spring term documents
- 10 Late payment fee applied (weekly thereafter)
- 10 Last day for acceptance into degree/certificate this term
- 10 Summer term classes begin**
- 15 Registration hold applied for non-payment
- 17 LAST DAY to ADD/DROP**
- 25 Summer Institutes: Online course work begins
- 25 Intent to Graduate forms for August graduates due to Registrar
- 30 Last day to waive health insurance for summer term only

### July

- 01 **Registration opens for fall**
- 04 Independence Day—no classes, offices closed
- 07 Summer Institutes: Arrival and check-in—1:00-5:00 pm
- 07 Summer Institutes: Student Orientation—6:00-8:00 pm
- 08 Summer Institutes: Online course work ends
- 08 Summer Institutes: Intensive residency begins
- 09 Financial aid—FAFSA priority deadline for fall term
- 12 Undergraduate—last day for portfolio submission
- 17 ILP/ARP and Capstone due to faculty
- 29 Summer Institutes: Residency ends
- 30 Summer Institutes: Online course work resumes

### August

- 04 Last day of graduate classes
- 11 Last day of undergraduate classes
- 11 Summer Institutes: Online course work ends
- 26 Summer term degree conferral
- 31 Summer term ends

# Accreditation and Authorization

## Regional Accreditation

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

Accreditation of an institution of higher education by the Commission 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 Commission 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 Commission should be directed to the administrative staff of the institution. Individuals may also contact:

### **New England Commission of Higher Education**

**3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514**

**(781) 425-7785**

**E-Mail: [info@neche.org](mailto:info@neche.org)**

## Program Accreditation

The Teacher Education Program and School Counseling Program at Cambridge College are awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of five years, from May 2014-May 2019. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

## State Authorization

### **Massachusetts**

All Cambridge College's degree programs are authorized by the Massachusetts Department of Higher Education ([www.mass.edu](http://www.mass.edu)). Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Department of Elementary and Secondary Education and are subject to its regulations and standards.

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

### **Other State Authorization**

Cambridge College is also currently authorized or licensed to operate in California and Puerto Rico.

### **California**

Cambridge College is a private institution, approved to operate by the California Bureau for Private Post-Secondary Education. Approval to operate means the college is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations."

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 • P.O. Box 980818, West Sacramento, CA 95798-0818 • [www.bppe.ca.gov](http://www.bppe.ca.gov) • 916-431-6959 • 1-888-370-7589 • fax 916-263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet web site [www.bppve.ca.gov](http://www.bppve.ca.gov).

### **Puerto Rico**

The Puerto Rico Council of Education ([www.ce.pr.gov](http://www.ce.pr.gov)) has authorized Cambridge College to offer selected programs.

# The President's Welcome



**Deborah C. Jackson**  
**President**

Dear Student,

On behalf of the Board of Trustees and the entire College community, it is my pleasure to welcome you to Cambridge College. We look forward to working with you to help you succeed in both your academic and professional pursuits.

We have supported the incredible potential of adult learners since we opened our doors in 1971. With programs in four schools – School of Undergraduate Studies, School of Education, School of Management, and School of Psychology and Counseling, we have the classes and programs available that will prepare you for the professional career to which you aspire, and they are offered in a schedule designed to fit your busy life.

Our top priority is your success. Our expert faculty bring a wealth of experience and knowledge into the classroom, ensuring a rich and unique learning environment. In addition to support in the classroom, faculty, staff, and student support services are available to assist you with all other aspects of college life, including financial aid and career resources.

Thank you for choosing Cambridge College and I look forward to congratulating each and every one of you as you cross the stage at Commencement to receive your diploma—a symbol and acknowledgment of your hard work and dedication. In the meantime, may your journey at Cambridge College be a rich and rewarding one.

Sincerely,

Deborah C. Jackson  
President





# Cambridge College



## Cambridge College

Cambridge College was established in 1971 by a group of educators as the Institute of Open Education, an innovative graduate program offering advanced degrees to teachers and non-traditional adult learners, such as students older than the typical first-time college student, including many with previous college experience but no credential. The founding mission shaped the early institution and continues to guide the College today: *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.* The mission reflected the essence of Cambridge College's teaching and learning model, characterized by open admission with student-centered, career-oriented academic instruction.

Today, Cambridge College remains a pioneer in higher education focused solely on adult learners. We offer undergraduate and graduate programs tailored to the needs of adult students focused on advancing their careers to meet the demands of tomorrow's workforce. As a fully accredited private non-profit institution with four schools – School of Undergraduate Studies, School of Education, School of Management, and School of Psychology and Counseling, Cambridge College was created to advance the lives and careers of adult learners. Classes are offered across flexible schedules and modalities in five locations (Boston, Lawrence, Springfield, MA; Rancho Cucamonga, California; and San Juan, Puerto Rico).

For more than 45 years, the College has maintained its commitment to open enrollment and continues to prioritize the needs of the diverse, working adult students it has always served, who now number over 35,000 alumni.

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

The College was first known as The Institute of Open Education within Newton College of the Sacred Heart, and later became part of the Antioch University Network. In 1981, it became an independent, private non-profit institution with the new name of Cambridge College. A Master of Education was the initial degree program launched at the graduate level; it successfully supplied the growing need for teachers, especially in urban settings. The mission and philosophy of the College drew the attention of students from businesses, non-profit and social service agencies, and other professions. As this learning community grew, the College expanded to offer a broad range of academic programs, including the Master of Business Administration, Bachelor of Arts, Bachelor of Science, and Certificate of Advanced Graduate Studies.



Today, Cambridge College also serves the educational needs of students outside of its main campus location in Boston, Massachusetts. The College has regional locations in Springfield and Lawrence, Massachusetts, and in California and Puerto Rico. The College aspires to be a visionary organization and learning community for its constituents. Through the dynamic learning processes which are the foundations of our educational model, and our dedication to our mission, we believe we are serving and transforming the lives of adult learners across the national landscape.

### **Distinctive Teaching/Learning Model**

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. This model of adult learning has proven resilient and adaptable to new content areas and a variety of learning formats throughout Cambridge College's history. Cambridge College is a learning community in which adult learners experience educational practices that honor and empower them. The College believes that each person can learn regardless of one's age, life history, current circumstances, or past academic experience. Each student's uniqueness, capabilities and experiences are valued in the classroom communities. Our programs develop and enhance skills, competencies, attitudes, values and habits of mind, all enabling our students to competently meet personal needs and professional challenges.

Our coursework is designed to promote collaborative learning, support the use of technology, and to increase content expertise. The real-world diversity of our classrooms provides rich opportunities for examining socially constructed learning in individual research projects and

team-based assignments. The majority of our faculty are experienced professionals who bring both academic and professional perspectives to the classroom, thus allowing our students to study current trends in the field. Faculty members and program chairs work with students to build the competencies needed for academic and career success.

### **High Quality and Engaging Student-Faculty Relationship**

According to the Council for Adult and Experiential Learning, reducing barriers for adult students means recreating the roles of faculty to be more facilitators of student learning and less lecturers, and to instill in them the freedom to learn from students without professional embarrassment. By recognizing adult learners as potential co-creators of knowledge and connecting their real life experience to academic theory, students will be able to continually enrich and contribute to their learning process and feel motivated to persist in their educational pursuits.

At Cambridge College, many of our students report that the dynamic learning process has transformed their professional and personal lives. The distinctiveness and efficiency of this model has been long substantiated by our student population; our students regularly praise the quality of the relationships they enjoy with the faculty and highlight it as one of the defining and unique characteristics of a Cambridge College education. Our alumni re-engage with Cambridge College because they see the College not only as an inspiring institution where they acquired their priceless education but also as a community of genuinely caring individuals who continue to believe in, nurture, and admire their resiliency, abilities, and well-deserved accomplishments.

# College Profile

## Our Students

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

**Diverse** — Our students are quite diverse in terms of their age, educational background, professional attainment, race, ethnicity, and language, and bring to class a wealth of personal experiences.

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

## Student Diversity

Cambridge College was once again named one of the top 100 colleges and universities in the United States that conferred the most degrees to minority students.

	Master's Degrees		
	to African Americans	to Hispanics	to Minority Students
Education	n/a	41st	50th
Mental and Social Health Services & Allied Professions	5th	7th	13th
Health and Medical Administrative Services	47th	46th	n/a
Health Professions and Related Programs	42nd	n/a	n/a

Source: *Diverse Issues in Higher Education* magazine (<http://diverseeducation.com/top100>).

## Faculty Profile

More than 400 active full- and part-time professors (Academic Year 2016-2017); many are active professionals working in their field.

### Full-time faculty

- 20 full-time faculty members college-wide
- 65% with a doctorate or other terminal degree
- 50% female, 50% male
- 30% minority
- average tenure 20 years

### Part-time faculty

- more than 380 active part-time faculty college-wide
- 36% with a doctorate or other terminal degree
- 99% with at least a master's degree
- 54% female, 46% male
- 32% minority
- average tenure 7 years

## Campus Life

Cambridge College locations are in urban settings. Our beautiful new Hood Park central campus in Boston offers a host of amenities, including bright and comfortable gathering areas, large flexible classrooms, state of the art technology, the CC Bistro where fresh food can be grabbed on the run or enjoyed in nearby eating spaces, a CC shop, where college accessories and apparel can be purchased, ample free parking and so much more. Each regional center has a student lounge and vending machines, and public eateries are nearby.

**Housing** — Cambridge College does not require or provide dormitories and/or student housing, nor does it have responsibility to find or assist enrolled students in finding housing.

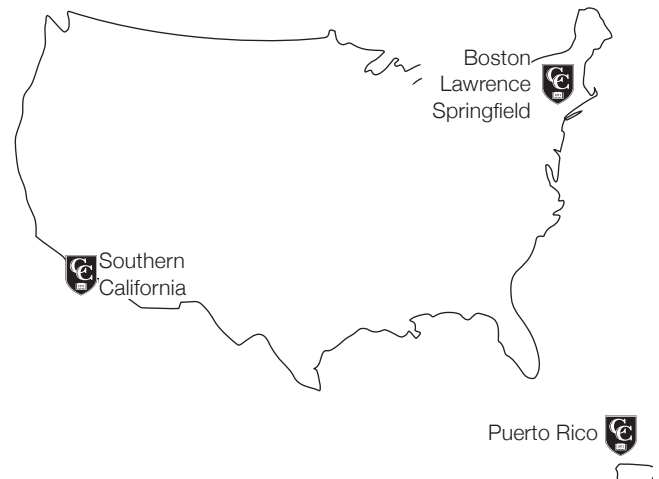
## Boston, MA Location

Cambridge College's four schools are located in the new central campus located in the heart of Boston's historic Charlestown, MA. Our Hood Park campus is easily accessible to communities throughout Greater Boston and the surrounding areas and is easily accessible from various points in and around Greater Boston. The campus is in close proximity to Assembly Row, which features a broad range of retailers, entertainment options, and restaurants.

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

## Regional Locations

Our students and alumni have urged Cambridge College to bring its academic programs and culture of adult learning to the people of their own cities and states. Each Cambridge College location offers academic programs established at the main campus, selected to serve local needs, and authorized by state education authorities.



## Academic Schedule

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

**Three terms/year** — Fall and spring terms are 15 weeks for undergraduate programs, and 14 weeks for graduate programs. The summer term is nine weeks for undergraduate programs and seven weeks for most graduate programs (see *Academic Calendar*.)

## Student Demographics Academic Year 2016-2017

	Undergraduate	Graduate	All Students
<b>Enrollment/number of students</b>			
Undergraduate	1,104		
Education	898		
Management	376		
Psychology & Counseling	789		
Non-Matriculated	82	280	
Total	1,186	2,343	3,529
<b>Full-time equivalent</b>	588	1,242	1,830
<b>Student status</b> full-time	25%	45%	38%
part-time	75%	55%	62%
<b>Diversity/minority</b>	71%	49%	56%
<b>Financial aid recipients</b>	79%	53%	55%
<b>Students graduating with student loan debt</b>	66%	59%	61%
<b>Median age</b>	32	34	34
<b>Gender</b>	71% female	75% female	74% female
	24% male	25% male	26% male
Student to faculty ratio	10 to 1		
Degrees/certificates awarded	207	638	845
Alumni	more than 36,000		

Title II pass rates for the Communication and Literacy Skills Massachusetts Test for Educator Licensure (MTEL) . . . . .100%

## Financial Aid and Debt

	2014-2015	2015-2016	2016-2017
<b>Financial aid recipients:</b>			
undergraduate	58%	82%	79%
graduate	53%	74%	76%
<b>Students graduating with student loan debt</b>			
undergraduate	68%	73%	66%
graduate	61%	69%	59%
<b>Students leaving the College with debt—average amount:</b>			
--Students leaving with a degree			
undergraduate	\$29,572	\$30,996	\$35,086
graduate	\$48,107	\$49,489	\$49,291
--Students leaving without a degree			
undergraduate	\$16,481	\$19,954	\$16,257
graduate	\$45,854	\$41,222	\$20,393

	FY 2013	FY2014	FY2015
<b>Three-year cohort default rate</b>	6.9%	8.3%	7.5%

## Student Diversity

	Undergraduate	Graduate	All Students
American Indian/Alaska Native	<1%	<1%	<1%
Asian	3%	2%	2%
Black/African American	33%	20%	24%
Hispanic, any race	31%	24%	27%
Native Hawaiian/Pacific Islander	<1%	<1%	<1%
White	19%	42%	34%
Two or more races	4%	2%	3%
International/non-resident alien	10%	9%	10%
Race/ethnicity unknown	<1%	<1%	<1%

## Enrollment by Location

Boston main campus	703	1,556	2,259
Lawrence	232	156	388
Springfield	195	334	529
Southern California	56	39	95
Puerto Rico	0	258	258
Total	1,186	2,343	3,529