Welcome to Our New Hood Park Campus!

Cambridge College

Academic Catalog

2017-2018

Cambridge College
500 Rutherford Avenue, Boston, MA 02129
617.868.1000 • Admissions: 1.800.877.4723
www.cambridgecollege.edu

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Academic Calendar 2017-2018

Fall Term 2017-2018

August

04 Bursar statements mailed: fall term

September

01 Fall term begins
04 Payment due to Bursar: fall term
04 Labor Day—no classes, offices closed
05 Last day to submit application for degree/certificate for fall term
07 New student orientation—School of Undergraduate Studies, School of Education, and School of Psychology & Counseling 5:00-9:00 pm
07 Late payment fee applied (weekly thereafter)
10 New student orientation—School of Management —9:30 am-4:30 pm
11 Fall term classes begin (non-Massachusetts locations)
16 Fall term classes begin (Massachusetts locations)
18 Last day for acceptance into degree/certificate this term
15 LAST DAY to ADD/DROP

October

05 Last day to waive health insurance for the fall term only
09 Columbus Day observed—classes held, offices closed
10 Registration hold applied for non-payment
11 Financial aid—final deadline for all fall term documents
20 Intent to graduate forms for January graduates due to Registrar

November

01 ***Web registration opens for spring*** (9:00 am)
03 Financial aid—FAFSA priority deadline for spring term
10 Veterans Day observed—classes held, offices closed
22 Undergraduate—last day for portfolio submission
23-24 Thanksgiving Holiday—no classes, offices closed

December

04 ILP/ARP and Capstone due to faculty
08 Bursar statements mailed: spring term
19 Last day of graduate classes
22 Last day of undergraduate classes
Dec. 23-Jan. 15 Winter recess
Dec. 25-Jan. 1 no classes, offices closed

January

09 Last day to submit application for degree/certificate for spring term
09 New student orientation—School of Education—5:30-8:00 pm
10 New student orientation—School of Management—5:30-9:30 pm
11 New student orientation—School of Undergraduate Studies and School of Psychology & Counseling—5:00-9:00 pm
15 Fall term ends
15 Fall term degree conferral
15 Martin Luther King, Jr. Day—no classes, offices closed
15 Payment due to Bursar: spring term

Spring Term 2018

January

16 Spring term begins
16 Spring term classes begin
16 Last day for acceptance into degree/certificate this term
18 Late payment fee applied (weekly thereafter)
23 LAST DAY to ADD/DROP

February

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

March

05 Registration hold applied for non-payment

April

02 ***Web registration opens for summer*** (9:00 am)
06 Financial aid—FAFSA priority deadline for summer term
12 ILP/ARP and Capstone due to faculty
12 Undergraduate—last day for portfolio submission
16 Patriots' Day—some classes held, offices closed
16-21 Spring break—some classes held, offices open
30 Last day of graduate classes

May

04 Bursar statements mailed: summer term
07 Last day of undergraduate classes
28 Memorial Day—no classes, offices closed
31 New student orientation—School of Undergraduate Studies 5:00-9:00 pm

June

03 Spring term ends
03 Spring term degree conferral
03 Commencement exercises

Summer Term 2018

June

04 Summer term begins
04 Payment due to Bursar: summer term
04 Last day to submit application for degree/certificate for summer term
07 New student orientation—School of Education and School of Psychology & Counseling
07 Late payment fee applied (weekly thereafter)
07 Financial aid—final deadline for all spring term documents
09 New student orientation—School of Management —5:00 pm-8:00 pm
11 Last day for acceptance into degree/certificate this term
11 Summer term classes begin
15 Registration hold applied for non-payment
18 LAST DAY to ADD/DROP

25 Summer Institutes: Online course work begins
25 Intent to Graduate forms for August graduates due to Registrar
29 Last day to waive health insurance for summer term only

July

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

August

05 Last day of graduate classes
11 Last day of undergraduate classes
12 Summer Institutes: Online course work ends
27 Summer term degree conferral
31 Summer term ends

Accreditation and Authorization

Regional Accreditation

Cambridge College is accredited by the New England Association of Cambridge College is accredited by 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 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 Commission 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
3 Burlington Woods Drive, Suite 100, Bedford, MA 01803
email: cihe@neasc.org • 781.425.7785 • https://cihe.neasc.org

Program Accreditation

The Teacher Education Program and School Guidance 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). 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.

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 • 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.

Puerto Rico

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

The President's Welcome

Deborah C. Jackson
President
Cambridge College

Dear Student,

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

At Cambridge College, we have been supporting the incredible potential of adult learners since we first 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 to fit into your busy schedule.

Our top priority is the success and academic persistence of each and every individual student. Our expert faculty and diverse student population 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 here to assist with all aspects of Cambridge College, including financial aid, career resources, and class registration. These channels are ready and available to help you succeed.

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

Sincerely,

Deborah C. Jackson
President

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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 2017-2018 academic year (September 1, 2017-August 31, 2018).

This catalog has been compiled from the most accurate information available as of the date of publication, and is subject to change at any time. The development, review and updating of College policies and procedures is an ongoing process. Official College policies may be viewed at www.cambridgecollege.edu/college-policies. Programs and policies are subject to change within the sole discretion of the College and in accordance with applicable law.

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

© December 2017, Cambridge College, Cambridge, MA

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 as the pioneer higher education institution focused solely on adult-minded learners. We offer undergraduate and graduate programs tailored to the needs of adult-minded students to advance their careers and prepare them for the demands of tomorrow's workforce. The College is a fully accredited four-year, private non-profit institution with four schools—the School of Education, School of Management, School of Psychology & Counseling, and School of Undergraduate Studies. Classes are offered in five locations (Boston, Lawrence, and Springfield, MA; Rancho Cucamonga, California; and San Juan, Puerto Rico), and online.

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

	Master's Degrees		
	to African Americans	to Hispanics	to Minority Students
Education	7th	n/a	12th
Mental Health Services & Allied Professions	10th	9th	12th
Psychology	28th	n/a	50th
All Disciplines	33rd	n/a	81st

Bachelor's Degrees

	to African Americans	to Hispanics	to Minority Students
Multi/Interdisciplinary Studies	n/a	47th	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 2015-2016); many are active professionals working in their field.

Full-time faculty

- 22 full-time faculty members college-wide
- 68% with a doctorate or other terminal degree
- 50% female, 50% male
- 33% minority
- average tenure 24 years

Part-time faculty

- more than 380 active part-time faculty college-wide
- 34% with a doctorate or other terminal degree
- 99% with at least a master's degree
- 55% female, 45% male
- 30% 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 hearby 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.

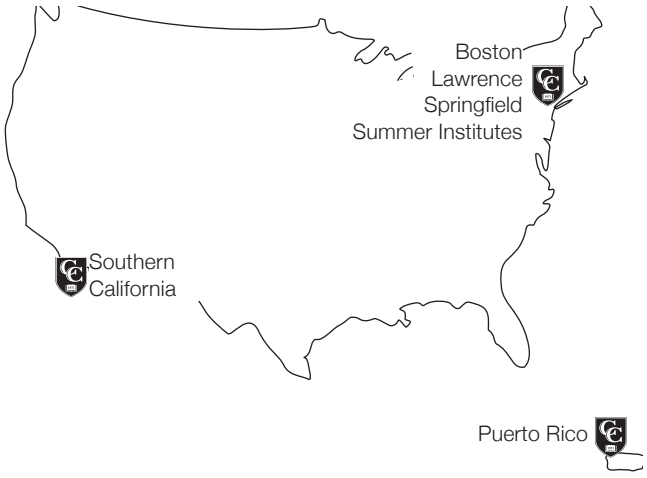
Boston, MA Location

Cambridge College's four schools are located in the ne central campus located in the hearet 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 2014-2015

	Undergraduate	Graduate	All Students
Enrollment/number of students			
Undergraduate	1,598		1,598
Education		1,171	
Management		458	
Psychology & Counseling		783	
Non-Matriculated	17	155	
Total	1,615	2,567	4,182
Full-time equivalent	871	1,356	2,227
Student status full-time	31%	40%	37%
part-time	69%	60%	63%
Diversity/minority	71%	47%	56%
Financial aid recipients	58%	53%	55%
Students graduating with student loan debt	68%	61%	56%
Median age	26	34	32
Gender	60% female 40% male	74% female 26% male	68% female 32% male
Student to faculty ratio			14 to 1
Degrees/certificates awarded	205	773	978
Alumni			more than 36,000

Title II pass rates for all Massachusetts Tests for Educator Licensure (MTEL) 98%

Financial Aid and Debt

	2013-2014	2014-2015	2015-2016
Financial aid recipients:			
undergraduate		58%	
graduate		53%	
Students graduating with student loan debt			
undergraduate	70%	68%	73%
graduate	60%	61%	69%
Students leaving the College with debt—average amount:			
--Students leaving with a degree			
undergraduate	$35,754	$29,572	$30,996
graduate	$49,666	$48,107	$49,489
--Students leaving without a degree			
undergraduate	$22,181	$16,481	$19,954
graduate	$41,628	$45,854	$41,222

	FY2010 2012-2013	FY2011 2013-2014	FY2012 2014-2015
Three-year cohort default rate	9.5%	8.5%	6.8%

Student Diversity

American Indian/Alaska Native	<1%	<1%	<1%
Asian	3%	3%	3%
Black/African American	36%	24%	29%
Hispanic, any race	30%	19%	23%
Native Hawiian/Pacific Islander	<1%	<1%	<1%
White	16%	41%	31%
Two or more races	2%	1%	1%
International/non-resident alien	7%	9%	9%
Race/ethnicity unknown	6%	3%	4%

Enrollment by Location

Boston main campus	1,272	1,582	2,854
Lawrence	135	136	271
Springfield	161	331	492
Southern California	41	49	90
Puerto Rico	0	217	217
Other	6	252	258
Total	1,615	2,567	4,182

Getting Started at Cambridge College

WELCOME to Cambridge College

For over 45 years Cambridge College has been a pioneer in adult learning. With a main campus in Boston, Massachusetts and four regional locations nationwide, we provide academically excellent, time-efficient, and affordable higher education to a diverse population of adult-minded learners. The Cambridge College community is comprised of people who understand the complexities of a busy life, from the faculty and deans, to the staff and administrators. We offer students an educational environment and programs that are designed to fit into their busy lives. We welcome you to a vibrant community of dedicated students who come from different backgrounds, and arrive with a common desire to learn and share knowledge with others, and challenge themselves to grow into the leaders they have always envisioned themselves to be.

Admissions

Equal Opportunity

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

Application for Admission

Apply online at www.cambridgecollege.edu/applynow or request a printed booklet from your admissions counselor. Please mail all admissions materials to your admissions counselor at the Cambridge College location that you plan to attend. See directory at the end of this catalog for addresses.

Your admission file must be COMPLETE and you must be ACCEPTED before:

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

Rolling Admissions

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

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

Admissions Materials

Cambridge College requires all admission materials to be submitted and reviewed in order for a student to be accepted and register. See full policy at www.cambridgecollege.edu/admission-material-policy.

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

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

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

All completed application materials are kept on file for one year after submission and can be reactivated during this period if a student chose not to enroll at the time of submission. The application process must be completed in order to be reviewed for acceptance. Applicants can choose to defer their application file for up to three terms (no longer than one year). After one year, documents are purged. Interested applicants will need to reapply.

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

Make an Informed Decision

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

Transfer Credit Request

- **Undergraduate applicants:** All official college transcripts are evaluated for transfer credit.
- **Graduate applicants**: Go to www.cambridgecollege.edu/admissions/transferring-credits; download and complete the **Transfer Credit Request form**, and submit it with your application if you wish to have prior course work evaluated for transfer credit. Attach course descriptions and/or syllabi of required courses, especially for licensure programs.

See *Transfer Credit*.

International Transcripts

If your transcript comes from a **school outside the U.S.,** you must submit an **original or certified copy** of your transcript, ***and*** an **official transcript evaluation**, completed by an approved evaluation service listed on www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/academic-prek-12/teacher/foreign-degree-and-credit-equivalency.html

International Students may be admitted only at Massachusetts locations.

The California and Puerto Rico locations are not authorized to admit international students. In addition to all standard admission requirements, see *International Students* for additional requirements and information, and go to www.cambridgecollege.edu/prospective-international-students for the following:

- The International Students Application Supplement must be completed and accompanied by all supporting documents listed.
- Official demonstration of English language proficiency.

State Health Requirements — Massachusetts locations only

- **Immunizations** — Required before you may start classes. Get required form at cambridgecollege.edu/resources/student-forms.
- **Health Insurance** — Go to mycc.cambridgecollege.edu/ics and follow instructions under "Student Health Insurance." Students who have health insurance need to waive out. *If you do not waive out, you will be automatically enrolled and billed.*

Students Returning After Five Years

Students who withdraw any time after their initial registration, and wish to return after more than five years need to reapply to a program that is currently offered, submitting all materials to the Admissions Office. Program requirements current at the time of their return must be met.

Please be aware that some programs may no longer be available. Your academic advisor or the dean can assist you to find a program that may accept much of your earlier course work, and help you map out your remaining course work.

See policy at www.cambridgecollege.edu/returning-student-policy

School of Undergraduate Studies

https://www.cambridgecollege.edu/admissions-requirements/school-undergraduate-studies-admissions-requirements

Bachelor's Degrees and Certificates

☐ **Application** completed and signed.

☐ **$50 Application Fee** nonrefundable
($100 for international students).

☐ **Official Transcripts** Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at www.cambridgecollege.edu/requesting-official-transcripts.

- High school transcript (original) showing graduation or GED transcript (original).
- ***or*** associate's degree transcript from a regionally accredited college or university, showing conferral date.

- All official college transcripts are evaluated for transfer credit.

☐ **Personal Statement**

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

☐ **One Professional Recommendation**

Program-Specific Requirements

Alcohol & Drug Counseling Certificate

This certificate is offered by the School of Psychology & Counseling (SOPC) for both graduate and undergraduate students. Applicants must therefore meet the admissions requirements of both schools. In addition to the regular undergraduate requirements (see at left), the following are required:

☐ Interview with and approval of the SOPC Admissions Committee and acceptance by the dean.

☐ Interview with program chair.

☐ Current résumé.

☐ A second professional recommendation.

International Students may be admitted only at Massachusetts locations. See *International Students* and follow instructions at www.cambridgecollege.edu/prospective-international-students to meet additional requirements, including official demonstration of English language proficiency.

Required only at Massachusetts locations:

- *Immunizations*—cambridgecollege.edu/resources/student-forms.
- *Student health insurance*—mycc.cambridgecollege.edu/ics.

School of Education

https://www.cambridge.cambridgecollege.edu/admissions-requirements/school-education-admissions-requirements

Non-Licensure Programs

Master of Education (MEd)

ADMISSION REQUIREMENTS FOR ALL LOCATIONS

☐ **Application Form** Completed and signed.

☐ **$50 Application Fee** nonrefundable
($100 for international students).

☐ **Official Transcripts** of required degree conferred by a regionally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at www.cambridgecollege.edu/requesting-official-transcripts.

- **Earned bachelor's degree**.
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at www.cambridgecollege.edu/admissions/transferring-credits. See *Transfer Credit*.

☐ **Current Résumé**

☐ **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.

☐ **Two Professional Recommendations** addressing professional character and ability to perform graduate work.

☐ **Program-Specific Requirements** See below.

For Education Leadership non-licensure (MEd and CAGS):
See Education Leadership admission requirements, below.

An interview may be required at the discretion of the admissions counselor or the program chair (licensure and non-licensure).

International Students may be admitted only at Massachusetts locations. See *International Students* and follow instructions at www.cambridgecollege.edu/prospective-international-students to meet additional requirements, including official demonstration of English language proficiency.

Required only at Massachusetts locations:

- *Immunizations*—cambridgecollege.edu/resources/student-forms.
- *Student health insurance*—mycc.cambridgecollege.edu/ics.

Teacher Licensure Programs

Master of Education (MEd)

ADMISSION REQUIREMENTS FOR MASSACHUSETTS LOCATIONS

☐ **Application Form** Completed and signed.

☐ **$50 Application Fee** nonrefundable
($100 for international students).

☐ **Official Transcripts** of required degree conferred by a regionally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at www.cambridgecollege.edu/requesting-official-transcripts.

- **Earned bachelor's degree with *3.0 GPA***.
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at www.cambridgecollege.edu/admissions/transferring-credits. See *Transfer Credit*.

☐ **Current Résumé**

☐ **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.

☐ **Two Professional Recommendations** addressing professional character and ability to perform graduate work.

☐ **MA Educator Documentation** from the Massachusetts Dept. of Elementary and Secondary Education (ESE) website. Keep copies of all documents submitted and, upon admission, post in your electronic portfolio (TaskStream):

Required for entry:

- Massachusetts Educator Personnel ID (MEPID number).
- MTEL Communication & Literacy Test, successfully completed.

Required if completed (see *SOE Academic Programs and Policies*):

- Massachusetts preliminary license, if held.
- Sheltered English Instruction requirement.
- Fingerprinting and Criminal Offender Record Information.

Applicants who do not initially meet all requirements (e.g. GPA of 3.0 or MTEL) for admission into their chosen licensure program must enroll in the corresponding non-licensure degree option. Students who achieve a 3.0 GPA upon completion of the first three SOE courses, pass the MTELs, and now meet all requirements, may request a change of program.

☐ **Program-Specific Requirements** See below.

Continued

Program-Specific Requirements

for Non-Licensure and Teacher Licensure Programs

☐ Health/Family & Consumer Sciences

Licensure and non-licensure candidates must document the successful completion of a course in anatomy and physiology. The program chair will provide a list of courses, locations, and course delivery systems upon request.

☐ Math (5-8, 8-12)

A math placement test is required, and is administered during the interview to assess applicant readiness to enter the math program selected and, upon acceptance, for program advising.

☐ Professional Licensure Programs

- An initial license is required, corresponding to the professional license sought; submit photocopy.
- Three full years of employment in the role of the initial license are required. Submit a letter documenting your employment, on your employer's letterhead and signed by a school/district level official (principal or human resource director).

☐ Autism/Behavior Analyst Certificate

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in a ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

Applicants must be prepared to pursue timely completion of the ABA course sequence, given that the sequence aligns with a particular edition of the exam approved by the national Behavior Analyst Certifying Board.

Applicants to the MEd programs that include the ABA course sequence must meet the above requirements before they may begin the ABA coursework.

☐ School Nurse Education

Registered Nursing License (RN) required. Complete and submit a Registered Nurse License Requirement Form and be prepared to show your RN license to the program advisor when class begins.

SOE Certificates

ADMISSION REQUIREMENTS

☐ Application Form

Complete carefully and sign.

☐ $50 Application Fee

nonrefundable

☐ Official Transcripts

Transcripts must evidence a bachelor's degree or higher from a regionally accredited college or university.

If applying for:

- **Certificates identified as graduate level:** a bachelor's degree or higher is required.
- **Certificates identified as post-graduate or post-master's:** a master's degree or higher is required.

You must request official transcripts to be sent directly to Cambridge College; we must receive them sealed and unopened. Please follow instructions at www.cambridgecollege.edu/requesting-official-transcripts. International transcripts must be translated and evaluated.

Disclosures: Licensure Programs

- Licensure requirements are subject to change per Massachusetts regulations.
- All candidates admitted for licensure programs must successfully complete the program in its entirety.
- All requirements at the time of program completion must be finalized prior to seeking Massachusetts endorsement for licensure purposes.

Continued

Education Leadership Programs

ADMISSION REQUIREMENTS FOR MASSACHUSETTS LOCATIONS

Licensure and Non-Licensure

- **Master of Education (MEd)**
- **Certificate of Advanced Graduate Studies (CAGS)**

☐ **Application Form** Completed and signed.

☐ **$50 Application Fee** nonrefundable
($100 for international students).

☐ **Official Transcripts** of required degree(s) conferred by a regionally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at www.cambridgecollege.edu/requesting-official-transcripts.

- **MEd applicants: earned bachelor's degree with *3.0 GPA***.
- **CAGS applicants: earned bachelor's and master's degrees with *3.0 GPA***. See also program-specific requirements.

  Please note: 3.0 GPA required for licensure programs but not for non-licensure programs.
- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at www.cambridgecollege.edu/admissions/transferring-credits. See *Transfer Credit*.

☐ **Current Résumé**

☐ **Personal Statement** Write a typed, double-spaced essay (500 words) describing your professional experience, your goals and objectives for graduate study. How do you expect your graduate studies to enhance your future career? Keep a copy for your electronic portfolio of learning.

☐ **Two Professional Recommendations** addressing the applicant's professional potential, leadership aspirations, and performance/readiness specific to the program selected. If currently employed in P-12 schools or districts, at least one must be from an immediate supervisor or peer.

☐ **MA Educator Documentation** from the Massachusetts Dept. of Elementary and Secondary Education (ESE) website. Keep copies of all documents submitted and, upon admission, post in your electronic portfolio (TaskStream):

Required for entry:

- Initial or professional license in Massachusetts. See also program-specific requirements.
- Massachusetts Educator Personnel ID (MEPID number).
- MTEL Communication & Literacy Test, successfully completed.
- Fingerprinting and Criminal Offender Record Information

Required for advising (see SOE *Academic Programs and Policies*):

- Sheltered English Instruction requirement, if completed.
- Massachusetts preliminary license, if held.

☐ **Program-Specific Requirements** See below.

Program-Specific Requirements

Required employment outlined below must be documented by official letter(s) from supervisor or human resources director.

Supervisor/Director License

- MA Initial or professional license as a teacher, specialist teacher, or in pupil services (e.g. school psychologist, school guidance counselor, school social worker/school adjustment counselor, or school nurse).
- Three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting acceptable by ESE regulations.
- For (5-12) license: a master's degree or at least 18 credits of advanced graduate studies in arts or sciences in a core academic subject you plan to supervise.

Principal/Assistant Principal License — Three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted ESE.

Superintendent/Assistant Superintendent License — MA Initial license in another educational role is required. Also required is completion of three full years of employment in a district-wide, school-based, or other educational setting.

Special Education Administration License — Three full years of employment (official letters) and initial license in special education, speech, or language & hearing disorders or relevant experience as a school psychologist, school social worker/school adjustment counselor, and/or school principal/assistant principal in a district, school, or other educational setting.

An interview may be required at the discretion of the admissions counselor or the program chair (licensure and non-licensure).

International Students may be admitted only at Massachusetts locations. See *International Students* and follow instructions at www.cambridgecollege.edu/prospective-international-students to meet additional requirements, including official demonstration of English language proficiency.

Required only at Massachusetts locations:

- *Immunizations*—cambridgecollege.edu/resources/student-forms.
- *Student health insurance*—mycc.cambridgecollege.edu/ics.

School of Management

https://www.cambridgecollege.edu/admissions-requirements/school-management-admissions-requirements

All Applicants

☐ **Application** completed and signed.

☐ **$50 Application Fee** nonrefundable ($100 for international students).

☐ **Official Transcripts** **You must request official transcripts** to be sent directly to Cambridge College; we must receive them sealed and unopened. Please follow instructions at www.cambridgecollege.edu/requesting-official-transcripts. International transcripts must be translated and evaluated.

- **Transfer credit request** — Follow instructions at www.cambridgecollege.edu/admissions/transferring-credits. See *Transfer Credit*. Please note: No transfer credits are accepted into the MM55.

Master of Business Administration

☐ **Bachelor's Degree** conferred by a regionally accredited college or university.

☐ **Current Résumé and Work Experience**

On résumé indicate education and work experience. Two years of appropriate work experience recommended.

☐ **Interview**

Interview with and approval of the School of Management Admissions Committee and/or program chair, dean, or regional center director.

☐ **Personal Statement**

Write a 2-page description of your work experience, professional goals, and why you're interested in pursuing an MBA.

☐ **Two Professional Recommendations**

Preferably including one from an employer.

Master of Management

☐ **Bachelor's Degree** conferred by a regionally accredited college or university.

☐ **Current Résumé and Work Experience**

On résumé indicate education, work experience and professional/career goals. Three years of appropriate work experience recommended.

☐ **Interview**

Interview with and approval of the School of Management Admissions Committee and/or program chair, dean, or regional center director.

☐ **Personal Statement**

Write a 2-page description of your work experience, professional goals, and why you're interested in pursuing an MM.

☐ **Two Professional Recommendations**

Preferably including one from an employer.

Certificates

☐ **Bachelor's Degree** conferred by a regionally accredited college or university.

☐ **Current Résumé and Work Experience**

On résumé indicate education, work experience and professional/career goals. Three years of appropriate work experience recommended.

☐ **Approval** of the program chair, dean, or regional center director.

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

International Students may be admitted only at Massachusetts locations. See *International Students* and follow instructions at www.cambridgecollege.edu/prospective-international-students to meet additional requirements, including official demonstration of English language proficiency.

Required only at Massachusetts locations:

- *Immunizations*—cambridgecollege.edu/resources/student-forms.
- *Student health insurance*—mycc.cambridgecollege.edu/ics.

Continued

MM55

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

☐ **Current Résumé and Work Experience**

On résumé indicate education, work experience and professional/ career goals. Five-ten years proven leadership and management experience. Health Care Management and Informatics:
Three years health care experience required (Informatics: or information technology experience).

☐ **Personal Statement**

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

☐ **Two Professional Recommendations**

Preferably including one from an employer.

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

☐ **Interview**

Interview with and approval of the School of Management Admissions Committee and/or program chair, dean, or regional center director.

Cambridge College Admissions Requirements

School of Psychology & Counseling

https://www.cambridgecollege.edu/admissions-requirements/school-psychology-counseling-admissions-requirements

All Degrees and Certificates

☐ **Application** completed and signed.

☐ **$50 Application Fee** nonrefundable ($100 for international students).

☐ **Official Transcripts** of required degree(s) conferred by a regionally accredited institution of higher education. Request official transcripts to be sent directly to Cambridge College in a sealed, unopened envelope. Follow instructions at www.cambridgecollege.edu/requesting-official-transcripts.

- **MEd and most graduate certificate programs** require an earned bachelor's degree. See also program requirements.
- **Post-master's certificates** require an earned master's degree; see program requirements.
- **Alcohol and Drug Counseling certificate** requires a high school diploma/GED, bachelor's, or higher degree.
- **CAGS program** requires a master's degree in counseling or a closely related field.

- **International transcripts** must be translated and evaluated by an approved agency.
- **Transfer credit request** — Follow instructions at www.cambridgecollege.edu/admissions/transferring-credits. See *Transfer Credit*.

☐ **Interview** with and approval of the SOPC Admissions Committee and acceptance by the dean.

☐ **Current Résumé**

☐ **Personal Statement**

Write a 1-2 page essay (250-500 words) describing your reasons for obtaining a degree from Cambridge College, your professional experience and goals, and your academic background.

☐ **Two Professional Recommendations**

International Students may be admitted only at Massachusetts locations. See *International Students* and follow instructions at www.cambridgecollege.edu/prospective-international-students to meet additional requirements, including official demonstration of English language proficiency.

Required only at Massachusetts locations:

- *Immunizations*—form at www.cambridgecollege.edu/resources/student-forms.
- *Health insurance*—Information on MyCC web portal homepage.

School Counseling and School Adjustment ESE Licensure Programs

Applicants to degrees and certificates preparing students for licensure in School Counseling or School Adjustment must also meet the admission requirements below.

☐ **MTEL Communication & Literacy Test**

Candidates for licensure are required to pass the **Massachusetts Communication & Literacy Test (MTEL)** ***prior to admission into licensure programs***. Submit a copy of the official document noting your "pass score" or verification page from the Educator Licensing and Recruitment (ELAR) system maintained by the Massachusetts Department of Elementary and Secondary Education (ESE).

☐ **GPA of 3.0**

The official transcript of your prior bachelor's or graduate degree is required to show a GPA of 3.0 or better.

Students entering the College without having met the MTEL and GPA requirements are:

- Required to begin as follows:
  - *School Counseling (48 credits)*: Register for School Counseling/non-licensure
  - *School & Mental Health Counseling (60 credits)*: Register for Mental Health Counseling.
  - *School Adjustment/Mental Health Counseling*: Register for Mental Health Counseling.

- Advised to take the Communication & Literacy MTEL within their first term at the College.

Once the MTEL test is passed and a GPA of 3.0 earned in at least two Cambridge College courses, students may seek approval to become licensure candidates in School Adjustment or School Counseling.

☐ **Massachusetts Educator Personnel ID** (MEPID number)

If you do not have a MEPID number, please submit an application to receive one with the Massachusetts Department of Elementary and Secondary Education (ME-ESE) and submit a copy of the official notification of the number along with the MTEL results for admission into the licensure program selected.

☐ **Program Chair Consultation and Approval**

Students should consult with the program chair regarding licensure requirements and seek approval to enter an ESE licensure program.

Continued

Program-Specific Requirements

Alcohol & Drug Counseling Certificate

☐ High school diploma/GED, bachelor's or higher degree required.

☐ Interview with program chair required.

Rehabilitation Counseling Certificate

☐ 60-credit master's or higher degree in mental health counseling, marriage & family therapy, social work, or psychology.

School Adjustment Counseling Certificate for Mental Health Counselors

☐ Completion of current Cambridge College 60-credit M.Ed. in mental health counseling or equivalent program. (Bachelor's degree also required.)

☐ Pass Massachusetts Communication & Literacy Test (MTEL) and all other ESE licensure requirements for School Adjustment Counseling. See above.

Non-Matriculated Students

Taking Individual Courses

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

The non-matriculated students registration form is available at the registrar's office, at regional centers, and on the Cambridge College website on the Student Forms web page, or directly at : www.cambridgecollege.edu/sites/default/files/file_uploads/reg-nonmatric-registration.pdf

Acceptance of credits into a degree or certificate — Courses completed at Cambridge College by students not enrolled in an academic program may be evaluated for acceptance into Cambridge College programs by the dean or program chair of the receiving program. There is no guarantee that courses taken as a non-matriculated student will be accepted into an academic program at Cambridge College.

See policy at www.cambridgecollege.edu/college-policies.

The College reserves the right to restrict access by non-matriculated students to particular courses.

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

Financial Aid

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

Tuition and Payment

Student Financial Services • 617.873.0403 • bursars@cambridgecollege.edu • Rates as of Sept. 2017, subject to change without notice.

Admissions

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

Course Tuition

Rates are set by the Board of Trustees and are subject to change. Current rates apply to all students. See policy at www.cambridgecollege.edu/tuition-rates-and-fees

Rates effective Fall 2017 — All rates are per credit hour.
Tuition for each course is the same for students enrolled in a degree or certificate, or as a non-matriculated student taking single courses.

	Boston Lawrence Springfield	Puerto Rico	Southern California
School of Undergraduate Studies			
BA, BS	$415		$406
School of Education • School of Psychology & Counseling			
MEd	$533	$318	$533
Graduate and post-master's certificate	$533		
CAGS	$673		
EdD	$995		
School of Management			
MBA	$612		$600
MM	$612	$276	$600
For-credit certificate	$612		

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

Special Rates

Alumni tuition discount 25%

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

Active duty military personnel (with supporting documentation)— Undergraduate tuition is reduced to the amount covered by the federal Tuition Assistance Program.

Course audit fee $160
Per credit ($480 for a 3-credit course); subject to the same add/drop refund and tuition liability policy as are courses for credit.

Fees

Late payment fee, per term $100
Late registration fee, per term $50
International student fee, per term $100
Check returned by bank $35
Replace lost student ID card $25
Language testing fee (per test) $75

Fees, cont.

Health Insurance See *Student Health Insurance* on MyCC homepage.

	Undergraduate	Graduate
Sept 2017-Aug 2018	$2,034	$2,938
Jan-Aug 2018	$1,370	$1,972
June-Aug 2018	$537	$765

Graduation fee (degrees and certificates) $125
Charged at beginning of last term, as determined by anticipated graduation date in student's academic record, for processing records.
Official transcripts $5
Transcript rush service: Cost of transcript(s) plus $30
Unofficial transcript (given to student) $2

School-Based Fees

SCHOOL OF UNDERGRADUATE STUDIES

Cambridge College portfolio evaluation (per portfolio submitted, non-refundable, specific coursework only; see your advisor for details) $390
LRN175 course materials fee (non-refundable) $50
Undergraduate science lab fee, per lab course (e.g. biology, anatomy, chemistry, physiology, microbiology) $50

SCHOOL OF EDUCATION

EdD research fee (charged in first term) $350

SCHOOL OF PSYCHOLOGY & COUNSELING:

Field experience fee (degrees and certificates at all locations; charged in first term of field experience; course tuition additional) $650
Replace lost practicum/internship form (per form requested by student for submission to licensure board) $50

Late Degree Completion Fees

Late undergraduate capstone fees (BA, BS) - no charge if completed in the next term after the first attempt.
Second and third terms, per term $300
Each additional term until completed $150

Late graduate final project fees (MEd, MBA, MM, CAGS) - Independent Learning/Research Project, Graduate Management Capstone, Action Research Project. Students must register for the final project concurrently with the final seminar.
Second and third terms, per term after first registration $500
Each additional term until completed $200
Dissertation extension course (EdD), per credit $545

Southern California Location Estimated Total Cost of Attendance 2017-2018

Column number; see notes below	1	2	3	4	5	6	7	8	9	10	11	12
	Degree	Total Credit Hours	Program Length	Applic Fee	Tuition rate	First Term Tuition	Enrollment /First Term	Grad Fee	LRN175 fee	Field Experience Fee	Entire Program	Personal Expenses (per term)
Early Childhood Education & Care	BA	120	10 terms	$50	$406	$4,872	$4,972	$125	$50		$48,945	$7,422
Human Services	BS	120	10 terms	$50	$406	$4,872	$4,972	$125	$50		$48,945	$7,422
Management Studies	BS	120	10 terms	$50	$406	$4,872	$4,972	$125	$50		$48,945	$7,422
Multidisciplinary Studies	BA	120	10 terms	$50	$406	$4,872	$4,972	$125	$50		$48,945	$7,422
Psychology	BA	120	10 terms	$50	$406	$4,872	$4,972	$125	$50		$48,945	$7,422
Autism Specialist	MEd	34	3 terms	$50	$533	$6,396	$6,446	$125			$18,297	$7,422
Autism/Behavior Analyst	MEd	38	6 terms	$50	$533	$6,396	$6,446	$125			$20,429	$7,422
Interdisciplinary Studies	MEd	32	3 terms	$50	$533	$6,396	$6,446	$125			$17,231	$7,422
Teaching Skills & Methodologies	MEd	32	3 terms	$50	$533	$6,396	$6,446	$125			$17,231	$7,422
Marriage & Family Therapy	MEd	60	5-6 terms	$50	$533	$6,396	$6,446	$125		$650	$32,805	$7,422
Master of Management	MM	37	4 terms	$50	$600	$7,200	$7,250	$125			$22,375	$7,422

Please Note

3. Program Length—three terms/year.

4. Application Fee—non-refundable.

5. Tuition Rate, per credit, 2017-2018 California rates (see preceding page)—All rates are subject to change and all students pay current rates. Therefore tuition rate may change over the period of an academic program. Tuition may be refunded (see Refunds and Repayment).

7. Enrollment/First Term charges include application fee (non-refundable) and tuition (refundable) for one term of typical full-time study, 12 credits. Any first-term fees are also included: LRN175 course materials fee.

8. Graduation Fee.

9. LRN175 Course Materials Fee (non-refundable): This introductory course is typically taken in the first term, so the fee is included in the enrollment/first term calculation.

10. Field Experience Fee: one-time fee for administering the clinical field experience required for counseling programs.

11. Entire Program total includes institutional charges only: application fee, tuition, school-based fees (columns 9-11; see preceding page), and graduation fee.

12. Personal Expenses, estimated, per term: Cambridge College does not offer or charge students for textbooks, supplies and equipment, room and board, or transportation or the optional (external) tuition payment plan servicing fee. The figure provided is for students to estimate their personal expenses on a term-by-term basis. This is not figured into the Enrollment/First Term or Entire Program cost estimates.

TaskStream online portfolio licensing fee ($50, non-refundable, paid to external entity) required for: Autism Specialist, Interdisciplinary Studies, Teaching Skills & Methodologies.

The Student Tuition Recovery Fund (STRF), at time of publication, is $0 (subject to change) per $1000 of institutional charges, so is not included in calculations above. It is non-refundable. See the following.

Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) ***if all*** of the following applies to you:

1. You are a student in an educational program, who is a California resident or are enrolled in a residency program, and prepay all or part of your tuition either by cash guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment ***if either*** of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to receive or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, attending prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of one of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refund or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a change was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Payment

Student Financial Services • 617.873.0403 • bursars@cambridgecollege.edu • www.cambridgecollege.edu/offices/bursar

The following is an overview of information you need to be aware of as you begin your time at Cambridge College. The following items are subject to change at any time. Please refer to www.cambridgecollege.edu/bursars-office for the most up to date information.

Course registration is contingent upon the payment of all amounts due to the College. Students owing a balance of more than $50 cannot register for courses. Once registered for a term, payment or acceptable arrangements must be made prior to the start of the term. If a student registers after the term starts, or after add/drop ends, or after the established payment due date is past, payment is due one week after the registration.

Communicating With You

The Bursar's Office will often communicate with you by email to your Cambridge College email account. You are responsible for checking your email on a regular basis so you don't miss important information.

Billing of Tuition

Bills are mailed at least 30 days prior to the start of the term. Payments are to be remitted on or before the due date indicated on the statement (this date is typically one week prior to the term start date).

It is easy to calculate your tuition bill each term. On our website, go to your Cambridge College location, click on your academic program, and see current tuition rates posted on the Tuition tab. Multiply the number of credits you are taking by the per-term rate. (In some cases there may be other expenses in addition to course tuition.)

Always refer to your account online for the most up-to-date balance information.

Late Payment Fee

Students will be assessed a late payment fee if acceptable payment arrangements are not made by the due date indicated on the statement. Acceptable payment arrangements include payment in full, pending financial aid, approved third-party billing (i.e. Veterans) and an active and current payment plan with the Bursar's Office.

Paying for Your Education

There are several ways to pay for your college education:

- Financial aid (federal student loans, scholarships, etc.) — to apply for aid, go to www.cambridgecollege.edu/financial-aid.
- Employer tuition assistance programs or third party sponsor — acceptable if payment is made directly to Cambridge College and is not contingent upon grades. Please contact the Bursar's Office prior to the beginning of the term so that an invoice can be generated.
- Veteran's Benefits — if you are eligible for veteran's educational benefits, please contact the Bursar's Office to discuss your own particular situation.
- Using your own funds — see "How to pay your bill" below.

How to Pay Your Bill

Online — The quickest and easiest way to make a payment is by paying online via the MyCC web portal. This is available 24 hours per day and can be done in four easy steps:

1. Log into MyCC
2. Click "Finances" tab
3. Click "My Account Balance"
4. Click "Make a Payment"

Mail — Checks or certified funds must be made payable to Cambridge College and include your college ID number. Mail payment to Cambridge College, ATTN: BURSAR, 1000 Massachusetts Ave, Cambridge, MA 02138.

In Person — During business hours you can make a payment in person at our main campus, 1000 Massachusetts Avenue, Cambridge, MA. Payments are not accepted at any other college location.

Wire Transfer — Please contact the Bursar's Office if you are interested in making a payment via wire transfer.

Payment Plan — Payment plans can be established with Tuition Management Systems. The payment plan allows you to pay your tuition and fees in four payments in the fall (July through October) and spring (November through April) terms, and two payments in the summer term (June and July). Please visit https://cambridgecollege.afford.com to create your account and set up your payment plan. We highly recommend that this is done immediately after registering for your courses.

Non-Payment and Collections

You will not be able to register until you have paid your bill. Once acceptable payment arrangements have been made, we can clear you to register online. Students with a balance will have a Bursar restriction ("Hold") placed on their account. This restriction prevents access to grades, transcripts (both official and unofficial); diplomas, and certificates. Students are notified of impending restriction via email to their Cambridge College email address.

The College will make every effort to work out repayment plans. In the event a balance remains outstanding, student debts will be submitted to a collection agency if payment is not received. In such cases, the student is liable for any court costs and collection agency fees. **Collection agency fees may total up to 40% of the outstanding bill, as allowed by Massachusetts law. Cambridge College reserves the right to report account information to a credit bureau.**

Withdrawal or Leave of Absence

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

Students who do not complete the term after having paid the current term charges or received financial aid must submit a completed Withdrawal form to the Registrar's Office. Tuition will be pro-rated based on the withdrawal date as determined by the Registrar's Office upon receiving the form. The following refund and repayment policies apply.

Refunds and Repayment

Financial aid repayment/return — Title IV financial aid or state scholarship monies are subject to federal regulations. See *Financial Aid*.

Refund — Students who paid current tuition charges themselves (not from federal or state aid) are eligible for refunds as follows:

Date of Withdrawal	Refund
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%

Date of Withdrawal from Intensive Courses	Refund
Prior to beginning of term	100%
During and after week one	75%
During and after week two	25%
Thereafter	0%

Overpayment — Non-Federal Funds

Payments received on a student account, exceeding the account balance or anticipated charges, will remain on the account and be applied toward future term charges within the academic year. Remaining overpayments are refunded at the end of the academic year. No refunds will be issued at any other time unless the student is withdrawing or has completed their degree.

Excess Funds — Title IV

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.

Graduation Clearance

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

California: Student's Right to Cancel

You have the right to cancel or withdraw and receive a refund of 100% of the amount paid for institutional charges, less the STRF of $0.00, and a reasonable deposit or application fee not to exceed $250, through attendance at the first class session, or the seventh day after enrollment, whichever is later, if notice of cancellation is received on or before the *right to cancel date*. See table below.

First Term of Enrollment, 2017-2018 Academic Year	Application Deadline	Classes Begin	Right to Cancel Date
Fall Term 2017	Sept 5, 2017	Sept 11, 2017	Sept 18, 2016
Spring Term 2018	Jan 9, 2018	Jan 16, 2018	Jan 23, 2018
Summer Term 2018	June 4, 2018	June 11, 2018	June 18, 2018

To cancel, download the Withdrawal form from www.cambridgecollege.edu/resources/student-forms, and submit the completed Withdrawal form to the Registrar's Office by the ***right to cancel date*** (Add/Drop Deadline).

Students are not required to purchase books, supplies or equipment through Cambridge College, and the College does not offer student housing or transportation. Therefore these expenses cannot be refunded by the College.

Student Health Insurance

Massachusetts law states that students who meet ***all*** the following criteria are required to be enrolled in the College's student health insurance plan or participate in a plan with comparable coverage.

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

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

International students (active for SEVIS) are assessed for health insurance regardless of credit load.

Annual Insurance waiver — Students who have insurance with coverage comparable to Massachusetts state criteria may waive out of the College's student health insurance plan by submitting an annual waiver request by the term deadline. It is the student's responsibility to determine and certify that their insurance is comparable. To submit the annual waiver request, students must go to the MyCC

web portal homepage and follow the instructions under Student Health Insurance; click on the external link provided, and follow the online instructions. In so doing they grant permission for the insurance provider to audit their insurance information, and if it is found to be falsified, inactive, or non-comparable to Massachusetts criteria, they will be enrolled in the insurance plan and will be charged the full insurance premium.

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

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

CC locations in other states — Students at Cambridge College locations outside Massachusetts are not required to purchase student health insurance.

CC Summer Institutes — Summer Institute students enrolled in more than three weeks of classes will need to show proof of health insurance. Massachusetts law does not require students enrolled in short-term courses (defined as no more than 15 days of classes for each term and 30 days total for the entire school year) to purchase student health insurance.

Adding Courses

Students who add courses after the term has begun are responsible for payment immediately. Students must check their account online for changes to their balances as a result of adding courses.

Dropping Courses

Tuition Charged

You must pay the full tuition for all courses for which you have registered, by the payment due date.

- However, if you correctly drop the course, you may get tuition credit as outlined below under "Tuition Credit".
- If you do not attend class and do not correctly drop the course, you remain responsible for the full tuition.
- If you begin attending class and later cease attending classes without formally withdrawing, you remain responsible for the full tuition.

Tuition Credit

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

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

Before the add/drop deadline 100%

Before third class or when no more than six hours of class time have elapsed, whichever comes first 75%

After third class 0%

All other courses:

Before the first class 100%

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

After the second class. 0%

Online courses have the same tuition credit policy as standard seated courses.

Financial Aid

Financial Aid Office (Student Financial Services) • 617.873.0403 • financialaidweb@cambridgecollege.edu • www.cambridgecollege.edu/offices/financial-aid

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

Eligibility for Financial Aid

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

Eligibility Requirements

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

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

Applying for Financial Aid

www.cambridgecollege.edu/applying-financial-aid

Academic Award Year

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

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

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

Verification

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

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

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

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

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

Ongoing Eligibility

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

Satisfactory Academic Progress

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

Grants for Undergraduate Students

Pell Grant

Federal Pell Grants may be awarded to undergraduate students based on criteria established by the U.S. Department of Education. Students may receive Pell Grants up to 600% of Life Time Eligibility (LEU). This is calculated by the Department of Education. No repayment required.

SEOG

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

Loans for All Students

Federal Direct Loans

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

First time borrowers on or after July 2013 cannot receive Subsidized Loans for more than 150% of the published length of the borrower's educational program.

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

Grad Plus

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

Parent Plus

Parent PLUS loans, with a fixed interest rate of 7.0%, are available to credit-worthy parents of DEPENDENT students. If a parent is denied on the basis of an adverse credit history, the parent may obtain a credit-worthy endorser who will be responsible for the loan. If a parent is denied and cannot obtain an endorser, the student is eligible for additional Direct Unsubsidized funds. The Parent PLUS loan is available to students/parents only after they have borrowed the maximum on the Direct loans for dependent students.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any funds refunded to the loan provider, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds

How Loans are Calculated

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

Credits/Term

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

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

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

Student Enrollment Data

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

Other Educational Expenses Eligible for Financial Aid

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

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

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

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

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

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

- Arranged by Cambridge College — If Cambridge College has contracted with a hotel, conference center or college to provide rooms for students, the reasonable cost of basic accommodations may be included.
- Arranged by students — If students elect to stay elsewhere, or if the College has not arranged for accommodations, students must pay all their expenses up front. They may submit receipts to be considered for reimbursement.

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

Transfer Credits

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

Grade Level

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

Prior Student Loans

Students enrolling in eligible degree programs may be eligible for in-school deferment of prior student loans. Please contact the Registrar's Office if you have questions.

Scholarships

Cambridge College Scholarships

Cambridge College scholarship funds, provided by donors and College general funds, are awarded only through the Office of Financial Aid. The College reviews all undergraduate and graduate students enrolled in degree and certificate programs for scholarship eligibility, based on the following criteria:

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

Scholarship information is available at:

- www.cambridgecollege.edu/financial-aid-resources/scholarships
- Financial Aid tab on the MyCC web portal which is accessible to students once they have been accepted, have their student ID number, and set up their personal account.

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

must be submitted in writing with supporting documentation.

For full policy, see www.cambridgecollege.edu/scholarship-awarding-and-administration-policy

Finding Outside Scholarships

A trip to your local library and to the Internet requires some work on your part (applications, essays, etc.), but a few hours of your time could yield valuable information and lead to additional funding for your education. Learn more and get started at www.cambridgecollege.edu/financial-aid-resources/scholarships

Other Financial Aid Resources

Alternative Loans

For more information and to apply for alternative loans please go to www.elmselect.com

Military Personnel

Veterans may be eligible for G.I. Bill assistance. Information is available from the Cambridge College Student Affairs Office or from your regional Veteran's Administration Office. Go to www.cambridgecollege.edu/resources/veterans-benefits

Federal College Work Study

These funds provide part time employment to students to help meet educational expenses; eligibility is based on financial need. Internship sites may be considered for off-campus work study opportunities. For more information and current opportunities, go to www.cambridgecollege.edu/financial-aid/work-study

State Aid

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

Massachusetts State Scholarships

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

Tax Benefits

Various tax benefits are intended to help students and their parents, as well as all working Americans, to fulfill a variety of educational objectives. For information, go to www.cambridgecollege.edu/financial-aid-resources/other-financial-aid-resources

How Funds are Disbursed

Financial Aid Award Letter

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

Awards and Disbursement

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

Schedule of Disbursement

The initial posting of financial aid begins one week after the add/drop deadline each term, and weekly thereafter.

Refunds and Excess Funds — Title IV

Students must wait for awards to be credited to their student accounts. Any federal funds in excess of current charges may be refunded to students after term charges have been paid, pending any change of enrollment. Any excess funds are refunded within 14 business days after the disbursement is credited to a student's account (14 days after the add/drop deadline, if credited earlier). Students will receive email notification of their eligibility and will need to choose how to receive the funds. Students must create an account with Tuition Management Services on cambridgecollegechoice.edu and then select refund method: direct deposit or Cambridge College Discover prepaid card. Before calling the Financial Aid or Bursar's Offices, students may access their accounts on the website by logging on to the myCC portal. Student ID and PIN will be needed.

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

Repayment Process and Loan Rehabilitation

Exit Counseling

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

To complete the exit interview online, go to www.studentloans.gov, and click on Exit Counseling.

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

Loan Default and Rehabilitation

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

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

Federal Financial Aid Withdrawal

Leave of Absence or Withdrawal

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

Non-Attendance (No-Show)

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

Return of Title IV Aid

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

- **Recalculation** is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of earned aid = number of days of the term completed up to the withdrawal date divided by the total days in the term. For unofficial withdrawals, the withdrawal date used for aid recalculation is the midpoint of the term. Any break of five days or more is not counted as part of the days in the term.

- **Funds are returned to the appropriate federal program** based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the term.

- If a student earned less aid than was disbursed, the College is required to return a portion of the funds that have been received by the student. Keep in mind that when federal Title IV funds are returned, **the student may owe a balance to the College.** If a student earned more aid than was disbursed, the College would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Repayment

Repayment of Federal Funds

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

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

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

Your disbursement or repayment owed:

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

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

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

Repayment of Massachusetts Funds

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

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

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

The following are then applied to your tuition fees:

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

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

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

Your disbursement or repayment owed:

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

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

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

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

Excess Funds

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

Transfer of Credit

Transfer Credit Office 617.873.0143 • transfercredit@cambridgecollege.edu • www.cambridgecollege.edu/admissions/transferring-credits

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

How to Initiate Your Transfer Credit Request

- Please request official transcripts from previously attended institutions as soon as possible.
- If you have any grades not on the ABC scale, ask the course instructor to clearly state the letter grade equivalent in a letter on official college letterhead, addressed directly to the Cambridge College Transfer Credit Office.
- If requesting transfer of required courses into an MEd, CAGS, or EdD, fill out transfer request form (available at www.cambridgecollege.edu/admissions/transferring-credits) and attach course descriptions or syllabi. Photocopies of course descriptions or syllabi must clearly show the course number, title and description; name of the college, your name and date of birth.
- Have international transcripts translated and evaluated by an evaluation service listed on www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/academic-prek-12/teacher/foreign-degree-and-credit-equivalency.html

Priority Dates

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

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

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

Evaluation Process

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

In Your First Term

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

Re-Evaluation of Transfer Credit

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

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

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Cambridge College is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in Cambridge College's educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Cambridge College to determine if your credits or degree, diploma, or certificate will transfer.

Undergraduate Transfer Credit

www.cambridgecollege.edu/transferring-credits/transferring-credits-undergraduate-programs

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

Courses: General Criteria

- Course credits must be earned at a regionally or nationally accredited degree granting institution of higher learning.
- For courses not included as part of an earned associate's degree, only grades of C (2.0) or better are considered, and such courses must meet program distribution requirements;
- Professional development courses (PD) and continuing education units (CEU) are not eligible for transfer;
- Associate's degrees from regionally or nationally accredited institutions are accepted in their entirety at 60-69 semester hours, including only the courses actually required for the degree.
- A maximum of 90 semester hours from a regionally or nationally accredited degree granting institution of higher learning may be accepted, provided the coursework meets Cambridge College degree/program distribution requirements.
- Students must complete at least one-fourth of their undergraduate credits (30 semester hours), including substantial advanced work in the major or concentration, at Cambridge College.

Standardized Examinations

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

ACE Evaluated Transcripts

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

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

Please Note

- Prior written approval by the undergraduate academic dean is required before taking courses at other institutions.
- ACE evaluated and standardized exam credits may not duplicate a course taken at Cambridge College or at another institution.
- Electronic transcripts will be accepted from military branches that only provide electronic transcripts; i.e. Army (AARTS) transcripts which will transition to Joint Services Transcripts on January 1, 2013.

Articulation Agreements

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

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

Cambridge College currently has articulation agreements with the following colleges:

Connecticut

- Asnuntuck Community College
- Capital Community College

Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Holyoke Community College
- Jewish Vocational School
- Mount Wachusett Community College
- Northern Essex Community College
- Quincy College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston

California

- Riverside Community College
- Chaffey College
- San Bernardino Valley College
- San Joaquin Valley College (SJVC)
- San Bernardino County
- Inland Empire Health Plan (IEHP)
- UCR Extension

People's Republic of China

- University of Jinan (students may be accepted at the Boston main campus only)

Master's, CAGS and Doctoral Transfer Credit

https://www.cambridgecollege.edu/transferring-credits/transferring-credits-graduate-programs

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

All Courses must meet the following criteria.

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

School of Education: CAGS and EdD

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

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

- Course work taken at other institutions after enrollment in a Cambridge College graduate degree program or during an absence from that program.
- Field experiences, practica and internships.
- Independent learning, research and applied action projects (final projects cannot be replaced by transfer credit).
- Professional development courses, including school collaborative courses and other courses taken for continuing education units.
- Courses/credits included in another degree (anticipated or completed).

Licensure Course Transfer

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

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

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

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

Doctor of Education (EdD)

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

Transfer Credit Limits

SCHOOL/DEGREE PROGRAM	Credit Limit	Time Limit
School of Psychology & Counseling programs	9	5 years
School of Education programs (MEd, CAGS)		
MEd licensure programs, CAGS (except as listed below)	12	5-7 years*
Instructional technology, law, and finance courses for licensure		3 years
*Time limit varies with subject and licensure area, as determined by program chair		
MEd programs without licensure (except as noted on program charts)	12	no limit
School of Management programs	9	7 years
Any one specific Cambridge College management certificate	12-16	5 years

Please Note

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

Academic Advising, Policies, Procedures

Academic Standards and Expectations

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

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

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

Academic Advising

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

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

- In the School of Undergraduate Studies, the Undergraduate Academic Advising Office provides academic advisors and an academic success program for students.
- The School of Education provides academic advisors for its graduate students. Program chairs serve as the primary advisor with seminar leaders and site coordinators providing additional support.
- The School of Psychology and Counseling provides an academic advisor for its graduate students. In school guidance and school adjustment, the program chair provides further advising.
- The School of Management provides an academic advisor for its graduate students; the seminar leader provides further academic advising.

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

Student navigators assist all students with admissions and enrollment policies and procedures, and lead the College's Reconnect retention initiative. The navigators serve a vital role in working with admissions, enrollment, financial aid and students' accounts. The navigators also collaborate with other offices such as Student Affairs, Career Resources, Student Success, Alumni Affairs and Strategic Partnerships to engage students and put them into the best position to succeed at Cambridge College.

Course Registration

Registrar's Office • 617.873.0101 • registrar@cambridgecollege.edu •
www.cambridgecollege.edu/academic-policies-procedures/course-registration

Students Seeking Degree/Certificate

(Matriculated)

NEW Students

1 Complete your admissions file and be accepted.
2 Get academic advising to be sure to register for the right courses.
3 **Register online** — On the MyCC web portal homepage, log in with your user name (student ID) and password, and follow online instructions to register.

If you forget your password, go to the MyCC homepage and click on "I forgot my password" and follow instructions online.

For assistance with registering, please call the Registrar's Office.

CONTINUING Students

1 Contact your academic advisor to plan next term's courses.
2 Register online when web registration opens. (Clear any holds on your account).

IMPORTANT NOTES

Registration is first-come, first-served. There is no waitlisting. Courses or sections may be canceled due to underenrollment or closed because of class size limits. Students who find an anticipated course is closed or cancelled should contact the Financial Aid Office immediately to find out whether their eligibility for financial aid is affected.

Students must not register for courses outside their academic program, as financial aid eligibility may be lost. See full policy at www.cambridgecollege.edu/courses-outside-academic-program.

Holds and Registration — A restriction or hold may be placed on a student's record for admissions, academics, graduation, business, financial-aid, disciplinary or immunization reasons. A hold may prevent a student from registering for courses. If a hold is placed on a student record, when the student enters her/his user ID and password into MyCC, the student will see a description of the hold and contact information, so that the student can remedy the situation. Registration will not be possible until all holds are reconciled and removed. See full policy at www.cambridgecollege.edu/student-holds-policies-and-procedures.

How Many Credits to Register for

	Minimum eligible for financial aid.	Maximum registration limit*
Undergraduate	6 credits/term	15 credits/term (12 credits in summer)
Graduate	4 credits/term	12 credits/term

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

Online and Hybrid Courses — Students must limit the number of credits taken in online courses to less than 50% of their program credits. Hybrid courses that combine online and in-seat residency in a single course are considered in-seat and not online.

Repeat Courses — Students may repeat a course once. See policy at www.cambridgecollege.edu/repeat-courses.

Students Returning After Absence — Before registering:

Students enrolled in a degree or certificate but not registered and taking courses are considered "***absent***" that term or year.

Students absent for two or more consecutive terms will be placed on academic hold, and must check in with their dean to certify that they are in good academic standing.

Students absent fewer than five years must visit the Registrar's Office to complete a Reinstatement form.

Students absent for five years or more need to re-apply to a program that is currently offered, submitting all materials to the Admissions Office. They must meet all current admission and academic program requirements.

Please be aware that some programs may no longer be available. Your academic advisor or the dean can assist you to find a program that may accept much of your earlier course work, and help you map out your remaining course work.

See policy at www.cambridgecollege.edu/returning-student-policy

Auditing Courses — Courses which are audited do not count towards degree requirements and cannot be converted to credit at a later date.

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

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

Non-Matriculated Students

See policy at www.cambridgecollege.edu/college-policies.

Non-matriculated students may register for most in-seat, hybrid and online courses; they may audit courses as well. However, the College reserves the right to restrict access by non-matriculated students to particular courses.

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

Please fill out a paper Non-Matriculated Students Registration form, which is available at the Registrar's Office or www.cambridgecollege.edu/academic-policies-procedures/course-registration.

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

Acceptance of credits into a degree or certificate — Courses completed at Cambridge College by students not enrolled in an academic program may be evaluated for acceptance into Cambridge College programs by the dean or program chair of the receiving program. There is no guarantee that courses taken as a non-matriculated student will be accepted into an academic program at Cambridge College.

Adding and Dropping Courses

See policy at www.cambridgecollege.edu/add-drop-policy

ONLINE Process BEFORE Add/Drop Deadline

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

PAPER Process AFTER Add/Drop Deadline

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

Get forms at the Registrar's Office, your local Cambridge College office, or at www.cambridgecollege.edu/academic-policies-procedures/course-registration.

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

However, courses added after the add/drop deadline may be subject to a late registration fee.

Dropped courses will appear on your student record as follows:

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

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

Please Note

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

Academic Policies and Procedures

Registrar's Office • 617.873.0101 • registrar@cambridgecollege.edu •
https://www.cambridgecollege.edu/resources/academic-policies-procedures

Academic Integrity

Cambridge College students are expected to meet high academic and ethical standards as they engage in experiences of genuine learning. They are expected to submit ***their own original work*** in course assignments and exams.

Violations of Academic Integrity

- PLAGIARISM

  Plagiarism is the use of another's work, thoughts, or language without giving credit; summarizing, copying, or using the work of another person or source without proper acknowledgement. Plagiarism is dishonest and a serious academic offense.

- CHEATING

  Cheating appears in multiple forms such as:

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

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

See full policy at www.cambridgecollege.edu/academic-integrity.

Federal Credit-Hour Definition

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Student Class Attendance

Class attendance is mandatory for all courses taken at Cambridge College. Students must provide a valid excuse for any and all absences and, if requested by the instructor, provide supporting documentation. Students who miss more than 10% of the scheduled class meetings may, at the discretion of the instructor, be subject to a failing grade.

Online course attendance is calculated as synchronous and/or asynchronous online participation, as determined by the instructor and the delivery model and structure of the course. Scheduled participation and completion of all modules is required.

In all cases, including courses taught online, course requirements (exams, presentations, labs, reports, participation in discussion, and all other types of coursework assigned) are not waived due to class absence. Alternate or additional work may be assigned at the instructor's discretion.

Academic Progress and Probation

Satisfactory Academic Progress

Cambridge College undergraduate students must maintain a cumulative grade point average of 2.0 to be considered as making satisfactory academic progress.

Cambridge College graduate students must maintain a cumulative grade point average of 3.0 to be considered as making satisfactory academic progress.

Academic Probation

Academic probation is an official warning issued by the dean's office when a student falls below satisfactory academic progress (2.0 GPA at the undergraduate level, 3.0 at the graduate level). A student who has been placed on academic probation will be closely monitored over the next three terms in which they enroll.

If it is determined that a student will be placed on academic probation, a Notice of Academic Probation will be issued by the dean's office. The student must adhere to the following protocol upon notification:

- The student must meet their academic advisor within two weeks of receiving the notice of academic probation and sign the notice of academic probation.
- The student must meet with the academic dean or designee within two weeks of meeting with the academic advisor and review the notice of academic probation.
- **International students** must meet with the director of international student services or designee immediately upon receiving the notification of academic probation to discuss potential visa ramifications.

A copy of the notification of academic probation is given to the Registrar's office for inclusion in the student's file. Academic probation is in effect for three terms of registration.

Any failing (F), no-show (NS), no credit incomplete (NCI), or no credit (NC) grades that a student on academic probation receives during the following three terms of enrollment may result in indefinite suspension from their academic program. The student will not be allowed to re-enroll without permission from the dean. When the academic probation is lifted the Registrar's Office is notified.

A student may appeal the probation or suspension decision, in

writing, to the Provost or designee. The appeal should be made within three business days after receiving the probation/suspension notice and should include a clear explanation and documentation to support the appeal. The Provost or designee will make a decision within five business days. The decision by the Provost or designee is final.

Change of Academic Program/Major, or School

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

Within One School (for example, changing from one School of Education master's program to another) — Students must complete the Change of Academic Program form in consultation with the program chair, and obtain all required signatures.

To a Different School (for example, from the School of Education to the School of Management) — Students must re-apply to the school offering the program to which they desire to change. They must submit a new application and all materials to the Admissions Office, meet all current admission requirements, and be approved for admission.

Students must consider carefully and explore the financial and academic implications:

- Meet with your current academic advisor, the chair of your new program, and the academic dean to discuss the change and get approval.
- A different program may have additional program-specific admission requirements, and may require additional courses, time, effort, and expense.
- You will be required to meet the requirements of your new program that are current at the time of your program change.
- Courses you have already completed may not be accepted into a different program.
- Transfer credits accepted may differ.
- Financial aid rules and awards may differ.

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

Students who do not receive financial aid are encouraged to meet with the bursar to address financial implications of their change.

Course Evaluation Survey

Cambridge College is committed to fostering teaching excellence, and we believe that students can make a significant contribution to this goal by completing online a confidential course evaluation survey. The purpose of this survey is to help the College improve the quality of curriculum and instruction. At the end of each course, students will receive an e-mail inviting them to provide their feedback. For further information, please contact the Office of Research, Planning and Evaluation.

Course Waivers

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

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

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

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

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

Courses Taken at Other Institutions After Matriculation

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

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

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

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

Leave of Absence

A leave of absence is a process designed to allow students interrupting the academic program for a limited period of time. During the limited leave, the student is considered to be on active status. A leave of absence may be granted by the academic dean or the provost. The LOA will become part of the student's permanent record.

Students should consult with an advisor ***and*** the Financial Aid Office about whether to request a leave of absence and determine the financial aid or re-enrollment implications of not registering.

The length of the leave must not exceed 180 days in any 12 month period.

Leaves of absence must be submitted in writing, signed and dated, to the academic dean or designee explaining the details and circumstances surrounding the request. Acceptable reasons include: Physical or mental health concerns; family obligations; financial concerns; military service; academics — sequenced courses are not offered for the upcoming term, reconsidering major, academic struggles, etc.; career opportunities. Students with other circumstances should consult with their advisor(s) for appropriate alternatives. The student must apply in advance for a leave of absence unless unforeseen circumstances prevent the student from doing so. The request must always be accompanied with appropriate documentation and evidence. In any case, there must be a reasonable expectation that the student will return from the LOA and the request should include the anticipated date of return and any specific issues the student must resolve before returning. All fnancial aid rules will apply and it is the responsibility of the student to seek and understand the financial implications of applying and obtaining a leave of absence (see Financial Aid).

The academic dean or designee will review the request and may ask for additional information in evaluating it.

The academic dean or designee will inform the student of the decision in writing within five business days of the receipt of the application. If the request is approved and the student is a Title IV loan recipient, the letter will explain the effects that the student's failure to return from an LOA may have on the student's loan repayment terms, including the expiration of the student's grace period. The academic dean or designee will inform the Registrar's Office, Financial Aid Office and dean of Student Affairs Office of the decision. If the request is denied, the academic dean or designee will discuss other options with the student.

The institution will not assess the student any additional institutional charges, the student's need may not increase, and therefore, the student is not eligible for any additional federal student aid.

Students may return before the expiration of their leave. Upon wishing to return, the student must contact their advisor or academic dean.

A student may appeal the decision to the provost in writing. The provost's decision is final.

Withdrawal

Current students who do not plan to take courses in the next term must:

1. Discuss it with the seminar leader/academic advisor, and
2. Submit a completed Withdrawal form (available at www.cambridgecollege.edu/offices/registrar) to the Registrar's Office.

This form must be submitted to the registrar in order to receive any reduction in tuition liability and to inform lending institutions of the change in enrollment status. A student who drops out without submitting the form will receive grades of No Show, and no reduction of tuition liability.

If the Withdrawal form is received by the Registrar's Office after the term Add/Drop deadline, the student remains responsible for tuition payment.

Medical Withdrawal — Upon presenting appropriate medical documentation to the dean of student affairs, a student may be allowed to withdraw for medical reasons. All withdrawal policy requirements apply (see above). See full policy at www.cambridgecollege.edu/medical-withdrawal-policy.

Grades and Grading

See policy at www.cambridgecollege.edu/academic-policies-procedures/grades-and-grading-policy

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

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

General Definitions and Policies

Grade Point Value

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

Credit (CR) is a grade denoting content competence.

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

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

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

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

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

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

Undergraduate Grades

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

Graduate and Post-Graduate Grades

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

Incompletes (INC)

An incomplete grade (INC) may be granted by an instructor if the student has satisfactorily completed ≥67% of the required work for the course, and the instructor has agreed to consider pending work for submission before the end of the following term. Students have *one term* after receiving an INC to submit outstanding work. INC's that are not converted to a grade after one term will be converted to a grade of NCI (No Credit Incomplete) or a letter grade, assigned by the instructor, consistent with the work previously submitted for the course. NCI grades are factored into a student's GPA as 0.0.

Note: Granting an incomplete is a privilege afforded to the student, not a right. If an instructor agrees to grant an incomplete, an "Incomplete Course Work Agreement" form, which clearly states the work needed and the timeframe in which it must be delivered must be signed by both the student and the instructor.

Academic Support for Students With Incomplete Grades

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

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

Incomplete Final Project

Graduate: If students do not complete the final project by the deadline within the term in which they registered for it, a grade of **Permanent Incomplete (PIN)** is assigned and cannot be changed to a grade thereafter. Students must register for the project completion course for their program (e.g. 801 for ILP/IRP, and 699 for Graduate Management Capstone) in order to complete their project and degree.

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

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

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

Satisfactory Academic Progress

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

Student Records

FERPA — Student Records Access and Confidentiality

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

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

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

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

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

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

If students take exception to anything in their folders on the grounds that it is inaccurate, misleading or otherwise inappropriate, they have the right to challenge its inclusion and seek to have it corrected or deleted. A written request must be submitted to the registrar for a joint meeting with the provost and vice president for academic affairs, the registrar, and any other appropriate person to discuss the matter.

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

See full policy at www.cambridgecollege.edu/ferpa-–-student-records-access-and-confidentiality.

Change of Name, Address and Contact Information

When registering online each term, students are asked to confirm or update some personal information including their mailing address and contact information.

Students receiving federal financial aid are legally required to give their name as registered with Social Security.

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

Transcripts

Students may request their official transcripts from the Registrar's Office at any time. If students are receiving financial aid, transcripts are held until all funds have been received.

Transcripts for graduating students are not released until after the degree conferral date, when their academic record has been cleared for graduation and their accounts are paid in full and cleared by the Bursar's Office. Student transcripts are kept permanently.

Go to www.cambridgecollege.edu/offices/registrar to get the Transcript Request form. The completed form must be accompanied by full payment (see Tuition and Fees for cost).

Verification of Degree or Enrollment

Cambridge College has authorized the National Student Clearinghouse to provide verifications. The Registrar's Office does not provide verifications over the phone. If you are an employer or background screener, you may contact the National Student Clearinghouse's DegreeVerify service by web or by mail.

Web: www.degreeverify.org
Mail: National Student Clearinghouse
2300 Dulles Station Boulevard, Suite 300
Herndon, VA 20171

Educator Licensure/Certification Verification

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

Graduation

Preparing to Graduate

- **Grades Required**

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

  Graduate students must earn grades of B or better for successful completion of all graduate courses counted towards degree completion, with a cumulative grade point average of 3.0.

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

Registrar Clearance for Graduation

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

Candidates who have completed all academic requirements are notified by the Registrar's Office via Cambridge College email. 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 via Cambridge College email of their status and next steps.

Degree Conferral

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

Diplomas

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

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

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

Commencement Ceremony

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

"March Only" Conditions

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

- All core requirements, including the final project (e.g. Capstone, Independent Learning/Research Project, Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in the student's academic record by the grade posting deadline.
- Six or fewer credits remain to complete the course of study; the credits are offered and completion is anticipated in the summer term.
- The student has registered for the summer term, for all remaining credits, and the registration has been processed.
- Exception by Provost.
- A student must submit a Petition to March Only to the Registrar after registering and no later than April 10. The form is available at www.cambridgecollege.edu/registrar. Be sure to complete the second page (August Intent-to-Graduate form).
- No College written materials shall refer to the student as a Cambridge College graduate or otherwise imply that the student has satisfied Cambridge College graduation requirements.
- Students who have not completed graduation requirements cannot obtain a diploma and will not be given any written documentation that implies that they have graduated.

Student Affairs

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

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

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

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

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

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

Whether you are new to college or returning after years away from school, the student affairs and student support staff understand that the transition can feel a little overwhelming at times. They are ready to offer you guidance and assistance from orientation through graduation and are committed to providing you with the resources, support, assistance and advice that will help you be successful. We are committed to helping you become involved with the Cambridge College community both inside and outside of the classroom and allowing to achieve your potential. We hope to see you in our offices often throughout your Cambridge College career and are here to assist you in any way that you need us.

Career Resources

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

Job listings are accessible via MyCareerPATH, the career management system as well as resources. Visit MyCareerPATH (www.cambridgecollege-csm.symplicity.com) for online career resources including rèsumè, interviewing, and networking guides. Helpful sample documents can also be found.

Career Services also sponsors career development workshops, career panels, and career fairs, in which all students are invited to participate to begin making connections with employers and alumni. We provide career development resources, but are not a job placement service.

Boston main campus: To make an appointment for a rèsumè or cover letter review, or to discuss other career development questions, contact the office via e-mail: careerservices@cambridgecollege.edu.

Cambridge College Regional locations: Virtual career resources are available to all students and staff. For assistance with rèsumè or cover letter review, or to discuss other career development questions, contact the office via e-mail: careerservices@cambridgecollege.edu.

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

Disability Support

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

It is important to provide documentation of your disability as soon as possible as many of the services provided are outside of the College and must be arranged far in advance. Please contact the Office of Academic and Disability Support Services to arrange for an intake meeting and to discuss your needs. The Office can be contacted at disabilitysupport@cambridgecollege.edu or by phone at 617.873.0614.

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

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

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

Types of documentation supportive of requests include medical records, psycho-educational testing, school records, and letters or affidavits from mental health professionals. If students do not have copies of this type of information, they are welcome to meet with ODS to discuss other ways to demonstrate a connection between the condition and academic barriers anticipated or currently being faced.

See *Disability Declaration and Documentation Policy* at www.cambridgecollege.edu/college-policies.

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

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

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

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

Disability grievances — See policy and procedure at www.cambridgecollege.edu/college-policies.

Emergency Phone Calls for Students

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

Health and Medical Care

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

Health Insurance

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

Immunizations

Cambridge College requires all students enrolling in a degree or certificate program (full-time or part-time) to comply with the immunization requirements for full-time college students of the state where their Cambridge College classes are located. This is because our students often alternate between full-time and part-time study from term to term.

Massachusetts: immunizations required (subject to change by MA):

- Hepatitis B: 3 doses or laboratory proof of immunity
- TDap (tetanus/diphtheria): 1 dose
- MMR (measles, mumps, rubella): 2 doses or laboratory proof of immunity
- Varicella (chicken pox): 2 doses or reliable history of chicken pox (e.g. diagnosis by physician), or laboratory proof of immunity, or birth before 1980 in the U.S. (except for health science students)

- **Only for programs with dormitory residency (e.g. Summer Institutes):** Meningococcal: 1 dose MCV4 or MPSV4 in the last five years. (Students may decline the vaccine after they have read and signed the MDPH Meningococcal Information and Waiver form provided by the College.)

See Massachusetts immunization guidelines at: http://www.mass.gov/eohhs/docs/dph/cdc/immunization/guidelines-ma-school-requirements.pdf

International students — Any student obtaining, maintaining, or regaining F1 nonimmigrant student status through matriculation in a Cambridge College degree or certificate program must abide by all policies and rules set forth for full-time students, as full-time enrollment is, generally, a requirement for maintaining F1 status. These policies and rules are not nullified by an approved reduction of course load."

Orientation

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

Orientation is required for all new students.

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

Student Government

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

Student representatives are elected to participate in the College Senate.

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

Supportive Resources

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

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

Student Code of Conduct

https://www.cambridgecollege.edu/academic-policies-procedures/student-code-conduct

The Student Code of Conduct ("Code") applies to all students enrolled in any course or program at Cambridge College, including regional locations and the NITE program. In addition to all on campus academic and social activities, the Code also applies to College-sponsored or supervised events off campus and to off campus conduct by students that, in the judgment of the College, may affect the interests of the College.

Prohibited conduct is not intended to be all-inclusive or to limit the types of inappropriate conduct that may subject a student to sanctions or disciplinary action. Rules and regulations of the College and departments that are not listed below or excluded below are incorporated herein by reference. Such rules and regulations may be communicated to students in publications and posted notices including, but not limited to, the Student Handbook, Academic Catalog, enrollment contracts, MyCC web portal, and school-specific publications.

Notwithstanding the above, the Code does not cover violations of academic policies such as academic dishonesty or plagiarism.

Violations of academic policies will be addressed by the undergraduate dean or appropriate graduate school dean. In the event that conduct may violate both the Student Code of Conduct and academic policies, the dean of student affairs, in conjunction with the dean of the student's school and/or the provost will determine how the student's conduct should be addressed.

When a student is considered to be a threat to either another person or to himself or herself, property, or the orderly functioning of the College, the student may be removed or suspended immediately from the College by the dean of student affairs, in his or her sole discretion, from either a classroom, the College, or both. This suspension will remain in effect until the dean of student affairs determines that the threat no longer exists and/or pending an Administrative Review Board hearing.

Purpose

Consistent with the College's mission, the purposes of the Code are to:

- Establish standards of personal conduct for all students.
- Provide for the advancement of knowledge and the development of ethically sensitive and responsible persons.
- Recognize that students are adults and, as such, their relationships with the College community should reflect this behavior.

Prohibited Conduct

Examples of prohibited conduct include, without limitation:

- All forms of dishonesty, including, but not limited to, furnishing false information, forgery, and altering or misusing documents.
- Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other College activities.
- Abuse or harassment, physical, verbal or otherwise, of any person on the College premises or at College-sponsored or supervised functions. This includes, but is not limited to, abuse or harassment based upon such factors as race, color, national origin, gender, handicap, age, sexual orientation, or political or religious beliefs.
- Behavior or activity that may endanger the safety of one's self or others, including, but not limited to, the possession and/or use of firearms, fireworks, dangerous weapons, or hazardous chemicals.
- Vandalism or damage, destruction or defacement of property.
- Theft of College property or the property of any person while on College premises.
- Any violation of the Cambridge College Drug and Alcohol Awareness Policy and Program, including, without limitation, possession, sale, or use of any controlled substance without medical authorization; unauthorized use of alcoholic beverages; or underage drinking.
- Any violation of the Cambridge College smoke-free policy.
- False reporting of an emergency or tampering with fire safety equipment, including, but not limited to, false reporting of a fire or a bomb threat or tampering with other fire related equipment.
- Unauthorized presence in or forcible entry into a College facility or College-related premises, including, but not limited to, College building roofs or fire escapes.
- Unauthorized use of College property, equipment or keys, including networks, computers, software or other information technology resources.
- Illegal peer to peer downloading or the unauthorized use of intellectual property.
- Violation of policies regarding children visiting the College.
- Failing to follow the reasonable directives of a university official, including violating the terms of a disciplinary sanction imposed by this policy.
- Hazing: The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

  Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Sanctions and Disciplinary Actions

Considerations in Imposing Sanctions

Discipline sanctions, up to and including expulsion, may be administered in response to a Code violation by a student. In determining appropriate discipline or sanctions, factors evaluated include the nature and severity of the violation, the degree to which the student has participated or been involved in the violation, motive and intent in connection with the violation, and any record of past violations.

Sanctions or Disciplinary Actions

The following sanctions or disciplinary actions may be imposed separately or in combination. This list of sanctions or disciplinary actions is not exhaustive. The College reserves the right to impose other sanctions or disciplinary actions not listed.

- No Action: a determination that a violation of the Code did not occur and no action is taken.
- Mediation: the violation is resolved through a moderated discussion between the involved parties.
- Disciplinary Notice: a written notice that a student's conduct has violated the Code and that subsequent violation(s) of the Code, similar to or different from any prior violation(s), may result in more serious action against the student.
- Termination of Privileges: a temporary or permanent revocation of student privileges within the community that is imposed after a finding of a Code violation.
- Health and Wellness Assessment: for certain Code violations (e.g., violation of the College's Drug and Alcohol Policy), a student may be required to see a professional provider at cost to determine if there is a health-related issue. Students will be responsible for any cost incurred due to this sanction.
- Restitution: to pay for damage(s) caused to personal or college property or to perform specified service.
- Suspension: a period of time when the student is not be permitted on College-owned or leased property, in the classroom, or allowed participation in College-sponsored or supervised activities as a result of a Code violation.
- Mandatory Withdrawal: a student is required to withdraw from the College as a result of a Code violation.
- Expulsion: a student is dismissed from the College as a result of a Code violation.

Process for Considering Complaints of Code Violations

The following process will be followed to consider complaints regarding alleged violations of the Code. The goal of this process is to review the facts and circumstances of a complaint, to allow students the opportunity to respond to an allegation and, to determine if a violation of the code of conduct occurred and if appropriate, to impose sanctions warranted by those facts and circumstances.

Student Code of Conduct Administrators

A student conduct administrator is a Cambridge College official authorized on a case-by-case basis by the dean of student affairs to impose sanctions upon any student found to have violated the Student Code of Conduct.

The dean of student affairs will resolve any questions regarding the interpretation or application of the Code. The determination of the dean of student affairs concerning the interpretation or application of the Code will be final.

Complaint

Any member of the College community may file a complaint against any Cambridge College student by submitting in writing to the dean of student affairs or regional center director with the following information:

- The name(s) of the student(s) who is (are) the subject of the complaint.
- A clear explanation of the nature of the complaint.
- The name(s), address(es), and telephone number(s) of those filing the complaint.
- The name(s), address(es), and telephone number(s) of witness(es) (if known).

***OR** submit an online Student Concern/Complaint Report* to the Office of Student Affairs at https://goo.gl/SgWgjD.

Please fill out the report form completely, providing specific details. The dean of student affairs will then review the concern and facilitate further discussion towards a resolution. Cambridge College will make its best effort to resolve issues in a way that is positive for both the student and the institution.

Dean of Student Affairs Preliminary Review

When a complaint is filed, the dean of student affairs will review facts and circumstances surrounding the complaint in a Preliminary Review.

The dean of student affairs may use the Preliminary Review process as a means of trying to mediate the complaint or may involve others to attempt to mediate the complaint. If a student agrees to a mediated resolution, there is no further review of the complaint and the student has no right to go before the Administrative Review Board. In resolving a matter through mediation, a student will waive his or her right for a hearing before the Board. If the matter is not dismissed and the parties do not agree to a mediated resolution, the dean of student affairs may either issue an appropriate sanction or discipline or refer the matter to the Board for a hearing. Any mediated matter involving restitution of more than $1000, suspension for longer than one semester, mandatory withdrawal for more than one semester or expulsion will be referred to the Administrative Review Board.

Notification of Results of Review

After the preliminary review, the student(s) involved in filing the complaint or who are the subject(s) of the complaint may be notified of the outcome by the dean of student affairs. If a student is to go before the Administrative Review Board, notice will be given at least seventy-two hours in advance.

Administrative Review Board

Membership

The Board may be comprised of faculty members and College administrators recommended by the dean of student affairs, undergraduate dean and graduate school deans, and are subject to the approval of thedean of student affairs. Generally, the Board consists of at least three members. The dean of student affairs will serve as the advisor to the Board but will not participate in the Board's deliberations or vote when the Board determines whether a violation has occurred or recommends sanctions or discipline.

Challenging a Board Member

If the complaining student or the student who is the subject of the complaint believes that one or more members of the Board hearing the complaint has a conflict of interest, he or she shall notify the dean of student affairs immediately and, in any event, at least forty-eight hours prior to the hearing of the complaint by the Board. The determination of the dean of student affairs regarding whether any conflict of interest exists will be final.

Advisors

All students may bring with them a member of the Cambridge College faculty or staff to serve as an advisor. If a student requests to have an attorney present, the College shall have its general counsel present.

Students may select a person who is a member of the Cambridge College community to advise him or her through the complaint and hearing process. The advisor (includes attorneys) may advise the student in preparation for the hearing and may accompany the student to the hearing. The advisor may not address the Board directly nor may the advisor question any witness. The student must inform the dean of student affairs of the name of his or her advisor a week prior to the Board hearing for approval. If the dean of student affairs does not give prior approval of the advisor, the advisor may be dismissed at the time of the hearing if it is believed a conflict of interest could exist.

Pre-Hearing Conference

The student who is the subject of the complaint will be invited to attend a conference prior to the hearing before the Board. The student will receive notification of this meeting by a letter explaining the nature of the complaint ("Complaint Letter").

The purpose of this meeting is for the dean of student affairs or designee to familiarize the student who is the subject of the complaint with the complaint and hearing process and to allow the student to prepare his or her version of the event in question for the Board hearing.

The student who is the subject of the complaint will be responsible for attending the meeting after receiving the Complaint Letter.

Administrative Board Hearing

The following procedures will govern the Board hearing:

- Witness lists and all documents to be presented in the hearing will be exchanged between the dean of student affairs and the student prior to the hearing. This process will be coordinated by the dean of student affairs and copies of the information will be provided to the Board at the beginning of the hearing.
- All individuals present will be introduced.
- The dean of student affairs will elect a designee to present the complaint citing, where applicable, the specific policy(ies), rule(s), or regulation(s) allegedly violated.
- The student who is the subject of the complaint will be given an opportunity to respond briefly.
- The dean of student affairs or designee and/or the complaining student will briefly present relevant information. Witnesses and documents may be presented. The Board may pose questions to the witness(es).
- The student who is the subject of the complaint will be given an opportunity to respond briefly. Witnesses and documents may be presented. The Board may pose questions to the witness(es).
- The complaining student may be allowed to pose relevant questions through the Board or, if the Chair permits, directly to the witness(es).
- The complaining student and the student who is the subject of the complaint will be allowed to present summation statements.
- All participants are expected to act in a courteous fashion and to respect the protocols established by the Chair. Interruptions, name-calling, threats, or other rude or inappropriate behavior will result in sanctions or disciplinary actions being imposed on the offending party.
- The Board may proceed with its hearing and make its determinations and recommendations without the presence of the student if the Board determines that the student was properly notified of the hearing and fails to attends without good cause within the sole discretion of the Board.

Board Recommendations

At the conclusion of the hearing, the Board will decide by consensus whether it believes that is more likely than not that a violation of the Code has occurred.

If the Board decides that a violation has occurred, the Board will, by consensus, determine it recommendation for specific sanctions or disciplinary actions.

Notification of the Board Recommendation

The dean of student affairs will meet with the student who is the subject of the complaint to discuss the Board recommendation as soon as and if practicable after the Board makes its recommendation. The meeting will be followed by a letter that confirms the Board recommendation and outlines the procedures available to the student to request reconsideration of the recommendation.

Requests for Appeal

If the student who is the subject of the complaint or the complaining student wishes to request reconsideration of the Panel recommendation, any such request shall be made in writing to the dean of student affairs within five calendar days of receiving notice of the Board recommendation. A request for reconsideration should include the following information:

- The name, address and telephone number of the student who is the subject of the complaint; and
- A clear statement explaining the nature and circumstance of the request, citing the reasons why the Board recommendation should be reconsidered.

The dean of student affairs will refer the request for reconsideration to the executive vice president who shall respond either by accepting the recommendation of the Board, by remanding the matter to the Board for further consideration, or by reversing or rejecting the recommendation. The executive vice president may proceed with or without meeting with the party requesting reconsideration. The determination of the executive vice president will be final.

Record Keeping

All sanctions or disciplinary actions are recorded and maintained by the dean of student affairs. Suspensions will be noted until such time as the time expires. The dean of student affairs will determine the appropriate method for recording the information presented at a Panel hearing.

Student Rights and Responsibilities

regina.robinson@cambridgecollege.edu • studentaffairs@cambridgecollege.edu

Student Code of Conduct

All Cambridge College students are bound by a Student Code of Conduct; see above. Student Handbooks are also available in the Student Affairs Office, on the website, and in each local Cambridge College office. All Cambridge College students are responsible for becoming familiar with the Code of Conduct. The Student Code of Conduct is also available at https://www.cambridgecollege.edu/academic-policies-procedures/student-code-conduct

Complaints, Grievances, Appeals

studentaffairs@cambridgecollege.edu • https://goo.gl/SgWgjD

Student Complaints and Grievance Process

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

Here are the steps for handling concerns and complaints:

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

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

STEP 2 — Students who want assistance with problem solving are invited to contact the Office of Student Affairs:

- Submit a Student Concern/Complaint Report to the Office of Student Affairs at https://goo.gl/SgWgjD. Please fill out the report form completely, providing specific details. The dean of student affairs will then review the concern and facilitate further discussion towards a resolution. Cambridge College will make its best effort to resolve issues in a way that is positive for both students and the institution. *OR*

- Contact the dean of student affairs, who will serve as the mediator with College offices and administrators. Call 617-873-0470 or e-mail regina.robinson@cambridgecollege.edu. Please provide complete information about the complaint or concern, including:
  1. Student name, ID# and contact information.
  2. Date and nature of the concern.
  3. Names of staff or faculty involved.
  4. Narrative of correspondence with involved parties.
  5. What resolution are you seeking?

If at any time you feel uncomfortable, frustrated, or need additional help in the resolution process, you have the right to contact the dean of student affairs directly as the neutral third party to facilitate the process. However, step 1 above is recommended first.

Grievances may be taken to the appropriate state education commission. Please note that state authorities typically expect a student to make every attempt to resolve a problem within their college first. Each state has its own procedure for handling complaints, often including a student complaint form and other documentation. They typically do not accept anonymous complaints.

State Resources

Complaints are handled by the state education commissions listed below for the main campus and regional locations. Students who reside in other states see also Complaint Process for All States, below.

California — A student or any member of the public may file a complaint/grievance with the Bureau for Private Postsecondary Education at any time by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet web site, http://www.bppe.ca.gov/enforcement/complaint.shtml

Massachusetts — Massachusetts Board of Higher Education, One Ashburton Place, Room 1401, Boston, MA 02108 • 617-994-6950 • www.mass.edu/forstudents/complaints/complaintprocess.asp

Puerto Rico — Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900 • 787-641-7100 • Fax: 787-641-2573 • www.ce.pr.gov

Other External Resources

Standards for Accreditation — The NEASC complaint procedures are solely for the purpose of addressing significant non-compliance with the Standards for Accreditation, not for individual dispute resolution. Contact: New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE), 3 Burlington Woods Drive, Suite 100, Bedford, MA 01803 • https://cihe.neasc.org • 781.425.7714 • email: cihe@neasc.org

Equal Opportunity, Harrassment, Sexual Harrassment — Please contact:

The United States Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building, 475 Government Center

Boston, MA 02203 • 617-565-3200

EEOC offices nationwide are listed online at www.eeoc.gov

Massachusetts Commission Against Discrimination (MCAD)
• www.mass.gov/mcad

One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108 • 617-994-6000

436 Dwight Street, Second Floor, Room 220, Springfield, MA 01103 • 413-739-2145

FERPA — If the College fails to comply with FERPA requirements, written complaints may be submitted to:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520

Complaint Process for All States

Resources for Student Complaint Processes — www.sheeo.org/node/434 provides a directory of agencies responsible for directory of agencies and individuals responsible for implementing state postsecondary quality assurance laws for all 50 states, the District of Columbia, and Puerto Rico. The current directory (at time of printing) is www.sheeo.org/sites/default/files/Complaint Process Links 12-2012.pdf

The directory information should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or attorney generals offices will accept complaints regardless of whether an institution is required to be licensed in that state.

Title IX Sexual Misconduct Policy

Regina Robinson, Deputy Title IX Coordinator for Students and Dean of Student Affairs
regina.robinson@cambridgecollege.edu • https://goo.gl/SgWgjD

Cambridge College Values, Purpose of Policy, & Statement on Nondiscrimination

Institutional Values — Cambridge College ("CC" or "the College") is committed to establishing and maintaining an educational and employment environment that is free from sexual misconduct. Sexual misconduct, as defined below, is a violation of a person's rights, dignity, and integrity, and is contrary to the mission and values of the College. Acts of sexual misconduct are strictly prohibited and will not be tolerated.

CC takes all allegations of sexual misconduct seriously and is committed to providing information, education, resources, support, interim measures, and direction to the College community to prevent and address sexual misconduct. In response to any report that a member of the CC community has engaged in sexual misconduct, the College will take all appropriate steps to eliminate the misconduct, prevent its recurrence, and address its effects. To achieve equitable results, CC will carefully review and/or investigate all reports and complaints of sexual misconduct with an earnest intent to understand the perspective and experiences of each individual involved, and to provide for fair and impartial evaluation and resolution.

Coordination with CC's Nondiscrimination Policy — Cambridge College recognizes that discrimination or harassment related to an individual's sex, gender identity or gender expression (collectively, "gender related status"), which is prohibited by this policy, can occur in conjunction with discrimination or harassment related to an individual's race, color, ethnicity, national origin, religion, age, disability, sexual orientation, or any other legally protected characteristics ("protected characteristics"). Targeting individuals on the basis of any protected characteristics also violates CC's community standards. When misconduct relates solely to a person's gender related status, Cambridge College will address such conduct pursuant to this policy. When the College receives a report that a community member has engaged in misconduct related to both a person's gender related status and other protected characteristics, the College has discretion to decide under which policy or policies to address the report and will coordinate the investigation and resolution efforts to address any and all harassment and discrimination.

Notice of Nondiscrimination

Cambridge College is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all College community members. CC does not discriminate on the basis of race, color, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, or age in its programs or activities.

Prohibited Conduct & Definitions

Cambridge College prohibits all forms of sexual misconduct and gender-based harassment. Sexual misconduct is a broad term that includes, but is not limited to, sexual assault, sexual harassment, sexual violence, sexual exploitation, stalking, cyber-stalking, relationship violence, bullying or cyber-bullying relating to one's sex or gender identity, and aiding or facilitating the commission of any such prohibited conduct. Gender-based harassment is also a broad term, and includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, gender identity, gender expression or sex-stereotyping, even if those acts do not involve conduct of a sexual nature, and regardless of whether the gender-based harassment rises to the level of violating the law.

Reporting

Campus Reporting Options — To enable the College to respond to all reports in a prompt and equitable manner, the College encourages all individuals to directly report any incident of sexual misconduct to the Title IX coordinator or the deputy Title IX coordinator for students.

CC recognizes that a student or employee may choose to report sexual misconduct to any trusted employee of the College. For example, a student may choose to confide in a faculty member or an admissions counselor, each of which must report the incident to the College. Likewise, an employee may choose to confide in a supervisor. Under this policy, any full-time or part-time faculty member, staff member, or other employee who receives a report of sexual misconduct must share the report with the Title IX coordinator or the deputy Title IX Coordinator for Students. The Title IX coordinator and the deputy Title IX coordinator for students are specifically charged with investigating and responding to allegations of sexual misconduct.

Bystander Intervention — Cambridge College strongly encourages all community members to take reasonable and prudent actions to prevent or stop sexual misconduct, including relationship violence, stalking and sexual assault. Taking action may include directly or indirectly confronting the situation (if it is safe to do so), taking steps to interrupt the situation, or seeking assistance from a person in authority. Community members who choose to exercise this positive moral obligation will be supported by the College and protected from retaliation.

For more information, see www.cambridgecollege.edu/sites/default/files/file_uploads/cctitleixpolicy-2016.pdf

Violence Against Women Act

Violence Against Women

domestic violence • dating violence • sexual assault • stalking

In accord with the Violence Against Women Reauthorization Act of 2013 (VAWA), Cambridge College will respond to reported incidents of violence against women in the Cambridge College community with support for victims and fair, impartial disciplinary procedures.

Prompt Crime Reporting

Campus policy encourages every member of the campus community to report a crime promptly to the local police and to submit reported crime incidents to campus security personnel, the regional center director, the director of business operations or the dean of students.

Institutional Response to Reports of VAWA Crimes

The institution has programs to prevent domestic violence, dating violence, sexual assault, and stalking. When an incident of domestic violence, dating violence, sexual assault, or stalking is reported, the College will provide victims with written notice of available options, remedies, and services. If the accused individual is a student, the standard of evidence used in an institutional disciplinary hearing will be preponderance of the evidence.

Education Programs About VAWA Crimes

The College has education programs to promote the awareness of rape, acquaintance rape, dating violence, domestic violence, sexual assault, and stalking. These education programs include primary prevention and awareness programs for all incoming students and new employees. These education programs will include: a statement that these crimes are prohibited at the College; definitions of consent, domestic violence, dating violence, sexual assault, and stalking in the College's jurisdiction; safe and positive bystander intervention when there's a risk of one of those incidents; information on risk reduction to recognize warning signs of abusive behavior and avoiding potential attacks; and information about the institutional disciplinary procedures.

Sanctions for VAWA Crimes

Following a final determination of an institutional disciplinary procedure for cases of rape, acquaintance rape, dating violence, domestic violence, sexual assault, or stalking, the following sanctions or protective measures may be imposed: suspension, expulsion, education programs, community service, probation, no-contact order, disciplinary contract agreements, class changes, or other appropriate relief measures.

Procedures for Survivors of Domestic Violence, Dating Violence, Sexual Assault, or Stalking

Survivors/victims of these crimes will be provided written information about evidence preservation, how and to whom to report these crimes, options about involvement of law enforcement and campus authorities, and assistance in notifying law enforcement if the victim chooses, as well as the option to decline to notify authorities. Victims will also be provided information about rights and institutional responsibilities regarding no contact orders, orders of protection, trespass notices or other available applicable options.

Evidence preservation: In order to best preserve evidence, victims should avoid showering, washing, changing clothes, combing hair, drinking, eating, or doing anything to alter physical appearance until after a physical exam has been completed.

Reporting: Victims should report to the dean of students, (room 326 at 1000 Massachusetts Ave. in Cambridge, MA, 617.873.0470) or the local regional center director.

Notifying Law Enforcement: Victims have the right to notify law enforcement, and the campus can assist in notifying law enforcement if victims choose. Victims may also choose to decline to notify authorities.

Procedures for Institutional Disciplinary Procedures in Cases of Domestic Violence, Dating Violence, Sexual Assault, or Stalking

The institutional disciplinary procedures will provide a fair, prompt, and impartial process from investigation to final result. The investigation and any hearing will be conducted by those who receive annual training on issues related to VAWA crimes, how to conduct an investigation, and a hearing process that protects victim safety and promotes accountability.

Parties are entitled to the same opportunities to have an advisor of their choice present at any hearing and related meetings. There is no limit to the choice of an advisor; however, the parties are responsible for presenting evidence on their own behalf. Advisors may speak privately to their advisee during the proceeding, and cannot present evidence or cross-question witnesses. Parties will be informed simultaneously in writing of the outcome of the process, the availability of any appeal procedures, and when the results become final after any appeals.

The disciplinary processes available for victims of domestic violence, dating violence, sexual assault, and stalking are the appropriate campus student conduct disciplinary procedures or employee conduct disciplinary procedures as applicable. These processes include a report being taken, timely investigation, charges issued, initial meeting, hearing and appeal as applicable. Investigations will generally be conducted within 60 days of the report being taken, unless extenuating circumstances described to the victim occur. Hearing appeals must be filed within 10 days of the hearing determination. The standard of evidence in these cases is preponderance of the evidence. Following an allegation or report of one of these crimes, the institution may offer available protective measures such as a no-contact order; alteration of residence assignments, academic, and work situations.

Confidentiality

The institution will maintain as confidential any accommodations or protective measures provided to the victims so long as it does not impair the ability to provide such measures.

Personally identifiable information about victims will not be included in any publicly available record-keeping, including the reporting and disclosure of crime statistics.

Written Notifications to Students, Employees, and Victims of VAWA Crimes

For Students and Employees:
The College will provide written notification to students and employees about existing and available counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available in community and on campus to victims of dating violence, domestic violence, sexual assault, and stalking. The College will also provide information about these services in writing to victims of domestic violence, dating violence, domestic violence.

For Survivors/Victims:
The College will provide written notification to victims regarding rights and options, including: available and existing on- and off-campus services such as victim advocacy, counseling, health, mental health, legal assistance, visa and immigration assistance; available and applicable institutional disciplinary procedures, and an explanation of those procedures; confidentiality in protective measures and Clery reporting and disclosure; and reasonable and available options and assistance with changing academic, living, transportation, and working situations, regardless of whether the victim chooses to report the crime to law enforcement.

In accord with the Violence Against Women Reauthorization Act of 2013 (VAWA), Cambridge College will include in its annual crime statistics all reported incidents of VAWA crimes.

Military Students—Veterans and Active Duty

veterans.support@cambridgecollege.edu • www.cambridgecollege.edu/resources/veterans-benefits

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

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

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

Veterans Certifying and SOC Representatives

Please visit www.cambridgecollege.edu/resources/veterans-benefits for current contacts at Cambridge College.

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

Transfer Credit Evaluation

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

Prior learning assessment can earn college credit and shorten your program—Veterans enrolled in undergraduate programs are especially encouraged to consider documenting their learning derived from experience in the form of standardized college-level exams and portfolios that demonstrate learning equivalent to specific college courses. For more information, ask to speak with your faculty advisor or Cambridge College regional center director, or visit www.cambridgecollege.edu/admissions/prior-learning-work-experience-credits.

Active Duty Tuition Discount

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

Academic Progress

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

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

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

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

Departments of Veterans Services

U.S. Department of Veterans Affairs • https://www.va.gov

Massachusetts • www.mass.gov/veterans/education
Veterans' Services Officer, 43 Hawkins Street, Boston, MA 02114
Phone: 617-635-3037 • Fax: 617-635-3957

California • www.calvet.ca.gov
Puerto Rico • http://www.benefits.va.gov/sanjuan/

Other Resources for Veterans

VA Online Application for Educational Benefits • https://www.ebenefits.va.gov/ebenefits/homepage

Montgomery GI Bill (MGIB) • http://benefits.va.gov/gibill/

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

Reserve Educational Assistance Program (REAP) or Chapter 1607 • www.benefits.va.gov/gibill/docs/pamphlets/ch1606_pamphlet.pdf

International Students

International Student Office • 617.873.0142 • www.cambridgecollege.edu/offices/international-students

Cambridge College accepts international students only at its campus locations in Massachusetts, where all course instruction is in English. For the English language proficiency required, see below.

The California and Puerto Rico campuses are not authorized by SEVIS to recruit international students.

For assistance with the application process, please speak with your admissions counselor.
For assistance with immigration-related questions, please speak with the International Student Office.

See also international student policies:

- www.cambridgecollege.edu/international-student-policies-f1-non-immigrant-student-status
- www.cambridgecollege.edu/international-students-and-immunizations-policy-—-registrars-office

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

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

All International Students

☐ Completed, signed Application, with all required documents (see application booklet).

☐ Application fee (see application booklet).

☐ Completed, signed International Student Application Supplement.

☐ Official demonstration of English Language Proficiency, documented in one of the following ways:

1. Official demonstration of English language proficiency. Cambridge College will accept the following scores equal to or greater than the following:
   - Paper-based TOEFL (PBT): 550
   - Computer-based TOEFL (CBT): 213
   - Internet-based TOEFL (IBT): 79-80
   - IELTS: 6.0
   - Michigan Test of English Language Proficiency (in-house): Level 2, 68 (undergraduate candidates); Level 3, 84 (graduate candidates)
2. A diploma from a U.S.-based college, university, or high school.
3. A Certificate of completion from a Cambridge College partner English language school. For a list of participating schools, please contact Admissions, or visit our website at www.cambridgecollege.edu/international-students/approved-english-language-schools
4. A reference letter from an employer documenting employment in the U.S. for at least three years in a professional or managerial capacity, attesting to the professional or managerial responsibilities.

Not required of students whose first language is English.

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

☐ Demonstration of adequate ability to fund your studies for at least the first year of study. Documents must be:

1. In English, or accompanied by a notarized translation into English.
2. Equal to or greater than $26,000 for bachelor's and master's students; equal to or greater than $30,000 for doctoral candidates.
3. No older than four months from the date of acceptance; no older than one month is preferred.
4. Accompanied by a completed Declaration of Funds, signed by the student or sponsor and signed by the bank from which funds are demonstrated.

Additional Documents

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

☐ i94, Arrival/Departure record, which you can access online at https://i94.cbp.dhs.gov/I94/

☐ Copy of your most recent visa.

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

☐ Copy of current I-20, pages 1 and 2.

☐ Completed Transfer-In Request form.

Students with dependents in F2 status or wishing to obtain F2 status must also provide:

☐ Copy of each dependent's passport.

☐ Copy of each dependent's F2 I-20 (if applicable).

☐ Demonstration of financial capability for supporting the dependent while in the U.S.:
- For a spouse, demonstrate an additional $6,000 in financial capability.
- For each child, demonstrate an additional $4,000 in financial capability.

Conditional Acceptance

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

Changing to or Regaining F1 Status

Students who wish to obtain or regain F1 non-immigrant student status through Reinstatement or Change of Status must be fully accepted to a Cambridge College academic program before receiving a Change of Status requested or Reinstatement requested i20. Cambridge College will assist with issuance of the i20 and any photocopying services students need for the filing of the i539 for Change of Status or Reinstatement, but does not offer any legal advising to students for these processes.

Getting Started

Transfer Credit

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

State Health Requirements for College Students

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

CAMBRIDGE • LAWRENCE • SPRINGFIELD

☐ **Immunizations** — Paper form required before students can register for first term of full-time study.
Get form at www.cambridgecollege.edu/resources/student-forms

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

Financial Planning

Tuition and Fees — See *Tuition and Fees*.

Payment and Refunds — See *Payment and Refunds*.

Scholarships are not currently available to international students.

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

Maintaining F1 Status

Orientation

All F1 non-immigrant students are required to complete the online New International Student Orientation during their first term of study. Students who fail to complete this online session will not be able to register for the following term .

Full Time Registration Requirement

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

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

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

Dropping Below Full Time Registration

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

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

Students who wish to drop below full-time registration for **academic reasons** may do so only in the **first term of study**. They must contact the International Student Office no later than the fourth week of the term to request the reduction in course load. A student's course load may be reduced to no fewer than **six credits** when the reduction is academic in nature. Reducing the course load to fewer than six credits during Spring or Fall terms is considered a violation of F1 status.

Students who wish to drop below full-time registration for **medical reasons** may do so at any time during the term, but must provide documentation from a licensed medical provider in the U.S. demonstrating the need for the Reduced Course Load due to a medical

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

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

Updated Records

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

1. Current major field of study (if changed during studies).
2. Current residential address in the U.S.
3. Current legal name (if different from name provided when applying).
4. Current sources of funding (if different from funding demonstrated when applying).
5. Updated passport (may be scanned and emailed).
6. Updated visa (may be scanned and emailed).
7. Updated i94, Arrival/Departure record, which you can access online at https://i94.cbp.dhs.gov/I94/

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

Program Dates

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

Degree/Enrollment Verifications

Students requesting enrollment verification must contact the International Student Office, providing their name and student ID number. The letter will confirm that the student is enrolled at Cambridge College, specify the student's standing (active, applying for reinstatement, applying for change of status, etc.), and note the student's SEVIS ID number and program dates as they appear in SEVIS.

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

Work Eligibility

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

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

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

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

Additional Information

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

Academic Support

Academic Support

Academic Support Services — Academic support is available at the main campus and regional locations. For more information, see the regional locations in this catalog and each location's web page. For Boston main campus academic support services, contact the Center for Excellence in Learning and Teaching at 617.873.0499.

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

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

Writing tutors are available for one-on-one tutoring at the Boston, Lawrence, and Springfield locations. Virtual tutoring is available to all students through the Cambridge College eTutoring platform accessible through MyCC. This service allows for remote one-on-one tutoring in many subject areas as well as submissions of papers for writing feedback.

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

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

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

Learning Assessment

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

Portfolios are an option for Cambridge College undergraduate students to demonstrate college-equivalent learning and gain college credit for it. For details, go to www.cambridgecollege.edu/admissions/prior-learning-work-experience-credits

Integrated Student Success Program

Through one-on-one meetings, a *success coach* works with students to establish academic goals and an action plan. A coach works to facilitate support to students as they determine and navigate a practical course towards achieving their academic, career and life goals. Success coaching is student-driven; students determine their own working definition of academic success.

Students come to success coaching for support with:

- Organizing and getting started.
- Academic skills: reading and learning strategies, goal setting.
- Time (self) management: juggling work, school and life.
- Communicating with faculty.
- Connecting to resources on and off campus.
- Planning and prioritizing.

Who can use One-on-One Success Coaching?

The Integrated Student Success Program (ISSP) coaching services are available to all Cambridge College students who are ready to commit energy and time to goal setting.

Academic coaching is especially focused on providing support to new students, but all interested Cambridge College students are encouraged to participate in these comprehensive services.

Faculty may request that students meet with a success coach if they are experiencing academic difficulties at Cambridge College.

How do students request one-on-one success coaching?

- Send an email to Kathleen.Hartnett@cambridgecollege.edu and request an appointment, or
- Visit the Office of Student Affairs and sign fill out an appointment request form located in the front entryway outside room 318.

Library Services

www.cambridgecollege.edu/resources/library-services

Cambridge College Online Library (CCOL)

- *More than 15,000 full-text scholarly journals and periodicals* and 300,000+ full-text books appropriate for academic research in the fields of education, counseling, psychology, management, health, and other academic areas. Our collections are fully searchable through our Ebsco Discovery Service (EDS), and include EBSCOhost's Academic Search Complete, Omnifile Full Text Select, PsycArticles, Education Research Complete, SocIndex, Humanities International Complete, MEDLINE with Full-text, Business Source Complete and much more. Citation-only results link conveniently to the WorldCat database for location of local libraries which hold print versions. Cambridge College is not responsible for the content of these sites or of any sites to which they may link.
- *Chat with a Live Librarian* provides 24/7/365 live reference librarian service for individual research assistance using online chat.

Other Libraries

Cambridge College regional locations and international — For recommended academic and other research libraries open for public use, click the "Traditional Libraries" tab on the Cambridge College Online Library home page and select the link to the campus of your choice from the drop down menu.

Computer Use and Policies

IT Support Center • 617.873.0159 • www.cambridgecollege.edu/information-technology/available-it-resources

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

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

Computer Requirements

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

- Recommended hardware:
  4GB RAM or higher.
  Intel or AMD processor: dual-core or better.
- Recommended Operating System:
  Windows users: Windows 7 SP 1 or higher
  Apple users: Mac OS 10.8 or higher.
- Recommended Software:
  Latest version of Firefox or Chrome browsers.
  Microsoft Office 2010 and up.
  DSL, broadband cable-modem or other high speed internet access.
  Windows users: up-to-date anti-virus software protection.
- Connection Requirements:
  Wireless capability for use while in class or at breaks.

Access to a Computer

If you don't have access to a personal computer or don't have a high-speed Internet connection you can use the computer lab at your Cambridge College location. Other computer resources may include your local public library and public Internet hot spots.

Purchasing Technology

We recommend that students wait until they receive their financial aid award notice before purchasing a computer.

Once enrolled, students are encouraged to visit the password protected At Home or Student Use discount software site linked at www.cambridgecollege.edu/available-it-resources/it-services to see if any of the offerings available can aid and assist them in their classwork.

IT Support

Cambridge College provides telephone support to assist you with minor IT problems such as:

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

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

Helpdesk Hours: Monday-Thursday 10:00 am-10:00 pm, Friday 10:00 am-9:00 pm, Saturday 9:00 am-5:00 pm, Sunday 12:00 pm-5:00 pm EST.

To contact the IT Support Center/Helpdesk

- Place a request at https://helpdesk.cambridgecollege.edu
- Call during Helpdesk hours **617.873.0159**.
- Email helpdesk@cambridgecollege.edu
- Drop-in locations (see your site information for details).

IT Technicians

Almost every Cambridge College location has local IT technicians to assist you and to help maintain equipment, classrooms, and drop-in computer centers.

Self Help

A number of self help topics are available on the IT Support website at www.cambridgecollege.edu/it-support as well as in the IT eHelpdesk portal under Solutions.

MyCC Web Portal

Students' personal accounts are created upon self-enrollment through the admissions process. Instructions about logging in for the first time are located at www.cambridgecollege.edu/it-support. Users may log in to MyCC from the top right of the main Cambridge College website or https://mycc.cambridgecollege.edu/ics

The MyCC portal is a focal point for students and faculty. MyCC is the gateway to online course registration, online course work, the learning management system, and the online library. Students access their personal accounts and grades through the MyCC portal.

See also *Web Portal Accounts Policies and Procedures* at www.cambridgecollege.edu/information-technology/it-security-and-policies

Electronic Communication

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

Email Address — New students and returning students are provided a College-branded gmail account upon registration, referred to as GO Email or CC Gmail.

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

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

Network Password

Your network password is used to log in to our wireless network, lab computers, eHelpdesk, and to make printouts.

Password Reset Portal

This service allows users to reset their network password at any time from anywhere that they have web access. This service will allow users who have forgotten their passwords to conveniently reset it without having to contact an IT technician. Password reset kiosks are also available at selected locations around the College. Please contact a helpdesk technician for more information or access the portal at https://pwd.cambridgecollege.edu.

Information Technology Responsible Use Policy

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

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

Computer Labs

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

Computer Lab Guidelines

- Lab computers and printers are for registered Cambridge College students only. Do not share your Cambridge College network username and password with anyone. You will be held responsible if you share your personal information and someone else uses your account.
- Do not share your Cambridge College Network username and password with anyone. You will be held responsible if you share your personal information and someone else uses your account.
- Downloading, installing and running software is strictly prohibited on any lab computer.
- Illegally downloading music, videos or any other copyrighted content is a crime and may result in disciplinary action.
- Playing computer games on lab computers is prohibited.
- Food and beverages, with the exception of covered water bottles, are not allowed in any computer lab.
- Cell phone conversations are not permitted in the lab.
- The College is not responsible for valuables left unattended.
- Navigating to offensive, harassing or sexually explicit sites is not permitted and may result in disciplinary action.
- No chat or other form of instant messaging is permitted other than through the facilities provided by the College's MyCC portal.
- Lab assistants can only provide technical support for Cambridge College software applications.
- Cambridge College technicians are not responsible for tutoring.
- Children are not allowed in the labs.

Print-outs

Go green. Please think before you print.

Print charges are currently disabled, but may be reinstated at any time.

For more information on our IT policies, please see www.cambridgecollege.edu/information-technology/it-security-and-policies.

Digital Millenium Copyright Act Policy

Cambridge College does not allow Peer-to-Peer (P2P) software usage on its wired or wireless network. Anyone using P2P applications on the Cambridge College network will be blocked from the network without prior notification. Please review Cambridge College's Digital Millennium Copyright Act Policy at www.cambridgecollege.edu/information-technology/it-security-and-policies. When attached to the Cambridge College network, downloading or distribution of whole copies of copyrighted material for personal use or entertainment without explicit permission from the copyright owner is against the law, and therefore against College policy. Violators may be subject to criminal or civil prosecution.

Classroom Technology Services

Classroom technology services typically include wireless labs and audiovisual equipment. Requests for these services can only be made by Cambridge College faculty and staff through the AV Request Site at https://av.cambridgecollege.edu

For assistance with classroom equipment, contact the IT Support Center at https://helpdesk.cambridgecollege.edu or 617.873.0159.

School of Undergraduate Studies

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

General Education Learning Outcomes

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

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

Program Components

General education — Cambridge College students gain academic skills in college-level writing, critical thinking, quantitative thinking, computer applications, research, and presentations. They gain knowledge within the natural, physical, and social sciences, arts and humanities, begin to use their knowledge, and learn to think systemically across disciplines.

Open electives — Each student selects unrestricted electives from the full spectrum of the College's course offerings. Electives may be an eclectic mixture that reflects the student's unique interests and goals, or may be focused in a particular **concentration** or area of study. See program charts.

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.

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

Academic Advising

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

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

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

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

The Undergraduate Advising Office:

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

Writing Assessment, Courses and Tutoring

All new students take a standardized writing assessment prior to registration. Skill development courses are provided for students whose assessment indicates need 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. Need-specific tutoring is also provided. WRT101-102 may by waived if students have taken equivalent courses ***and*** assessment indicates proficiency.

Taking Graduate Courses

In consultation with your advisor, and with written permission from the course instructor, undergraduate students who have completed at least 90 credits at an overall GPA of 3.0 or better may take graduate courses at Cambridge College. These graduate courses may be applied towards a bachelor's degree if they meet current program requirements; they may not be used towards a graduate degree unless specifically identified within an advanced standing program. Licensure courses may not be taken by undergraduate students.

Focused Study

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

Cost — The standard undergraduate tuition per credit is charged.

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

Independent Study

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

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

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

No more than 30 credits of a student's 120-credit degree program may be earned by way of independent study. Independent studies are placed within the academic plan as free electives, unless explicitly identified as waiving an existing program requirement by the program chair and/or dean.

Cost — The standard undergraduate tuition per credit is charged.

Prior Learning Assessment/Portfolios for Credit

Undergraduate students may earn academic credit for prior learning outside the classroom (not simply for experience). They may attempt to demonstrate the learning equivalent to college courses that meet their program requirements. Content must not duplicate courses already taken or accepted in transfer. By making portfolios, students can save both time and tuition costs.

Portfolio Process

1. Student locates a course syllabus from a regionally accredited institution of higher education, with content and coverage that aligns with his/her knowledge, experience, and skills, and completes the credit predictor tool at https://earncollegecredit.org/cambridge/

2. Student meets with their academic advisor to verify that credit for this proposed portfolio would fit into his/her academic program, and to confirm their eligibility to petition for prior learning assessment (PLA)/portfolio credits.
3. Student contacts the coordinator of undergraduate prior learning at 617.868.1000 x1728 or jeff.hogan@cambridgecollege.edu to obtain preliminary approval of the PLA proposal and guidance.

4. Student enrolls in the LearningCounts portfolio development course. This course will guide students through the preparation and compilation of components required for the evaluation of a portfolio through LearningCounts. Students must successfully complete the portfolio development course prior to submitting a portfolio, and the three portfolios included in the portfolio course tuition must be completed and submitted for review within 6 months of starting the course.

5. Student constructs their portfolio(s) through LearningCounts. Portfolios will consist of a written learning narrative which details and demonstrates a student's mastery of the learning outcomes of the course they are building the portfolio for.
6. Once a portfolio is submitted, LearningCounts will identify a qualified subject matter expert, who will review the portfolio and deliver an assessment of student mastery of the learning outcomes. Portfolios will be recommended full credit (based on the number of credits the challenged course is worth) or no credit.

   Portfolios that are denied credit may be appealed in writing to the Dean of the School of Undergraduate Studies.

Cost — The cost of up to three portfolios, submitted within 6 months of starting the portfolio development course, is included in the tuition fee for the portfolio development course. Additional portfolios, if eligible, can be submitted directly to LearningCounts at additional cost. See your advisor for current CAEL LearningCounts fees.

Please check with your advisor to ensure that portfolios submitted, if awarded credit, will be accepted as part of your degree plan.

Standardized Examinations for Credit

Undergraduate credit may be awarded to Cambridge College students for CLEP, FLATS foreign language exams, and DANTES DSST exams completed with scores at or above the minimum recommended by the American Council on Education (equivalent to a grade of C). The credits earned are counted as transfer credits.

Undergraduate Certificates

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

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

Undergraduate Policies and Procedures

Detailed policies and procedures for the School of Undergraduate Studies are posted on the MyCC web portal. Students and faculty may log in to MyCC and click on the Academic Resources tab.

Bachelor of Arts

Multidisciplinary Studies • CIP code 300000

120 credits

Program Description

The baccalaureate program in multidisciplinary studies at Cambridge College is a flexible option for students who are interested in studying across multiple disciplines. The program develops academic and workplace skills for success, and knowledge across a variety of academic fields. It is ideal for students who have broad academic interests and a desire to continue enhancing their knowledge throughout their lives. The program is very flexible, supporting each student's interests with a wide selection of liberal arts courses to choose from.

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

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

Program Outcomes

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

Careers and Further Study

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

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities 6
Natural & Physical Sciences 6
Social Sciences 6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Liberal Arts Major ..... 42 credits

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

Arts & Humanities ..... at least 9
Natural & Physical Sciences ..... at least 9
Social Sciences ..... at least 9

BAM490 Multidisciplinary Capstone 3

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

Bachelor of Arts

Early Childhood Education & Care • CIP code 131210

120 credits

Program Description

The Bachelor of Arts in Early Childhood Education and Care prepares students to teach within and manage early education and care organizations. This comprehensive curriculum develops the competencies defined by the Massachusetts Department of Early Education and Care as essential for leaders in this growing field. The dynamic course work addresses issues of social justice and inclusion of all children, focusing on special needs, diversity, program planning and leadership within child care settings. Electives enable students to tailor their studies to their particular career goals within the field.

Program Outcomes

Successful graduates will have a demonstrated understanding of the following competencies supporting young children (birth to 8):

- Growth and core development of children.
- Guiding and interacting with children.
- Partnering with families and communities.
- Health, safety and nutrition for young children.
- Learning environments and implementing curriculum.
- Observation, assessment and documentation.
- Program planning, development and implementation.
- Professionalism and leadership.

Careers and Further Study

Our graduates typically progress from entry level to upper level careers in state and private day care centers and pre-schools, Head-start and other agencies focused on underserved populations, and home care.

Graduates are also well prepared for graduate study in fields related to young children.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities 6
Natural & Physical Sciences 6
Social Sciences 6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Early Childhood Major ..... 42 credits

EMC210	Introduction to Early Education and Care	3
EMC301	Integrated Language Arts & Reading	3
EMC307	Inclusive Teaching in Early Childhood Classrooms	3
EMC308	Observing & Recording in Early Childhood Classrooms	3
EMC315	Developing Curriculum for Young Children	3
EMC316	Effective & Positive Learning Environments in Early Childhood Settings	3
EMC317	Educational Perspectives in Early Childhood Growth & Development	3
EMC322	Health, Safety & Nutrition for Early Childhood Settings	3
EMC323	Early Childhood Program Planning & Development	3
EMC324	Partnering with Families & Communities in Early Childhood Settings	3
EMC325	Principles of Early Childcare Administration	3
EMC402	Early Education & Care Field Experience	3
BAM490	Early Childhood Capstone	3

One elective in management, human services, educational content or special education, based on your specific career goal and interest in young children. 3

Bachelor of Science

Human Services • CIP code 440000

120 credits

Program Description

The Bachelor of Science in Human Services is guided by systemic and holistic thinking, along with an appreciation of research and how it informs practice. A collaborative model of teaching and helping creates an environment where all students are encouraged to reach their potential. We do this by providing opportunities for our students to increase their knowledge and practical skills while recognizing the valuable contributions they are making in their workplaces and in their communities. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society.

Required courses provide broad-based knowledge of individuals, families and communities, with historical and multicultural perspectives. They present a unique strengths-based, systemic and culturally relevant approach to working with people effectively across many varied settings.

Field Education — Students will apply their knowledge in a variety of community-based settings.

Final Project — Students will complete a Capstone project focusing on an topic related to human services. The project consists of research and written work applying their academic experience to a learning project that interests and challenges them.

Program Outcomes

- Students gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Students learn to identify and work with the strengths inherent in individuals, families and communities.
- Students gain practical skills for assisting people in making positive changes that will improve the quality of their lives.
- Students are prepared for personal and professional growth.
- Students have built a solid base for graduate studies in a wide variety of professional and academic fields.
- Students become effective agents of positive change

Careers and Further Study

The health and human service industry has been identified by the Bureau of Labor Statistics as an area of increasing growth in the 21st century. Students majoring in human services may find themselves working and leading in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors; as case managers or outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities 6
Natural & Physical Sciences 6
Social Sciences 6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Human Services Major ..... 42 credits

PSY110	Systems Thinking in Psychology	3
BHS305	Introduction to Human Services	3
BHS315	Understanding Family & Community Systems	3
BHS320	Community Building Principles & Strategies	3
BHS420	Strategies for Change	3
PSY210	Developmental Psychology	3
BHS306	Case Management for Human Services	3
BHS470	Human Services Field Education I	4
BHS490	Human Services Capstone	3

Human Services Electives 14

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

Bachelor of Science

Management Studies • CIP code 520201

120 credits

Program Description

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

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

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

Program Outcomes

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

Careers and Further Study

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

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities	6
Natural & Physical Sciences	6
Social Sciences	6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Management Studies Major ..... 42 credits

BSM200	Introduction to Business	3
BSM300	Economics for Managers	3
BSM305	Principles of Managing Organizations	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity in the Workplace	3
BSM320	Operations Management	3
BSM325	Marketing	3
BSM330	Financial Accounting	3
BSM332	Financial Management (preq. BSM330)	3
BSM335	Human Resources Management	3
BSM340	Information Systems & Databases	3
BSM345	Business Ethics	3
MAT201	Introduction to Statistics	3
BSM490	Management Capstone Project	3

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

Bachelor of Science

Managerial Accounting • CIP code 520201

120 credits

Program Description

The Bachelor of Science in Managerial Accounting gives students the skills and academic background to work in managerial accounting, and to sit for the Institute of Managerial Accountants' (IMA) Certified Managerial Accountant (CMA) examination*. The curriculum focuses on the practical skills and knowledge-base which the IMA has identified as essential to the field, and these learning outcomes and coursework are directly aligned with the practical experience and academic requirements of the CMA certification examination. Graduates will be well prepared to work in this exciting and growing field, with both the knowledge and application-based training to make important institutional decisions based on sound financial principles.

*Full IMA certification requires an earned bachelor's degree in finance, accounting or economics, successful passing of the CMA exam, and two years of documented work experience in preparation of financial statements, financial planning and analysis, auditing (external or internal), budget preparation and reporting, corporate investment decision making, or costing analysis (this experience requirement can be earned prior to, or within 7 years of passing the CMA examination).

Program Outcomes

- Planning, budgeting and forecasting
- Performance management
- Cost management
- Internal controls
- Professional ethics for management accounting professionals.
- Financial statement analysis
- Corporate finance
- Decision analysis and risk management
- Investment decision

Careers and Further Study

Graduates of the Managerial Accounting degree are well equipped to work in finance, book-keeping and accounting positions within private, public, profit and non-profit organizations. Additionally, students are prepared for graduate studies in accounting, finance and economics.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities	6
Natural & Physical Sciences	6
Social Sciences	6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Managerial Accounting Major Required Courses ..... 42 credits

BSM409	Budget Preparation & Reporting	3
BSM345	Business Ethics	3
BSM405	Corporate Finance and Investments	3
BSM481	Cost Management & Internal Controls	3
BSM493	Decision Analysis and Risk Management	3
BSM315	Diversity in the Workplace	3
BSM330	Financial Accounting	3
BSM332	Financial Management (preq. BSM330)	3
BSM494	Financial Statement Analysis	3
BSM482	Internal and External Auditing	3
BSM355	Performance Management	3
BSM411	Planning, Budgeting and Forecasting	3
MAT201	Introduction to Statistics	3
BSM490	Management Capstone Project	3

Bachelor of Science

Health Care Management • CIP code 510701

120 credits

Program Description

The Bachelor of Science in Health Care Management presents a comprehensive management curriculum that equips students with the skills necessary to work as managers in health care institutions. This curriculum is aligned with the practical and operational needs of today's health care institutions. Cambridge College students learn directly from practicing scholar-professionals, many of whom are distinguished health care business leaders. Faculty give students the best opportunity to learn management theory and effective, practical management operations, financial theory, tools and techniques, enabling decision making based on sound financial and managerial principles. By combining research, theory and practice, graduates will be prepared with the skills that will enable them to manage people and complex issues in the health care field.

Program Outcomes

- Critical thinking skills and problem-solving to benefit patients and health care organizations.
- Effective written and oral communication with medical personnel, policy makers, and other colleagues in the health care environment, and the public.
- Leadership and management skills required to lead effectively in 21st century health care settings.
- Informed planning and decision making.
- Ethical, legal, social, political and economic forces affecting the health care industry.
- Health-related issues, disease and public health.
- Health care policies and economics and systems in the U.S. and elsewhere.
- Computer and technology applications to improve efficiency and quality of care.
- Financial operations such as medical insurance, coding, billing, and accounting systems.
- Human resource management needs specific to health care.
- Statistical analysis.

Careers and Further Study

Graduates will be prepared for supervisory positions in health care organizations as team members, managers and administrators. The program also prepares students for graduate study in health care management.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities	6
Natural & Physical Sciences	6
Social Sciences	6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Recommended Electives:

BSM310	Organizational Theory & Behavior	3
BSM315	Diversity in the Workplace	3

Health Care Management Major ..... 42 credits

BSM305	Principles of Managing Organizations	3
BSM330	Financial Accounting	3
BSM332	Financial Management (preq. BSM330)	3
BSM340	Information Systems & Databases	3
BSM350	Comparative Health Care Systems	3
BSM351	Human Resource Management in Health Care	3
BSM352	Health Care Economics	3
BSM354	Legal & Ethical Aspects of Health Care	3
COM322	Effective Oral Presentations	3
HCM300	Health Insurance & Reimbursement	3
HCM301	Health Policy & Reform	3
MAT201	Introduction to Statistics	3
SCI339	Epidemiology & Public Health	3
HCM490	Health Care Management Capstone Project	3

Bachelor of Science

Natural & Applied Sciences • CIP code 300101

120 credits

Program Description

The Natural and Applied Sciences program provides students with applicable training across scientific disciplines, enabling them to integrate scientific thought and analysis throughout their course of study. The degree is composed of courses and laboratories in four major scientific disciplines: life sciences, mathematics, physical sciences, and engineering and technology. The integration of these classical areas of science encourages students to broaden their approach to analysis and scholarship, and to develop a creative perspective in the pursuit of scientific learning and practice.

Program Outcomes

- General education in the life sciences, chemistry, physics, mathematics, and applied sciences.
- Demonstrated understanding of fundamental concepts of scientific thought, data-based reasoning, statistical inference, scientific method, logic, and critical thinking.
- Analysis and application of knowledge of biological systems, life sciences concepts and laboratory procedures, human anatomy and physiology.
- Understanding and creative approaches to the application of mathematical concepts including statistics, statistical inference, probability, and data-based reasoning.
- Understanding and evaluation of the general concepts and procedures within the physical sciences, including: fundamentals of geology and geologic systems, general astronomy, college-level chemistry and physics.
- Analysis and creative approaches to general engineering, technology trends, and the application of scientific principles to research and product development.

Careers and Further Study

Competencies across scientific disciplines provide graduates with the fundamental academic training and analytical skills to work in a variety of science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Graduates will have a strong foundation to support graduate studies within the life sciences and other scientific fields.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities	6
Natural & Physical Sciences	6
Social Sciences	6

Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Natural & Applied Sciences Major ..... 45 credits

SCI 225, SCI225L	General Biology I with Laboratory	4
SCI227, SCI227L	General Biology II with Laboratory	4
SCI 230, SCI230L	Anatomy & Physiology I with Laboratory	4
SCI 337, SCI337L	Microbiology with Laboratory	4
SCI 215, SCI(new)	Physics I with Laboratory	4
SCI 216, SCI(new)	General Chemistry I with Laboratory	4
SCI 300	Principles of Ecology	3
SCI 138	Physical Geology	3
SCI 224	Fundamentals of Astronomy	3
MAT 201	Introduction to Statistics	3
MAT 310	Mathematical Thought	3
SCI 308	Principles of Engineering	3
SCI303	History of Technological Innovation	3

Bachelor of Arts

Psychology • CIP code 420101

120 credits

Program Description

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

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

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

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

Program Outcomes

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

Careers and Further Study

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

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities	6
Natural & Physical Sciences	6
Social Sciences	6

Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Psychology Major ..... 42 credits

PSY120	Formative Ideas in Psychology	3
PSY130	Groups & Social Psychology	3
PSY210	Developmental Psychology	3
PSY310	Psychology of Learning	3
PSY315	Research in Psychology	3
PSY325	Theories of Personality	3
PSY402	Themes in Adult Development	3
PSY412	Perspectives on Psychopathology	3
PSY490	Psychology Capstone	3

Psychology Electives 15

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

Bachelor of Science

Wellness & Health Promotion • CIP code 510001

120 credits

Program Description

The Bachelor of Science in Wellness & Health Promotion prepares students with the knowledge and skills necessary to educate, coach and support individuals, institutions and communities in promoting and maintaining healthy lifestyles. Through an investigation into the science of human health and the history, philosophical, and theoretical foundations of health and wellness initiatives, students gain a practical understanding of issues affecting individual and population health. Coursework emphasizes a holistic approach to health and includes elements such as nutrition, physical activity, stress, alcohol and substance abuse, and the influence of socio-economic and environmental factors on all aspects of health and well-being.

Program Outcomes

Upon completion, students will be able to work effectively with individuals, organizations, corporations and communities in efforts to enhance health, prevent disease and increase quality of life. Students will:

- Gain content knowledge in the science, history and theoretical foundations of wellness and health.
- Assess health and wellness needs; plan, implement, direct and evaluate health education and wellness programs.
- Gain communication and marketing skills in assessing, organizing and implementing health and wellness promotion programs and materials.
- Understand theories and strategies that facilitate positive lifestyle change.
- Utilize evidence-based strategies to improve health and well-being.
- Maximize the well-being of specific target populations by collaborative planning and implementation of wellness programs.
- Apply their learning through direct field experience.
- Effectively advocate for policies and practices that empower individuals and communities and sustain and reinforce health promotion efforts.

Careers and Further Study

Successful graduates will be well-positioned to work as health/wellness coaches and educators in community health initiatives, corporate wellness programs, public and private educational settings, and in fitness and wellness facilities. Graduates are further prepared for advanced studies in a wide range of health related fields such as public and community health, nursing, health education, health care management and administration, addiction studies, psychology, and human services.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

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

General Education ..... 42 credits

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

WRT101-102 and MAT101-102 may by waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT201 required if both WRT101-102 are waived; not required for students completing WRT101-102 at Cambridge. WRT090 and MAT100 required if assessment indicates need.

Arts & Humanities		6
Natural & Physical Sciences		6
SCI230	Anatomy & Physiology - required	
Social Sciences		6
PSY110	Systems Thinking in Psychology - required	

Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

Wellness & Health Promotion Major ..... 45 credits

PHW300	Introduction to Wellness & Health Promotion	3
SCI235	Science of Wellness & Health	3
SCI339	Epidemiology & Public Health	3
PHW303	Nutrition & Health Promotion	3
SCI311	Science of Exercise	3
PSY426	Self Care for Helping Professionals	3
(new)	Leadership in Health Promotion	3
PHW302	Research in Health & Wellness Promotion	3
BHS378	Program Planning, Implementation & Evaluation	3
PHW402	Lifestyle Change to Promote Health	3
PHW470	Field Education: Wellness & Health	3
PHW490	Capstone: Wellness & Health Promotion	3
Wellness & Health Promotion Electives		9

Elective Concentrations

Undergraduate Concentration

Accounting . . . . . **18 credits**

The **Accounting** Concentration helps students gain an understanding of financial theory, tools and techniques so that institutional decision making can be based on sound financial principles. This concentration gives students the fundamental skills and academic background to apply contemporary accounting principles to their workplace.

BSM200	Introduction to Business *(required first course)*	3
BSM330	Financial Accounting	3
BSM332	Financial Management (preq. BSM330)	3
BSM409	Budget Preparation & Reporting	3
BSM481	Cost Management & Internal Controls	3
BSM494	Financial Statement Analysis	3

Undergraduate Concentration

Addiction Studies . . . . . **18 credits**

Addiction Studies is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences.

Prerequisite/concurrent courses:

PSY120	Formative Ideas in Psychology	3
PSY325	Theories of Personality	3

Concentration courses:

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
BHS302	Women and Addictions	3
BHS361	Adolescent Drug Prevention	3

Undergraduate Concentration

Community Building . . . . . **12 credits**

Community Building is for students planning careers in community work: building and organizing, developing programs and re-creating communities. The courses present an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks.

BHS322	Dynamics of Power in Communities	3
BHS325	Community Planning & Development	3
BHS340	Youth Development & Community Practice	3
BHS445	Leadership for Community Builders	3

Undergraduate Concentration

Education . . . . . **18 credits**

(does not satisfy licensure requirements)

EMC300	Classroom Management & Discipline	3
EMC301	Integrated Language Arts & Reading	3
EMC318	The Successful Inclusion Classroom	3
EMC319	Social Foundations of Education	3
EMC420	Strategies for Teaching	3
PSY310	Psychology of Learning	3

Continued

Elective Concentrations

Undergraduate Concentration

Expressive Therapies . . . . . 18 credits

Expressive Therapies provides an interdisciplinary approach to psychology, human growth and the therapeutic encounter with an emphasis on the creative process as an important component of clinical insight and psychological healing. Having developed out of the specialized fields of art therapy, music therapy, dance therapy and psychodrama, the expressive therapies incorporates different expressive art modalities into a holistic, action-based approach to working with people with a broad spectrum of psychological and medical issues. Practitioners work with individuals, families and communities in a wide range of treatment settings including hospitals, clinics, community health centers, prisons, youth and geriatric institutions, as well as in private practice, often as part of treatment teams.

PSY120 Formative Ideas in Psychology 3
PSY325 Theories of Personality 3
PSY376 Psychological & Therapeutic Dimensions of the Arts . . . 3
PSY403 Psychodrama & Drama Therapy 3
PSY407 Principles & Process of Art Therapy 3
PSY408 Movement & Healing 3

Undergraduate Concentration

Family Studies . . . . . 18 credits

Family Studies provides the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

BHS315 Understanding Family & Community Systems 3
BHS366 Family Interventions 3
BHS400 Family Life Cycle 3
BHS430 Families with Special Needs 3
BHS365 Ethical Issues in Working with Families 3
BHS Elective 3

Undergraduate Concentration

General Management . . . . . 18 credits

The **General Management** Concentration provides a practical framework for understanding contemporary management theory and practice.

BSM200 Introduction to Business 3
BSM305 Principles of Managing Organizations
or BSM430 Nonprofit Organization Management 3
BSM310 Organizational Theory & Behavior 3
BSM325 Marketing ***or*** BSM326 Strategies for Selling 3
BSM335 Human Resources Management 3
BSM345 Business Ethics 3

Undergraduate Concentration

Health Care Management . . . . . 18 credits

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

Prerequisite course: BSM200 Introduction to Business 3

Concentration courses:
BSM350 Health Care Systems in the U.S. 3
BSM351 Human Resource Management in Health Care 3
BSM352 Health Care Economics 3
BSM354 Legal Aspects of Health Care 3
SCI339 Epidemiology & Public Health 3
HCM301 Health Care Policy & Reform 3

Continued

Elective Concentrations

Undergraduate Concentration

Holistic Studies . . . . . 18 credits

Holistic Studies is an integrated approach to psychology that addresses the relationship between mind, body and spirit. It draws from multidisciplinary, theoretical and cross-cultural sources including contemporary mind-body approaches to healing. Holistic studies includes expressive art therapies and views the transformative nature of the arts as an important aspect of holistic psychology. Holistic perspectives are applied to human growth and development, psychological disorders and clinical practice, wellness, and the nature of human potential.

PSY120	Formative Ideas in Psychology	3
PSY325	Theories of Personality	3
PSY316	Cross-Cultural Perspectives in Psychology	3
PSY345	The Spiritual Dimension: Psychological & Educational Themes	3
PSY376	Psychological & Therapeutic Dimensions of the Arts	3
PSY428	Holistic Psychology: An Integrated Approach	3

Undergraduate Concentration

Hospitality Management . . . . . 18 credits

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

Prerequisite courses:

BSM200	Introduction to Business	3
BSM325	Marketing	3
BSM330	Financial Accounting	3

Concentration courses:

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

Undergraduate Concentration

Information Technology & Ebusiness . . . . . 18 credits

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

*Prerequisite cours*e: BSM200	Introduction to Business	3
BSM413	Strategic Business Planning	3
BSM406	Introduction to E-Business	3
BSM420	Internet Marketing	3
BSM460	Database Management	3
BSM470	Project Management	3
BSM475	Information Technology	3

Undergraduate Concentration

Juvenile Justice Studies . . . . . 15 credits

Juvenile Justice Studies provide students interested in working with adolescents and the juvenile justice system with a solid introduction into the history of youth services, current theories of adolescent development, and the impact of community disadvantage, child abuse and neglect on behavior.

JUS350	Introduction to Juvenile Justice	3
PSY359	Understanding Child Abuse and Neglect	3
JUS377	Legal Processes for Reporting Child Abuse (PSY359 required concurrently)	1
PSY330	Adolescents in Search of Belonging	3
JUS225	Introduction to Social Justice	3
Two 1-credit JUS electives		2

Continued

Elective Concentrations

Undergraduate Concentration

Legal Studies . . . . . **18 credits**

Legal Studies introduces students to the history and function of the American legal system and provides students interested in pursuing a law career with a basic understanding and knowledge of various aspects of law school and the legal profession. Cambridge College students are introduced to diverse topics and learning that incorporate principles of social justice, civil liberties and service to the community. It is in this context that students learn about and discuss executive, legislative and judicial law and their power to both shape and reflect our understanding of our changing society, world and communities.

JUS205	Introduction to Legal Studies	3
SOC212	Introduction to the American Legal System	3
JUS200	Crime and Criminal Justice	3
PSY328	Forensic Psychology	3
JUS435	Restorative Justice and Victim Offender Reconciliation	3
One JUS elective		3

Undergraduate Concentration

Organizational Psychology . . . . . **15 credits**

Organizational Psychology combines psychology and management. It focuses on organizational and institutional behavior; the psychology of work and working systems, leadership and management styles; and the shifting relationships between individuals and groups. Topics include communication styles and skills, enhancing work environments, mediation and conflict resolution, and valuing human diversity in the workplace.

Prerequisite/concurrent courses:

PSY120	Formative Ideas in Psychology	3

Concentration courses:

PSY110	Systems Thinking in Psychology	3
PSY325	Theories of Personality	3
PSY421	Psychology & Work Today	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity in the Workplace	3
BSM465	Negotiation & Conflict Management	3

Undergraduate Concentration

Peace & Justice Studies . . . . . **18 credits**

Justice Studies is concerned with treating justice issues as a general class of social and political problems to be understood. It is through understanding of the issues that underlie injustice that society is able to create social change. It is the mission of the Justice Studies program to recognize that the fair and equitable provision of justice is the only path to a more just and humane world.

JUS225	Introduction to Social Justice	3
JUS345	War, Peace and Non-Violence	3
JUS435	Restorative Justice and Victim Offender Reconciliation	3
(new)	Wealth, Poverty and Inequality	3
(new)	Special Issues in Justice Studies	3
One JUS elective		3

Undergraduate Pre-Baccalaureate or Graduate Post-Baccalaureate Certificate

Alcohol & Drug Counseling • CIP code 511501

19 credits • Certified Alcohol & Drug Abuse Counselor (CADAC) • Licensed Alcohol & Drug Counselor (LADC)

Alcohol & Drug Counseling is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

Careers — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

Learning Outcomes — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

Courses

ADC510	Ethics & Boundaries for Substance Abuse Professionals	1
ADC505	Alcohol & Drugs in Society	3
ADC611	Family Treatment of Substance Abuse	3
ADC601	Role of the Professional in Alcohol & Drug Treatment	3
ADC625	Psychopharmacology in Addictions Treatment	3
ADC642	Addiction Counseling	3

Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an MEd.

ADC521	Practicum Seminar in Alcohol & Drug Counseling	3

See course descriptions under the School of Psychology and Counseling.

Admission requirements: High school diploma/GED, bachelor's, or higher degree and other School of Psychology & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SOPC Admissions Committee and acceptance by the dean.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

These courses may be accepted into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

Program co-chairs:

Colleen Goode, MEd • Colleen.Goode@cambridgecollege.edu
John Ciervo, CAGS • John.Ciervo@cambridgecollege.edu

Undergraduate Course Descriptions

Adult Learning (LRN)

LRN 175 Principles and Processes of Adult Learning - 3 credits

Students explore theories of adult learning. They clarify the fit between their academic program and their learning and career needs, and see how their prior learning fits in. They assess their academic skills of critical thinking, mathematics, writing, and computer literacy. Students become independent learners who can effectively manage the structures, processes and expectations of undergraduate education.

LRN 200 Career Development and Planning - 3 credits

This course will explore the interrelationships among lifestyle, work place, and career planning and execution. Career development theories; occupational educational and personal/social information sources and delivery systems; and organization of career development programs are studied. The course will also emphasize the role of self-assessment of interests, values, and skills. Then it will move to an understanding of the steps in career decision making, and learning the necessary employability skills to obtain roles that ultimately amount to a career.

Arts (ART)

ART 200 Introduction to Studio Arts - 3 credits

This course provides essential, hands-on familiarity with the materials of art and principles of design. It focuses on the "grammar" of visual arts and art materials: line, color, texture, scale and composition, and does so especially in the media of painting, drawing and collage. It enhances your frame of reference for evaluating criteria of beauty and your ability to use and understand visual art as an expressive means of communication within and between cultures.

ART 201 Studio Art II - 3 credits

This course is a sequel to ART200. It builds on previously learned art studio skills and visual arts "grammar." Students will be exposed to various extensions of ideas such as: art volume and space, focus, composition, pattern and placement. This course will expand the student's experience of "seeing" and the translation of visual perception into art making, especially in media such as painting, drawing and collage. Works of art from multiple cultures will be treated. Methods and principles for learning will integrate visual literacy with written and spoken communication. The course will further the idea of visual art as a powerful collective and personal expression of the human experience.

ART 211 Experiencing the Visual and Performing Arts - 3 credits

ART211 provides an introduction to the visual and performing arts; examining the major historical developments, traditions and practices within the visual and performing arts. We explore artistic genres spanning dance, music, theater, and other visual and expressive arts. Through readings, lectures, presentations and other activities, students will develop an understanding of the theories and terminology of the major movements in the global history of the visual and performing arts.

ART 215 Introduction to the Theater - 3 credits

This course surveys major aspects of theatre from ancient Greece to the present. It includes study of significant playwrights, plays, theatre design, dramatic methods and principles. Given the public nature of drama, the relationship between the dramatic works and their cultural contexts will be explored.

ART 217 Storytelling Through Video and Film - 3 credits

This course is designed for people who want to become better film and video storytellers. It is also geared towards those who like movies and television and want to increase their appreciation of those forms. The course will introduce you to the basic building blocks of film and video language; such as, shot composition and framing, editing, sound and dialogue, and narrative structure.

ART 220 Creativity and Analysis in the Arts - 3 credits

Students learn how artists, art critics and philosophers think about and create visual arts, theatre, music and other arts. We examine the lives and works of artists, theories of creativity, and criteria for defining beauty and assessing quality. Students get direct experience of the arts through art exhibits, films, interviews, performances and other media.

ART 230 Western Arts I: A Survey of Art from Ancient Times to the Renaissance - 3 credits

Beginning with reference to ancient Minoan and Mycenaean art, this course surveys the development of Greek art to and beyond the classical period, the phases of Roman art, the Romanesque, early and late Gothic Art and the Renaissance in Europe. Students develop vocabulary and skills for the analysis of painting, sculpture and architecture, and an ability to communicate about them orally and in writing. The course examines style, technique, and iconography in their historical and cultural context, considering the religious, political, and intellectual climates expressed through the arts. We learn criteria for evaluating quality and beauty, examine how an object was made, for what purpose and audience. This course may be taken independently of ART231, Western Arts II.

ART 231 Western Arts II: Survey of Arts from the Renaissance to Post-Modernism - 3 credits

Beginning with the Renaissance, this course surveys the exciting proliferation of styles, symbolism and techniques in western visual arts during the past five hundred years. Major styles and periods include mannerism and the baroque, neo-classicism, romanticism, realism, impressionism and the many forms of modernism, among them, expressionism, surrealism, abstraction and pop art. Students strengthen their vocabulary and skills for the analysis of painting,

sculpture, architecture, and gain enhanced ability to communicate about them in writing and speaking. The course examines style, technique, and iconography in historical and cultural context, considering the religious, political, social and intellectual climates articulated in the arts, including new systems of patronage and attitudes toward the public. We learn criteria for evaluating quality, beauty and accomplishment in the arts, and examine how an object was made, for what purpose and audience. ART230 Western Arts I is useful preparation but is not required.

ART 303 Modern Theatre and Public Conscious - 3 credits

At the dawn of the 20th Century, the idea of theatre and its role in society changed. Public spectacle about the lives of kings and queens, as well as the overheated melodramas so popular in the mid-1800s, were increasingly replaced by a subversive theatre that challenged audiences to consider their own role in society, whether "realistically," "absurdly," or "magically." Ibsen's defiant heroes and Chekhov's waning aristocrats gave rise to American working-class heroes (and losers) in Clifford's Odets and Arthur Miller, the militant theatre of Bertolt Brecht, the absurd theatre of Ionesco and Beckett. Finally, the contemporary theatre must contemplated in considering what such works as Tony Kushner's Angels in America and Homebody: Kabul and the public reception of them, have to say about us, our culture, our art, and our vision of humanity.

ART 305 Women and Film - 3 credits

This course focuses on how women are shown in key films of the 20th century. Films presented consider images of women that are one-dimensional (sex goddesses or saints, career women or mothers, vamps or all-American girls) as well as more complex, multidimensional characters. We explore the issue of how the star system, the Production Code, social values, and the personal vision of the directors affect women's depiction on the screen. We learn film vocabulary terms that help us discern and analyze how films use sound, visual, and narrative techniques to portray the image of women. Moreover, the course studies how and to what extent films today influence women's ideas about beauty, identity, marriage, motherhood, career, sexuality, and gender issues.

Computer Sciences (CMP)

CMP 130 Introduction to Computer Applications - 3 credits

Assessment available. This course provides a hands-on introduction to the personal computer, Windows, word processing, spreadsheet, presentation software, the Internet, and an overview of Word, Excel and Power-Point uses. Students begin with the basics of each application and progress through intermediate level.

CMP 230 Information Literacy - 3 credits

Prerequisite: CMP130 (course or portfolio) and familiarity with Windows and/or Mac operating system, or permission of instructor. Information literacy is necessary for lifelong learning and career advancement. It is the ability to analyze problems, research and select relevant information, create an effective presentation from that information, and, when appropriate, publish it in print or electronic formats. Students acquire the knowledge, skills, and abilities to apply principles of information literacy to their academic and professional lives. A problem-centered approach is used. Students use the Internet and e-mail news groups, file transfer and Netscape, and search engines. They learn to evaluate the credibility of information and use problem-solving paradigms.

CMP 310 Computer and Network Support: Part I - 3 credits

This is the first of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students learn about PC hardware, operating systems, and basic networking.

CMP 320 Computer & Network Support: Part II - 3 credits

Prerequisite: CMP310. This is the second of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students build on their existing knowledge of networking and learn PC imaging, operating system installation, and helpdesk soft skills.

CMP 330 Web Production I - 3 credits

This is the first of a two-part course on design and implementation of full-featured, interactive websites. Students become familiar with the principles of effective web design. They learn the tools and applications necessary to develop the front-ends to effective and dynamic web sites. Through hand coding and the use of WYSIWYG editors such as Dreamweaver, students develop proficiency in HTML, Cascading Style Sheets, and JavaScript.

CMP 340 Web Production II - 3 credits

This is the second of a two-part course on design and implementation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients. Prerequisite: CMP330.

(new) Computer Systems Theory - 3 credits

This course explores the history and integration of information systems and their impact on individuals, institutions, and societies. Through a historical and technological context, students will trace the development of internal and external network systems, and how information technology works in a systematic way to improve the efficiency and effectiveness of businesses, governments and other complex institutions. Integration theory and IT compatibility issues are reviewed, and technology mapping for business is covered in detail.

Communications (COM)

COM 322 Effective Oral Presentations - 3 credits

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Students gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language in order to expand their professional communication skills.

Critical Thinking (CTH)

CTH 225 Foundations of Critical Thinking - 3 credits

We learn to engage in reasoned thinking. We learn to formulate hypotheses; conceive and state definitions, and understand logical consistency and inconsistency. We explore the differences between claims of fact, value, and policy; what constitutes credible evidence; the nature of assumptions. We learn what constitutes a persuasive argument as opposed to an emotive and propagandistic one, and critically examine them. Students learn to present clear, well thought out critical arguments in writing and oral presentations. We look at the relationships among thinking, writing, speaking and listening, laying a strong foundation for improving our capacity to write, speak, and listen well.

CTH 300 Critical Thinking Through Cinema - 3 credits

This course examines the development of film as a medium for recording and shaping history, for telling primal myths and archetypes, for entertainment, politics and commerce. We consider the vocabulary and methods of film and its limitations, especially when it transfers literature from the page to the screen.

Education (EMC)

EMC 200 Science in Elementary School - 3 credits

This course introduces day to day curriculum planning for sciences. Students learn the rationale, language, and ways of planning effective elementary classroom science teaching. Techniques, strategies and resources are addressed in an experiential class to develop skills that are immediately applicable in many courses 1-6.

EMC 201 Curriculum Development: Social and Cultural Studies: Elementary Grades - 3 credits

Students master the basics of developing their own social studies unit. They study essential topics and skills as stipulated in DOE frameworks. We analyze published curricula and textbooks. The skills to be developed include library skills, field trips, map-making, and neighborhood-based projects.

EMC 202 Classroom Testing and Measurement - 3 credits

Educators are experiencing greater pressure to become more knowledgeable about assessment techniques. This course introduces educational testing and measurement, including traditional teacher-made tests and newer methods. Prospective teachers try out new skills for classroom application. More experienced teachers “finally make sense” of some basic testing concepts including norm-referenced and criterion-referenced tests. We practice structuring test items and learn what constitutes content validity. We apply performance based measures and learn about portfolio assessment. An overview of basic statistical concepts increases confidence in interpreting test results. More importantly, new skills improve teaching and enhance learning.

EMC 210 Introduction to Early Education and Care - 3 credits

Students will learn about the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth. The topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to eight years of age) are integrated in the course of daily life.

EMC 215 Integrating Technology into Teaching and Learning - 3 credits

Technology is most effective when it seamlessly supports instruction. Standards-based software can provide key skills and concepts, give the students the opportunity to model dynamic systems, and allow them to express themselves through a variety of media. Presentation tools address a range of learning styles with visual and auditory cues. Internet resources allow learners to access original source material and provide a forum for discourse among classmates, and with the instructor. Properly integrated, technology forms a silent background for sound educational purposes.

EMC 300 Classroom Management and Discipline - 3 credits

This course is designed to support prospective teachers in the exploration of student differences in the classroom and how it impacts

teaching and learning, specifically in regards to issues of classroom management and discipline. The course will focus on issues such as classroom management techniques, group dynamics, teacher/ student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/ student rights, teacher authority, and communication with parents and administration. A primary objective is to examine how well-organized and managed classrooms set the stage for student learning and achievement. This course, as such, explores both the theory and practice in the field of classroom management to provide students with a theoretical foundation and personal strategies that can be effectively implemented in the elementary classroom.

EMC 301 Integrated Language Arts & Reading - 3 credits

Students investigate the reading process and the rationale for integrating listening and speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition and activities that encourage creativity and methods of developing, linking and expanding a child's encounters with literature.

EMC 304 Language, Art and Music for Children - 3 credits

Students investigate methods of developing, linking and expanding children's encounters with literature. The course also integrates art, music and drama into the curriculum of early childhood classrooms. The course includes a weekly lab in which students design and present lessons in the creative arts. Students learn many reading, art and music activities that are age-group appropriate, and how to present them to children.

EMC 306 Mathematics for the Early Education Classroom - 3 credits

The course uses the Massachusetts Frameworks as the guideline to provide instruction on how to creatively teach number concepts, patterns, shapes, space, measurement, and data collection. Students learn how mathematics connects across disciplines and how this subject can be embedded in daily activities beyond the classroom, challenging teachers to be alert to opportunities for facilitating mathematical understanding.

EMC 307 Inclusive Teaching in Early Childhood Settings - 3 credits

This course will introduce the process of achieving an inclusive classroom. Topics addressed will include: the nature of various disabilities and the laws that govern their education; how to use best-practice strategies, accommodations, motivational interventions, and differentiated instruction so that ALL students benefit from instruction; how to work with other school professionals as part of a team that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds; and how to develop the affective skills of students, including behavior management strategies for behaviorally challenged students.

EMC 308 Observing and Recording in Early Education Classrooms - 3 credits

This course will provide strategies for authentic assessments of young children in school and family settings. Appropriate use of assessment and observation strategies to document development, growth, play, and learning will be studied. Students will learn the value of using data from assessment to enhance curriculum and instruction for the class and individual child. Students will also learn to work with families and other professionals to share assessments and resulting strategies to best serve children.

EMC 315 Developing Curriculum for Young Children - 3 credits

Students will demonstrate their ability to organize the environment and plan developmentally appropriate curriculum within a high-quality learning environment to facilitate young children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive, developmentally appropriate curriculum in a supportive physical and social setting for children birth through age 8.

EMC 316 Effective & Positive Learning Environments in Early Childhood Settings- 3 credits

The emphasis of this course is on using appropriate guidance techniques to promote positive behavior in childcare settings. What is critical is to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Students will be presented with discipline models to become competent practitioners of techniques for birth-8 that match the student's personality and philosophy of learning as well as what is appropriate for the developing child. They will learn to help children develop self-regulation, self-concept, coping mechanisms, self-comfort skills, and positive interaction with peers and adults.

EMC 317 Educational Perspectives in Early Childhood Growth and Development - 3 credits

This course covers theories of child development and the developmental sequences critical for early education with emphasis on physical, sensory, language, cognitive, and social-emotional development in the context of individual differences. The course will focus on how children (birth-8) learn based on research in early brain development and the impact of adults on this learning process. Students learn how to create safe, nurturing and challenging learning environments that are developmentally appropriate and promote growth, social skills and knowledge.

EMC 318 Successful Inclusion in the Classroom - 3 credits

Students will learn about different techniques and models that promote the successful inclusion of all students in elementary and early education classrooms. Students will gain knowledge about existing federal and state laws, how to adequately understand and develop individualized education plans, plan collaboratively with other teachers to meet students' needs, and enrich the learning environment for all.

EMC 319 Social Foundations of Education - 3 credits

The social foundations of education course is an exploration and analysis of the underlying issues within contemporary educational policies, practices, and theories. It is an attempt to ground the day-to-day realities of the classroom within larger philosophical, historical, anthropological, political, legal, and sociological contexts. Such an interdisciplinary perspective will allow students to begin to reflect upon the structures and practices of American education and provide

a foundation from which to continue becoming reflective and critical educational practitioners.

EMC 322 Health, Safety & Nutrition for Early Childhood Settings - 3 credits

This course will focus on health, safety and nutrition as well as preventative health maintenance of the young child. Students will learn to recognize and respond to child abuse and neglect as well as other factors that may threaten a child's safety. Students will study current theories and practice problem-solving methods and conventional applications for in-class situations. The role of culture, language and ability on health decisions and how they impact young children will be assessed. Students will develop activities and resources for a health curriculum that encompasses all aspects of the healthy child.

EMC 323 Early Childhood Program Planning and Development - 3 credits

This course assesses the management of early childhood programs and child care centers. Topics covered include planning, managing and evaluating programs and environments for children. Subjects for discussion are marketing, record keeping, budgeting, licensing, accreditation, hiring, motivating/evaluating staff, family involvement and community collaborations. Emphasis will be placed on regulations, applicable laws, professional standards, policies and quality standards. Students will learn best practices in supervision and managing resources.

EMC 324 Partnering with Families and Communities in Early Childhood Settings - 3 credits

This course will help students understand diverse family structures and influences and develop consultation and interpersonal skills necessary for communication with coworkers, parents and community members. Students will learn strategies to build respectful and reciprocal relationships with families and the broader community allowing them to help families navigate community resources and schools. Intervention strategies and interviewing techniques will be stressed. Discussions include dynamics of the team process, roadblocks to communication, and analysis of a school system, with subsequent in-service recommendations. Students have an opportunity to apply these learned skills while examining theory concurrently.

EMC 325 Principles of Early Childcare Administration - 3 credits

This course will emphasize professionalism and leadership in early childcare settings, leading students to understand and adhere to ethical guidelines and professional standards. Students will learn the value of collaborative leadership where knowledge is shared, reflective practice is encouraged, decisions are informed by data, best practices are followed and diversity is valued. Students will learn to develop themselves as leaders and mentor others.

EMC 326 Supporting Diversity and English Language Learners in the Early Education Classroom - 3 credits

This course will focus on the theory and practice of multicultural education, providing students the skills and knowledge necessary to create classrooms that best serve all children. Students will explore how children's experience is shaped by their race, gender, class, ability, religion, language, etc. They will learn to create classrooms that will embrace diversity, valuing the contributions and cultures of all students. This course will also include specific strategies relative to best practices for serving English Language Learners.

EMC 330 Literature for Children - 3 credits

This course examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child's development assess the quality of the literature, and appreciate how and why it appeals to children and young adults.

EMC 401 Teaching Mathematics in Elementary Grades - 3 credits

This course provides elementary teachers with a strong foundation in mathematics language, principles, and teaching methods and strategies.

EMC 410 Current Issues and Topics in Education - 3 credits

This course focuses on current issues in the field of education. Topics for this course are selected from issues and /or concerns raised by the United States Dept. of Education, professional educational organizations, and state boards of education. Students study the historical roots of the selected issues and evaluate approaches to addressing the issues.

EMC 412 Storytelling and Playmaking - 3 credits

Students learn developmentally appropriate teaching practices through stories, writing, literature, arts, storytelling, and children's play. Students learn to observe and record the behavior of children ages three to seven and apply their knowledge of developmental stages and the characteristics of young children with and without special needs, to an integrated language arts curriculum. The course includes methods to create a classroom environment that recognizes racial, cultural, and linguistic diversity in young children and supports their learning.

EMC 415 Multidisciplinary Approach to Content Areas - 3 credits

Study of basic disciplines (social studies, arts and humanities, sciences) and how they may be related to enhance the teaching and learning experience including experience with designing lesson plans and effective teaching units.

EMC 420 Strategies for Teaching - 3 credits

This course introduces students to the field of education as an entrance into the challenges and opportunities of becoming a classroom teacher. The course provides a general overview of best practices in teaching and student learning within the context of how American education is organized. This course serves as a foundation for becoming an effective and moral teacher, and, as such, emphasizes understanding of national and disciplinary standards as well as overarching codes of ethics of being a teacher. In particular, the course uses the NCATE standards to highlight the need for a teacher to possess specific content knowledge, pedagogical skills, and dispositions. The course is applicable for elementary, middle, and high school teachers and will make use of both content-independent and content-specific pedagogical methods to demonstrate and apply applicable best practices.

EMC 402 Early Education and Care Field Experience - 3 credits

This course is an advanced field experience that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. The candidate must apply to the Early Education and Care program chair one semester in advance to enroll in this course.

History (HIS)

HIS 101 World History I - 3 credits

This course provides an understanding of early civilizations from ancient times until c. 1650. Early civilizations include Egypt, 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.

HIS 102 World History II - 3 credits

This course explores the historical foundations of the modern world. It reviews the Reformation, Renaissance and the effects of European trading and settlement throughout the world. It continues with the Age of Enlightenment, the American and French Revolutions, the Romantic period, nationalism, industrialization and urbanization, and the transforming 20th century movements in politics, the arts and technology.

HIS 201 U.S. History & Constitutional Government I - 3 credits

This course traces the development of the United States from the colonial period to the end of the Civil War, surveying the economic, political, social and cultural aspects of this development. The course covers the period of exploration, early settlements, colonial life and issues, the development of a unique political philosophy, conflict with Britain, the Revolution, the development of a government based on a new political theory and the development and problems of this new American society and government in its first seventy-five years. Constitutional development at the national and state levels is explored, with particular emphasis on the Massachusetts experience.

HIS 202 U.S. History & Constitutional Government II - 3 credits

This course traces the development of the United States from 1865 to its present status as a world power, analyzing economic, political, social and cultural factors. The functioning of American federal and state constitutions is analyzed, providing the knowledge and understanding needed by teachers and other professionals who interact with the public sector. The course covers the aftermath and effect of the Civil War, industrialization and its impact, waves of new immigration, western expansion, conflict with Native Americans, emergence as a world power, World War I, the Great Depression, World War II and later issues of the 20th century.

HIS 230 A Social History of Food - 3 credits

Throughout the world and history, people have come together over food. We are what we eat: we eat what our family, friends and society tells us is “food.” But, our ancestors did not always eat the same foods as we do now. Both the types of food and more importantly, cultures, change through time and space. How has the development of towns, the exploration of the globe, religion, the slave trade, the social presentation of self and status been expressed through food? Contemporary approaches to food world-wide will also be examined. The class will bake their own sourdough bread, visit historical sites & ethnic restaurants, do oral histories, produce a cookbook and, of course, eat lots of food!

HIS 301 US History through the Media - 3 credits

This course explores the cultural, technological, political, and economic transformations of American life from the early 1900s to the present through various modes of mass media. The course uses visual and print media such as film, radio, and TV to examine critical issues and phenomena such as immigration, the world wars, the civil rights movement, and the rise of consumerism. Students will evaluate the content and context of new media formats and the role that such media played on the events covered.

HIS 302 History of the Modern Middle East and North Africa - 3 credits

This course will explore the modern history of the Middle East and North Africa through an investigation of the historical, social, political, religious and economic forces that have sculpted the current cultural landscape across this vast region. Through readings, films, art and news reports, we will examine the impact and influence of imperialism, revolution, expansionism, hegemony, post-colonialism, nationalism, gender and modernity on the region, and develop an informed perspective of the current social and cultural realities across the Middle East and North Africa.

HIS 310 Perspectives on Ancient Egypt - 3 credits

Ancient Egypt figures in film, song, literature and history, but is the ancient Egypt that popular culture imagines now the same as the people saw for themselves then? Drawing upon historiography, archaeology, art history, history and comparative literature in juxtaposition with popular film, fiction and song, students will dissect images of ancient Egypt through time to come to an understanding of ancient Egypt, then and now.

HIS 321 Historical Perspectives on Contemporary Issues - 3 credits

This course examines and analyzes the development of political, cultural and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution and current nature of American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion.

HIS 343 History of Massachusetts - 3 credits

This course focuses on major persons and events in the history of Massachusetts from Pilgrims, Puritans and Native Americans to the 20th century. Special attention is paid to the development of forms of representative government in the Colonial period and after independence, and to the integration of numerous immigrant groups to the Commonwealth in the 19th-20th centuries. The role of Massachusetts in driving industrial and technological change in America is considered, as is its role in inaugurating public education in America.

The course satisfies a key content knowledge area for public school history teachers.

HIS 344 History and Theory of the Labor Movement - 3 credits

What are the origins of the modern labor movement? How is it changed and adapted in the 20th century? What new developments have occurred in the 21st century? What laws govern unions? What have unions done for workers? How have free trade, globalization, the economy, and current trends in political thought affected the effectiveness of unions? Is the labor movement still necessary and relevant to today's workers? This course will examine the formation of the AFL and the CIO, the merger AFL-CIO, and the new Coalition for Change. It will analyze the growth of industrialism and de-industrialism, consider the roles of race and class in the movement, and study the theories of the movement that brought it together and split it apart.

HIS 350 Introduction to Political Science - 3 credits

What is the perfect society? How much power should the government have? Is democracy the best form of government? Political science is the study of how and why people come together to form governing institutions. To understand the nature of government, political scientists study such issues as power and authority, human nature, freedom, obligations, justice and the organization of the state. In this course, we examine the work of some of the greatest political thinkers — Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Rousseau, Nietzsche, Locke and Marx — and learn how they look at politics, government and the individual. The course explores a central issue of government: the difficulty of reconciling the good of an individual with the good of the public. In thinking about this question, students reflect upon the definition of justice, the nature and importance of freedom, the relation between an individual and the community, the best form of government, and the character of the ideal ruler.

Human Services (BHS)

BHS 125 Spanish for the Helping Professions - 3 credits

This course is designed for beginning level students in the helping professions such as workers in human services, community agencies, health care organizations, educators, and others who wish to learn Spanish. This course will enhance students' ability to communicate with Spanish speaking populations in work situations related to the health and human services, education and community work. This course will offer intensive exercises in oral communication, reading, listening and written practice of the Spanish language to enhance oral proficiency. Students will not become fluent as a result of this course, but will begin the process of learning how to communicate in a culturally sensitive manner within the context of the helping professions.

BHS 208 Financial Literacy - 3 credits

This course will provide an historical perspective on the creation and expansion of the wealth and opportunity gap within the United States. It will look at the role that education has played in narrowing the income gap, while also looking at the limitations of increased years of education in affecting change with regard to wealth. The course will seek to broaden students' awareness and knowledge of these gaps and provide concrete information and strategies for developing a solid understanding of how to create a financial base. It will cover basic economic literacy, financial planning, credit management, basic banking, home ownership, and the impact of policies that help and hinder the creation of wealth. The course will also create opportunities for students to have increased resources in the areas addressed through the guest speakers who will present on each of the content areas. In essence, understanding of the history of wealth and asset building in this country, their current financial circumstances, how to better manage their money, and take control of their financial health. It will make explicit the role that building financial health has in creating healthier families and communities, in social mobility.

BHS 300 Domestic Violence: Risks, Trends, Resources - 1 credit

Domestic violence*, also referred to as intimate partner violence (IPV), affects men, women and children of all races and social and economic levels. In 2008 domestic violence reached epidemic proportions and was declared a public health emergency in Massachusetts (Comm of MA, 2015). This course will examine recent statistical trends in reported cases of IPV, the identified risks and behaviors that may serve as cautionary indicators in relationships, and the personal, community and legislative resources available to those who are subject to physical and psychological violence. Students will be guided in exploring their personal attitudes toward domestic violence, violence and gender as well as social acceptance of psychological violence. The role of the human service professional in working with families impacted by domestic violence will be explored.

*Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, threats, and emotional abuse. The frequency and severity of domestic violence can vary dramatically.

BHS 302 Women and Addictions - 3 credits

This course explores addictions that women have struggled with historically and some now common to women. We discuss the relevance of gender-specific treatment for women, the "real life" complexities of women's lives, the barriers that keep them from receiving the treatment they need, and the most common co-occurring disorders faced by women who experience addiction problems. The impact of the media is also considered. Students examine various theories in relation to treatment of substance-abusing women. A systemic approach is taken to the complex circumstances of these women's lives.

BHS 305 Introduction to Human Services - 3 credits

This course provides an overview of the history, philosophies, structures and systems of delivery for human services. Drawing from a variety of resources including case studies, students learn what the programs are, whom they serve, and how they work; they explore protocols and procedures to evaluate their success. Particular attention is paid to questions of poverty and wealth and their impact upon public welfare. Students become familiar with ethical issues involved in working with different populations and communities, and consider the implications for public policy.

BHS 306 Case Management for Human Services - 3 credits

This course focuses on the practice of human services in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assess and assist clients with identified needs. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary community resources for clients. All phases of the case management process will be discussed.

BHS 307 Substance Abuse and the Law - 3 credits

Students learn about the use of the courts, law enforcement, and other measures in the legal and criminal justice systems to prevent, intervene and treat substance abuse. Topics include: therapeutic jurisprudence, prohibition, supply-side versus demand-side interventions, and concerns of special populations. Special effort is directed toward understanding the impact of the legal and criminal justice approach to addiction problems, interacting with these systems, and improving communication between the legal and treatment systems.

BHS 315 Understanding Family & Community Systems - 3 credits

This course builds on systems thinking by applying systemic concepts to understand the makeup and functioning of families and communities. Students review the characteristics and interrelationships among family and community systems, and learn how to assess their respective strengths, resources, needs, and coping strategies. Local community issues impacting families, such as kinds of employment opportunities and unifying traditions on the one hand, and violence and discrimination on the other, are addressed. Students use assessment models to look at their own life situations such as job, family, neighborhood. Students interact with their peers and others seeking to make an impact with families and communities.

BHS 320 Community Building Principles & Strategies - 3 credits

This course introduces the history, theory, and practice of community building in order to increase the effectiveness of people working to improve their communities. It increases students' capacity and engagement in community planning, advocacy, organizing, decision-making and evaluation. The fundamental principles of community building are explored: Such as incorporating those directly affected by policies at the heart of dialogue and community building; valuing racial and cultural diversity as the foundation for wholeness; promoting active citizenship and political empowerment, building on community strengths and assets; ensuring access to fundamental opportunities and removing obstacles to equal opportunity; supporting and enhancing the well-being of children and their families; fostering sustained commitment, coordination and collaboration based on a shared vision and mutual respect. This course is based on The Boston Community Building Curriculum, developed by the Boston Foundation and currently being implemented by Interaction Institute for Social Change.

BHS 321 School, Family and Community Partnerships - 3 credits

Students who are working or preparing to work in education and human services are engaged through interactive learning experiences to understand the development of partnerships with schools to reach, engage, and support families. The model for community success includes building partnerships and providing supports and opportunities that promote active and positive working relationships. Students gain a vision and practical knowledge of what effective partnerships look like and how to tap into community resources. Each student designs a plan to promote school and community partnerships.

BHS 322 Dynamics of Power in Communities - 3 credits

Understanding the theory and how power is used in communities is a key factor for community builders. Developing networks, relationships and strategies must be based on knowing what the forces are and how they interact. This course takes a close look at the underlying connections among the economic, social, political and personal forces of communities as to how they relate to power and change. The course will look at political structures and systems in families, workplaces, institutions and other organizations that make up a community, and the dynamics that occur in terms of decision making and the process of change.

BHS 324 Building Community through Media - 3 credits

Understanding the potentials and functions of media, particularly media that is available at the grassroots level, offers community people ways to reach and engage one another. In collaboration with Cambridge Community Television (CCTV) a "rigorous" emphasis will be made on the use of media for building community. The course aims to broaden students' understanding of media in general, and community media in particular, and how such media can impact a community's understanding of, and involvement in local issues. The course provides a hands-on, multimedia approach coupled with theory to help students gain a strong appreciation for what media is, how it addresses a diverse audience, how it is used and by whom, and its powerful effect upon communities depending upon who's making it and for what reason.

BHS 325 Community Planning and Development in an Urban Environment - 3 credits

The course will focus on community planning and development and how the process is continuous, guided, and ideally adheres to principles of community building. This course focuses on specific issues of community development where the physical and economic vitality of communities is improved through stakeholder interaction. The literature and activities used in this course will ground students in the issues and tools used to critically examine various community development approaches and projects through a community building lens. Students will be introduced to core theories and methods of city and neighborhood planning, will formulate a research design and scope of services to investigate existing conditions, and will learn how to collect and use data as part of the process of building on local assets to design effective and inclusive solutions to local needs.

BHS 327 Building Successful Organizations - 3 credits

Organizational capacity is the interaction of human capital (employees and clients) with organizational structures to solve collective problems and improve and maintain the well-being of that organization. This course will explore the concepts and practices of developing effective and evolving organizations. The course will be highly interactive and will emphasize the sharing of experiences, ideas, and insights from students. Students will be encouraged to ground the ideas discussed by applying them to their own organizations or those they are familiar with. Critical areas of strong organizations include creating effective

teams, empowering employees and those receiving services as fellow decision-makers, and addressing the many challenges that emerge when people work together.

BHS 330 Group Facilitations for Community Building - 3 credits

Students who work with groups whose purpose is to strengthen the capacity of communities and other structures will learn how to work with groups to address issues and reach agreement. Skills associated with group development will be covered. The course is structured to provide students with an understanding of how facilitation skills and methodology that can be used in their practice working with groups and community building initiatives. Participants will learn how to apply group facilitation theory and use interactive methods to engage the hearts, minds, and energies of diverse groups of people in finding and implementing solutions to difficult problems.

BHS 335 Using Dialogue to Transform Communities and Organizations - 3 credits

Dialogue is essential to all relationship building. The course is designed for students to learn the theories of dialogue, how dialogue is used to engage large groups, and to prepare students to understand the potential changes in a community that can be sparked through specific kinds of dialogue. For community change to occur it is critical to have an understanding of the fundamental concepts of dialogue, and what constitutes dialogue for the purpose of making change. The large group dialogue process is an important component for community change whereby people come together to assess situations and develop strategies.

BHS 340 Youth Development and Community Practice - 3 credits

This course prepares students to work with youth in a variety of programs and environments. They will learn key concepts of youth development and explore strategies that can have an impact on individual and organizational practices, and in particular, how workers include youth in decision-making, leadership initiatives, and organizational structures. Students will learn what promotes and what hinders positive engagement with young people, and how to increase youth participation and partnership in projects, programs and especially in the community.

BHS 360 Ethical Issues in Substance Abuse - 3 credits

Prerequisite: BHS401 or experience in the field of addictions (permission from the instructor). This course explores current ethical issues common among a substance abusing population, such as mandatory treatment, involuntary treatment, duty to warn requirements, criminalization, and perinatal addiction. The course also covers professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand the ethical debates and the foundations the arguments are based on. This course uses as a foundational code of ethics the Principles of Professional Standards for Substance Abuse Professionals. Students gain increased awareness of the ethical issues in the field and a broader understanding of the debates; they can address client needs more holistically and engage in public discourse on the issues.

BHS 361 Adolescent Drug Prevention - 3 credits

This course is designed to provide a wide range of practical and theoretical information about the adolescent drug prevention programs. Student will learn about the adolescent substances of choice, extent of their drug use and abuse, and types of school-based and community-based interventions. Multicultural considerations in the development and assessment of prevention programs will also be examined. It is recommended that Introduction to Addictions be taken prior to taking this course.

BHS 362 HIV in Contemporary Society - 3 credits

This course provides a basic overview of HIV/AIDS and its impact on the individual, family and contemporary American society. We begin by reviewing the history of the AIDS movement and how that has shaped the politics of illness in the U.S. today. Comparisons with other social justice movements and illnesses/medical conditions are integrated throughout the course. We then look at HIV/AIDS through a variety of lenses. Through the medical lens, we view how HIV/AIDS is diagnosed and treated. As epidemiologists, we look at who is infected and what factors increase risk of infection. Through the health educator and human service worker lenses, we look at prevention strategies, case management challenges, and the mental health needs of people affected by HIV/AIDS. Lastly, we look at how civil rights and community activists respond to the legal, advocacy, and ethical issues associated with HIV/AIDS. Its impact on particular communities and population segments are also studied.

BHS 363 Caring for Elders with Alzheimer's and Memory Related Problems - 3 credits

This course will provide an overview of Alzheimer's Disease and other dementias. Students will gain understanding of common issues affecting people with Alzheimer's and other memory related problems. They will explore some of the ways in which patients with these diagnoses have traditionally been viewed both from a medical perspective as well as a societal one. We will move from a deficit-based approach of caring and labeling those having dementia to one that defines and includes their humanness as they are now living with a dementia. Students will gain understanding and insight into the unique perception, emotion and perspective that a person living with dementia experiences. Students will learn what a habilitative approach to care is and how to incorporate it with those they care for. Issues of the environment, self-care for the care partner and communication will be addressed.

BHS 364 Unequal Treatment: Disparities in Health and Human Services - 3 credits

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed, or color; and how this important policy has been implemented and enforced over time. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

BHS 365 Ethical Issues in Working 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.

BHS 366 Family Interventions - 3 credits

How workers intervene with families matters. This course focuses on strategies for engaging families. Students learn how to apply a strengths-based approach in helping families achieve their goals. Students will learn from others in the field who work directly with families in a variety of situations. The Family Development Curriculum (FDC) for working with families fulfills the requirement for this course.

BHS 369 Legal Issues in Human Services - 3 credits

This course surveys the intersection between legal issues, the clients served by human service agencies, and the agencies themselves. We develop an understanding of how the legal system impacts the client population with respect to various practice areas, as well as the release and exchange of information. The impact of the legal system upon the agencies and their employees is examined. We explore tensions between legal requirements and the provision of services. Finally, we examine the tools available to pursue an advocacy agenda on behalf of individuals, families and systemic reform.

BHS 378 Program Planning and Evaluation - 3 credits

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing. (formerly MAN424).

BHS 400 Family Life Cycle - 3 credits

Theories of growth and development are introduced and applied to the study of individuals and families. The impact of socioeconomic, cultural, ethnic, and social issues on the life cycle is discussed, emphasizing the diversity of developmental schemas. Physical, moral, cognitive, behavioral, and psychosocial development of individuals are addressed in the context of family development. Students trace developmental patterns and identify factors which facilitate or impede growth, using examples from their personal and professional lives.

BHS 401 Introduction to Addictions: Theory & Practice - 3 credits

This course presents concepts and practices related to a broad spectrum of addictions and addictive behaviors, including theoretical models of addiction, terminology, review of substances and their effects, treatment strategies and programs. The impact of culture and ethnicity on substance use and abuse is addressed. Important current issues are discussed, such as difficulties in combining mental health and substance abuse perspectives. Students learn first-hand about a variety of treatment programs through guest speakers. Attendance at at least one addictions support group is strongly encouraged (AA, NA etc.).

BHS 402 Special Topics in Justice Studies - 3 credits

This seminar will provide students with the opportunity to develop an understanding of the justice issues inherent in contemporary social attitudes and institutions. Students will utilize Circles as a forum for in-depth discussion of selected social issues such as race, poverty, juvenile delinquency, crime, war, terrorism, and the death penalty. Issues selected will vary.

BHS 411 Family Systems and Addictions - 3 credits

This course provides an overview of family systems, family therapy, and the history of efforts to deal with substance abuse/alcoholism in recent decades. Topics covered include theoretical models of working with families, terminology, the impact of various family members' substance use, agencies, the process of recovery, and treatment programs. We identify methods of working with families affected by substance abuse, considering social, cultural, and environmental factors. Students learn to work systemically with parents, spouses, and children. They learn what constitutes comprehensive family treatment and the resources that are available to families, including but not limited to Al-Anon. Current research is reviewed.

BHS 420 Strategies for Change - 3 credits

This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at intervention systemically and in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change and examine all aspects of an intervention process, from assessment and treatment planning, to choice of strategies, and implementation. A variety of techniques are presented for use with individuals, families and larger groups. Preventive, problem-solving approaches are discussed as well as strategies for creating new solutions. Students hear from agents of change, analyze their own personal and professional experience, and practice techniques in class and, as appropriate, at their work sites.

BHS 421 Mental Health and Substance Abuse - 3 credits

This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, personality disorders, HIV/Aids, and homelessness. Students begin to understand major symptoms and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. The course develops a heightened awareness of mental health issues and a broad understanding of co-occurring disorders, enabling

students to address client needs more holistically with a focus on their strengths.

BHS 430 Families with Special Needs - 3 credits

Students learn about the biological, situational, and psycho-social conditions defined as "special needs," and analyze their impact on families, communities, and other childhood environments. The history of governmental response and current laws and regulations applicable to this area are reviewed. Students become familiar with the components of individual and community programs that address special needs, including assessment and rehabilitation planning and the design of appropriate environments. Concepts of "family focus" and "family practice" are emphasized, and students hear from and interact with a number of community experts. Students develop a case study, either individually or in a group, to be presented in professionally written form and orally, in class.

BHS 434 Community Building Across Disciplines: "Portraits of Practice" - 3 credits

Given the multiple dimensions of community life students should be prepared to work with multiple disciplines, bringing community building principles and practices to these arenas. This course will bring together and focus on the potentials for various disciplines impacting community change, providing highly interactive and real world experiences to explore and understand the exciting possibilities of multidisciplinary practice. In teams, students will develop a project that has a potential impact on a community.

BHS 445 Leadership for Community Builders: Theory and Skills - 3 credits

This course will be an intensive exploration of leadership and power from personal, theoretical and historical perspectives. Class participants will reflect on their own leadership experiences, strengths and challenges. They will also develop their analytical understanding of economic, political and social forces at play nationally and locally. This course focuses on developing the skills for the 21st century collaborative and participatory leader whose job is to create the conditions for self-empowerment and leverage the wisdom and resources of multiple constituencies.

BHS 470 Human Services Field Education I - 4 credits

BHS 471 Human Services Field Education II - 3 credits

Human services field education 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 field 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. HS Field Education II continues HS Field Education I or covers a new or special situation; offered as a focused study.

BHS 490 Human Services Capstone - 3 credits

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate human services program. It is an opportunity to explore a topic of personal or professional interest in human services and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BHS491 and pass before graduating.

BHS 491 Human Services Capstone Completion - 3 credits

Second or additional term(s) as needed to complete the Psychology Capstone.

Human Services Management (MAN)

MAN 350 Principles of Supervision - 1 credit

This course explores the use of supervision as a tool for professional development in human services professions. An action-reflection model maximizes the potential for personal and professional growth. Supervisors learn techniques for providing feedback that enhances supervisees' skills, strengthens their ability to reflect on performance, and encourages goal-setting. Supervisees gain competence in the use of supervision as a method of documenting professional development and progress in accomplishing goals.

Justice Studies (JUS)

JUS 200 Crime and Criminal Justice - 3 credits

This course provides an introduction to the nature of the crime problem in the United States, including patterns of victimization and offending and the ways in which the criminal justice system responds to these behaviors.

JUS 205 Introduction to Legal Studies - 3 credits

Introduction to Legal Studies introduces students to the legal system and the legal profession in the United States. The course will explore theoretical and historical influences on the American legal system and the practice of law, the origins of the legal system in English common law, the sources of American law, including an overview of the Constitution, state and federal status, the court system, and the legislative and trial process. Students will explore the legal profession and the varied roles assumed by the legal professional in contemporary society. Students will gain an understanding of the emergence of specialized areas of law and the knowledge and skills needed to pursue a law career.

JUS 225 Introduction to Social Justice - 3 credits

Social Justice, the state where conditions are met for all of creation to survive and flourish, is the bedrock with supports all other forms of justice. This course examines the understanding of Social Justice tradition that has developed over the last century. Principles of power, community, and responsibility will be examined in light of practical political and social problems - racism, sexism, hunger, poverty, and environmental issues.

JUS 300 Working With Adolescents: Group Leadership, Concepts and Techniques - 1 credit

The purpose of this class is to provide students with a basic understanding of effective group leadership skills, concepts and techniques in facilitating educational, life skill and process groups when working with the adolescent population. Students will learn the necessary skills to effectively lead group exercises for topics specific to adolescents. Students will be able to utilize a number of proven group leadership skills to enhance engagement, provide support for change, and increased communication skills.

JUS 301 Working With Families of Court-involved Youth - 1 credit

This class will focus on the skills necessary for students working with families of adjudicated youth. This class will offer a strength based approach to providing support and skills building for the family of adolescents and will highlight the characteristics of the family system, influences on behavior and the changing family. Students will learn to use an integrated, systemic approach to engage family groups characterized by the adolescent dynamic. The impact of economic stress, divorce, family conflict, abuse and neglect, and legal issues on the family system and adolescent behavior will be explored.

JUS 302 Adolescents and Anger Management - 1 credit

This course will focus on developmentally appropriate anger management and self regulation skills youth workers can model, communicate and teach to adolescents. The class will provide students with a basic understanding of the emotion, anger, during the stage of human development known as adolescence. This class will explore root causes of anger and the negative impact it can have on healthy development and interpersonal relationships. Students will learn strategies to assist adolescents in their ability to control and express anger in a healthy pro-social manner.

JUS 303 Mass Incarceration - 3 credits

This course explores the rate of incarceration in the United States. Although the U.S. makes up only 5% of the world's population, we hold 25% of the world's prison population — Why? Through challenging readings, including guest speakers, this course will introduce the student to social praxis as a cornerstone for recognizing the need for blending both theory and practice in confronting injustice. Through guided independent and collective study, we can begin to provide an answer as to why so many Americans are in prison; this awareness will create pathways for action resulting in change.

JUS 342 Girls and Delinquency - 3 credits

Historically, the Juvenile Justice field has developed program services based upon the needs and behaviors of adolescent males. Within the past five years the need for more gender-specific program and treatment models has been recognized. This course presents a gendered view of the causative issues contributing to female adolescent offending and current program initiatives developed to meet the treatment needs of girls.

JUS 343 Youth and Gangs - 1 credit

The emergence in the 1980s of youth gangs in the Boston area began a youth sub-culture that has taken root in geographically diverse urban communities. Students in this course will be introduced to gang culture, its origins and meaning. The reasons youth are attracted to gang life will be explored and delinquent behavior will be viewed within the context of gang expectation. Students will learn to identify gang colors, symbols and terminology and will gain insight into the personal experience of gang membership.

JUS 345 War, Peace and Non-Violence - 3 credits

Working from an international and local perspective, this course will explore roots of war and peace, connect theory with practice and address personal as well as political implications of war, peace and non-violence. The course will touch on Just War theory, but focus on positive alternatives to war—including a Just Peace framework and the range of strategies (and ways of life) that are often grouped under the umbrella of "non-violence." The course is an introduction, but we will offer time for participants to build community and dig more deeply into specific areas of interest through a final project.

JUS 350 Introduction to Juvenile Justice - 3 credits

This course introduces the history and principles of juvenile justice, focusing on delinquent behavior in the context of adolescence, family, and social/environmental factors. The course explores various societal responses to problem behavior from colonial time to the present, including various community-based and residential program models, and current national debates on treatment vs. punishment of juvenile offenders.

JUS 356 Youth and the Law - 3 credits

This course examines current legislative and judicial systems and practices of dealing with youth who have not reached the age of majority. Issues pertaining to due process, deinstitutionalization and waiver to the adult system are explored. Benefits and liabilities of the Massachusetts juvenile courts are analyzed .

JUS 357 Healing Circles - 1 credit

The circle process is an aboriginal and native way of being in relationship. Circles are used widely in these communities for resolving conflict and restoring community. In recent years the circle process has made inroads into communities and systems in the United States and Canada. Circles are being formed to help heal, support, connect, plan and problem solve within communities in ways that our traditional processes and methods of communicating have regularly excluded due to the nature of their structure. Whether circles happen at the kitchen table, or within classrooms and systems, the result is always a turning to one another that leaves us with a new understanding of what it means to be in a community. Its implications for what true democracy means and requires of us are powerful and great.

JUS 358 Bullying Behavior - 1 credit

Bullying behavior has recently been identified as a serious threat to the emotional, psychological and physical well-being of both victims and aggressors. This course defines bullying behaviors and examines the role of communities and educators in finding solutions and developing comprehensive plans that protect children.

JUS 360 Risk Management for Residential Programs - 1 credit

This class examines the clinical and environmental dynamics present within residential settings serving adolescents, in order to identify situations in which there is a serious risk of harm unless there is immediate intervention. Students learn to develop and implement proactive risk management strategies.

JUS 365 Adolescent Females and Cutting - 1 credit

This course studies the dynamics of the adolescent female self-mutilator in today's society. Key areas of study are: (1) What is self-mutilation, (2) Who is the self-mutilator; diagnostic factors, (3) How the disorder develops and progresses, (4) Reactions of others, (5) Attachment patterns and family dynamics, and (6) Treatment resources. Course materials are based on: Cognitive-Behavioral Treatment of Borderline Personality Disorder (M. Linehan), Self-Mutilation: Theory, Research and Treatment (Walsh and Rosen), Cutting: Understanding and Overcoming Self-Mutilation (Levenkron). The class presents clear and comprehensive information on the causes and effective treatment resources for this behavior based on the most current and relevant information from noted experts in the field.

JUS 368 American Immigration Law and Policy - 3 credits

This class explores many of the major trends in the history of American immigration and the legal and policy structures developed over time to regulate the flow of immigrant populations into the country. The course examines the politics and debates that have shaped major policy shifts since 1965, when the passage of the Immigration Act of 1965 marked a radical departure from a system of preference based on national origin, up to and including the immigration debate today. The class will be taught from a multidisciplinary perspective utilizing short readings drawn from legal and government documents, newspaper articles, historical essays, and oral histories to inspire class discussion and personal reflection.

JUS 376 Internet Research Methods for Juvenile Justice - 1 credit

Use of the internet is of great value when exploring a field as timely and diverse as juvenile justice. As the field, especially in Massachusetts, takes on a more global perspective, research and practice in countries like the U.K., Australia, New Zealand, Canada, Belgium, etc. becomes increasingly important to the learner/practitioner in a college environment. This course will explore aspects of the internet - world-wide web, usernet, listserves, ftp, etc. with a particular focus on the global dimension of Juvenile Justice.

JUS 377 Legal Process for Reporting Suspected Child Abuse - 1 credit

This course will cover the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students will learn the elements of law pertaining to what legally constitutes abuse, the responsibilities of mandated reporters in reporting suspected child abuse and neglect, what happens once a report is filed, and the laws governing child protection services.

JUS 415 Violence in American Society - 3 credits

In this course, students explore the roots of violence in this country. Students will identify risk factors for violence (e.g. interpersonal and intrapersonal violence, physical and psychological violence, social violence, war, terrorism). The risk and protective factors of violence from both current and literary examples will be discussed. They also examine existing, and construct new, strategies to prevent violence. Students explore a topic of personal interest in their final project.

JUS 425 Program Models for Adjudicated Youth - 1 credit

This course explores the history and developing thinking in the design of programs for adjudicated youth. Current program models within a continuum of care are examined. Students are introduced to the basic issues and controversies in the juvenile justice field and program models utilizing social, medical, and behavioral approaches are compared and contrasted. Students develop needs assessments and service delivery plans.

JUS 430 Global Justice for Youth - 3 credits

The UN Declaration on the Rights of the Child has been signed by all UN nations except Somalia and the United States. This course examines our basic assumptions about the rights of children. Students explore particular factors such as gender disparity, economic disempowerment, and social class assignment which contribute to the inequities in available resource options. Universal principles of human rights and social justice are introduced. In light of these principles, students are encouraged to critically research local, national, and international laws and practices related to children and adolescents with a particular emphasis on juvenile justice systems.

JUS 435 Restorative Justice and Victim-Offender Reconciliation - 3 credits

An alternative to the retributive model of justice, Restorative justice offers a reconciliation model in which the victim, the offender, and the broader community can work toward a more personal and satisfying

response to juvenile crime. The emergence and growth of several models such as balanced and restorative justice, VORP (Victim Offender Reconciliation Program), and circle conferencing are viewed within the context of adolescent offending. Attention is paid to issues of age, gender, and culture in various methods of conflict resolution.

(new) Introduction to Justice Studies - 3 credits

This course offers students an introduction to the field of justice studies. It includes an examination of moral, philosophical and political definitions of justice and injustice. The course will explore distinctions between various forms of justice, e.g., criminal, social, environmental as well as their impact on societal understanding of the concepts of justice and injustice. Central to course discussion will be the tension between morality and legality.

(new) Special Topics in Justice Issues - 3 credits

This seminar will provide students with the opportunity to develop an understanding of the justice issues inherent in contemporary social attitudes and institutions. Students will utilize Circles as a forum for in-depth discussion of selected social issues such as race, poverty, juvenile delinquency, crime, war, terrorism, the death penalty. Issues selected will vary.

(new) Wealth, Poverty and Inequality - 3 credits

This course explores differing sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, some attention is given to global inequality. The major emphasis is on socio-economic class, including intersections of class with race and gender. Students will learn about the U.S. upper class, middle class, working class, and poverty class.

(new) Justice and Gender in World Politics - 3 credits

Women have become central figures on the world stage of justice. Once viewed as somewhat peripheral to world politics, women are now central to the discussion of international injustices and are essential decision makers and agents of change. Identification and response to the gender specific concerns of women and recognition of the culturally disparate roles they have in the international community will be explored.

(new) Circles II - 1 credit

This course is an intensive follow-up to Circles I: Introduction To Circles. Circles I is always a great and challenging beginning to community building and the sharing of stories. Circles II takes that challenge further by introducing a particular issue or situation involving harm that needs our attention, honesty and sharing in order to transform it. The first night of the course, the issue will be presented. Then together using the circle process for the remainder of the course, we will attempt to come to some agreement and action plan in a good way that will lead us on a path headed toward community rather than hopelessness and disconnectedness.

Literature (LIT)

LIT 200 Introduction to Creative Writing - 3 credits

This course explores the many ways in which fiction and non-fiction are developed, and the methods of effective storytelling. It offers a workshop environment where students work as individuals and groups to thoughtfully analyze and develop poetry and fiction in various forms, and a non-fiction memoir. Short assigned readings and discussion facilitate this process of growth and expressive, multi-faceted literacy building.

LIT 203 Introduction to Poetry - 3 credits

This course will survey the vast variety of poetic expression, from songs, storytelling and the spoken work, to modern experimental forms. Poems which confront the full range of human experience-love and death, politics and religion, comedy and tragedy - will be selected from several ages and cultures.

LIT 210 Topics in Literature - 3 credits

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

LIT 215 Shakespeare - 3 credits

This course introduces the thought, dramatic techniques, language and moral psychology of the most influential writer in the English language. In this course, we slowly and carefully read some of the plays of this dramatist and poet, examining his treatment of the enduring issues of human individuality and relationships, including: parental preference and sibling rivalries; the needs, fears, and dignity of the elderly; ambition, loyalty, self-sacrifice, lust, cruelty and honesty; the ability of human beings to plan wisely while also accounting for human weaknesses and passions; the need for every individual eventually to confront a moral dilemma that will define his or her character.

LIT 230 Critical Thinking in the Humanities - 3 credits

This course explores fundamental approaches to the thinking about, creating and evaluating works in the Humanities, including literature, history, philosophy, art and religion. This course uses core texts from various periods to examine works in these disciplines to explore essential questions: “Where do we come from? What are we? Where are we going?”

LIT 330 Literature for Children

Examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child’s development, assess the quality of the literature, and appreciate how and why it appeals to children and young adults. (formerly EMC330).

LIT 301 Exploring Our World Through Poetry - 3 credits

This course investigates the ways poetry helps us interpret and describe the world around us, our relationships with society, other

people, and ourselves. The specific forms of verse in the English language tradition will be explored, as will poetic forms in other cultural traditions which have influenced English. The social functions of poetry in various contexts will also be examined. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

LIT 309 Divided Loyalties: Contemporary Latino/a Literature - 3 credits

Prerequisite: WRT101. This course examines the contributions to American literature made by Chicanos, Puerto Ricans, Cuban, Dominicans and other Latino/ Latina writers in the United States over the last fifty years. Through a variety of Latino/Latina writing, we will explore the ways in which these writers represent community, class, race, gender, culture, nation, and ethnicity in their works. We will also examine the ways in which Latinas(os) have manufactured identities within mainstream society, as well as the development of cultural hybrids and other forms of cultural registers. Representative works of various genres will be read and analyzed within a cultural context: the testimonial, the autoethnographic essay, the narrative (novel and short story), drama, poetry and film. Authors include Rudolfo Anaya, Gloria Anzaldua, Sandra Cisneros Luis Valdez, Cristina Garcia, Julia Alvarez, Junot Diaz, Achy Obejas and Piri Thomas.

LIT 310 Gothic Fiction - Horror - 3 credits

This course explores texts, mainly fiction and poetry of the last two hundred years when a fascination with scientific theories and applied science mixed with a sense that art, nature and science might provide a new religion for human spirituality and perfection. Students read, discuss and write about the excitement and terrors that arose as individuals were encouraged to create a new and better world and to acquire god-like powers. Themes include a fascination with dream states, utopian hopes, progress, emphasis on friendship, empathy, enthusiasm, alienation, and worship of nature. Authors include Poe, Keats, Coleridge, Mary and Percy Shelley, Hawthorne, H.G. Wells, and others.

LIT 311 Studies in Literary Genres - 3 credits

This course deepens the student's initial encounter with literature by closely examining the specific ways in which the various literary genres work, why a writer might choose one genre over another, and how material may be transformed when adapted from one genre to another (when, for example, a film is based upon a novel). The course will study fiction, poetry, memoir, drama, and film. In each semester there may be a particular emphasis on one or more of these genres.

LIT 312 World Literature - 3 credits

Literature is one of the most effective ways to become familiar with cultures that are not one's own. In literature, we are invited, on the most intimate terms, into the homes and minds of people whose experiences we might otherwise know only from headlines or school textbooks. This course examines major texts from various nations, cultures, and periods, in the most reliable and readable English translations. Both universal themes and localized concerns will be discussed, as will the social and historical contexts of each text.

LIT 314 Introduction to Western Literature - 3 credits

This course presents a study of selected major works of Europe from the ancient world and Renaissance to the present, with attention to their historical and literary settings. This course provides insights into such issues as identity, authority, emotions, relationships and social change and structures, from a broad palette of significant writers. Students develop their ability to recognize literary themes, authorial style and the connections between literature and history.

LIT 315 American Literature - 3 credits

The American literary tradition encompasses a wide variety of cultures and social classes. In this course, we examine the literary heritage, selecting significant works and authors from the colonial through contemporary periods. Emphasis is on historical background, cultural context, and the literary analysis of selected prose, poetry, and drama. Students learn to interpret, analyze, and respond to literary works in their historical and cultural contexts. Students gain substantial knowledge of the major periods, authors, and themes in American literature emphasized in the Curriculum Frameworks for Massachusetts teachers.

LIT 316 Survey of British Literature - 3 credits

This course provides an overview of great British Literature across the centuries and in several genres and styles. Texts may include medieval, Renaissance, Restoration, 18th century, Romantic, Victorian and 20th century literature. In reading, discussing and writing on these exciting texts, students will strengthen their vocabulary for evaluating the quality of literary works as they grapple with social, political and psychological issues, reveal facets of the culture from which they speak and examine timeless human concerns.

LIT 318 The Modern Literatures of Africa, The Caribbean and South Asia - 3 credits

This course will survey the postcolonial literatures of Africa, the Caribbean, and South Asia since 1950. Fiction, plays, and poems will be read within the social-historical context of the long colonial experience and the often trying tensions following political independence. A major theme will be the centrality of literature—of storytelling, song, and performance—in the popular responses to social change. Readings will include the work of women and men writers from more than a dozen countries in the former colonized world.

LIT 325 African-American Literature - 3 credits

Literature has provided the most powerful and perceptive expressions of the African-American experience, from slavery to our own day. Through a rich selection of folktales, songs, short stories, novels (and excerpts), drama, autobiography and poetry, this course will explore the contradictions, defeats and triumphs of Black individuals and communities over four tumultuous centuries. As the African-American story lies at the core of the larger American story, so African-American narratives lie at the core of American literature.

LIT 400 Themes in Literature: Outsiders, Authority, Law and Injustice - 3 credits

This course focuses on the struggle by experienced and caring executives to manage people with very different backgrounds,

personal styles and issues. Each text dramatizes attempts to do justice through reason and law, tempered with compassion; focuses on the mystery of the individual personality or soul, particularly among those who have suffered loss; inquiries into the nature of madness; how being reasonable itself may blur the line between sanity and insanity; whether innocence can survive in the workplace; how an outsider calls into question 'business as usual'; and whether law can accommodate truth. There are ethical dilemmas, values, clarification under stress, presentation and analysis of various leadership models, attempts to gather and evaluate evidence, make moral choices, manage crisis and to comfort and resolve grief.

LIT 401 Enduring Themes in Great Literature - 3 credits

One test of greatness in literature is that it provides insights, knowledge and ways of understanding the varieties of human behavior and potential. Examining a small number of core texts in a variety of styles, students in this course will gain familiarity with themes, topics and dilemmas of timeless relevance to vital personal and professional concerns. Reading, discussing and writing about these works can help us understand and respond to issues including rites of passage, managing and delegating authority, determining effective methods of education, recognizing and mediating between divided loyalties, spiritual healing and well-being, social status and individual identity.

LIT 402 The Eastern Epic - 3 credits

This course emphasizes the study and consideration of the literary, cultural, and human significance of selected Eastern epics. An important goal of this course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. The course will consider the transition from oral culture to literate culture, address questions about poetry in general, and appreciate the formative and creative analogues of the Iliad and the Odyssey.

Management (BSM)

BSM 101 Business Writing - 3 credits

The course presents an introduction to the demands of business writing. Students learn how to develop the skills for effective written business communication including idea formulation, research, outlining, drafting, revising, peer editing, and presentation skills. Students will demonstrate an understanding of the relationship between reading and writing as well as the relationship between a writer and his/her audience. They will gain a better understanding of the writing process. They will also acquire the tools to help them think conceptually, read critically, and write analytically. In the process they will learn the importance of, and how to, understand and better evaluate what they read. The course will provide opportunities to evaluate and discuss the ideas of their peers while learning to use these ideas as starting points in their own critical thinking, questioning, and idea development. This course will provide opportunities for students to understand their role as writers as well as their role as critics of each other's writing. As this course relies heavily on discussing assigned readings and on questioning various elements and tools of the writing process, active participation is mandatory; this class will only be as successful as the students make it!

BSM 125 Computer Networking & Support Internship - 3 credits

The internship experience provides students with the opportunity to put into practice the technical and support skills that they learn in the classroom and to gain valuable business experience working in a corporate environment. Under the guidance of the instructor and the internship supervisor, the student works on a helpdesk and/or provides desktop support in a professional environment. Students continue to build their computer networking and support skills through attending learning sessions and through use of journals and other writings and research.

BSM 126 Business Essentials - 3 credits

BSM126 explores the definitions and practice of professionalism in contemporary corporate environments, and how professional behaviors and habits positively impact an individual's success. Students learn how developing a professional persona and personal brand work to positively impact productivity and success in different professional environments, and to understand the importance of maintaining professional standards in the workplace. We review best practices and techniques for professional networking, identifying mentors and allies, developing interpersonal skills, managing corporate workplace standards through vertical and horizontal relationships, maintaining self-awareness, engaging in timely self-advocacy, and building trust with coworkers.

BSM 130 Customer Service Essentials - 3 credits

While manufacturing jobs have dwindled in the United States, the service sector has been on a rapid increase. Consequently, service related roles have been on a rapid increase. Often we think of customer service roles that are characterized as low wage, simple and repetitive. However, nothing could be further from the truth. Service roles vary from industry sector to sector. Roles range from helpdesk

functions to more sophisticated consultative roles in finance, accounting, and human resources. In the ever increasing global market, service remains a hotly contested market. All service functions and roles require in-depth customer knowledge, attentiveness to detail, quality standards and a high level of dedication to the customer. This course's primary purpose is to equip students with the varied knowledge, skills and attitudes to be an integral part of an ever-evolving sector and organizational function.

BSM 200 Introduction to Business - 3 credits

Students learn how American business operates. The course begins with a study of business in its broader perspective, looking at the context within which American business fits, and the investment markets which provide the capital needed to grow. The external factors influencing business development and the role business plays in the world economy are examined. The course then focuses on the internal organization and the operations of American business, highlighting major issues associated with managing functional areas of a business, such as marketing, production, technology, and supply chain management. In the later part of the course, financial management, both personal and business, and financial institutions are studied.

BSM 201 Introduction to Wellness in the Workplace - 3 credits

With the cost of health care continually rising, there is increasing interest among employers to find effective ways to improve health while lowering costs. This course will provide students with an overview of the impact of bringing wellness initiatives into the workplace. In this introduction to workplace wellness, students will identify the elements of wellness, characteristics of wellness programs and the return on the investment for companies who have invested in wellness within their organizations, such as reduction of health care costs, reduced rates of absenteeism, increased productivity, improved morale and retention. They will identify how various elements of wellness can be introduced in the workplace and how organizations can sustain a culture of wellness.

BSM 225 Fundamentals of Investment Management - 3 credits

Fundamentals of Investment Management provides an introduction to the financial industry and develops an understanding of the players, markets, economic interplay, products, clients and functional processing that exist in the world of investments. Subjects covered include the history of financial services, evolution of the industry, risk and return, industry laws and regulatory agencies, how the industry makes money, credits, exchanges and redemptions.

BSM 300 Economics for Managers - 3 credits

This course provides an overview of economics and establishes a foundation and vocabulary for future courses. It gives an applied, practical introduction to macroeconomics and microeconomics. At the macro-economic level the course helps the learner understand how the American economy functions, and what impact changes in the economy may have on the individual and the organization, as well as the impact of the global economy. At the microeconomic level the course examines how individuals and firms make economic decisions. This knowledge becomes the basis of understanding key concepts of supply, demand and pricing, as well as average and marginal costs and breakeven analysis.

BSM 305 Principles of Managing Organizations - 3 credits

This course focuses on the evolution of traditional and modern management theories, practices and behaviors for planning, organizing, leading and controlling in organizations, and considers the contemporary and changing forces that challenge the practice of management. It helps students understand the importance of the environment in which managers function, and explores the processes of strategic, operational and tactical planning. It considers various organizational structures, the contexts for which they are best suited, and the role of communication, decision-making and leadership in managing organizations. It also discusses the principles of organizational control and the role of control systems in improving organizational productivity and efficiency.

BSM 310 Organizational Theory & Behavior - 3 credits

This course examines the factors which influence individual, group and firm behavior in the work place. Topics include communication, motivation, group dynamics, leadership, power, and organizational design and development. Theories and frameworks, case discussions and skill-building exercises are used to understand and apply each topic. Class sessions and assignments help participants acquire the skills that managers need to improve organizational relationships and performance.

BSM 315 Diversity in the Workplace - 3 credits

This course looks at the significance of diversity in management and the implications of diversity for how organizations are organized and how they function. The changing demographics of the workplace are examined and the significance of diversity for domestic and international business are discussed. Organizational approaches to diversity are examined and analyzed. The course attempts to engage differences within the class and help students develop leadership skills for managing diversity, including consensus building, conflict resolution and talking through differences.

BSM 320 Operations Management - 3 credits

This course covers the essentials of the operating systems of manufacturing and service organizations that convert materials and other resources into finished goods and services. Topics covered include key performance metrics, process mapping and analysis, product and process design, new product introduction, supply chain management, plant location and capacity planning, total quality and effective resource management. The goal is to understand the concept of total product life cycle management, and the effect of strategy in the operations role, as well as tactical issues such as inventory control, quality assurance and operations scheduling. The course also discusses recent developments such as computer-integrated manufacturing, flexible-manufacturing systems, and just in time inventory. It considers the interrelationship of operations decisions with marketing, finance and the overall strategy of the organization.

BSM 325 Marketing - 3 credits

In this course students master the basic principles and practices of modern marketing. The course offers a broad overview of the nature and fundamentals of marketing activity. It provides an introduction to managing the marketing activities of an organization including marketing information systems and research, the marketing organizational

system, and the marketing planning and control system. Topics include analysis of the global marketing environment of the firm, market research, customer and client analysis, target marketing and segmentation, product and service planning, pricing, communications, advertising and sales promotion, distribution management, and the development of marketing and sales strategies and plans. The use of marketing concepts and tools by nonprofit organizations is discussed.

BSM 326 Strategies for Selling - 3 credits

Successful selling requires good communication skills and an understanding of the stages of a sales call. Often a technical person who knows a product or services needs to be more effective in selling that product or service. This course presents a systematic approach to selling. This course is ideal for those who want to learn how to communicate in a more effective manner and to learn how to best present themselves and their products or ideas. The course explores the interrelationships between the psychological and technical aspects of the sales process. It helps develop and sharpen one's interviewing skills.

BSM 330 Financial Accounting - 3 credits

This course introduces the principles that govern financial accounting systems and the income statement and balance sheet that are the principal end products. Students learn how accounting information is used to evaluate the performance and financial status of private, non-profit and public organizations. The course emphasizes the use of accounting information by managers within the organization and by shareholders, lenders, and other outside parties. Basic accounting terms and concepts, and the language of financial management are presented as well as the essentials of the accounting process. The course also builds an awareness of the ethical, information and regulatory environment of accounting.

BSM 331 Principles and Practices of Consumer Credit - 3 credits

This course defines and examines consumer lending basics including regulations, credit policy, operations, loan closings and loan servicing, product knowledge and the decision-making process. The focus is on how to make an appropriate consumer loan by using a decision-making process which includes interviewing, investigating and knowing various loan products. This course includes lecture material and related case studies for students to develop fundamental credit skills and sound lending judgement.

BSM 332 Financial Management - 3 credits

This course provides tools for managing business funds and making decisions that will affect the financial position of an organization. Students gain an understanding of financial analysis and its use in planning and control functions. Capital budgeting, discounted cash flow, and present/future value techniques are presented as well as the capital formation process, the advantages and disadvantages of various capital structures, and the long and short term uses of capital. Students gain an understanding of the workings of financial markets and institutions, financial instruments, and the domestic and international financial environment. Prerequisite: BSM330.

BSM 333 Statistics for Business - 3 credits

Business Statistics presents the use of quantitative methods to define, analyze and choose among business alternatives. The scientific method of problem solving is presented to provide systematic analysis, selection and evaluation of business alternatives. Various statistical tools are introduced to collect, study and use information in support of rational business decision-making. Topics include decision-making under uncertainty, evaluating independent and dependent alternatives, selection of alternatives given limited resources, forecasting and simulation modeling.

BSM 334 Principles of Banking - 3 credits

This course covers the history, purpose and function of banking. It examines how banks, in today's competitive and changing economic environment, serve the financial needs of individuals, businesses, and the government. The course will also compare the financial services offered through traditional banking institutions and other financial service providers.

BSM 335 Human Resources Management - 3 credits

This introductory course surveys what current and aspiring general managers need to know about personnel and human resource management in business and nonprofit organizations. It is for students who are exploring career opportunities in personnel management rather than experienced personnel specialists. The course covers staff recruitment and selection, performance evaluation, compensation, and management training. It considers the impact of human resource policies on productivity, employee morale and turnover. It also covers the promotion of equal employment opportunity, with discussion of recent court decisions, government regulations, and technical advances that affect the personnel management function.

BSM 340 Information Systems and Databases - 3 credits

This course presents the fundamentals of information management and provides an overview of the issues managers face in the selection, use, and management of information technologies. As economies have become globalized and competition has increased, organizations have turned with increasing frequency to information technology (IT) to help them deal with data processing and information management constraints. The first part of the course covers the basics of designing databases to serve the information needs of the enterprise. Relational database concepts are presented and students build a working database. In the second part of the course, a case study approach is used to cover topics related to the overall management of information systems such as system acquisition, requirements analysis, make-or-buy decisions, decision support systems, and the management of end-user computing.

BSM 345 Business Ethics - 3 credits

Business Ethics provides an in-depth understanding of the ethical, social and political context of organizations today. It approaches social problems with an ethical framework for choosing among alternative courses of action. The course emphasizes the application of ethical reasoning to real business and management situations, problems and decision-making.

BSM 350 Comparative Health Care Systems - 3 credits

This course surveys the historic development, organization and unique characteristics of the health care delivery system in the US. We explore the history and functions of health care providers in America; contrast that history and structure with those of other developed nations, discuss organizational patterns of health care facilities, current payment and reimbursement systems, external accrediting agencies, governmental regulation, and medical staff organization.

BSM 351 Human Resource Management in Health Care - 3 credits

This course provides an essential overview of policies, practices, and organizational structures within human resources management in health care settings. Students will compare and contrast the relationship between human resources management and general management; explore the roles, responsibilities, requirements and expectations of human resource management in health care organizations; review compensation and benefits, recruitment, selection and retention of staff, training and development, and other topics in the field of human resources management in health care.

BSM 352 Health Care Economics - 3 credits

This course is designed to give students an understanding of the fundamental characteristics, structures, policies and practices of health care economics in the United States. Students will develop an understanding of health care markets, including supply and demand, delivery, production, services, and costs. Additionally, this course explores practical economic analysis, a survey of insurance policies and programs, and a review of current regulations in health care.

BSM 354 Legal and Ethical Aspects of Health Care - 3 credits

This health law course surveys current federal and state regulatory structures and policies governing the provision of healthcare. Students will learn about professional licensure, malpractice, the provider-patient relationship, informed consent, the regulation of healthcare facilities, the organization of healthcare entities (such as integrated delivery systems), the regulation of health insurers and managed care providers, managed care liability, Medicare/Medicaid, federal self-referral and “anti-kickback” prohibitions, and other ethical topics.

BSM 355 Performance Management - 3 credits

Performance Management investigates control and performance evaluation, including revenues, costs, profits, and investment in assets. We emphasize the importance of understanding variance analysis based on flexible budgets and standard costs of operations in small, medium and large institutions. Additionally, this course reviews responsibility-accounting for revenue, operational costs, contribution and profit centers, and developing a balanced score card.

BSM 401 Health Care Management Fundamentals - 3 credits

Hospitals and other health service organizations are critical to our well-being. Skilled management is required to provide these sophisticated services. Health care managers must be knowledgeable in budgeting, capacity planning, process and job simulation and quality control. The course covers the planning, coordinating and management of these complex resources and skills needed to provide quality health care at affordable costs.

BSM 402 Grant Writing and Fund Raising - 3 credits

A critical skill in business, especially for non-profit organizations, is the ability to raise money by fund raising and grants. This covers the planning and proposal development phases of grant writing, strategies for fund raising, identifying and qualifying potential donors, and grant administration. Hands-on activities provide practice in the skills of grant preparation.

BSM 403 Personal Finance - 3 credits

Personal Finance develops an understanding of the financial alternatives from which an individual must choose in making their personal financial decisions. Subjects covered include financial goal setting, budgeting, financial institutions, consumer credit, insurance and investing.

BSM 404 Social Media for Community Businesses - 3 credits

Community and small businesses often gain a competitive advantage through the use of social media that builds upon their local connections and commitments. However, small businesses typically operate without a formalized marketing department, or the necessary training to use social media as a tool to listen to and engage more effectively with their customer communities. Social Media for Community Businesses is a fundamentals course designed to provide training in the use of social media to promote service and product awareness, community engagement, and customer interaction.

BSM 405 Corporate Finance and Investments - 3 credits

This advanced finance course serves as a detailed exploration of corporate finance and investments, and covers contemporary theories and practices of financial decision-making within corporations. Topics include types and measure of financial risk, portfolio management, options and futures, capital instruments for long-term financing, dividend policy, cost of capital, raising capital, managing and financing working capital, mergers and acquisitions, and international finance. We also review cash flow estimates, discounted cash flow concepts, net present value, internal rate of return, non-discounting analysis techniques, income tax implications for investment decisions, ranking investment projects, real options, and valuation models.

BSM 406 Introduction to E-Business - 3 credits

The course explores the systems, opportunities, challenges and strategies involved in successfully developing and maintaining electronic business. Issues covered include infrastructure design, server management, implementation, security, e-business strategy and marketing. It provides an overview of the key technologies for electronic commerce on the Internet, and reviews current trends and extensions to the technology of the World Wide Web. Electronic payment systems and related issues pertaining to authentication, security and privacy are covered. Organizational applications are explored, and the different business models underlying various types of business-consumer, business-business and intra-organizational commerce applications are analyzed. Students are also introduced to the key legal, ethical and policy issues underlying the use of electronic commerce.

BSM 407 International Business - 3 credits

International Business explores the challenges of managing across national borders and the complexities imposed by operating in multiple markets during an era of rapid globalization. The course examines the ethical and cultural context within which global managers must function and the strategic, organizational, and functional challenges the international environment poses for an effective global manager.

BSM 408 Business Law - 3 credits

This course provides an overview of the U.S. legal system and discusses current issues in business law and ethics. Topics include the role of the legal system in business commerce, consumer pricing, competition and global competitiveness. Students develop knowledge of the Uniform Commercial Code as it relates to the law of sales, commercial paper, and secured transactions. Special attention is given to the importance of ethics in business and potential ethical dilemmas.

BSM 409 Budget Preparation and Reporting - 3 credits

This course introduces students to the techniques and tools used in the development and reporting of budgets. A budget is an institution or department's structured plan which projects or anticipates the desired outcome of financial activity for a specific set of resources for a fixed period. Specific areas of study within this course include: estimated revenues and expenditures; asset receipts; liability receipts; expenditure receipts; internal revenues; internal revenue transfers; capital fund internal revenues, and interest on outstanding accounts/notes receivable. We discuss and analyze various types of expenditures, and how funds are distributed to best serve an institution's strategic plan.

BSM 410 Entrepreneurship - 3 credits

Entrepreneurship explores the challenges and rewards of operating a small business. Areas studied include opportunity evaluation, location, marketing, financing, organizing and operating start-up and small business. Of special interest are the issues of success and growth management.

BSM 411 Planning, Budgeting and Forecasting - 3 credits

This course examines the financial planning process within private, public and non-profit institutions, and includes a review of standard budgeting concepts, annual profit plans and supporting schedules. Students will analyze different types of budgets, including activity-based budgeting, project budgeting, and flexible budgeting. This course will also investigate top-level planning and analysis within organizations, and strategies for forecasting; including quantitative methods such as regression analysis and learning curves. Prerequisite: BSM333 Business Statistics.

BSM 412 Money and Banking - 3 credits

Prerequisite BSM300. For anyone in business it is important to understand the influence that the banking system has upon interest rates, economic growth, and price and employment stability. This course covers the banking system, credit, money and interest rates, and the interrelationship between the domestic and international financial institutions. The course begins by studying monetary systems from 5000 BC to modern times. Students learn how our economies evolved from barter societies to new forms of money such as credit cards and electronic funds transfer. Next, the course presents the commercial banking systems in the U.S. and foreign countries. Then the course covers the role of the Federal Reserve System's and other nations' central banks in influencing a country's economic status. Then a more detailed analysis of bank operations is presented and the analysis is expanded to other types of financial institutions such as savings banks, credit unions, mortgage companies and government agencies. Finally, international banking institutions and international monetary exchanges are studied.

BSM 413 Strategic Business Planning - 3 credits

Strategic Business Planning explores strategic planning from the general manager's viewpoint. The course covers the range of strategic decision-making from establishing a strategic vision and mission, setting objectives, crafting and executing a strategy to achieve the objectives and evaluating performance and initiating corrective adjustments.

BSM 415 Leadership Models - 3 credits

Constant changes in the world and fast-paced changes in technology call for effective leaders with vision. Leaders are the Change Agents. The course examines effective approaches to leadership. What constitutes an effective leader? What are the significant differences between leaders and managers? What importance does power hold in the transition process? The course analyzes leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques, and effective strategies for implementation of goals.

BSM 418 Internet Technologies - 3 credits

Internet Technologies presents an overview of current and emerging technologies relevant to electronic commerce. Topics include communications and networking, the Internet, programming languages, security, databases and archiving, web authoring tools, multimedia, transaction processing, search engines, and data mining. Students learn the function and interrelation of component e-commerce technologies and the modern vocabulary of e-commerce technology.

BSM 420 Internet Marketing - 3 credits

The course addresses marketing on the Internet. Integrating web marketing activities into organizational marketing strategies is a major challenge for ongoing businesses and startups alike. This course focuses on the capabilities that allow business and nonprofit organizations to develop distinctive marketing approaches on the Internet. Throughout, it emphasizes the role of Internet marketing in the overall marketing strategy of an organization as well as the need for careful integration between strategies executed in cyberspace and in the physical world. Students analyze varied Internet marketing cases and develop marketing plans that include major Internet elements.

BSM 430 Nonprofit Organization Management - 3 credits

Nonprofit organizations are making an increased contribution to our society and economy on a domestic and global level. Managers of nonprofits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resource and legal issues

of nonprofits. The course explores the challenges faced by non-profit managers and approaches used to respond.

BSM 431 Introduction to Hotel and Restaurant Operations - 3 credits

Prerequisite: BSM200. This course will introduce students to hotel and restaurant industry and provide an overview of the different functions within the field. Students will gain a basic understanding of the restaurant and hospitality industry. Students will also gain an understanding of the evolution of the industry and explore current trends. The course will be delivered through a variety of lectures, site visits and class projects.

BSM 432 Hospitality Operations Management - 3 credits

Students will analyze the workings of a restaurant from all operational perspectives. These include menu design, location analysis, physical layout, front- and back-of-the-house design, and back-of-the-house work flow. This course will integrate material taught in other classes and result in an understanding of and appreciation for the complex world of successful restaurant operations.

BSM 433 Hospitality Marketing, Sales and Food Promotion - 3 credits

Prerequisite: BSM325. This course examines the principles of menu pricing, food and drink development and enhancement. The course will also provide students with the ability to properly develop marketing plans and understand how to target the appropriate customer base. Topics will include forecasting product requirements, researching menu trends, competitive analysis of restaurant concepts and how to manage the development of marketing concepts to target markets. Topics will also include personal selling by waitstaff, advertising, and public relations. Students will develop marketing plans and analyze current merchandising plans for food products and services.

BSM 434 Advanced Hospitality Operations - 3 credits

Prerequisite : BSM 431. This course will emphasize customer service, industry trends, sales, and merchandising. Students will explore the details that are necessary to create and maintain reservation and point of purchase systems. Students will learn how to plan and control inventory, learn the latest merchandising products and services and learn how to utilize customer relations management techniques and technology.

BSM 435 Food and Beverage Cost Control - 3 credits

Prerequisites: MAT102 and BSM330. This course will examine the information and skills necessary to analyze and improve the profitability of a foodservice establishment. Topics include forecasting sales, and controlling labor and food costs. Students will also analyze the complete purchasing cycle of a restaurant, beginning with product and vendor selection.

BSM 436 Legal Issues in the Hospitality Industry - 3 credits

Prerequisite: BSM200. This course gives students an overview of the legal issues surrounding the operations of a hospitality facility. Students will leave with an understanding of their legal obligations as an employer, business owner, and manager. This course will also give students an understanding of the legal concepts that are very specific to the hospitality industry such as ServSafe.

BSM 437 Current Issues and Trends in the Hospitality Industry - 3 credits

Must be taken in the student's final semester. This course will explore issues that currently impact the hospitality industry in the local, national and international arenas. The course will deal with employee development and assessment.

BSM 438 Hospitality Industry Internship - 3 credits

Prerequisite: BSM200. The internship provides participants with practical experience within an actual food service or hotel operation.

BSM 439 Consumer Behavior - 3 credits

Focuses on the basic concepts of consumer behavior in a variety of contexts. Understanding the decision process, attitude, and behavior of buyers is essential to developing marketing plans in today's competitive marketplace in which sophisticated customer relationship management approaches are dependent upon knowing the customer. Considers the major theoretical approaches to consumer behavior and examines how the concepts of affect and cognition, behavior, learning, and the environment can be used to design and maintain an effective marketing strategy. Offers students an opportunity to also gain a better understanding of their own buying behavior.

BSM 456 Intermediate Financial Accounting - 3 credits

Considerable attention will be given to examples from current accounting practice and the reporting requirements promulgated by the Financial Accounting Standards Board. The focus is on an external user perspective and financial accounting standards promulgated in the U.S.; however, international contrasts and/or constituencies are brought into the discussion of many of our topics. Ethical considerations and impact on various stakeholders are also an important component of our study of financial reporting practices. The course is for students preparing to become practicing accountants in either the public or private sector. In addition to prospective practicing accountants, the course provides valuable background for those looking forward to various managerial or financial careers.

BSM 460 Database Management - 3 credits

This course introduces the fundamental concepts necessary to design, use, implement and administer database systems. The course stresses the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing and administering database systems. Students learn how to use SQL to create, update and query a relational database, build a database application, and perform basic database administration tasks. Data integrity and transaction controls techniques and the impact of networks and client-server architecture on database management systems are discussed.

BSM 465 Negotiation & Conflict Management - 3 credits

Networked organizations present different challenges for the negotiation and conflict resolution skills of managers. The fact that today's networked organizations are less hierarchical and more global makes

negotiation at every level a necessity and increases the potential for conflict, while the lack of face-to-face communication and long-standing relationships make the resolution of conflict more difficult. This course examines the basic theories of integrative bargaining and problem solving and helps extend these models to the current realities of distributed work and collaboration. Through case studies and experiential exercises students analyze the processes of diagnosing conflict, planning for negotiation, and implementing solutions within networked organizations; and develop conflict resolution skills.

BSM 470 Project Management - 3 credits

This course introduces the principles of project management. In today's organizations, work is increasingly being organized in the form of temporary projects. The project manager is responsible for pulling together resources from across the organization and for delivering results on time. The course provides an overview of the basic management principles and procedures involved in starting, managing, controlling and terminating a project successfully. Topics covered include the project management process, controlling and managing a project, selecting the project team, understanding the relationships of projects to organizational goals, defining project scope, project scheduling, control and coordination techniques.

BSM 475 Information Technology - 3 credits

Technology is an integral part of every manager's work. An understanding of computer technologies is essential for today's successful manager. The course presents an overview of computer technology, its use, and strategic value across the enterprise environment. Subjects include hardware, software, security, networking and databases.

BSM 480 Small Business Accounting - 3 credits

Prerequisites: BSM330, BSM332, and BSM456. This course introduces accounting concepts and procedures relating to small business. Content includes a basic overview of the accounting cycle, data entry using manual and computerized systems, analysis and use of financial statement data.

BSM 481 Cost Management and Internal Controls - 3 credits

This course explores cost concepts, flows and terminology. Students investigate alternative cost objectives; cost measurement concepts, and cost accumulation systems including job order costing, process costing, and activity-based costing. Additionally we discuss overhead cost allocation; operational efficiency and business process performance topics such as JIT, MRP, theory of constraints, value chain analysis, benchmarking, ABM, and continuous improvement. Students will review risk assessment; internal control environment, responsibility and authority for internal auditing; types of audits; and assessing the adequacy of the accounting information system controls.

BSM 482 Internal and External Auditing - 3 credits

This auditing course will teach students the proper role of an internal and external auditor. Students will learn the value of an internal auditor in various business operations including purchasing, personnel, production and internal operations. Also the course will teach students the role of the external auditor in conducting an audit using sampling and statistical tools to evaluate the financial statements of an organization. Topics will include but are not limited to the purpose of internal/external auditing, audit pre-planning, collection of evidence and auditing industry software.

BSM 483 Taxation - 3 credits

Prerequisites: BSM330, BSM332, and BSM482. This course offers practical study of current federal income tax concepts, requirements, procedures and forms as they relate to businesses and individuals. Content includes income inclusions and exclusions, capital gains and losses, business and personal deductions and accounting methods.

BSM 484 Accounting Information Systems - 3 credits

Prerequisites: BSM330, BSM332, and BSM483. This course requires work with accounting systems to maintain books and prepare financial statements. Content includes preparation of source documents, flowcharts, journal entries, adjusting entries, general ledgers, subsidiary ledgers, bank reconciliations, depreciation schedules, payroll records, and financial statements, including the statement of cash flows. Microsoft Excel used in this course. Prior experience with the software not required.

BSM 485 Accounting Internship - 3 credits

Prerequisites: BSM330, BSM332, and BSM484. This internship experience gives students an opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of an organization's accounting procedures and systems. Under supervision, students provide accounting services for companies or non-profit agencies. The students and host organization will document and reflect on their activities.

BSM 490 Management Studies Capstone - 3 credits

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate management program. It is an opportunity to explore a topic of personal or professional interest in the field of management and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BSM491 and pass before graduating.

BSM 491 Management Studies Capstone Completion - 3 credits

Second or additional term(s) as needed to complete the Psychology Capstone.

BSM 492 Management Field Experience - 3 credits

The management field experience gives students the opportunity to practice knowledge and skills gained in the classroom and to become familiar with the actual operational functions within a for profit or not for profit entity.

BSM 493 Decision Analysis and Risk Management - 3 credits

In this course, students learn to identify and analyze types of risk in corporations, assess measures of risk, and understand concepts of management-relevant data. We evaluate cost-volume-profit analysis, marginal analysis, and make vs. buy decisions. We will also investigate concepts of pricing, and will consider income tax implications for operational decision analysis, operational risk, hazard risk, financial risk, and strategic risk.

BSM 494 Financial Statement Analysis - 3 credits

Financial Statement Analysis will teach students the tools and methods to evaluate a company's current financial positioning and to predict potential earnings and/or losses. Students will use the skills learned to determine how an organization's financial statements are impacted by the organization's operations and strategies. These skills will allow the student to critically think about an organization's performance by analyzing the financial statements. Topics will include but are not limited to cash flow statement analysis, earnings quality analysis and ration and profitability analysis.

Management: Health Care (HCM)

HCM 300 Health Insurance and Reimbursement - 3 credits

This course investigates health insurance models and the financing and delivery of healthcare services. Students explore reimbursement and payment structures, and examines insurance practices as they have evolved over time. Students discuss concepts in insurance, third-party and prospective payments, and managed care organizations.

HCM 301 Health Care Policy and Reform - 3 credits

This course examines the structure of the health system, current topics in health care reform, the policy process, and advocacy for public health. Attention will be given to disparities in access to care, the quality of care, the structure of the delivery system, the challenges of long term care and the aging population, and the drivers of cost growth.

HCM 490 Health Care Management Capstone Project- 3 credits

The Capstone is a comprehensive research project related to current issues within the health care industry. This project is the culminating academic activity that helps to synthesize students' learning. It is an opportunity to explore a topic of personal or professional interest and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed.

Mathematics (MAT)

MAT 100 Foundations of Mathematics - 3 credits

Math100 emphasizes the central mathematical ideas of logic, data-based reasoning, pattern recognition, analysis, and rational communication. By combining real-life problem solving with mathematical operations and investigation, we develop and enhance the essential concepts underlying undergraduate mathematics. Topics include a review of multiplication and division, fractions, decimals, percents, ratios, positive and negative integers, expressions, equations and inequalities, exponents, basic graphing, geometric functions, and the fundamentals of algebraic functions.

MAT 101 College Mathematics I - 3 credits

Prerequisite: MAT100 if assessment indicates need. This course introduces students to the value of mathematics for students' career and educational goals. Students will acquire mathematical study skills, gain strategies for problem solving, and develop a sound foundation for future mathematics coursework. The course is structured towards engaging students in active, applied, and real-life learning in order to facilitate mathematical problem solving and conceptual understanding.

MAT 102 College Mathematics II - 3 credits

This course develops students' mathematical thinking and problem solving around issues of both mathematical content and process. Students will acquire a conceptual and practical understanding of and familiarity with numbers and operations, algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, reasoning and proof, communication, connections, and representations. A key feature of the course is active student involvement to support communicating mathematics in everyday and academic contexts. Prerequisite: MAT101 If assessment indicates need. Challenge exam available.

MAT 200 Using and Understanding Algebra - 3 credits

This course covers the traditional topics of college algebra. In contrast to the traditional course, this course emphasizes real-life applications of mathematics, stresses understanding of concepts over practice and drill, and makes use of graphing calculators, the Internet, and other new technologies. The knowledge obtained in this course helps students understand mathematical concepts used throughout the physical and biological sciences as well as giving you a mathematical base to build on for more advanced math courses.

MAT 201 Introduction to Statistics - 3 credits

Statistics is the branch of mathematics that focuses on the collection of data, data analysis, probability, and statistical inference. In this course students will learn the principles of using data to identify patterns, ascertain distributions, conduct accurate group comparisons, and make data-based inferences and predictions. Concepts of spread, normal distribution, multi-modal distribution, standard deviation, statistical skewing, graphing, statistical significance, variance, validity, and probability will be covered.

MAT 203 Pre-Calculus - 3 credits

This course reviews and strengthens algebraic and logical reasoning skills necessary for the study of advanced math concepts. Topics include: operations with polynomials, literal equations, absolute value, linear equations, determinants, quadratic functions, synthetic division, rational functions, exponential and logarithmic functions, binomial theorem, and sequences and series. The trigonometric subsection studies topics of right triangle trigonometry, trigonometric equations, law of tangents, sines and cosines, identities and graphing of trigonometric functions. The course also explores limits and introductory ideas of rate of change.

Multidisciplinary Studies (BAM)

BAM 490 Multidisciplinary Studies Capstone - 3 credits

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate multidisciplinary program. It is an opportunity to explore a topic of personal or professional interest in the field of multidisciplinary studies and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BAM491 and pass before graduating.

BAM 491 Multidisciplinary Studies Capstone Completion - 3 credits

Second or additional term(s) as needed to complete the Psychology Capstone.

Music (MUS)

MUS 100 History of Jazz - 3 credits

The purpose of this course is to familiarize students with the rich heritage of jazz, America's true artform, through historical and cultural data, examination of style, and an in-depth visual and aural evaluation of the great artists who have contributed to enrichment of society through this music.

Philosophy (PHI)

PHI 201 Introduction to Philosophy - 3 credits

How can we best understand the meaning of love, faith, friendship, truth, anger, forgiveness, or address the purpose of life? Can we know that God exists? What is justice, and do we live in a just universe? What is true happiness? What is the role and purpose of education in our lives? While we all confront these issues, few of us are able to formulate answers to them in a systematic way. When we do philosophy, we attempt to do just that. Philosophy comes from the Greek word meaning, "love of wisdom." This simple statement hints that philosophy combines passion and reason, emotion and intellect. This is why Aristotle wrote that experience of wonder is the beginning of philosophy. Nearly all human beings spend time wondering about the big issues mentioned above. All of us attempt some philosophy on our own. In this course, we work on it together. We read works by some of the people who have wondered most carefully about these issues. To do this, we develop our own capacities for rational inquiry. This means learning how to make sound arguments, ask good questions, and recognize logical errors in our own thinking and that of others. This course develops our capacity for rational inquiry and wonder so that we can confront and begin to resolve the questions and problems that matter the most to us.

PHI 235 Introduction to Philosophy Through Literature - 3 credits

This course explores the foundational questions in the Western philosophical traditions through classical and contemporary philosophical and literary texts. We address questions pertaining to the construction and practice of identity, knowledge, moral behavior, notions of beauty and justice; moreover, we examine how experiences of doubt, fate, and evil challenge these constructions.

PHI 300 Existential Philosophies - 3 credits

"Existence" literally means to step forth. Characteristic of existential philosophies is the inquiry into what it means to "step forth" in the journey of becoming a self, i.e. a journey involving freedom, anxiety, despair, risk, choice, and the joy of embracing life. The course examines writings by 19th century philosophers and writers, such as Kierkegaard, Nietzsche, Dostoyevsky, Kafka, whose texts contain existential elements that inspired the mid-20th century philosophical-cultural movement of existentialism (Sartre, Camus, Beckett) as well as the phenomenological response (Heidegger) to existentialism. Finally, the course discusses 21st century philosophical positions that both react to and are inspired by these previous philosophies.

PHI 310 Ancient Greek Philosophy - 3 credits

Both Plato and Aristotle held that all philosophy begins in wonder. This course examines the wonder that the ancient Greek felt and how it got transmuted into philosophy, that is, into the attempt to give an account of the world and human life within it. This account had to be based on principles and used a rational or logical methodology devised and applied by the intellect. But this view raised questions about the nature of the human intellect, the soul, and the nature of the knowledge which it could generate. These and related questions will be explored mainly through the works of the Pre-Socratics, Plato, and Aristotle.

PHI 315 Philosophy of Religion, Faith, Doubt and Reason - 3 credits

This course explores the human phenomena of faith, doubt, and reason primarily in their religion dimensions but also in their humanistic dimensions. We examine classical questions in Western philosophy of religion such as the various conceptions of the reality of God and challenges to these notions, the problem of evil as evidence against the existence of God; the function of religious language; and the pluralism of religious traditions. This leads to an inquiry into reason, faith, and doubt in a broader humanistic horizon where we ponder the impact of these phenomena on one's sense of self, trust in other persons, belief in institutions, and identification with values and ideas.

PHI 318 Ethical Analysis in Contemporary Society - 3 credits

The existential question "who am I?", perhaps the ultimate question of philosophy, is closely related to questions of morality/ethics such as "what ought I to do?" and "what are the principles for right conduct?". We are all continually being confronted with ethical situations and dilemmas, whether we choose to respond or not. Ethics is the study of the standards of human conduct and of the foundation for judgment. As such ethics addresses issues pertaining to individual and societal norms, and it involves reflecting on the role of the self in regards to others. With this base we identify contemporary social issues that need change as well as the ways in which such change can be brought about.

PHI 320 Philosophy of Film - 3 credits

This course examines how and why we watch films. The course studies films, film theory, and philosophical texts. It covers topics related specifically to film, e.g. the structure of film, the question of how film technology impacts film content, as well as topics pertaining to the humanities, such as the roles of gender and ethnicity. Through these topics, the class looks at how films see themselves and how films develop ideas of identity, including the meaning of being a spectator.

Prior Learning Assessment (PLA)

PLA 100 Prior Learning Assessment: Theory and Practice

PLA100 introduces students to the process of evaluation, documentation and written synthesis of prior learning. Through this online course, students will identify areas of prior learning, and discuss and apply experiential learning research, theory, and models in an evaluation of that learning. Students will prepare an academic narrative which gathers, organizes, and describes their prior learning; constituting a comprehensive portfolio that demonstrates learning outcomes comparable to college level coursework.

Psychology (PSY)

PSY 110 Systems Thinking in Psychology - 3 credits

Systems thinking in psychology is introduced as a theoretical approach to understanding the relationships and interactions of individuals, families, groups, and organizations. Attention is paid to application of the systemic model and how it differs from the linear model, when studying human interactions, analyzing social problems, and developing interventions. Students apply systems theory to problems they select from their daily lives or jobs.

PSY 120 Formative Ideas in Psychology - 3 credits

The CLEP exam in Introductory Psychology is accepted as equivalent. The field of psychology is introduced and the historical development of psychology as an academic discipline and as a professional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

PSY 130 Groups and Social Psychology - 3 credits

The nature and quality of individual experience can only be fully understood when simultaneously observed in its social context. This course introduces the essential sociological perspective that grows out of the psychological study of individuals and their experiences of groups, group behavior, and group membership. This perspective becomes an essential component of psychological understanding, especially as it relates to education, growth, and development. Students gain conceptual and practical knowledge of the ways groups form and develop, how they function and vie with each other, and the multi-dimensional influences groups have upon our lives.

PSY 210 Developmental Psychology - 3 credits

The CLEP exam in Human Growth and Development is accepted as equivalent. This course helps students understand the ways in which people from various cultures and countries develop and change over their lifetimes. Students focus on particular topics such as cognition, social development, or identity, and follow the topic across the lifespan. In this way, we get away from a "stage theory" approach and focus instead on the variety of ways that people live out developmental scripts. Students are introduced to terms and concepts which are basic to a cross-cultural view of development, such as developmental orientation, cross-cultural "perspective," and a systems approach. These concepts are applied to each topic area, so that students learn, for example, how cognitive development is affected by living in different cultures and how one's identity is influenced by the various systems within which we live. In addition to reviewing readings and discussion, each class features a group exercise to help students understand and apply information and concepts.

PSY 251 Infant and Toddler Development - 3 credits

This course covers infant and toddler development in the context of family life cycle issues and factors relating to the larger social environment. Physical, cognitive, social, personal and moral development are addressed, along with the resulting implications for creating optimal

out-of-home care environments. Multicultural and multi-linguistic influences are considered throughout, and students become familiar with major child and family policy areas. The course focuses on general developmental trends and issues, and students bring in questions from their personal and professional lives. Students also learn report-writing and understanding of assessments.

PSY 253 Psychology of Social Media - 3 credits

This course provides a psychological foundation for understanding the pervasive and expanding nature of social media and how digital experiences shape, inform and impact individuals and collective lives. Drawing from a broad range of theoretical perspectives, we explore the personality, identity, emotional and belonging needs in the online world, social media and social/political movements on the internet.

PSY 310 Psychology of Learning - 3 credits

The conditions of learning are explored, from the prenatal through adolescence and early adulthood, emphasizing cognitive and emotional development. Current views of behavioral change and the learning process are introduced. The theoretical models of Piaget, Pavlov, and Erickson are covered. Students formulate original ideas and incorporate established theories to develop a better understanding of concepts and assist with transferring theory into practice. Topics include the nature-nurture controversy, Maslow's hierarchy of needs, effects of prenatal development on learning, cultural and environmental effects of development, and multicultural awareness.

PSY 311 Group Dynamics and Diversity - 3 credits

Prerequisite: PSY120 recommended. This course examines the psycho-social dimensions of groups and explores the impact of diversity on group formation and process. Students use the classroom and/or other groups to which they belong as laboratories to study and apply the concepts learned in class. The course builds on the knowledge gained from PSY110.

PSY 315 Research in Psychology - 3 credits

Strongly recommended: at least two psychology courses including PSY120 or permission of instructor. This course introduces students to the major research findings that have had significant influence on the development of psychology as the science of human behavior throughout the twentieth century. Students will learn about the history and philosophy of specific research topics, research questions and methodologies and how they have affected the scope and direction of psychological knowledge and the practice of psychology as a profession. Particular attention is paid to the impact of culture and epistemological models implicit in both quantitative and qualitative research methodologies and how they have influenced the direction of research in the field of psychology.

PSY 316 Cross-Cultural Perspectives in Psychology - 3 credits

This course introduces cross-cultural, traditional, and psycho-spiritual views on human growth and development, wellness and illness, healing and belief, the ritual process, the roles of healers, altered states of consciousness, and comparative models of self-realization. Drawing from a wide range of cultures and perspectives, the course emphasizes the internal coherence of these views and how individuals experience and use them in their own lives and settings. Given recent trends in diversity and cross-cultural encounters, it has become critical to understand the views of those who embrace radically different ideas about the world we all share. Special emphasis is given to the practical implications of this understanding in a variety of human service, educational, and therapeutic settings.

PSY 317 Community Psychology - 3 credits

This course provides an introduction to the field of community psychology. Community psychology is concerned with how individuals and groups interact within their environments and how issues of health and the well-being of community members are addressed in response to shifting social and historical conditions, including crisis situations. Community psychologists seek to systematically understand people within their larger social worlds and as an applied discipline, work towards optimizing both individual and collective aspects of mental health. We will examine how community psychologists emphasize prevention of psychological distress, work towards empowering persons and communities often having few resources, and develop strategies to deal with a wide variety of social and environmental issues that impact individual lives.

PSY 321 Child Development: Themes and Topics - 3 credits

This course will examine human growth and development from birth through adolescence. Students will be provided with an overview of the key concepts and theories that comprise the field of child development through lectures, selected readings and films, and through a variety of educational activities that involve students' own observations and experiences. We will study the work and theoretical models that have historically described child development drawn from some of the most influential authorities in the field and locate their observations within the context of prevailing social and historical trends. Recent developments and research directions in child development will be incorporated in the content and topics presented in class. The didactic materials and class assignments will enable students to develop pragmatic perspectives about children which can facilitate their own professional goals and aspirations.

PSY 325 Theories of Personality - 3 credits

This course is an introduction to the study of personality and examines a broad range of theoretical explanations for understanding personality development. Students will learn both historical and contemporary approaches to understanding personality including: psychoanalytic, humanistic-existential, social-cognitive, behavioral, biological and feminist perspectives and will also examine the impact of culture on personality development. The course will examine similarities and differences between various theories through case studies and students will be encouraged to explore the relevance of the material to their professional and personal understanding.

PSY 328 Forensic Psychology - 3 credits

This course is an introduction to the field of forensic psychology and examines how psychological theory and practice intersect with the law, the legal system and the field of criminal justice. It will offer a broad perspective of the field and will cover the role that psychology has played in a number of related areas including: theories of crime

and criminal behavior, the nature of eyewitness testimony, criminal investigation, the psychological evaluation and understanding of criminal suspects and jury selection.

PSY 330 Adolescents in Search of Belonging - 3 credits

In this course we look at adolescents in traditional and non-traditional families and residential treatment communities. We explore the adolescent search for a sense of belonging in and beyond the family, and for acceptance and inclusion in adult society. We discuss the developmental tasks of adolescence including sexual maturation, identity, and autonomy. We explore adolescent culture, role development, and societal attitudes to adolescents. We research community responses to teen parenting, depression and suicide, substance abuse, and delinquent activity. We look at prevention, intervention, and restoration in the context of community systems.

PSY 332 Learning to Say Goodbye: Death, Dying and Grief in the 21st Century - 3 credits

Nothing is more profoundly human than the experience of loss and the awareness of our own mortality and those around us. It is unique, personal and informed by our community, our culture, and our sense of history. The ways in which society has experienced, processed and expressed such awareness will be examined through a review of centuries of literature, poetry, music and prayer. We will look at the cultural and historical rituals and beliefs that influence the manner in which we approach an understanding of our own mortality and the multiple losses we experience throughout our lives. While considering topics of grief, bereavement, aging and the dying process, emphasis will be placed on the complex bioethical questions of end of life care in the 21st Century. Among the topics to be considered are hospice care, palliative care vs. aggressive medical treatment, DNR orders, physician assisted death, organ donation, health care proxy and living wills. These topics will be considered from multiple perspectives including those of science, religion, culture and law.

PSY 340 Changing Lives: Psycho-Social Perspectives of Women - 3 credits

Students are introduced to women's issues, including current debates in feminist theory and the changing role of women in social institutions. The course addresses a wide range of theoretical perspectives, including psychology, social psychology, literature, and women's studies.

PSY 345 The Spiritual Dimension: Psychological and Educational Themes - 3 credits

Educators, clinicians and human service providers need to understand the impact of spiritual experience and religious traditions upon the lives of the people we work with and to recognize how such understanding is intrinsic to new and emerging holistic views of development. This interdisciplinary course explores the impact of the spiritual dimension upon education, psychological understanding, and development. Starting with the voices of children, our study draws from the psychology of religion, anthropology, education, and the humanities to examine the experiential core intrinsic to spiritual life. Special emphasis is given to helping students find practical ways to incorporate this learning into their professional activities.

PSY 351 Adolescents and Addiction - 1 credit

Within the framework of adolescent development, students are introduced to cognitive, personality, behavioral, social/environmental and biological/genetic risk factors which may contribute to adolescent addiction. Stages of substance abuse progression are discussed, as well as screening, assessment, prevention, and treatment strategies. Recovery is presented as a developmental process.

PSY 352 Sexual Activity as At-Risk Behavior - 1 credit

This class studies the developmental, familial, and societal influences on the sexual behavior of teens. It covers STD, HIV and AIDS, teen pregnancy and teen prostitution. Students learn to identify the risks and warning signs of "high risk" sexual behavior among adolescents; they gain the basic knowledge and skills to begin an intervention.

PSY 353 Suicide Assessment - 1 credit

This class covers developmental issues unique to adolescence, characteristics of youth who are at risk for suicide, and stressors including mental illness, family, and cultural issues. Students gain an elementary understanding of the dynamics present within a suicidal adolescent and the basic skills to provide safety and a complete suicide assessment. They are introduced to community referral, supports and prevention strategies.

PSY 354 Crisis Intervention - 1 credit

This course exposes students to the dynamics present in situations in which there is a risk of serious harm or death to self or others unless there is immediate intervention. Students examine crisis assessment and intervention techniques, with emphasis on techniques appropriate to adolescents.

PSY 359 Understanding Child Abuse and Neglect - 3 credits

This is course is an overview of child abuse, neglect, and interventions targeted to this social problem. This course will assist the student in understanding, through case studies and readings, contemporary definitions of child abuse, neglect, sexual abuse, institutional abuse, adolescent abuse and catastrophic maltreatment. Child abuse will be discussed in context of family stress and the course will examine the historical role of societal intervention. Additionally, childhood neglect and abuse and their impact on delinquent behavior will be discussed. The course will review theories related to family relationship and attachment, community empowerment and disadvantage and the impact on adolescent growth.

PSY 376 Psychological and Therapeutic Dimensions of the Arts - 3 credits

This course explores the psychological dimensions of the arts, creativity, and art-making and how the expressive arts are included in contemporary psychological thinking and therapeutic encounters. Using current and cross-cultural examples, we explore how music, dance, theater, painting, poetry, and theater deal with fundamental aspects of human experience and how this awareness informs our psychological understanding of human growth and development and the inner life. We consider how current psychological practice incorporates the arts in therapy and how creative art therapists work. Implications of this study are incorporated into the student's professional work.

PSY 377 Psychology and Applied Neuroscience - 3 credits

In this course, students will learn about recent advances in brain science and their applications in the fields of psychology, human services, and education. With recent research in neuroscience, a variety of psychological theories and methods can be better understood in terms of what we know about the how the brain functions. This understanding can be applied in a variety of contexts, both personal and professional. The course will include both theory and experiential activities to help students understand how neuroscience can be applied in a variety of psychological contexts and populations.

PSY 378 Psychology of Behavioral Addictions - 3 credits

Behavioral Addictions refer to chronic, compulsive or impulsive behaviors that result in severe negative consequences for a person and may be associated with a variety of normal, healthy behaviors of daily life with regard to: food, money, exercise, sex, work, computer gaming or other activities using technology and other means. This course will introduce students to the emerging field of Behavioral Addictions, the current state of research and understanding as to its underlying causes and expressions and the treatments that have emerged to help those who suffer from a variety of addictive behaviors. Similar to the more commonly known effects of alcohol or substance abuse, normal, healthy behaviors of daily life can also become dysfunctional when a person becomes overly preoccupied or unbalanced with them either by overly engaging in these activities or by avoiding them. Application of treatments to specific populations will be a major focus of the course.

PSY 390 Psychology of Aging - 3 credits

The life phase of old age is characterized by a dynamic interplay of internal and external adaptations including often, a prevailing sense of loss: loss of ones' capabilities and skills, one's physical abilities and health, the loss of friends, spouse or social world and of course, the increasing sense of the loss of ones' own future. And yet, Erik Erikson has also described old age at its best, as a time for the gathering of wisdom and the deepening of personal integrity which can be passed on to others for all to benefit. What does it mean to age "successfully"? What are the challenges, the rewards and the stresses of aging and how do they affect one's psychological experience of oneself and of those around an aging individual? In what ways can old age challenge or fulfill one's sense of oneself? This course will examine the components of successful aging as well as the psychological stressors older adults may experience as they travel through the last phases of the life-cycle. Topics include the influence of age on cognitive processes, personality and psychological well-being. Special attention will be paid to the impact of culture, gender, and socioeconomics as one looks at the psychology of aging and we will describe strategies to reduce isolation and increase social interaction for the elderly.

PSY 395 Psychology of Race - 3 credits

This course explores the psychological and social factors that influence how we perceive race and how differing notions about race affect our interactions with people from different racial or ethnic groups. The course begins with an interdisciplinary examination of ideas about race, including biological, cultural and perceptual constructs. Cultural transmission theories including meme theory are used to examine how beliefs about race are acquired, reinforced and expressed. We explore the neuropsychology of perception and attribution theory to better understand how race influences our personal and social experience. We will consider the application of this understanding within a variety of psychological and educational contexts.

PSY 396 The Psychology of Women - 3 credits

This course critically examines psychological, behavioral and socio-cultural factors that impact women's lives across the lifespan. Students will learn about sex differences in brain and neuropsychological development, stereotypical gender roles and communication styles, gender differences in relationship expectations and goals and issues related to women's sexuality. Historical and current research on the psychology of women will be examined.

PSY 400 Personnel Psychology: Diversity and Empowerment - 3 credits

Managers and their organizations are trained to tap the full potential of the wide ranging talents and perspectives of their increasingly diverse, global workforces. Emphasis is on the management of diverse workforces and teams in profit and nonprofit organizations, and public and private workplaces. Students explore the principles and practices needed to develop people and work productively in organizations increasingly characterized by differences of color, gender, culture, style, and approach.

PSY 402 Themes in Adult Development - 3 credits

This course explores the development of emotional maturity, using concepts drawn from biological psychology, psychoanalytical theory, and cognitive-behavioral theory. The class identifies biological underpinnings of emotional maturity and focuses on early development, roadblocks, and unconscious pressures that contribute to the development of, resistance to, or retardation of emotional intelligence. Small groups study emotional maturity in the context of counseling, teaching, or the workplace.

PSY 403 Psychodrama and Drama Therapy - 3 credits

Prerequisite: at least nine prior psychology credits.

This course will provide a theoretical and skills-based overview of the uses of psychodrama and drama therapy and how they are therapeutically applied with a range of populations and psychological issues. We will examine the basic concepts and philosophy originating with J.L. Moreno, the founder of psychodrama, as well as other drama therapy pioneers to better understand the process and complexities of action-based psychotherapeutic modalities. In addition, psychodrama and drama therapeutic perspectives will be explored within the framework of individual, group, family, creative arts therapy and community healing applications. This is a highly experiential, action-based class which combines theoretical and practical considerations of what psychodrama offers within the therapeutic encounter.

PSY 407 Principles and Practices of Art Therapy - 3 credits

This course addresses the foundations of art therapy including its history, major theoretical perspectives, pioneers in the field, and clinical application. The significance of the therapeutic alliance is covered, as well as skills to enhance the therapeutic relationship. The clinical application (individual and group) of art therapy to children, adolescents, adults, and families is examined. The diagnostic application of art therapy is also explored.

PSY 408 Movement and Healing - 3 credits

Drawing from recent theoretical and clinical developments in body-oriented psychotherapy and dance/movement therapy, this course explores the psychological, creative and spiritual dimensions of the body and how it is central to contemporary developments in psychological thinking and approaches to healing. We explore how movement and the body are connected with fundamental aspects of psychological awareness and how this impacts upon our emotional, social, creative and spiritual lives. We examine how current body-oriented approaches to psychology inform our understanding of growth and development, education, psychological diagnosis and treatment in areas such as trauma, body-image, eating disorders, depression, anxiety, and developmental delays.

PSY 409 Family Mediation Techniques - 1 credit

Conflicts among family members are particularly stressful for adolescents. This course offers techniques for successful mediation of family disputes. Emphasis is placed upon introduction of strong communication skills for family members. The role of the mediator is presented as an unbiased facilitator in the family's attempt to resolve conflict.

PSY 410 Theories of Motivation - 3 credits

This course examines current research and theoretical models of motivation in relation to the factors that give rise to, sustain, and direct behavior. Emphasis is on achievement and competence motivation and understanding diverse motivational needs of individuals and groups. Theoretical models explored include Elton Mayo and the Harvard Studies' impact of cooperation, camaraderie, participation and communication; Douglas McGregor's impact of management philosophy; Chris Argyris' impact of the organization; Abraham Maslow's hierarchy of human needs and high performance teams; Robert White (competence); Stanley Schachter (affiliation); and David C. McClelland (achievement). Topics for discussion and field analysis include: concepts of the self; environment; commitment and contribution; career counseling and planning; emotional maturity, needs, and security; human energy and shared vision; assessing and measuring achievement.

PSY 411 Conflict Prevention in a Multicultural World - 3 credits

Prerequisite: PSY110 recommended. Techniques and methods of understanding and addressing conflict in diverse groups, organizations, and communities are explored. The course helps students develop the characteristics and skills of a good negotiator/mediator, who can effectively facilitate constructive changes in themselves, their families, workplaces, and communities. Theories and methods are applied to the classroom experience and off-campus settings, as appropriate. Students examine their assumptions about people who are different from themselves and explore how those assumptions influence how they interact with, and are perceived by other people. This course builds upon systems thinking.

PSY 412 Perspectives in Psychopathology - 3 credits

This course surveys the history of attempts to categorize "deviance," introduces the current model which emphasizes pathology, and discusses selected syndromes (e.g. schizophrenia, depression). We also look at the mental health practices and social service systems for adults and children that have historically resulted from diverse concepts of "abnormal" behavior. Students explore the stress, coping, and resiliency model for viewing human behavior. This paradigm looks at the whole person, with both strengths and deficits, in an environment with factors that foster or debilitate resiliency. Students use this holistic model to assess individual case studies and develop strengths-focused intervention strategies. They grapple with the complexity of individual lives and the mysterious human psyche, and actual cases.

PSY 421 Psychology and Work Today: Introduction to Industrial and Organization - 3 credits

The DANTES exam in Organizational Behavior is accepted as equivalent. This course provides an overview of organizational psychology and examines how general psychological principles operate among individuals in social and organizational settings. The course provides in-depth application of theories and concepts in Organizational Psychology to public and private work settings, and profit and non-profit organizations. Learners acquire competencies based on practical applications of behavioral science research findings in motivation, decision-making, problem-solving, employee development, working conditions, and employee safety and health in the workplace.

PSY 426 Self-Care for Helping Professionals - 3 credits

Students learn about the impact of stress on physical and mental health, job functioning and learning, family and other relationships. Students learn ways to deal with the stress that is often inherent in the helping professions. Concrete skills help them take better care of themselves and pass these skills on to others. Topics addressed include stress management and relaxation techniques, physical activity, nutrition, time, cognitive restructuring, and attitude. Whether you work in human services, health care, schools, or corporate America, this course gives an understanding of stress and stress management and practical applications for you and your clients.

PSY 428 Holistic Psychology: An Integrated Approach - 3 credits

This is a course on integrative approaches across the healing disciplines, focusing on integrating body, mind and spirit in a variety of psycho-educational, human services, and healing contexts. Students learn a multidimensional approach to healing that integrates different techniques, therapeutic orientations and approaches. The course combines theory and research, experiential learning, and practical application of new techniques. We explore new information about ourselves, the ways we approach our professions, and how we can apply this knowledge in our work with various populations.

PSY 433 Existential Psychoanalytic Theory and Life - 3 credits

This course will examine major topics in psychoanalysis and existential therapy. The course focuses on both traditional and current developments in the field. There will be a review of the work of Sigmund Freud, Medard Boss, Rollo May and Viktor Frankl. Why do people do the things that they do? How can we free ourselves from our compulsion to repeat certain behavioral and emotional patterns? We'll explore the powerful forces that compel us to "act out" unconscious scripts. Issues covered will include: the repetition compulsion of addictions, the tyranny of anxiety and fear, the possibility

of purpose and freedom, acceptance and commitment, love and will, and the relationship between "dreaming" and authentic living. A willingness to develop self-reflection and self-analytical skills is required.

PSY 470 Psychology Internship I - 3 credits

PSY 471 Psychology Internship II - 3 credits

Psychology Internships give students the opportunity to practice knowledge and skills gained in the classroom and to experience firsthand the practical applications of how psychology and psychological skills are practiced professionally in a wide variety of settings. All Internship sites and student's activities must be approved in advance by the program director and close ties are maintained between the on-site agency supervisor and the course instructor.

PSY 490 Psychology Capstone - 3 credits

Prerequisites: 90 credits minimum, including WRT101 and WRT102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate psychology program. It is an opportunity to explore a topic of personal or professional interest in psychology and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PSY491 and pass before graduating.

PSY 491 Psychology Capstone Completion - 3 credits

Second or additional term(s) as needed to complete the Psychology Capstone.

Religion (REL)

REL 230 Religions of the World - 3 credits

The religious impulse expresses itself in innumerable systems of thought, belief and behavior in which people seek to give an account of the world, the forces of nature, and understand the meaning of human existence in every cultural and historical epoch. This course explores the philosophical, historical and cultural foundations of the world's major religions and in doing so, builds a framework in understanding the many ways religions offer prescribed ways of knowing, seeing, and being in the world. Interdisciplinary in nature, the course draws from the fields of history, philosophy, anthropology, sociology, psychology and the arts, as we examine how religion continues to shape and influence an astonishing range of human motivation and activity. The course will include study of the major religious traditions of the world: Christianity, Judaism, Islam, Buddhism, Hinduism, Taoism, Confucianism, indigenous native religions, shamanism, and the new religious movements found in the contemporary world.

REL 300 Religion, Justice, & Globalization - 3 credits

This class will seek to equip students with the resources to better understand religion's role in globalization. This will be achieved in two ways. First, we will spend time learning about the historical set of beliefs and rituals belonging respectively to Judaism, Christianity, Islam, and Buddhism in order that we grasp the theological values and assumptions which define their worldviews. Second, we will read authors whose work represents attempts to address from within their traditions some of the most controversial issues emerging from globalization. As a result of these readings, class discussion, and assigned writing, students will develop a knowledge base and set of critical faculties so that they may independently evaluate the various roles which some of the world's religions have come to play in the debates surrounding globalization.

REL 301 World Mythology - 3 credits

This course explores the origins and functions of mythologies across the world as well as throughout history. By examining such recurring mythological themes as the hero's quest and stories of world beginnings and endings, we inquire into what myth means to us, and as such we inquire into processes of meaning-making and identity construction. We consider various interpretative theories often applied in the study of myth and how interpretation shapes the meanings of myth.

REL 360 Religions of the East - 3 credits

This course explores the philosophical, cultural and historical foundations of the world's major Eastern religious traditions, including religious beliefs and ritual practice. Our study will include an indepth investigation of: Hinduism, Buddhism, Sikhism, Jainism, Taoism, Confucianism and Shinto. Interdisciplinary in nature, the course draws from the fields of philosophy, anthropology, history, psychology and the arts, as we examine how these religious traditions continue to shape and influence an astonishing range of human motivations, activities and experiences around the world.

Sciences (SCI)

SCI 131 Physical Science - 3 credits

This course provides education and training in the scientific method and opportunity to master the fundamentals of chemistry, physics and astronomy. This includes the study of atomic theory and structure, formation of compounds, chemical equations, acid and bases, and behavior of gases, as well as classical mechanics, kinematics, mechanical energy, magnetism and electric forces, reflection and refraction of light. The course emphasizes the effects of these contributions in science on modern living.

SCI 138 Physical Geology - 3 credits

This course provides an overview of the physical features, components, and geologic dynamics of the planet Earth. Topics include a study of rock and mineral types, volcanism, plate tectonics, and the physical effects of glaciers, oceans, rivers, wind, volcanoes, and earthquakes. Additionally, aspects of resource utilization and management, and the geologic histories of other planets in our solar system will be explored. SCI138 is an introductory course, suitable for students with a limited knowledge of physical geology.

SCI 210 The Nature of Inquiry in the Natural and Social Sciences - 3 credits

This course explores the fundamental content and processes scientists use to understand the natural and social world. We explore scientific method and conduct guided experiments in the natural sciences and inquire into a problem of interest using biological and social perspectives, observation, classification of information, measurement, inference, development of a hypothesis, experimentation, conclusion, and communication of findings.

SCI 214 The Elements of Geography - 3 credits

A study of the major elements of physical and human geography, with an overview of the world's regions. Emphasis is on global relationships and distributions, both environmental and cultural. This includes climates, natural vegetation, land forms, cultural origins and diffusions and economic patterns. Survey of weather elements as a basis of the regionalization of world climate as well as an examination of the human imprint on the environment.

SCI 215 Physics I - 3 credits

Physics I provides an introduction to the basic principles of physics; emphasizing a quantitative and conceptual understanding of classical mechanics and thermodynamics. Primary topics include kinematics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics.

SCI 216 General Chemistry I - 3 credits

This is the first in a two-part course on general chemistry. The course will begin with a brief introduction to matter and measurement, chemistry in the real world, and the scientific method; subsequent topics will include the development of atomic theory and the structure of the atom; the nomenclature of the elements and chemical compounds; chemical reactions and stoichiometry; chemical bonding theories; thermochemistry; the properties of gases and the ideal gas law.

SCI 224 Fundamentals of Astronomy - 3 credits

A comprehensive approach to past and current astronomy: early astronomy, the distribution and properties of the stars, their life cycles and our galaxy. The course also encompasses the solar system, other galaxies, asteroids, comets, meteors, variable stars, x-ray stars, pulsars and quasars, as well as current space exploration and the latest discoveries and theories.

SCI 225 General Biology - 3 credits

This survey course lays the foundation for the study of the life sciences, including biology, biochemistry, biotechnology, health sciences, and other specialized life science fields. The course begins with the study of cellular structure, single-celled organisms, cellular metabolism, and reproduction, and then proceeds to the study of tissues and more complex organisms including multi-cellular plants, fungi and animals. Additional topics include genetics, evolution, ecology and the interrelationships between organisms and their environments.

SCI 225L General Biology Lab - 1 credit

The hands on component of SCI 225 introduces students to laboratory techniques used in the study of general biology. The laboratory follows lecture topics presented in SCI225 and takes a systemic approach to the study of general biology.

SCI 227 General Biology II - 3 credits

This survey course serves as a continuation and expansion of General Biology I; laying the foundation for studynwithin the life sciences, including biology, biochemistry, biotechnology, health sciences, and other specialized life science fields. The course includes an in-depth review of multicellular organisms; including the structure and evolution of plant, fungal, and animal life. Additional topics include metabolic function, biomechanics, and the interrelationships between multicellular organisms and their environments.

SCI 227L General Biology Lab II - 1 credit

The SCI227 laboratory serves as a continuation of SCI225L, proving students with an intermediate hands-on experience within the study of general biology. It consists of intermediate laboratory protocols, scientific observation, experimentation, microscopy, and other procedures related directly to course material covered in SCI227 (General Biology II).

SCI 230 Anatomy and Physiology I - 3 credits

SCI230 provides a systemic approach to the major anatomical and functional components of the human body, and is designed to help students understand how these systems function together in health and disease. Topic coverage includes basic medical and diagnostic terminology, histology, and an in-depth examination of the body's anatomical and physiological systems including the integumentary, skeletal, muscular, nervous, and circulatory systems.

SCI 230L Anatomy and Physiology Lab - 1 credit

Prerequisite: enrollment in SCI 230. This hands-on component of SCI 230 introduces students to laboratory and dissection techniques used in the study of human and comparative anatomy. The laboratory follows lecture topics presented in SCI 230, and takes a systemic approach to the study of anatomical structure and function.

SCI 231 Marine Biology - 3 credits

SCI231 is designed to introduce students to the principles of marine biology, oceanography and marine ecology. It is broad in scope and covers a number of diverse topics including basic oceanography, pelagic and coastal ecology, and the taxonomy and biology of marine invertebrates, fishes, reptiles, seabirds, and mammals. Additional course topics include a review of New England's history as a maritime economy, global conservation concerns, and responsible oceanic resource management. A background in general biology is recommended.

SCI 235 Principles of Health & Wellness - 3 credits

An exploration of the psychological, emotional, spiritual, physical, behavioral, environmental and social health aspects of everyday living. Through self assessment inventories, students examine their health behaviors, identify problems and recommend lifestyle changes. Students refine their decision-making skills to help them make more educated decisions on personal and community health problems including drug and alcohol misuse and abuse. Students become knowledgeable on health-related topics enabling them to become educators themselves. Community health services, functions, eligibility or access are explained.

SCI 240 Systems of Thought in Science: How They Shape Our World - 3 credits

This survey course facilitates students' acquisition of the knowledge of theories and applications in cosmology, evolution, mathematics, life sciences, physics, and religion and science. Students examine the development of these domains of science, how they are converging and informing each other, and gaps in this convergence, which sometimes create contradictions within the various domains. Students explore how science affects social systems at the individual, community, and global level. Special focus is directed towards the pivotal connection between science and culture, and the systemic effects on education, government, domestic and international politics, economics, health care, family and community systems, and religion.

SCI 300 Principles of Ecology - 3 credits

Ecology is the study of the interactions between organisms and their environment, and the way in which these interactions determine the distribution and abundance of organisms. This course presents an introduction to the basic principles and outlines the essential principles of ecology from the theoretical fundamentals to their practical applications. The course is designed to present a comprehensive overview of all aspects of ecology, including evolution, ecosystems theory, practical applications, plants, animals, biogeochemical cycles, and global change. The science of ecology is examined from three levels: ecology of the individual, ecology of populations, and ecology of systems. Since ecologists often play a significant role in constructing and evaluating conservation or environmental management programs, we incorporate the application of ecological theory to current environmental problems throughout the course. The course will combine lectures and group learning dealing with both the theory of ecology and applied issues with a practical component of laboratory and field projects.

SCI 301 Global Ecology - 3 credits

This course will explore and analyze current global environmental issues and their existing and potential solutions. Human population growth, food production, energy use and conservation, air and water pollution, desertification, deforestation and climate change will be the topics of classroom discussion, class exercises, and field trips. Historic and current knowledge and understanding of each issue; its relationship to ecological and human social systems, and current potential solutions will be examined. The use of critical thinking skills and a problem solving process will be introduced and practiced throughout the course. Each global issue will be addressed through student research and solution proposals. The purpose of the course is to introduce students to current global environmental issues and their impact upon human well being, ecological health and contemporary culture. Students will explore and analyze current global environment issues through selected readings, critical thinking and a problem solving process. Students will be challenged to explore their role and potential solutions to the presented global environment issues.

SCI 302 Wetland Ecology - 3 credits

Wetland Ecology provides students with an introduction to the nature and function of wetlands and their conservation and management. Students will be introduced to: history of wetland loss in the U.S., wetland classification, wetland identification and delineation, biological adaptations to wetlands, wetland soils, hydrology and plants, human impacts on wetlands and the importance of wetlands in the water cycle and health of the environment. Wetland functions, the restoration of wetland functions, and the laws protecting wetlands will be reviewed during classroom discussion, exercises and field trips.

SCI 303 History of Technological Innovation - 3 credits

SCI303 traces the progression of technological development from its earliest examples to the current cutting edge of scientific and technological advances. Students will learn about the history of technological achievement, and consider that history within the context of the latest advancements in engineering, computing, medicine, robotics and other technologies. In addition, we will explore what emerging approaches are currently being developed, how they are being imagined, and why.

SCI 308 Principles of Engineering - 3 credits

Principles of Engineering is the process of applying scientific principles to the conception, design, construction and implementation of machines, technologies, structures, devices and materials. It is a broad field with many sub-fields, including but not limited to: mechanical engineering, electrical engineering, computer engineering, genetic engineering, civil engineering, aerospace engineering and chemical engineering. This course introduces students to the general theory, methods and processes of engineering, and explores the various applications of scientific engineering principles. Topics include the history and development of engineering principles, mechanics, design, construction, implementation and the integration of technologies into modern society.

SCI 310 Scientific Inquiry - 3 credits

This integrated course encompasses certain aspects of physics, chemistry, astronomy, earth sciences and emphasizes general principles and their application to real-world situations. This course is for students who have had some exposure to one or more of the basic sciences and are interested in a basic understanding of a variety of scientific fields and how they can be applied.

SCI 311 The Science of Exercise - 3 credits

This course provides an historical perspective on physical activity and fitness, and how changes in lifestyle, technology and other factors that have contributed to a more sedentary lifestyle and related health concerns. Students will examine various forms of physical activity and will be introduced to exercise physiology, the ways in which physical activity impacts biology, including physical health, mental health and the brain. The literature on various forms of exercise and the impact on health will be examined including but not limited to endurance, flexibility, strength, stamina, cognition, memory. We will investigate current trends in exercise, by factors such as age, culture and gender, and whether these factors are considered in our efforts to influence rates of physical activity.

SCI 335 Topics in Biology: Understanding Human Genome Project - 3 credits

Prerequisite: SCI225 or permission of instructor. This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered from the human genome project impacts society, specifically discussing various benefits and drawbacks.

SCI 336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits

Prerequisite: SCI225 of permission of instructor. This course examines the journey of a variety of pharmaceuticals from their discovery to their use in everyday life. Students discuss how drugs are discovered and how scientists study, manufacture, proceed through clinical trials and the Food and Drug Administration approval processes. We investigate how certain drugs affect our bodies/cells and fight disease states. Throughout the term a variety of different pharmaceutical classes are discussed including but not limited to over-the-counter drugs, prescription drugs, “life-style” drugs, anti-viral drugs, allergy medications, and chemotherapeutic agents.

SCI 337 Microbiology - 3 credits

This course focuses on the principles of medical microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine, and biotechnology. This course is designed for premed biology concentrators, nursing students, and students looking to receive comprehensive training in medical microbiology. Topics include the general principles of microbial growth; the evolution and classification of microbes and viruses; the natural ecology of microorganisms; pathogenesis, diagnosis, and treatment, and the use of microorganisms in biotechnology and medicine.

SCI 337L Microbiology Lab - 1 credit

This one credit laboratory is the counterpart to SCI337. Microbiology. This lab focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, behaviors, and the use of microbes and viruses in human health, medicine, biotechnology, and in nature.

SCI 338 Urban Ecology - 3 credits

The urban environment is characterized by highly altered landscapes and ecosystem function, and requires a specialized approach to its ecological study. Urban Ecology explores the distinctive human-generated ecological conditions and processes that typify urban environments, and presents evaluative methods unique to these highly-altered ecosystems. Course topics include: urban microclimates; water, carbon and nutrient cycles in the urban setting; urban vegetation; urban wildlife; urban soils; aquifer recharge and subsistence; and urban water and air quality. After gaining an understanding of how urban ecosystems function, students will explore current management techniques and policies which work to mitigate the adverse effects of altered landscapes on urban ecosystems.

SCI 339 Epidemiology and Public Health - 3 credits

Epidemiology and Public Health introduces the foundations of epidemiology and biostatistics as applied to the study, monitoring and maintenance of public health. This course focuses on the foundations and methods of epidemiologic investigation; accurate sampling, analysis and presentation of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; outbreaks, spread, epidemics, pandemics, and control strategies. Additionally, this course discusses and reviews epidemiologic study designs, cause and effect, treatment efficacy, and ethical and legal issues in epidemiology.

SCI 400 Ethology: Principles of Animal Behavior - 3 credits

Prerequisite: general biology or permission of instructor. Ethology is the branch of zoology that focuses on the scientific study of animal behavior. This course is designed to introduce students to the specialized field of animal behavior analysis and the various conditions that shape both simple and complex behavioral constructs. In this course students explore animal behavior through the study of function, causation, development, and evolutionary history. We consider in-depth studies of fixed action patterns, animal communication, and imprinting, and use these analyses to shed light on the development of behaviors throughout vertebrate and invertebrate taxa.

SCI 406 Evolutionary Biology - 3 credits

Prerequisite: general biology or permission of instructor.
This advanced course in biology explores the history, dynamics and analysis of evolutionary theory. It is broad in scope, and includes topical reviews of fitness, functional analysis, adaptation, optimization theory, selection theory, and the ethics of predictive modeling in sociobiology. Additional discussions of modern views and applications of evolutionary theory to business models, interpersonal relationships, and the development of human culture will be included.

SCI 233 Anatomy & Physiology II - 3 credits

SCI233 serves as a continuation of Anatomy and Physiology I, and provides an in-depth study of body systems and system interactions. Topic coverage includes medical and diagnostic terminology, and an examination of the body's anatomical and physiological systems including the respiratory, endocrine, lymphatic, immune, digestive, excretory and reproductive systems. It is systemic in its approach and requires the successful completion of SCI 230 in order to enroll.

SCI 233 Anatomy & Physiology II Laboratory - 1 credit

The SCI233L laboratory provides students with continued hand-on experience within the study of anatomy and physiology, and consists of advanced dissection techniques, histology, and other related procedures.

Sociology (SOC)

SOC 120 Cross-Cultural Communication - 3 credits

Drawing on cross-cultural research in psychology, anthropology, and education, this course considers the role of culture in shaping and interpreting a wide range of verbal and non-verbal communication behaviors. We examine the physical, psychological, aesthetic and social dimensions of the communication process, how different cultures understand, symbolize and utilize them, and how specific meanings and the kinds of modalities employed in communication processes affect individual, collective, and inter-group experiences.

SOC 201 Cultural Anthropology - 3 credits

How do societies and cultures work? How do we know how to behave? What are the rules that make our society function? Do these rules differ from other societies'? How do minority groups fit in? Cultural anthropology asks all these questions, and the process of discovering answers changes the way students think about themselves and their actions in society. Students analyze the behavior of people in groups and realize that practices contrary to their own may be logical from another's point of view.

SOC 212 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.

SOC 215 Language and Society: Introduction to Linguistic Anthropology - 3 credits

Language is so essential to culture that it is the only topic to which anthropology devotes an entire branch of study. Linguistic anthropologists examine the role language plays in society, linguistic structural components, and how languages evolve over time and in different circumstances. In this course we explore such questions as: Could society exist without language? What does language allow us to do? Why are people the only animals to speak? Or are we? Are our brains wired for language or is it something we are taught? Through discussion, direct observation/experimentation and readings, students will understand the relationship between our linguistic abilities and the nature of our humanity.

SOC 260 Themes in Sociology - 3 credits

This course develops specific themes in sociology to better understand sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. This course will serve as an in-depth examination of a set of contemporary issues, including themes of socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, education, and political sociology.

SOC 302 Martin, Malcolm and the Movement - 3 credits

This course examines and analyzes the development of selected political and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution of the American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion. This semester, historical perspectives on contemporary issues will focus on two central figures of the civil rights movement, Martin Luther King, Jr. and Malcolm X. This course seeks to critically examine the social context, the philosophical and ideological framework of Martin Luther King Jr. and Malcolm X. Through biographical and historical analysis, students will develop a greater appreciation of the two historical figures. In addition, we will critically evaluate and relate the methods of each to contemporary U.S.A. and Third World racial, social, political and economic problems. We will read and study the assigned material and bring to class questions on issues that we wish to critically examine through writings and class discussions. Your attendance and active participation is therefore crucial in this course. The instructional modes in class will be based primarily upon lectures, discussion/debates, DVDs, and audiotapes.

SOC 311 Images of Women - 3 credits

This course studies the ways in which women are seen historically and in the world today. This course draws from literature, sociology, anthropology, speeches, advertising and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imaging and self-empowerment are significant components in this course.

SOC 322 Women in the Workforce - 3 credits

Women have contributed significantly to this country's social, political and economic history through their roles in the workforce. This course will trace women's roles as workers from the 18th century to the

present time, detailing the difficulties they have faced, the evolution of their roles, and their accomplishments. It will examine their leadership in reform movements and unions, and relate their work to the students' lives and experiences as workers and educators.

Spanish (SPA)

SPA 100 Spanish I - 3 credits

Spanish I serves as an introductory course to spoken and written Spanish. This course covers four important aspects of new language acquisition: listening, speaking, reading and writing. Students are immersed in a highly interactive environment where they learn Spanish through associative and mnemonic methods rather than direct translation into their mainstream language. This innovative method encourages students to think in Spanish and to understand rather than translate the message into their native languages. Course coverage includes vocabulary, grammar and verb conjugation, and idiomatic expressions that are in common use for the Spanish native speaker. Pronunciation, articulation and enunciation are emphasized throughout the course.

(new) Spanish for Heritage Speakers I - 3 credits

A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. ***This course*** introduces academic and formal Spanish to native speakers, quasi-native speakers and bilingual speakers of varying abilities. Through the study of Hispanic cultural heritage, students will develop their communication and literacy skills in Spanish. The class is designed to address language and grammar issues, vocabulary, oral communication and writing skills particular to heritage learners.

(new) Spanish for Heritage Speakers II - 3 credits

This course serves as a continuation and expansion of Spanish for Heritage Speakers I. A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. Heritage speakers will develop advanced Spanish language skills with emphasis on grammar, pronunciation and individual or particular language issues. The class provides opportunities to reinforce writing, reading, oral communication and listening comprehension skills.

Wellness & Health Promotion (PHW)

PHW 300 Introduction to Wellness and Health Promotion - 3 credits

This course introduces students to the concepts, theories and research related to wellness and health promotion. We will examine the state of health, our current model of care in the U.S. and the implications for adopting a wellness or health promotion approach. Students will research factors that influence wellness and health promotion, such as nutrition, exercise, stress reduction and sleep. We will explore wellness and health promotion initiatives and challenges related to implementing and sustaining them within various settings and with diverse populations. Future trends and efforts towards prevention will be explored. Students will research career opportunities in prevention, health maintenance, education and promotion, such as health and wellness coaching.

PHW 301 Understanding Obesity - 3 credits

This course explores the current epidemic of obesity; what factors influence the development and persistence of this public health problem and what efforts are underway to address the weight of the nation. This course will include a review of the literature on the burden, causes, consequences and prevention of obesity for both children and adults. We will explore how we got here, the costs we currently encounter and why individual will power is not enough to change this epidemic. Stigma, bias and environmental factors that impact obesity will be examined. Students will identify and develop effective prevention strategies.

PHW 302 Research in Health Promotion - 3 credits

Research plays a key role in efforts focused on enabling people to take greater control in increasing health life styles for themselves, their families, within organizations, communities and populations. Students learn to evaluate/critique existing research; examine its function in proposing and evaluating health promotion programs and influencing policy. Students are introduced to the critical steps needed to conduct research, including the role of theory and ethics and gain experience in developing a proposal within the field of health promotion.

PHW 303 Nutrition and Health Promotion - 3 credits

In this course students will gain a foundation in the basics of nutrition and how the body utilizes nutrients that contribute to health. Students will examine theories and current research on elements of nutrition and their relationship to chronic disease. They will also have the opportunity to assess the nutritional value of foods and examine strategies for modifying nutritional intake in the context of life cycle, culture and environment.

PHW 402 Lifestyle Change to Promote Health - 3 credits

This course explores why changing lifestyle is critical for increased health and wellbeing and how to assist in the process of bringing about needed change. Students will look comprehensively at the role of lifestyle change in promoting health and will critically examine the related evidence. They will examine theories aimed at explaining and predicting health behaviors and identify factors that influence decision-making. Students will apply their knowledge in designing interventions and policies that promote health.

PHW 470 Field Education Wellness & Health - 3 credits

Field Education gives students the opportunity to put into practice the knowledge and skills gained throughout their program. They will learn how diverse organizations and groups work to increase health and wellness across a wide range of settings. Department chair and instructor approval are required in advance of registering. Students are expected to be engaged in 90 hours of field education for the term, have ongoing agency supervision, and attend a weekly seminar.

PHW 490 Capstone Wellness & Health Promotion - 3 credits

The Capstone is a comprehensive research project that is the culminating academic activity that helps to synthesize students' learning in the undergraduate Wellness and Health Promotion program. It is an opportunity to explore a topic of personal and professional interest in wellness and health promotion and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PHW491 and pass before graduating.

Writing (WRT)

WRT 101 College Writing I - 3 credits

Through challenging readings, class discussion, small group collaboration, and different forms of writing, students learn the skills and process of "thinking on paper." They learn to construct an argument or discussion that supports a clear thesis and present it effectively in a well-organized essay that observes the conventions of written English. They write academic papers that analyze and synthesize the issues suggested in two or more readings. Critical reading, critical thinking, research skills, and forms of documentation are also introduced.

WRT 102 College Writing II - 3 credits

WRT102 acquaints students with the academic research paper as both process and product. The course begins with an intensive review of the strategies and techniques for writing an academic essay that are covered in WRT101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 12-15 page argument research paper. The final paper includes an abstract, an introduction, discussion, conclusion, and references. Students learn how to write an annotated bibliography and use APA documentation for in-text citations and references.

WRT 201 The Craft of Research - 3 credits

Prerequisites: WRT101, 102 or equivalent.

WRT201 acquaints students with the academic research paper both as process and product. This includes selecting and narrowing a topic, preliminary research, and establishing a focus for 1 10-15 page research paper. Throughout the process, students use information literacy skills to analyze problems, research and select relevant information, and evaluate the credibility of that information. Primary research is introduced. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. The course focuses on the use of APA documentation for in-text citations and references.

School of Education

The SCHOOL of EDUCATION (SOE) offers graduate studies at the MEd and CAGS level designed for individuals seeking licensure certification in MA as teachers, supervisors/directors, and principals within the state's PK-12 school districts. Students pursuing careers in other educational settings that do not require state-level certification may register for MEd non-licensure degree options. The SOE also provides a MEd in Interdisciplinary Studies tailored for those seeking self-selected study in specific areas related to education. Also available (at the CAGS level only) are licensure certification programs for special education administrators and superintendents. In addition, the school houses programs for school nurses as well as professionals in a BCBA-related field seeking eligibility to take the national exam in this area.

Professional Ethics & Core Principles

The SOE upholds the professional ethics valued in the field of education. These include an unwavering commitment to working with all learners, regardless of the educational setting, and to the profession itself in ways that engender public trust in our respective roles as teachers and leaders in both PK-12 and in higher education. The goal is that all graduates of the SOE will teach and lead well in their professional roles and be ethical, principled, and effective in working with the learners, families, and communities served. Core principles upheld by the faculty in the SOE related to this work include a commitment to:

- Innovation
- Diversity
- Academic Excellence
- Social Justice
- Integrity
- Building Community

Learning Community

The SOE's learning community is comprised of a diverse group of students and faculty committed to the principles of academic excellence and equitable access to quality learning environments for all. Faculty are all experienced professionals in PK-12 who are scholar-practitioners passionate about their work and committed to making a difference in the lives of others. Classes led by faculty embody principles of adult learning with a rich focus on content and applications specific to the program-of-study. Faculty also share a commitment to establishing clear learning outcomes supportive of students' academic success, quality advising of program requirements and key assessments in courses offered, and have high expectations for the professional standards and ethical principles specific to the field. Classes offered also support critical thinking, communication, and decision-making skills reflective of the program and are designed to assist educators in being responsive, capable, and discerning leaders in the schools, districts, and communities served.

Program Selection & Consultation

Carefully review all requirements for the academic program of interest before applying to SOE programs, then schedule an in-person or phone consultation with the program chair (CC-Boston), site coordinator (CC-Lawrence, CC-Springfield), or site director (in CC-California, CC-Puerto Rico). The consultation is designed to assist applicants with making informed choices for program selection and understanding all entry requirements prior to submitting the application. For those entering licensure certification programs, the consultation is also an opportunity for the SOE to discuss the required documents needed for the application and to clarify the academic and professional expectations required to successfully complete the program. (If planning to enroll at our CC-Boston location, please contact the SOE office to schedule appointments with program chairs.)

New Student Orientation & Professional Seminars

Students entering SOE academic programs for the first time are required to attend the New Student Orientation offered prior to the term of initial enrollment. The orientation is a valuable opportunity to: (a) gain critical information about the support teams, services, and events available to students; (b) details required to successfully launch graduate studies; and (c) clarify academic and program expectations with department heads and faculty teaching in these areas.

Additionally, faculty teaching professional seminars (aka "Pro-Sem") in the SOE work with students to ensure that everyone is on track for success specific to the program enrolled. Professional seminars include conversations specific to the field-of-study and capstone writing projects (e.g., Independent Learning Projects-ILPs, Action Research Projects-ARPs). In licensure certification programs, professional seminars also offer valuable opportunities to process application of professional standards in the field related to pre-practicum requirements and receive feedback for the continuous improvement of performance.

Academic Success Panels & Colloquia

A variety of events are held each term both at the College and SOE level supportive of students enrolled. These co-curricular events are designed to enhance the learning opportunities and assist with professional growth.

Communication Competency

The SOE is committed to producing graduates who think critically and communicate clearly in verbal and written form. Performance expectations include positive communication with individuals, within teams, and when interacting with others online (e.g., via email and virtual learning environments). Upon application, the SOE uses the Personal Statement or Candidate Assessment Essay to assess entry-level writing skills. Additionally, licensure certification programs specific to Massachusetts require successful completion of the MA Test for Educator License (MTEL) for Communication and Literacy prior to entry. Once enrolled, written assignments and papers, along with the Independent Learning Project (ILP) and Action Research Project (ARP) required in most programs, further assist students with obtaining the communication competency required for academic and professional success. To gain the most from the learning experience and to assist with writing skills, students in the SOE also have access to the College's e-tutors available through the Center for Learning and Teaching (CELT) who can facilitate writing supportive of academic success. Students may also be referred to take a writing assessments, as needed, to facilitate their success.

Transfer Credit & Analysis

Requests to transfer credit from graduate-level courses completed at other institutions must be submitted with the application for admission using the SOE's Transfer Credit Request Form. Courses accepted for graduate credit into SOE programs must meet the criteria, content, and academic requirements aligned to existing courses offered by the SOE. (See also SOE Admissions requirements.)

Academic Program Requirements

All students must uphold College, SOE, and departmental policies, deadlines, and all requirements and practices related to academic program enrolled.

Once admitted into a SOE degree program, regardless of location, only the SOE's department head (MA locations) or dean/designee (California and Puerto Rico) can approve a change of program. A Change of Program form, including an analysis of all remaining course requirements must be completed in consultation with and submitted by the program chair (CC at Boston), site coordinator (CC at Springfield, CC at Lawrence), or site director (CA, Puerto Rico).

Students admitted into the SOE program are responsible for self-monitoring academic progress, maintaining effective communications with faculty and staff, and understanding the requirements for the academic program enrolled.

Licensure Programs

SOE programs offered for licensure are designed for those seeking licensure as teachers and leaders in PK-12 schools and districts located in MA. Programs offered are aligned to MA professional standards and state regulations and are subject to change. Teacher education programs are further awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP).

Applicants to all licensure programs must meet SOE requirements for admissions in the program selected and complete all conditions specific to certification in MA. This includes completion of all pre-practicum and practicum placements in educational settings recognized by MA for licensure purposes.

Applicants who do not meet the admission requirements to enter a licensure program must enroll (and remain) in the non-licensure option aligned with the licensure area and type selected until all conditions for entry are met. Once met, a Change of Program form requesting entry into the corresponding licensure program can then be submitted for review.

All applications for entry must be reviewed and written approval received prior to entering a licensure program. Even when all conditions for entry are met, acceptance into the licensure program is not guaranteed. Applicants must demonstrate clear evidence of readiness to enter the program on all dimensions assessed.

Applicants who are not seeking licensure in MA must select (and remain in) the non-licensure program option in their chosen area.

Candidates accepted from non-licensure programs must enter the licensure program aligned only with the program previously enrolled, including the type and level of licensure.

An application to enter the practicum is required for all candidates in SOE licensure programs.

Candidates are required to purchase *TaskStream*, on which to maintain their electronic portfolio documenting all requirements for completion in the program enrolled. For certification purposes, the e-portfolio is assessed at several points during program completion by program chairs and site coordinators for advising purposes; and by the Coordinator of Pre-Practicum and Practicum Placements *upon program completion for certification purposes*.

Candidates in licensure certification programs must, without exception, uphold professional ethics specific to the field of education and the SOE's core principles. At all times, candidates must demonstrate the conduct becoming of a teacher or leader, including the College's requirements for student conduct.

Consultation with the designated program chair (CC-Boston) or site coordinator (CC-Lawrence, CC-Springfield) is required prior to program entry and course registration. Unless all requirements are fully met, with evidence submitted to the appropriate department in the School of Education upon admission into the College, prospective candidates must first enroll in the non-licensure program that parallels that of the licensure area.

Candidates admitted into licensure programs must maintain a GPA of 3.0. Should the GPA drop below 3.0, an academic warning will be issued by the SOE and the candidate placed on academic probation. If not resolved within one term, the candidate must submit a Change of Program form and complete the non-licensure degree option.

Legal Status

Legal status as a U.S. citizen or lawfully admitted resident is required for a license from any state agency; see Title 8, U.S. Code Section 1621. This rule applies to all licensure types.

Fingerprinting and Criminal Offender Record Information (CORI)

Candidates in licensure programs are required to complete fingerprinting prior to entering schools for field experiences, pre-practicum, practicum, or clinical/internships. This includes all students, including those in early childhood classes and care centers or any of the SOE and SOPC licensure programs. See your program chair and advisor for details related to this process.

Additionally, all students are required to complete a CORI (Criminal Offender Record Information) check when entering schools. This is completed by visiting the Human Resources or Superintendent's Office in the school district of choice and is submitted directly at this level prior to entering a school for pre-practicum observations.

MA law requires state and federal background checks for all individuals working in public and private schools (Massachusetts General Laws chapter 71, section 38R). Applicants admitted into licensure programs must therefore submit proof of having met this requirement prior to entering pre-practicum and practicum placements. More information is available at http://www.doe.mass.edu/chri/ and: http://www.mass.gov/eopss/agencies/safis/safis-faqs.html.

Pre-Practicum and Practicum Placements

All placements for SOE licensure must be conducted in MA.

Candidates in all licensure programs who are not employed in MA schools and districts must notify the Coordinator, Pre-Practicum/Practicum Placement, for placement purposes by the announced deadlines each term and no later than one week prior to the first day of class each term.

Pre-Practicum and Practicum hours vary depending on the program enrolled. Candidates must be aware of and complete all required hours established by the program in which they enrolled.

All hours completed must be verified by licensed supervising personnel in the field working with the candidate, the College supervisor, and the program chair (CC-Boston) or site coordinator (Springfield, Lawrence).

Candidates must document the number of hours completed for the pre-practicum and practicum using SOE adopted forms for this purpose and upload these to their e-portfolio In *TaskStream* once all signatures are obtained.

Candidates must complete an *Application for Practicum* at least one term prior to enrollment. For all MA locations, the application must be submitted to the Coordinator of Pre-Practicum/Practicum Placements.

Prior to enrolling in the Practicum and Practicum Seminar, candidates must attend a *Practicum Orientation* session announced and led by the Coordinator, Pre-Practicum/Practicum Placements.

Candidates must complete the Practicum in its entirety under the supervision of highly qualified licensed, certified personnel in the area, type, and level of licensure sought and in locations recognized by the MA Department of Elementary and Secondary Education (DESE) for certification purposes.

Candidates must also attend and participate in the Practicum Seminar designed to facilitate successful application of MA professional standards for teachers and school administrators.

Official assessment of candidate performance must be conducted under the supervision of a licensed educator certified within MA in the area, level, and type of licensure sought and a College supervisor also certified in the area, level, and type of licensure sought.

Before entering the Practicum and Practicum Seminar, candidates enrolled in licensure programs in **Teacher Education** must have completed all required courses, including the Independent Learning Project, the pre-practicum hours, the state-required MTEL exams required for licensure, and satisfied the SEI 605 requirement.

Before entering the Practicum and Practicum Seminar, candidates enrolled in licensure programs in **Educational Leadership** must have completed all required courses, the pre-practicum hours, and satisfied the SEI 705 requirements. Candidates seeking licensure as a principal or assistant principal are further required to have all four tasks for the MA Performance Assessment for Leaders (MA-PAL) completed no later than the end of their Practicum. All candidates in

the CAGS program are further required to have the Action Research Project (ARP) completed by the end of their Professional Seminar IV.

Interdisciplinary Studies

The Interdisciplinary Studies degree cannot be used for licensure certification purposes.

Only graduate, MEd level courses are eligible for the program.

No more than four courses can be completed in another degree program for a total not to exceed 12 credits outside of those offered for the Interdisciplinary Studies degree.

Independent studies — Only two independent studies are allowed for a total of 9 credits. The independent study must be clearly identified in the program-of-study prior to each term and must be added prior to the Add/Drop deadline.

All independent studies must be recommended by the faculty member supervising the study and approved by the program chair and department head prior to enrollment.

Prior to registration, students must agree upon the title, objective, scope, credit value, and the method of evaluation for the Independent Study conducted.

Changing program to Interdisciplinary Studies — Students should seek advising about any possible program change with their current academic advisor and consult with the Interdisciplinary Studies program chair to plan their program, including completing at least the minimum academic requirements within Interdisciplinary Studies (see program chart).

Students changing from another SOE degree program need only complete a change of program form. Students from the School of Management or School of Psychology & Counseling must re-apply to the School of Education.

School Nurse Education

The MEd in School Nurse Education brings professionals in the nursing field within educational settings from around the country for intensive graduate studies in a low-residency model offered as a Summer Institute. The Institute is held at select sites in the Greater Boston area with access to local facilities and services and includes housing as a part of the program's structure.

The program is completed in four terms over the course of two years. Year 1 begins with introductory hybrid courses followed by online courses in Fall and Spring terms, and the Summer Institute residency. Similarly, Year 2 includes online learning in the Fall and Spring terms followed by the Summer Institute residency for completion. (Some students with transfer credits may be exempted from the second residency.)

Faculty advisors facilitate the professional seminar and Independent Learning Project (ILP). Faculty teaching in the program are all experienced scholar practitioners, many of whom continue to work in the field.

Autism/Behavior Analysis (ABA)

The ABA program is designed for experienced professionals in BCBA-related fields who seek eligibility to take the BCBA exam. Those entering the program must have access to BCBA certified personnel who can supervise experiences in the approved course sequence. Courses must also be completed in a timely manner as designed specific to the BCBA exam for which the sequence is aligned.

Partnerships

Evergreen Center, Beacon Services, & Criterion Child Enrichment

The School of Education partners with the Evergreen Center, Beacon Services, and Criterion, Inc. in Milford, MA to offer expanded opportunities for experienced teachers and professionals working with students diagnosed with autism or other autism spectrum disorders to pursue MEd, BCBA, and professional development opportunities. Faculty hired by Cambridge College also actively practice within partnership settings. As scholar practitioners, these faculty teach courses, serve as program coordinators, and work in collaboration with colleagues in the SOE to guide curricular decisions for the MEd Autism/BCBA degree. Lead faculty assigned as program coordinators also teach and are responsible for maintaining the academic integrity of the approved course sequence designed specifically for professionals seeking eligibility to take the exam for national BCBA certification.

The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. The Center focuses on social competence as a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based, applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic, and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen staff, including scholar practitioners and lead faculty teaching at Cambridge College, are further shared at national presentations during professional conferences.

Behavior Education, Assessment, and Consultation (BEACON Services is a private practice of behavioral educators founded on the principles of applied behavioral analysis (ABA). BEACON is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral assessment, and training services for early interventionists, parents, and public schools. BEACON works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. BEACON is committed to the dissemination of applied research completed in educational settings, including studies conducted by lead faculty at Cambridge College, through presentations at regional, national, and international conferences.

Criterion Child Enrichment is a private, non-profit agency dedicated to providing high quality early childhood education and support to families with young children and serves over 7,000 families. The SOE provides professional development opportunities for highly qualified staff working within the agency in the area of literacy development.

MA Schools and Districts

The School of Education partners with PK-12 schools and districts to provide professional development opportunities. Current work in this area highlights General Science and STEM-related programs. Additionally, the SOE is committed to advancing pipeline diversity within area districts and faculty serving as scholar practitioners are actively engaged in PK-12 schools. Faculty hired as scholar practitioners in certification programs also currently practice as licensed teachers, principals, and superintendents in area schools.

SCHOOL of EDUCATION

Dean, Cambridge College School of Education

Pre-Practicum and Practicum Coordinator
Doris VanGorder
617-873-0181 • doris.vangorder@cambridgecollege.edu

Executive Assistant
Ann Osborne
617-873-0130 • ann.osborne@cambridgecollege.edu

Applied Behavior Analysis • Evergreen/Beacon Partnership

Program Chair
Robert Ross, Ed.D, Nova Southeastern University

Master of Education
- Autism/Behavior Analysis
- Teacher of Students with Moderate Disabilities (preK-8 or 5-12, initial licensure) & Applied Behavior Analysis

Certificate
- Behavior Analyst Certificate

Educational Leadership

Program Chair
Charles Grandson, EdD, Boston College
617.873.0432 • charles.grandson@cambridgecollege.edu

Master of Education
- Educational Leadership
  Princ/Asst Princ (PreK-8, 5-12, initial licensure)
  Superv/Dir (at level of prerequisite license, initial licensure)

Certificate of Advanced Graduate Studies
- Curriculum & Instruction
- School Leadership
  Supt/Asst Supt (all levels, initial licensure)
  Princ/Asst Princ (PreK-6, 5-8, or 9-12, initial licensure)
  Superv/Dir (at level of prerequisite license, initial licensure)
- Special Education Administration (all levels, initial licensure)

Early Childhood Teacher, Elementary Education

Program Chair
Mary L. Garrity, EdD, University of Massachusetts Lowell
617.873.1168 • mary.garrity@cambridgecollege.edu

Master of Education
- Early Childhood Teacher of Students With & Without Disabilities (preK-2, initial licensure)
- Elementary Teacher (1-6, initial licensure)

English as a Second Language

Program Chair
Betsy Tregar, EdD, Harvard University
617-873-0187 • betsy.tregar@cambridgecollege.edu

Master of Education
- English as a Second Language (preK-6 or 5-12, initial licensure)

Certificate
- English as a Second Language

General Science

Program Chair
John N. Papadonis, MS, University of Massachusetts Lowell
617-873-0292 • john.papadonis@cambridgecollege.edu

Master of Education
- General Science (1-6 or 5-8, initial licensure)

Certificate
- STEM: Science, Technology, Engineering and Mathematics

Health/Family & Consumer Sciences

Program Chair

Mary Connolly, CAGS, CHES, Bridgewater State College
mary.connolly@cambridgecollege.edu
mary.connolly@go.cambridgecollege.edu

Master of Education

- Health/Family & Consumer Sciences (all levels, initial licensure)
- Health/Family & Consumer Sciences (all levels, professional licensure)

Certificate

- Health Education for School and Community

Interdisciplinary Studies

Program Chair

Diane Harper, MA, Boston University
617.873.0259 • Diane.Harper@cambridgecollege.edu

Master of Education

- Interdisiciplinary Studies

Library Teacher

Education Department Coordinator, Cambridge College-Springfield

Donna Guerin, MEd, Cambridge College
donna.guerin@cambridgecollege.edu

Master of Education

- Library Teacher (all levels, initial licensure)

Mathematics

Program Chair

John (Jack) O'Keefe, MS, Lesley University
617-873-0188 • john.okeefe@cambridgecollege.edu

Master of Education

- Mathematics (1-6, 5-8, or 8-12: initial licensure)

Certificate

- Mathematics Specialist
- STEM: Science, Technology, Engineering and Mathematics

School Nurse Education

Contact

Patricia Johnson, RN, EdD, University of Massachusetts Amherst
617.873.0347 • Patricia.Johnson@cambridgecollege.edu

Master of Education

- School Nurse Education

Special Education

Program Chair

Mary L. Garrity, EdD, University of Massachusetts Lowell
617.873.1168 • mary.garrity@cambridgecollege.edu

Master of Education: Moderate Disabilities, Autism

- Autism Specialist
- Teacher of Students with Moderate Disabilities (preK-8 or 5-12, initial licensure)
- Teacher of Students with Moderate Disabilities (preK-8 or 5-12, initial licensure) & Applied Behavior Analysis

Teaching Skills & Methodologies

Program Chair

Diane Harper, MA, Boston University
617.873.0259 • Diane.Harper@cambridgecollege.edu

Master of Education

- Teaching Skills & Methodologies

Initial Licensure • Non-Licensure

Master of Education

Early Childhood Teacher of Students With & Without Disabilities (PreK-2) • CIP code 131210

For licensure: 42-45* credits, 4 terms full-time • Non-licensure: 37 credits, 3 terms full-time

• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Early Childhood PreK-2 program is for students who plan to teach in public or private schools. They are prepared with the appropriate skills and knowledge that will assist them in pursuing their initial license in Early Childhood PreK-2 With and Without Disabilities. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They understand the principles of early childhood education, including developmentally appropriate lessons and activities for educators working with children in preK-grade 2 settings and utilize inclusive practices appropriate for children with learning disabilities and for diverse students (including but not limited to English language learners) to enhance the abilities of their children. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public or private preschool/kindergarten as well as in the early childhood arena.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 42 credits total if SEI is completed before enrollment, 45 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

Professional Seminar & Project .....9 credits

ECE691-693 Professional Seminar (3 terms @ 2 credits)
ECE800 Independent Learning Project (take with Seminar III)

Courses — program chair will advise on sequence.... 28 credits

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit; preq. for ECE612)	every term
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)	every term
ESP594	Collab & Consultation Technq (2 credits)	every term
ECE612	Developmental Reading for Early Childhood Birth to Eight	Spring
MAT618	Math Essentials	Fall, Spring
MAT623	Teaching Numerical & Geometric Structures	Fall, Spring
ESP512*	Inclusion & Behavior Management	Fall, Summer
ELE594	Integrating Physical Education into Early Childhood & Elementary Curriculum (1 credit)	Summer
ELE620*	Integration of Children's Literature in Early Childhood & Elementary Curriculum	Summer
ECE600	Development of Young Children	Fall
ELE653*	Teaching Science & Technology in Early Childhood & Elementary Curriculum	Fall
ELE656*	Teaching Social Science, History & Multicultural Education in Early Childhood & Elementary Curriculum.	Spring

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy, Early Childhood, and Foundations of Reading (MTEL).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses including Independent Learning Project.
- Pre-Practicum — successfully complete 75 hours in diverse settings (0 credit).
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only).....5 credits

ECE790 Practicum— 300 hours (3 credits) ..... Fall, Spring

Guided and evaluated by a licensed/certified early childhood teacher in the classroom and a Cambridge College early childhood supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ECE791 Practicum Seminar (2 credits) ..... Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)

Master of Education

Elementary Teacher (1-6) • CIP code 131202

For licensure: 43-46* credits, 4 terms full-time • Non-licensure: 38 credits, 3 terms full-time

• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Elementary Teacher 1-6 initial licensure program is for students who plan to teach in public schools or collaboratives. Students are prepared with appropriate skills and knowledge that will assist them in pursuing their initial license as an Elementary Teacher 1-6. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated in regional, state and national accreditation bodies. They utilize best practices for teaching students with diverse abilities and languages and scientifically-based practices for teaching reading and mathematics; inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development; set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — Graduates who have completed the licensure option are eligible for initial licensure and are qualified for employment in public schools and collaboratives, teaching elementary grades 1-6.

Non-licensure option: All program components are required (including pre-practicum) ***except*** for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 43 credits total if SEI is completed before enrollment, 46 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

(All courses @ 3 credits except as noted.)

Professional Seminar & Project .....9 credits

ELE691-693 Professional Seminar (3 terms @ 2 credits)
ELE800 Independent Learning Project (take with Seminar III)

Courses — program chair will advise on sequence.... 29 credits

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit; preq. lab for ELE521)	every term
ELE521*	Development of Reading & Writing Skills for Early Childhood & Elementary Curriculum	Fall, Summer
ELE594	Integrating Physical Education into Early Childhood & Elementary Education (1 credit)	Summer
ELE620*	Integration of Children's Literature in Early Childhood & Elementary Curriculum	Summer
ELE510*	Developmental Psychology	Summer
MAT618	Math Essentials	Fall, Spring
MAT623	Teaching Numerical & Geometric Structures	Fall, Spring
MAT708	Diagnosis & Remediation of Learning Problems in Mathematics	Fall, Spring
ELE630	Classroom Mgmt with Models of Teaching	Fall, Spring
ELE653*	Teaching Science & Technology in Early Childhood & Elementary Curriculum	Fall
ELE593	Integration of Visual Arts for Early Childhood & Elementary Curriculum (1 credit)	Summer
ELE656*	Teaching Social Science, History & Multicultural Education in Early Childhood & Elementary Curriculum	Spring

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy, General Curriculum, math sub-test, and Foundations of Reading (MTEL).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses including Independent Learning Project.
- Pre-Practicum — successfully complete 75 hours in diverse settings (0 credit).
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only).....5 credits

ELE790 Practicum— 300 hours (3 credits)

Guided and evaluated by a licensed/certified elementary teacher in the classroom and a Cambridge College elementary supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ELE791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

Initial Licensure • Non-Licensure

Master of Education

English as a Second Language (PreK-6 or 5-12) • CIP code 131401

For licensure: 39 credits, 4-5 terms full-time • Non-licensure: 34 credits, 3-4 terms full-time
• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Teaching English as a Second Language program prepares candidates with the disposition, knowledge and skills to create learning environments that enable English Learners (ELs) to become proficient in English and access the academic content area curriculum. The program meets all state regulations for licensing of Teachers of English as a Second Language, with the SEI Endorsement. Courses present nationally recognized research-based models for first and second language learning, address curriculum mandates, and the developmental characteristics of students in grades PreK-6, 5-12, and adult levels. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates demonstrate the disposition, knowledge and skills expected of professional educators as articulated by regional, state and national accreditation bodies. They understand language as a system, the structure and nature of language, and language variation and change. They understand language acquisition and literacy development, including practices for reading skills/comprehension in a first language at different levels; first and second language differences for reading instruction; English phonemic awareness for students not literate in their first language; effect of first language literacy on second language learning/literacy; role of oral language development in literacy development for ELLs; formal/informal reading assessment with English learners; listening/speaking/reading/writing vocabulary, and practices for developing writing skills/writing tools; formal writing elements; oral/aural English fluency at different proficiency levels; social and academic content English; metalinguistic skills and vocabulary for cognitive, academic, and language proficiency. They utilize research-based ESL approaches and best practices and apply socio-cultural and socio-emotional considerations. They understand the role of community, families, and schools in ELL education and the laws pertaining to education of ELLs.

ESL graduates utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

Program and course schedule subject to change.

SEI is inclusive to the MEd degree for initial licensure in ESL.

Program chair: Betsy Tregar, EdD
• betsy.tregar@cambridgecollege.edu

Careers —Candidates who complete the ESL licensure program are able to teach ESL in public, private, and charter schools, educational collaboratives, and community programs. They are also eligible for the Massachusetts SEI Teacher Endorsement. Non-licensure M.Ed. graduates are able to provide ESL support and tutoring in schools; and to teach/tutor ESL in other settings including higher education intensive ESL, other countries, immigrant support programs, and workplace ESL.

Professional Seminar & Project . . . . . 7 credits

ESL691N-ESL692N Professional Seminar I-II
(2 terms @ 2 credits) . . . . . Fall, Spring
ESL800 Independent Learning Project (take with Seminar II)

Courses — program chair will advise on sequence 27credits

ESL610 Linguistics & Language Variations . . . . . Fall, Summer
ESL615 Methods & Materials for ESL. . . . . Fall, Spring
ESL620* Teaching Reading & Writing to ESL Students . . . . . Spring, Summer
ESL625 Technology for Linguistically Diverse Classrooms . . . . . Fall, Summer
ESL630 Equitable Assessment of ESL Learners* . . . . . Fall
ESL631 Second-Language Acquisition & Culture . . . Fall, Summer
ESL635* Sheltered English Instruction & Assessment . . . . . Spring
ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling . . . . . Fall
ESL650 Teaching Content to ESL Learners . . . . Spring, Summer

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy and English as a Second Language (MTEL). Take MTEL in Year 2.
- Pre-Practicum — successfully complete assignments in diverse classroom settings (0 credit).
- Pass all required courses (includes Sheltered English Instruction).
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum (licensure students only) . . . . . 5 credits

ESL790 Practicum — 300 hours (3 credits)

Guided and evaluated by a licensed/certified ESL teacher in the classroom and a Cambridge College ESL supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ESL790A Practicum (PreK-6) or **ESL790B Practicum (5-12)**

ESL791 Practicum Seminar (2 credits) . . . . . Fall, Spring
Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)

Graduate Certificate

English as a Second Language Certificate • CIP code 131401

12 credits, 3 terms part-time

Program Description — This certificate provides an opportunity to explore the field of teaching English as a second language. Participants learn ESL concepts, principles, theories, and classroom practices that are effective in helping English learners of all ages to learn English and succeed in a new culture. Note: If a student later enrolls in the Cambridge College ESL M.Ed. program, these courses will be considered for transfer toward meeting the program requirements.

The certificate, or individual courses, will provide key information and strategies (Sheltered English Instruction/SEI) that licensed K-12 teachers can use in teaching their content area to English language learners. With approval from a school or district, the courses may be included in the professional development documentation that supports a teacher's application for 5-year re-licensure.

ESL631	Second-Language Acquisition & Culture
ESL620	Teaching Reading & Writing to ESL Students
ESL635	Sheltered English Instruction & Assessment
ESL630	Equitable Assessment of ESL Learners

(All courses @ 3 credits.)

Master of Education

General Science (1-6 or 5-8) • CIP code 131316

For licensure: 35-38* credits, 5-6 terms full-time • Non-licensure : 32 credits, 3 terms full-time
• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The General Science Education program provides essential science content, integrated with best practices in hands-on, inquiry-based science education. The curriculum is firmly rooted in the Massachusetts science education model with a balance of earth, life, physical and engineering sciences. Students experience a blend of seated and online content science courses. Program completers are career-ready, technologically savvy, exhibit intercultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates demonstrate the disposition, knowledge and skills expected of professional educators articulated by state and national accreditation bodies. They design and conduct scientific inquiries to test scientific hypotheses, using appropriate tools and techniques to gather, analyze, and interpret data; develop descriptions, explanations, predictions, and models using evidence, communicate scientific procedures and explanations; and know how science, technology, and math inform each other and serve as mechanisms for inquiry into the nature of the universe. They use "best practices" in teaching inquiry-based science and develop a balanced approach to hands-on science instruction using appropriate methodology and appropriate procedures as described in state standards. They set high expectations and create a safe and collaborative learning environment to engage all students in their learning. They implement well-structured lessons with measurable assessments of learning and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — Elementary science specialist, grades preK-5; middle school general science teacher/earth, life, physical and engineering sciences, grades 5-8; science museum educator, nature center specialist/guide, aquarium and zoo educator.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams. Two additional credits are required as electives specific to science content. These courses must be selected in consultation with the program chair.
MAT623 may be replaced with electives specific to the program.

***Program credits:** 35 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

Program subject to change.

Program chair: John Papadonis, MS
• john.papadonis@cambridgecollege.edu

Professional Seminar & Project .....7 credits

ESE691-692 Professional Seminar (2 terms @ 2 credits)
ESE800 Independent Learning Project

Science Methods.....15 credits . . . 12 credits

Licensure courses @ 3 credits		grades 1-6	grades 5-8
MAT623	Teaching Numerical & Geometric Structures.	•	Fall, Spring
SCI680	Attaining Science Literacy	• •	Fall

option for 1-6: SCI680 or ELE653 Teaching Sci & Technol in Early Childhood & Elem Curric

Methods & Materials for Teaching:

SCI682*	Life Science	• •	Spring
SCI684*	Earth Science	• •	Spring
SCI686*	Physical Science	• •	Fall

Note: Asterisk (*) indicates pre-practicum experience required.

Science Content..... select 8 credits.....11 credits

Online courses @ 1 credit		grades 1-6	grades 5-8
Students should select those courses that reflect their weakest area of preparation and support their abilities to teach the science content required for their area of licensure			
SCI609	Transfer of Energy		Fall
SCI611	Ocean Science		Fall
SCI619	Teaching Project-Based Science		Fall
SCI627	Teaching Chemistry Through Inquiry		Fall
SCI603	Electricity & Magnetism		Spring
SCI607	Structure of the Earth		Spring
SCI613	Earth in the Solar System		Spring
SCI629	Practical Meteorology		Spring
SCI591	Intro to Online Science Learning		Summer
SCI601	Aquatic Ecology		Summer
SCI605	Water Quality		Summer
SCI615	Forces & Motion		Summer
SCI617	Earth's History		Summer
SCI600	Cell Biology		Summer

In-class course option @ 3 credits		
SCI688	Methods & Materials for Teaching Middle School Chemistry	Summer

All courses offered at least once/year.

Continued

(All courses @ 3 credits except as noted.)

MEd

Continued

General Science (1-6 or 5-8)

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy test and:
  1-6: Successful completion of coursework
  5-8: General Science 5-8 MTEL exam
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — successful completion of 75 hours in diverse settings (0 credit).
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only). . . . .5 credits

SCI790 Practicum – 300 hrs in an elementary (1-6) or middle school (5-8) science classroom (3 credits)

Guided and evaluated by a licensed/certified general science teacher in the classroom and a Cambridge College general science supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

SCI790***A*** Practicum 1-6 • SCI790***B*** Practicum 5-8

SCI791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)

Graduate Certificate

STEM: Science, Technology, Engineering and Mathematics • CIP code 131316

12 credits, 2 terms or more part-time

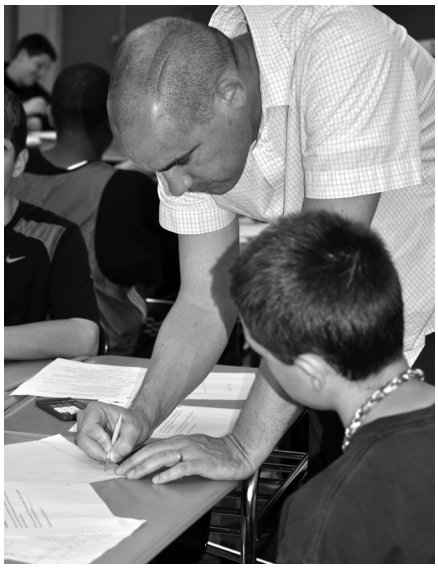
Program Description — The Stem Certificate in Science, Technology, Engineering and Mathematics provides early childhood, elementary, special education and middle school educators with the core background skills and content knowledge necessary to become highly-qualified mathematics, science and engineering educators serving our younger students.

The courses combine math, science and engineering content with methodology at the elementary and middle school levels. The 12 graduate credits include both seated and online courses, making for a very user friendly learning experience.

Learning Outcomes — Participating teachers will:

- Gain significant mastery of science content, preparing their students for the Massachusetts grade 5 and 8 MCAS exams and for science and technology challenges into their future.
- Integrate earth, life and physical science concepts to solve engineering problems.
- Apply design process steps to solving engineering and science problems.
- Recognize and use connections, relationships and patterns among mathematical ideas; and use representations to model and interpret physical and technical phenomena.
- Gain the necessary mathematical skills in order to become highly qualified and competent teachers of elementary and middle school mathematics.

Careers — After the completing the STEM certificate program, teachers may wish to add a Massachusetts state certification in Mathematics (1-6), Mathematics (5-8), General Science (5-8), or Mathematics/Science (combo 5-8) by taking and passing the appropriate Massachusetts MTEL exam.



Science and Engineering Courses . . . . . 6 credits

ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum

SCI619 Teaching Project Based Science (online, 1 credit)

Choose two science content courses (online, @1 credit):

SCI 601 Aquatic Ecology

SCI 613 Earth in the Solar System

SCI 617 Earth's History

SCI 603 Electricity & Magnetism

SCI 607 Structure of the Earth

Mathematics Courses . . . . . 6 credits

MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas

MAT708 Diagnosis & Remediation of Learning Problems in Math

COURSE SCHEDULE — All courses offered at least once/year.

Satisfactory academic progress — All students must maintain a minimum GPA of 3.0 or be placed on academic probation.

Program subject to change.

Tuition discount: Candidates must enroll for the entire 12-credit program to receive a tuition discount of 30%. (Full tuition is charged for part-time enrollment, and the discount is applied in the final term retroactively to all 12 credits.)

Program chair: John Papadonis, MS
• john.papadonis@cambridgecollege.edu

Initial Licensure • Non-Licensure

Master of Education

Health/Family & Consumer Science (All Levels) • CIP code 131307

For licensure: 38 credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time

• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Health /Family & Consumer Science initial licensure program prepares health educators to be proficient in the Massachusetts Professional Standards for Teachers, the National Health Education Standards, and the CAEP health education teacher education (HETE) standards. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates demonstrate expertise in health education content, able to conduct a needs assessment, plan and implement curriculum, assess student learning, coordinate school health, advocate for health education, and serve as a resource to the school, students and their families, and the community.

They exhibit confidence in their ability to teach comprehensive skills-based health education as a component of coordinated school health; identify student risk factors and help young people reduce those behaviors to improve their personal health and academic performance. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — Graduates teach (preK-12) and work as health educators in many settings: local health departments, hospitals and clinics, business and industry. In colleges, they also teach courses and conduct research.

SEI endorsement optional — Health/Family & Consumer Science students are not required to be endorsed in Sheltered English Immersion. Students interested in SEI endorsement should take SEI605.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

Program and course schedule subject to change.

Program chair: Mary Connolly, CAGS, CHES
• mary.c.connolly@go.cambridgecollege.edu

Professional Seminar & Project ..... 9 credits

EHE691N-693N Professional Seminar (3 terms @ 2 credits) ..... every term

EHE800 Independent Learning Project (take with Seminar III) ..... every term

Courses ..... 24 credits

EHE610	Principles of Health Promotion & Disease Prevention: Public Health Issues	Fall
EHE620*	Curriculum Implementation in the Health Classroom	Fall
EHE630*	Growth & Development, Human Sexuality & Family Management Skills	Fall
EHE640*	Promoting Wellness: Building Positive Health Behavior	Spring
EHE650*	Preventing Unintentional Injury & Violence	Spring
EHE680	Teaching Skills for Risk Reduction & Positive Behavior Change	Spring
EHE660*	Family & Interpersonal Health: Promoting Mental Health Through School-Based Intervention	Summer
EHE670	Improving School Health Through Coordination	Summer

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy and Health/Family & Consumer Sciences (MTEL).
- Completed course in anatomy and physiology.
- Pre-Practicum field experiences occur in selected courses.
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only)..... 5 credits

HEA790 Practicum – 300 hrs: 150 hrs in an elementary school setting & 150 hrs in a secondary setting (3 credits)

Guided and evaluated by a licensed/certified educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

HEA791 Practicum Seminar (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)

Graduate certificate

Health Education Certificate for School and Community • CIP code 131307

12 credits, 2 or more terms

Program Description — This Health Education certificate is for physical educators, community and public health educators, wellness and fitness center employees who want current knowledge of health and how to teach it effectively. Students learn to teach skills-based health education based on the Massachusetts performance indicators and the National Health Education Standards.

Two courses are required and two are selected from the initial licensure courses of the Health and Family & Consumer Sciences master's program.

Learning Outcomes include increased competency in health education content and teaching skills.

Pre-Practicum field experience: Students completing the certificate do not need to complete pre-practicum field experiences. However, students who matriculate at a later time must complete all pre-practicum field experiences associated with these courses.

Successfully completed courses may be accepted into the Health, Family & Consumer Science initial licensure program if taken within 5-7 years of matriculation (subject to change).

Program and course schedule subject to change.

Program chair: Mary Connolly, CAGS, CHES
• mary.c.connolly@go.cambridgecollege.edu

Required Courses ..... 6 credits

EHE620	Curriculum Implementation in the Health Classroom	Fall
EHE630	Growth & Development, Human Sexuality & Family Management Skills	Fall

Electives in Health Education ..... choose 6 credits

EHE610	Principles of Health Promotion & Disease Prevention: Public Health Issues	Fall
EHE640	Promoting Wellness: Building Positive Health Behavior	Spring
EHE650	Preventing Unintentional Injury & Violence	Spring
EHE680	Teaching Skills for Risk Reduction & Positive Behavior Change	Spring
EHE660	Family & Interpersonal Health: Promoting Mental Health Through School-Based Intervention	Summer
EHE670	Improving School Health Through Coordination	Summer

(All courses @ 3 credits except as noted.)

Master of Education

Library Teacher (K-12) • CIP code 131334

For licensure: 38-41* credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time

• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — Library Teacher candidates demonstrate proficiency in enacting the content and pedagogical skills articulated in CMR 7.06 (16) and CMR 7.08. The Library Teacher program prepares candidates to provide exemplary school library programs that engage students and teachers in the development of information, media, and technological literacy skills and lifelong learning values. By working with classroom teachers to plan, deliver, mediate, and assess student learning, library teachers have crucial leadership roles to play in providing a variety of resources, specialized skills and problem or inquiry based learning opportunities. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates develop and promote quality school library programs and provide 21st century learning environments that ensure that students and staff are effective and ethical users and creators of ideas and information. They understand and apply multiple technologies for individual and group learning, empowering students to be critical thinkers and problem solvers, skillful researchers, effective and ethical users and creators of ideas and information, and enthusiastic readers. They understand the current role of school libraries in teaching and learning and are ready to assume leadership roles. They partner with classroom teachers to instill a love of learning and reading, ensure equitable access to information resources, and integrate quality reading and inquiry skills into the educational process. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — Graduates choose from a number of library and technology related careers including school library teachers, media center or information services directors, information and media literacy consultants, library or media technicians, library aides, publishing assistants, educational software sales, and fee-based information services.

Online courses: With the exception of SEI605 and ELM790-791 up to 15 credits may be taken online from the courses listed.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 38 credits total if SEI is completed before enrollment, 41 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: Donna Guerin, MEd
• donna.guerin@cambridgecollege.edu

Professional Seminar & Project .....9 credits

ELM691-693 Professional Seminar (3 terms @ 2 credits)
ELM800 Independent Learning Project (take with Seminar III)

Courses — program chair will advise on sequence.... 24 credits

ELM509*	Overview of the School Library Program	Fall
ELM532*	New Technologies in the School Library	Fall
ELM521*	Reference Resources	Spring
ELM533*	Information Literacy	Spring
ELM517*	Literature for Young Adults	Spring
ELM515*	Evaluation, Selection, & Management of Learning Resources	Summer
ELM561	Production of Instructional Materials	Summer
ELM523*	Children's Literature	Summer

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy (MTEL).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pass all required courses including Independent Learning Project.
- Pre-Practicum — successfully complete assignments in diverse settings (0 credit).
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only).....5 credits

ELM790 Practicum — 300 hours (3 credits) ..... Fall, Spring

In a school library, divided into two 150-hour experiences at two of the three school levels (elementary, middle, high school).

Guided and evaluated by a licensed/certified library teacher in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ELM791 Practicum Seminar (2 credits) ..... Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

(All courses @ 3 credits except as noted.)

Master of Education

Mathematics (1-6, 5-8, or 8-12) • CIP code 131311

For licensure: 38-41* credits, 4 terms full-time • Non-licensure: 33 credits, 3 terms full-time
• **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Mathematics Education program prepares students to effectively teach mathematics at the elementary (1-6), middle (5-8), and high school levels (8-12). Students learn the concepts, language, and procedures of mathematics; and develop competence in mathematics and interest in applying it to the world around them. The program builds on the College's successful student-centered curriculum that links theory and practice in a collaborative learning environment. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates have strong mathematical content knowledge and the skills to help students they teach in accessing and learning that content and support positive attitudes towards the subject. They understand and apply mathematical problem solving processes and construct rigorous mathematical arguments. They make connections among ideas in mathematics and other fields, using varied representations of mathematical ideas to communicate mathematical thinking and deepen students' understanding. They embrace technology as an essential tool for mathematics, are proficient in computation, understand relationships among quantities, use measurement concepts and tools, spatial visualizations and geometric modeling and understand data analysis, statistics, and probability. Graduates who teach in the secondary levels, understand the concepts, techniques and applications of calculus and discrete mathematics. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers —The program is ideally suited for: a) adults who want to work with and help children learn the language of mathematics; b) current teachers who wish to add mathematics as a new subject area; c) those wishing to become National Board Certified mathematics teachers, mathematics coaches, mathematics specialists, and mathematics coordinators/directors; d) non-mathematics majors who wish to earn a highly qualified title to their academic experience to enhance and broaden their teaching careers; and e) career changers who wish to pursue a more meaningful career in working with children. Teachers of mathematics at all school levels remain in high demand nationally; and individuals coming from careers in business, engineering, finance and the military are often very successful in relating the importance of the mathematics they teach, to the real world they have worked in for many years.

Professional Seminar & Project ..... 9 credits

EME691N-693N Professional Seminar in Mathematics - Initial Level (3 terms @ 2 credits)
EME800 Independent Learning Project (take with Seminar III)

Courses ..... 24 credits

Take courses for your licensure level	1-6	5-8	8-12
MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas	•		•
MAT605* Technol in Math Learning & Teaching	•		•
MAT607* College Algebra	•		•
MAT609* Euclidean Geometry	•		•
MAT611* Calculus I	•		•
MAT613* Discrete Math	•		
MAT615* History of Math	•	•	•
MAT618 Math Essentials	•		
MAT621* Data Analysis	•		
MAT623* Teaching Numerical & Geometric Structures	•		•
MAT625* Number Theory			•
MAT627* Abstract Algebra			•
MAT629* Non-Euclidean Geometry			•
MAT631* Calculus II			•
MAT633* Probability & Statistics			•
MAT635* Applied Math			•

Note: Asterisk (*) indicates pre-practicum experience required.

Math placement test: Applicants for levels 5-8 and 8-12 must take a Cambridge College math placement test. Based on test results and program chair's recommendation, selected lower level math courses may be required before initial licensure courses.

Non-licensure option: All program components are required (including pre-practicum) ***except*** for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 38 credits total if SEI is completed before enrollment, 41 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: John O'Keefe, MS
• john.okeefe@cambridgecollege.edu

Continued

(All courses @ 3 credits except as noted.)

MEd
Continued

Mathematics (1-6, 5-8, or 8-12)

Graduate Certificate

Mathematics Specialist Certificate • CIP code 131311

12 credits, 2 terms

Practicum Prerequisites

- Pass all MTEL teacher tests required for this license: Communication & Literacy, and Elementary Mathematics, Middle School Mathematics, or Mathematics (8-12).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — successfully complete 90 hours in diverse settings (0 credit).
- Pass all required courses including Independent Learning Project.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only). . . . .5 credits

Practicum in Mathematics — 300 hours (3 credits)

Guided and evaluated by a licensed/certified math teacher in the classroom and Cambridge College mathematics supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

MAT790***A*** Practicum 1-6

MAT790***B*** Practicum 5-8

MAT790***C*** Practicum 8-12

MAT791 Practicum Seminar in Mathematics Teaching (2 credits)

Electronic exit portfolio (Taskstream) required for credit.

COURSE OFFERINGS PLAN / PREREQUISITES

Professional Seminar, Independent Learning Project . . . . Fall, Spring

MAT618 Math Essentials . . . . . Fall, Spring

MAT623 Teaching Numerical & Geometric Structures. . . . . Fall, Summer

MAT708 Diagnosis & Remediation of Learning Problems in Mathematics . . . . . Fall, Spring

MAT605 Technol. in Math (preqs. 607, 609, 611, 613) . . . . . Fall

MAT609 Euclidean Geometry . . . . . Fall

MAT625 Number Theory (preq. MAT611) . . . . . Fall

MAT611 Calculus I (preqs. MAT607, 609) . . . . . Fall, Spring

MAT615 History of Math (preqs. MAT607, 609, 611) . . Fall, Spring

MAT790-791 Practicum and Practicum Seminar . . . . . Fall, Spring

MAT631 Calculus II (preq. MAT611) . . . . . Spring

MAT613 Discrete Math (preqs. MAT607, 609) . . . . . Spring

MAT621 Data Analysis . . . . . Summer

MAT635 Applied Math (preqs. MAT611, 631) . . . . . Spring

MAT603 Arithmetic to Algebra . . . . . Summer

MAT607 College Algebra . . . . . Summer

MAT627 Abstract Algebra (preq. MAT607) . . . . . Summer

MAT629 Non-Euclidean Geometry (preq. MAT609) . . . . . Summer

MAT633 Probability & Statistics (preq. MAT613) . . . . . Summer

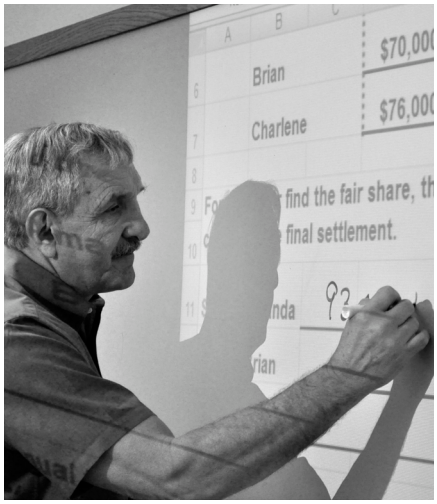
Prerequisites as listed or program chair's approval.

Course delivery format of all courses is face-to-face (F2F).

Program Description — This program is best suited for current classroom teachers who wish to add mathematics as a new subject area to their professional skills; and to new teacher candidates entering the teaching profession who are non-mathematics majors, and who wish to earn a highly qualified title to their academic experience and broaden their teaching careers as a mathematics specialist or mathematics coach.

Choose math specialist option in elementary/middle school or high school math, and take courses as outlined below.

3-credit courses for your Math Specialist choice		Elem/Middle School	High School
MAT603	Arithmetic to Algebra: Developing Math Patterns & Ideas.	•	
MAT623	Teaching Numerical & Geometric Structures.	•	
MAT615	History of Math	•	•
MAT708	Diagnosis & Remediation of Learning Problems in Math	•	•
MAT611	Calculus I		•
MAT609	Euclidean Geometry		•



(All courses @ 3 credits except as noted.)

Master of Education

School Nurse Education • CIP code 130101

32 credits, 4 terms full-time • In Massachusetts, this degree may lead to school nurse professional licensure. In other states, this program does not satisfy licensure requirements. You must check with your state licensing/credentialing authorities.

Program Description — Inspired by increased responsibilities of school nurses in the past decade, our M.Ed. in School Nurse Education strengthens the knowledge of school nurse professionals. The curriculum focuses on nursing processes with school age children, management and evaluaton of school health programs, leadership skills, research in the field, and legal and ethical issues in this unique nursing specialty.

The program builds upon the standards of the National Association of School Nurses and reflects competency requirements outlined by the Massachusetts Department of Elementary and Secondary Education (ESE).

Learning Outcomes — Students will discover their learning style and strengths, becoming lifelong learners. They will make sense of previous experiences and build on them to integrate new information, skills, and attitudes. They will gain competencies in research and analysis, and understanding of evidence-based health program outcomes, practice protocols and policies. They will serve more effectively as nurses and educators of children and adults from diverse backgrounds with diverse needs, creating learning environments and presentations. They will have a network of relationships with fellow learners, Cambridge College faculty, and the faculty of their own schools, a ready resource for their career growth in collaborative school health leadership.

Careers — Graduates will grow in confidence and competence in their professional role as an expert school health manager and leader in each of their school systems. They are encouraged to publish in professional journals, present at local and national conferences for educators and school nurses, develop and initiate new policies/health care protocols within their school districts, mentor new school nurse hires, and apply for and advance into formal leadership roles.

Program and course schedule subject to change.

Contact: Patricia Johnson, RN, EdD
• Patricia.Johnson@cambridgecollege.edu

SUMMER 1 on site . . . . . 14 credits

ESN691	Professional Seminar I	2
ESN660	Principles, Process, Practc of School Health Mgt	3
ESN710	Dealing With Grief & Loss: Role of Educators & School Nurses	3
ESN725	Legal Responsibilities & Ethical Issues for School Nurses	3
ESN780	School Nurse Leadership in School & Community	3

FALL 1 online learning . . . . . 5 credits

ESN692	Professional Seminar II	2
ESN750	Evaluation of School Health Programs	3

SPRING 1 online learning . . . . . 7 credits

ESN693	Professional Seminar III	1
ESN800	Independent Learning Project	3
One elective		3

SUMMER 2 on site . . . . . 6 credits

Two electives		6

All courses 3 credits except as noted.

Electives must be in health, family & consumer sciences, instructional technology, counseling psychology, school guidance, special education, or teaching skills and methodologies. If courses in these areas are not available, other courses in educaton may be taken as electives with program chair's approval.

Nine transfer credits in education or nursing may be accepted as electives. Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

Program changes effective Summer 2012.

No more than 15 credits can be completed through Cambridge College online learning courses.

If you enter in the fall or spring, work with program chair to choose electives and begin research for the Independent Learning Project.

(All courses @ 3 credits except as noted.)

Master of Education

Autism/Behavior Analyst • CIP code 422814

MEd: 38 credits, 6 terms • The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.

Program Description — Autism is becoming more prevalent in our society and the need for specialists dedicated to serving this population is growing rapidly. This program provides knowledge of the autism spectrum and the skills necessary to meets the needs of individuals with autism. By completing the Behavior Analyst program, students meet the course requirements to sit for the national BCBA examination, earning a credential that is in high demand.

Learning Outcomes — Students will demonstrate knowledge of applied behavior analysis (ABA) and associated scientific principles that govern human behavior and the treatment of individuals with autism spectrum disorders (ASD). Students will demonstrate knowledge of clinical, educational and ethical issues pertaining to the application of ABA across a broad range of treatment contexts and behaviors.

Careers — Careers/BCBA certification — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification and also to Massachusetts as a Licensed Applied Behavior Analyst (LABA). They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

Required to begin the ABA course sequence:

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

Student responsibility: A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

Program and course schedule subject to change.

Program chair, Moderate Disabilities:
Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

Program coordinator, ABA:
Bob Ross, Ed.D. • bob.ross@go.cambridgecollege.edu.

(All courses @ 3 credits except as noted.)

Autism & Special Education Courses ..... 19 credits

- All courses 3 credits except as noted.
- This course sequence is strongly recommended.

		Fall Entry	Spring Entry
ESP610	Autism: History, Prevalence, Diagnosis & Characteristics	Fall 1	Spring 1
ESP621	Assessment & Appraisal Process (ASD)	Spring 1	Spring 2
ESP630	Social & Psychological Perspectives in Autism Spectrum Disorders	Summer 1	Summer 1
ESP615	Assistive Technology: Modifying Curric for Diverse Learning Styles	Fall 2	Spring 2
ESP594	Collab & Consultation Techniq (2 credits)	Fall 2	Fall 1
ESP800B	Supervised Learning Project (2 credits)	Spring 2	Fall 2
ESP616	Communication Disorders (ASD)	Summer 2	Fall 2

ABA Course Sequence ..... 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses ***must*** be taken in the order deliniated here.

		Fall Entry	Spring Entry
ESP622	Basic Applied Behavior Analysis (ASD)	Fall1	Spring 1
ESP726	Advanced Applied Behavior Analysis (ASD)	Spring 1	Summer 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis	Summer 1	Summer 2
ESP724	Research Design in Applied Behavior Analysis - ASD	Fall 2	Fall 1
ESP722	Clinical Applications of Applied Behavior Analysis (ASD)	Spring 2	Spring 2
ESP705*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	Spring 2	Fall 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD)	Summer 2	Summer 2

*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

Timely completion of ABA course sequence: ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

Post-master's Certificate

Behavior Analyst Certificate • CIP code 422814

19 credits, **6 terms** • The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.

Program Description — The ABA program is designed specifically for those who are currently practicing in ABA-based treatment settings who wish to pursue national certification as a Board Certified Behavior Analyst (BCBA™). Formal access to BCBA supervision is essential to the academic requirements and is a prerequisite for program entry.

The ABA course sequence is delivered in a hybrid learning model that includes both live (in-person) and asynchronous course content. For successful completion of the program students must be both familiar with and able to effectively use technology-based instructional formats and be highly disciplined in meeting deadlines for required work assignments. Effective and timely communication skills are also essential to student success.

Learning Outcomes — Students in the ABA program will be able to demonstrate knowledge of applied behavior analysis and associated scientific principles that govern human behavior, which is achieved by completing a functional assessment project and a written behavior support plan under the guidance of the faculty and their BCBA field work supervisor and a literature review. Students will complete a range of behavior analytic projects during their ABA courses specific to the topics covered during each course and the current BACB task list. Finally, all students will demonstrate knowledge of the current BACB ethics standards as well as the current BACB Task List content specified in the course syllabus.

Careers/BCBA certification — Students who complete the ABA course sequence including supervised fieldwork and successfully pass the BCBA examination may apply for national certification and also to Massachusetts as a Licensed Applied Behavior Analyst (LABA). They will be able to work in a wide range of clinical and treatment settings as a BCBA in the treatment of individuals with autism spectrum disorders and other behavior and learning challenges. There is currently significant demand for persons with the BCBA credential, so that it is highly portable and desired across the state, the country and internationally.

ABA Course Sequence ..... 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses ***must*** be taken in the order deliniated here.

		Fall Entry	Spring Entry
ESP622	Basic Applied Behavior Analysis (ASD)	Fall1	Spring 1
ESP726	Advanced Applied Behavior Analysis (ASD)	Spring 1	Summer 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis	Summer 1	Summer 2
ESP724	Research Design in Applied Behavior Analysis - ASD	Fall 2	Fall 1
ESP722	Clinical Applications of Applied Behavior Analysis (ASD)	Spring 2	Spring 2
ESP705*	Applied Behavior Analysis Fluency Seminar (1 credit) required at end of program	Spring 2	Fall 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD)	Summer 2	Summer 2

*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

Timely completion of ABA course sequence: ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

Required to begin the ABA course sequence:

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the BCBA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

Student responsibility: A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

Program and course schedule subject to change.

Program chair, Moderate Disabilities:
Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

Program coordinator, ABA:
Bob Ross, Ed.D. • bob.ross@go.cambridgecollege.edu.

(All courses @ 3 credits except as noted.)

Master of Education

Teacher of Students with Moderate Disabilities (PreK-8 or 5-12) & Applied Behavior Analysis • CIP code 131001

The Teacher Education Program at Cambridge College is 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.

- **For licensure: (PreK-8) 48-51* credits, (5-12) 51-54* credits; 4-5 terms full-time**
- **Non-licensure: (PreK-8) 43 credits, (5-12) 46 credits; 3-4 terms full-time**
- **Program approved** by the Mass. Dept. of Elementary & Secondary Education (ESE)
- The ABA course sequence is a Verified Course Sequence as determined by the Behavior Analyst Certification Board.
- **Graduates are eligible to sit for the BCBA examination.**

Program Description — The Teacher of Students With Moderate Disabilities & Applied Behavior Analysis program offers a unique opportunity for educators to become licensed special educators and certified behavior analysts. The program prepares special educators and behavior analysts to be caring and competent in the classroom with the essential and critical skills to understand the use of diverse curriculum design and development and also provide all the services necessary to implement behavior plans in schools. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities (preK-8 and 5-12). They are prepared to take the exams required by the Behavior Analyst Certification Board. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Outcomes —Graduates demonstrate the knowledge, skills and values necessary to enable their students to excel academically and socially. They understand how moderate disabilities affect progress in learning academic content of the general curriculum that their non-disabled peers learn. They understand their responsibility to provide strategies for their students to access the regular education curriculum. They are also prepared to become behavior analysts upon completion of the BACB exam. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

Careers — Students who complete this program will be eligible for licensure to teach in grades Pre-K-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings. They will also be eligible to become certified behavior analysts with a teaching license, creating opportunities for multiple opportunities for employment in fields which are in high demand.

(All courses @ 3 credits except as noted.)

Special Education Foundation Courses

PreK-8: 24 credits
5-12: 27 credits

ESP689*	Theories of Typical & Atypical Human Development	Fall, Summer
ESP594	Collab & Consultation Techniq (2 credits)	every term
ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit)	every term
MAT708	Diagnosis & Remediation of Learning Problems in Math	Fall, Spring
ESP680	Pedagogy in Reading & Eng Lang Arts	Spring, Summer
ESP615	Assistive Technology: Modifying Curric for Diverse Learners	Summer, Spring
ESP607*	Psycho-Educational Assessment for Teaching Exceptional Children.	Spring, Summer
ESP698	Laws and Regulations Pertaining to Behavioral Intervention and ABA (1 credit)	Spring
ESP800B	Supervised Learning Project (2 credits)	Spring
ESP662	Principles of Language Dev Bridging Differences & Disorders.	Fall, Summer
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)	every term

One additional course for 5-12 (licensure and non-licensure):

SCI680	Attaining Science Literacy	Fall
or ESP636	Teaching Social Science, History and Multicultural Education in Grades 5-12	Spring

Note: Asterisk (*) indicates pre-practicum experience required.

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTELs:

  PreK-8: Communications and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).

  5-12: Those seeking this license for 5-12 must take and pass the Communications and Literacy, Foundations of Reading and pass either the General Curriculum test or a subject matter test in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.

- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — Successfully complete 75 hours in diverse settings (0 credit)
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Continued

Teacher of Students with Moderate Disabilities & Applied Behavior Analysis

Continued

Practicum & Seminar: Moderate Disabilities

(licensure students only) . . . . . 5 credits

Guided and evaluated by a licensed/certified special educator in the classroom and by a licensed/certified Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/ practicum coordinator.

ESP790A Practicum (PreK-8) — 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring

or

ESP790B Practicum (5-12) — 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring

ESP791 Practicum Seminar (2 credits) . . . . . Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

Students must complete all special education foundation courses including the Practicum and Practicum Seminar **prior** *to entering into the ABA course sequence. Exceptions must be approved by ABA program chair. Consultation with ABA program chair required before entering the ABA course sequence.*

ABA Course Sequence . . . . . 19 credits

- All courses 3 credits @ 45 contact hours, unless otherwise noted.
- Courses ***must*** be taken in the order deliniated here.

ESP622	Basic Applied Behavior Analysis (ASD)	Fall1
ESP726	Advanced Applied Behavior Analysis (ASD)	Spring 1
ESP704	Ethics & Professionalism in Applied Behavior Analysis	Summer 1
ESP724	Research Design in Applied Behavior Analysis - ASD	Fall 2
ESP722	Clinical Applications of Applied Behavior Analysis (ASD)	Spring 2
ESP705*	Fluency Seminar ABA Certification Track (1 credit) required at end of program	Spring 2
ESP723	Implementing Behavior Analysis in Educational Settings (ASD)	Summer 2

*ESP705 is completed over two terms, with credit applied in the second term of enrollment for course completion.

Timely completion of ABA course sequence: ABA coursework, including supervision and fieldwork, are specifically aligned with current BACB standards and its corresponding edition of the BCBA exam. Standards and exam are subject to change, therefore timely completion is essential.

Required to begin the ABA course sequence:

- Master's degree or higher in education, special education, or psychology in an area that meets the current BACB™ standards at time of enrollment. Please consult the ABA program chair prior to enrollment.
- Active employment in a relevant, related field with at least one year of experience in an ABA-based treatment setting.
- Be working with or supervised by certified BCBA personnel. (Supervisor name and contact information must be submitted and verified upon program entry.)

Student responsibility (ABA): A high level of professional acumen and decorum is required. Students are expected to be fluent in the BACB ethics standards from the start and throughout the program. Students must have basic competence with technology-based academic applications.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

Endorsement: Candidates are endorsed for licensure in moderate disabilities upon completion of the entire Moderate Disabilities/ABA program.

Students are responsible for:

- Monitoring and understanding the requirements established by the Behavior Analyst Certification Board and for ensuring that their program of study complies with all requirements for BCBA certification.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment.
- Supervision and field experiences specific to national standards at the time of application to the BCBA.

In addition, graduates must pass the BCBA examination to become a Board Certificated Behavior Analyst.

***Program credits (PreK-8):** 48 credits total if SEI is completed before enrollment, 51 credits if SEI is completed at Cambridge College.
(5-12): 51 credits total if SEI is completed before enrollment, 54 credits if SEI is completed at Cambridge College

Program and course schedule subject to change.

Program chair, Moderate Disabilities:
Mary Garrity, EdD • mary.garrity@cambridgecollege.edu

Program coordinator, ABA:
Bob Ross, Ed.D. • bob.ross@go.cambridgecollege.edu.

(All courses @ 3 credits except as noted.)

Master of Education • Graduate Certificate

Autism Specialist • CIP code 131013

34 credits, 3 terms full-time • This program does not satisfy licensure requirements for K-12 public school teachers.

Program Description (MEd) —Teachers in general education and special education today are working with more and more students diagnosed with Autism Spectrum Disorders (ASD). This program answers the growing need for more understanding and better preparation for those working with students with severe disabilities. It is designed for experienced teachers and para-professionals, to enhance their working knowledge of the field. It also provides opportunities to explore new opportunities this knowledge would provide. ***This is not a licensure program and does not lead to BACB certification.***

Learning Outcomes — Graduates will demonstrate knowledge and understanding of autism, behavioral issues and severe special needs. They personalize their learning through an Independent Learning Project that enhances their preparedness as a professional educator.

Careers — This program will enhance the skills and understanding of:

- Experienced special educators, wanting more information to better serve the needs of this growing population.
- General educators who wish to work more effectively in their inclusion classes.
- Para-professionals currently working with students with severe disabilities, to gain a better understanding of the autistic needs and behavioral issues of the students they serve.
- Anyone wanting to know more about this growing field.

Professional Seminar & Project ..... 7 credits

ESP691S-692S Professional Seminar in Special Education/ Autism Spectrum Disorders (2 terms @ 2 credits)
ESP800 Independent Learning Project (take with Seminar II)

Autism & Special Education Courses ..... 27 credits

ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles ..... Spring, Summer
ESP610 Autism: History, Prevalence, Diagnosis & Characteristics ..... Fall, Spring
ESP695 Laws & Regulations Pertaining to Special Education ..... Fall, Spring
ESP689 Theories of Typical & Atypical Human Development ..... Fall, Summer
ESP621 Assessment & Appraisal Process (ASD) ..... Spring
ESP625 Behavior Management (ASD) ..... Fall, Summer
ESP616 Communication Disorders (ASD) ..... Fall, Summer
ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders ..... Summer
ESP635 Teaching & Curriculum Development for Students with Severe Disabilities ..... Summer

Autism Specialist Certificate ..... 18 credits

Program Description — The Autism Specialist Certificate provides an opportunity for teachers, administrators and parents to gain understanding and professional expertise to better support the growing numbers of K-12 school students with autism spectrum disorders. This course work supplements training/licensure for those employed in substantially separate classrooms. It is also very helpful for paraprofessionals working in special education classrooms.

Note: If a student later enrolls in the Autism Specialist M.Ed., these courses may be accepted into the degree.

ESP610 Autism: History, Prevalence, Diagnosis & Characteristics ..... Fall, Spring
ESP621 Assessment & Appraisal Process (ASD) ..... Spring
ESP625 Behavior Management (ASD) ..... Fall, Summer
ESP616 Communication Disorders (ASD) ..... Fall, Summer
ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders ..... Summer
ESP635 Teaching & Curriculum Development for Students with Severe Disabilities ..... Summer

Program and schedule subject to change.

Program chair: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

(All courses @ 3 credits except as noted.)

Initial Licensure • Non-Licensure

Master of Education

Teacher of Students with Moderate Disabilities (PreK-8) • CIP code 131001

For licensure: 45-48* credits, 4-5 terms full-time • Non-licensure: 40 credits, 3-4 terms full-time
Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Teacher of Students with Moderate Disabilities program prepares gradates to be caring and competent special education teachers and leaders with the essential and critical skills to make the general education curriculum accessible to all students, especially those with moderate disabilities. The program meets the regulations for licensure of Teacher of Students with Moderate Disabilities PreK-8. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes — Graduates are knowledgeable of the public school curriculum and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

Careers — Students who complete this program are eligible to be special educators in grades preK-8 as a co-teacher, consulting teacher or teacher of record in resource room settings.

Non-licensure option: All program components are required (including pre-practicum) *except* for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 45 credits total if SEI is completed before enrollment, 48 credits if SEI is completed at Cambridge College.

Program and schedule subject to change.

Program chair: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

Professional Seminar & Project .....7 credits

ESP691N-692N Professional Seminar in Special Education-Initial (2 terms @ 2 credits)

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800 Independent Learning Project (take with Seminar II)

Courses — program chair will advise on sequence.... 33 credits

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit)	every term
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)	every term
ESP594	Collab & Consultation Techniq (2 credits)	every term
ESP512*	Inclusion & Classroom Behavior Mgt	Summer, Fall
ESP662	Principles of Language Dev Bridging Differences & Disorders	Summer, Fall
ESP689*	Theories of Typical & Atypical Human Development	Summer, Fall
ESP607*	Psycho-Educational Assessment for Teaching Exceptional Children	Summer, Spring
ESP615	Assistive Technology: Modifying Curriculum for Diverse Learners	Summer, Spring
ESP680*	Pedagogy in Reading & Eng Lang Arts	Summer, Spring
ESP695*	Laws & Regulations Pertaining to Special Education	Fall, Spring
MAT618	Math Essentials	Fall, Spring
MAT623	Teaching Numerical & Geometric Structures	Fall, Spring
MAT708	Diagnosis & Remediation of Learning Problems in Math	Fall, Spring

Note: Asterisk (*) indicates pre-practicum experience required.

Course schedule for Boston, subject to change.

Continued

(All courses @ 3 credits except as noted.)

MEd
Continued

Moderate Disabilities (PreK-8)

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTELs: ***PreK-8:*** Communication and Literacy, General Curriculum (multi-subject + math subtest (Elementary Math (53), Middle School Math (47) or Mathematics (09) will also meet the math subtest requirement.) + Foundations of Reading (Reading (08) will also meet this requirement.).
- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — Successfully complete 75 hours in diverse settings (0 credit)
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only). . . . .5 credits

ESP790A Practicum (PreK-8) — 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities. (3 credits) . . . . . Fall, Spring

Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ESP791 Practicum Seminar (2 credits) . . . . . Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

Master of Education

Teacher of Students with Moderate Disabilities (5-12) • CIP code 131001

For licensure: 45-48* credits, 4-5 terms full-time • Non-licensure: 40 credits, 3-4 terms full-time
Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE)

The Teacher Education Program at Cambridge College is 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.

Program Description — The Teacher of Students with Moderate Disabilities program prepares gradates to be caring and competent special education teachers and leaders with the essential and critical skills to understand the use of diverse curriculum design and development. Graduates are prepared to become highly motivated educators who are practitioners of educational innovation, and meet the regulations for licensure of Teacher of Students with Moderate Disabilities 5-12. Program completers are career-ready, technologically savvy, exhibit inter-cultural competence and are equipped to advance social justice.

Learning Outcomes —Graduates are knowledgeable of the public school curriculum at the secondary level and and ways to engage students with moderate disabilities in accessing that curriculum. They utilize educational terminology specific to mild to moderate disabilities. They prepare, implement, and evaluate Individualized Education Programs (IEPs); design or modify curriculum material and classroom environments for students with moderate disabilities. They are familiar with augmentative and alternative communication and other assistive technologies; are knowledgeable of services provided by other agencies; federal and state laws and regulations pertaining to special education; child development, including basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence; and of characteristics and instructional implications of moderately and severely disabling conditions. They utilize inclusive practices to create a safe and collaborative learning environment that fosters positive socio-emotional development. They set high expectations for all students; implement well-structured lessons, with measurable assessments of learning; and engage in ongoing reflection on practice.

Careers — Students who complete this program are eligible for licensure to be special educators in grades 5-12 as a co-teacher, a consulting teacher or a teacher of record in resource room settings.

Non-licensure option: All program components are required (including pre-practicum) ***except*** for SEI, Practicum, Practicum Seminar, and MTEL exams.

***Program credits:** 45 credits total if SEI is completed before enrollment, 48 credits if SEI is completed at Cambridge College.

Program and schedule subject to change.

Program chair: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

Professional Seminar & Project .....7 credits

ESP691N-692N Professional Seminar in Special Education-Initial (2 terms @ 2 credits)

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800 Independent Learning Project (take with Seminar II)

Courses — program chair will advise on sequence.... 33 credits

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit)	every term
ESP592	Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)	every term
ESP594	Collab & Consultation Techniq (2 credits)	every term
ESP695*	Laws & Regulations Pertaining to Special Education	Fall, Spring
ESP512*	Inclusion & Classroom Behavior Mgt	Fall, Summer
ESP662*	Principles of Language Dev Bridging Differences & Disorders	Fall, Summer
ESP689*	Theories of Typical & Atypical Human Development	Fall, Summer
ESP607*	Psycho-Educational Assessment for Teaching Exceptional Children	Spring, Summer
ESP615	Assistive Technology: Modifying Curric for Diverse Learners	Spring, Summer
ESP680*	Pedagogy in Reading & Eng Lang Arts	Spring, Summer
MAT618	Math Essentials	Fall, Spring
or MAT708	Diagnosis & Remediation of Learning Problems in Math	Fall, Spring
ESP636	Teaching Social Science, History & Multicultural Education in Grades 5-12	Spring
SCI680	Attaining Science Literacy	Fall

Course schedule for Cambridge, subject to change.

Note: Asterisk (*) indicates pre-practicum experience required.

Continued

(All courses @ 3 credits except as noted.)

MEd
Continued

Moderate Disabilities (5-12)

Practicum Prerequisites

- Pass all teacher tests required by the state for this license. Massachusetts MTELs: ***5-12***: Those seeking this license for 5-12 must take and pass the Communication and Literacy, Foundations of Reading and pass either the General Curriculum test or a subject matter test. in one of the following academic subjects: English, mathematics, science (biology, chemistry, earth science, general science, and physics), history, middle school humanities, middle school mathematics/science, or political science/political philosophy at the 5-8 or 8-12 grade level.

- SEI605 Sheltered English Immersion or ESE-endorsed course or SEI MTEL.
- Pre-Practicum — Successfully complete 75 hours in diverse settings (0 credit).
- Pass all required courses.
- Submit Practicum Application and Practicum Placement Approval Form.

Practicum & Seminar (licensure students only). . . . .5 credits

ESP790B Practicum (5-12) — 300 hours in an inclusive general education classroom or 150 hours in an inclusive general education classroom and 150 hours in a separate setting for students with moderate disabilities (3 credits) . . . . . Fall, Spring

Guided and evaluated by a licensed/certified special educator in the classroom and a Cambridge College supervisor. Practicum locations are subject to ESE regulations and must be discussed with the program chair and approved by the pre-practicum/practicum coordinator.

ESP791 Practicum Seminar (2 credits). . . . . Fall, Spring

Electronic exit portfolio (Taskstream) required for credit.

Master of Education

Educational Leadership • CIP code 130401

For Assistant Principal/Principal 31-33* credits • For Supervisor/Director 31-33* credits • Non-licensure 32 credits • 4 terms full-time
• **Licensure program approved** by the Mass. Dept. of Elementary & Secondary Education (DESE).

Program Description — The MEd in Educational Leadership is specific to leadership roles in P-12 settings. Based on professional standards upheld by the Educational Leadership Constituent Council (ELCC) and aligned with Massachusetts requirements for school administrators, the program supports the acquisition of prerequisite knowledge and professional skills to serve as competent, caring, ethical, and highly qualified leaders in the schools, districts, and communities served.

Within the degree there are both licensure and non-licensure options. Licensure options are tailored for the career advancement of currently licensed practitioners in P-12 settings with at least three years of employment in a Massachusetts-approved school or district. These options include the Principal/Assistant Principal license (PK-8 or 5-12), designed for those seeking to lead schools, and the Supervisor/Director license required for those seeking to become directors, department heads, or curriculum specialists. The Supervisor/Director option is available at the level of prerequisite license held upon entry (e.g., prerequisite license in General Science currently teaching in MA and seeking employment as STEM director). In contrast, the MEd non-licensure option is designed for seasoned professionals in educational settings or agencies that do not require the Massachusetts license.

Outcomes — With guidance of the program chair, seminar leaders, faculty, and licensed, current practitioners in schools and districts within Massachusetts, candidates for the MEd in Educational Leadership demonstrate an ability to engage in site-based leadership that: (a) promotes the learning and growth of all students, (b) cultivates a shared vision for effective schools, (c) ensures a safe, efficient, and effective learning environment, (d) ensures the effective use of resources, and (d) promotes the involvement of all stakeholders, and (e) promotes the success of all students. Effective leadership is further evidenced through written reflections, key assessments, tasks assigned and field experiences documented in an e-portfolio and submitted via TaskStream. Specifically, candidates in the respective leadership areas must demonstrate the ability to:

Principal/Assistant Principal

- Provide effective instructional leadership supportive of student learning and attainment of school achievement goals,
- Build a professional culture supportive of reflective practice, high expectations, and continuous improvement of teaching and learning.
- Engage school communities including teachers, parents, district leaders, and community partners in ways supportive of the school's and district's mission,
- Effectively and efficiently manage all school operations including curriculum implementation, personnel, facilities, schedules, and budgets.

Supervisor/Director

- Observe and provide constructive feedback of teachers supportive of improved teaching and learning performance;
- Assess instruction aligned to MA standards;
- Integrate technology into teaching methods;
- Differentiate instruction for English learners and modifications for students with special needs;
- Lead teachers in reflective practice;
- Communicate effectively with school and district leaders.

Careers — Graduates typically pursue leadership or policy related positions in P-12 school settings. Those in the Principal/Assistant Principal option typically become school leaders or pursue management positions in education-related organizations and agencies. Those in non-licensure options typically lead private or charter schools and later return to pursue licensure through the CAGS program in order to pursue further advancement in Massachusetts public schools and districts. Those with licensure as Supervisors/Directors typically pursue careers as content area or curriculum specialists, directors (e.g., STEM directors, ELL directors), department heads, or lead teachers aligned with their area of prerequisite licensure. Supervisor/directors also mentor aspiring and new teachers or lead professional development specific to their areas of expertise.

MEd—Licensure

Program Entry — Evidence of successful completion of the MA Communications and Literacy (MTEL) test and GPA requirement are required for program entry. If the MTEL is not available, students seeking licensure must first matriculate into the non-licensure pathway, then complete a Change of Academic Program signed by the program chair, educational leadership and dean, school of Education once this requirement is met. Evidence of current license as a practitioner in a Massachusetts approved school or district is also required.

***Program credits:** 31 credits total if SEI is completed before enrollment, 33 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: Charles Grandson, EdD
• charles.grandson@cambridgecollege.edu

Continued

MEd

Continued

Educational Leadership

Practicum Prerequisites—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought
- Successful completion of all courses with a grade of "B" or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

Practicum Logs, Portfolios, MA PAL

- All practicum logs evidencing completion of all hours must be verified by the supervising practitioner, professional seminar advisor, and program chair before uploading logs into TaskStream.
- All candidates must submit an electronic portfolio by uploading all documents specific to licensure, including reflections, key assignments, practicum logs, and evidence of current licensure in TaskStream.
- Candidates for the Principal/Assistant Principal licensure option are required to have successfully completed all required tasks for the Massachusetts Performance Assessment for Leaders (PAL).

Principal/Assistant Principal Licensure

Term 1

EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
EAD684 Selection, Dev & Supervision of Ed Personnel
EAD691 Professional Seminar I (2 credits; *25 practicum hours)*

Term 2

EAD688 Legal Aspects of School Admin
EAD690 Finance & Business Admin for the School Administrator
EAD692 Professional Seminar II (2 credits; *50 practicum hours*)

Term 3

EAD662 Contemporary Issues & Topics in Ed Admin
EAD782 Organizational Change for School Leaders
EAD693 Professional Seminar III (2 credits; *75 practicum hours*)

Term 4

SEI705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) — only if needed.

EAD694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum)*

EAD790 *H* or *J* **Practicum 500 hours Completion** (5 credits) and *all MA-PAL requirements*
EAD790 ***H*** Principal/Asst Principal (PreK-8)
EAD790 ***J*** Principal/Asst Principal (5-12)

Total 31-33 credits with 500 hours of documented practicum.

Supervisor/Director Licensure

Term 1

EAD712 Curriculum Dev, Assessment & Improvement for the School Administrator
EAD684 Selection, Dev & Supervision of Ed Personnel
EAD691 Professional Seminar I (2 credits; *25 practicum hours)*

Term 2

EAD721 Supervision, Induction & Coaching of New Teachers
EAD688 Legal Aspects of School Admin
EAD692 Professional Seminar II (2 credits; *50 practicum hours*)

Term 3

EAD662 Contemporary Issues & Topics in Ed Admin
EAD782 Organizational Change for School Leaders
EAD693 Professional Seminar III (2 credits; *75 practicum hours*)

Term 4

SEI705 Supervision of Sheltered English Immersion Instruction for Administrators (2 credits) * — only if needed.

EAD694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum)*

EAD790 *E* **Practicum:** Supervisor/Director (5 credits; *300 hours)* includes *five-page action-research reflection paper*

Total 31-33 credits with 300 hours of documented practicum.

(All courses @ 3 credits except as noted.)

Continued

Educational Leadership

Education Leadership—MEd Non-Licensure

If licensure is not desired, students must sign a form attesting that they understand that this option is not eligible for licensure upon degree completion.

All program components are required (including pre-practicum) *except* the licensure components: MTEL, MEPID, MA-PAL, SEI, and Practicum. Non-licensure students take Educational Leadership courses, Professional Seminar, and the Independent Learning Project.

Term 1

EAD712	Curriculum Dev, Assessment & Improvement for the School Administrator
EAD684	Selection, Dev & Supervision of Ed Personnel
EAD691	Professional Seminar I (2 credits)

Term 2

EAD688	Legal Aspects of School Admin (3 credits)
EAD690	Finance & Business Admin for the School Administrator
EAD 692	Professional Seminar II (2 credits)

Term 3

EAD662	Contemporary Issues & Topics in Ed Admin
EAD782	Organizational Change for School Leaders
EAD 693	Professional Seminar III (2 credits)

Term 4

EAD721	Supervision, Induction & Coaching of New Teachers
EAD800	Independent Learning Project
EAD694	Professional Seminar IV (2 credits)

Total 32 credits; no practicum

(All courses @ 3 credits except as noted.)

CAGS in Educational Leadership

Certificate of Advanced Graduate Studies • CIP code 130401

School Administration 36-38* credits • Special Education Administration 36-38* credits • Curriculum & Instruction non-licensure 36 credits • 4 terms full-time • Program approved by the Mass. Dept. of Elementary & Secondary Education (ESE) for:
• Superintendent/Assistant Superintendent (all levels) • Principal/Assistant Principal (levels PreK-8 or 5-12) • Supervisor/Director (at level of prerequisite license) • Special Education Administrator (all levels)

Program Description — The Certificate of Advanced Graduate Studies (CAGS) program in Educational Leadership is a post-master's option designed for educators to advance their knowledge and skills specific to leadership in P-12 schools and districts. The focus is to advance teaching and learning through school transformation in one of three concentrations: (1) school administration, (2) curriculum, or (3) special education. The program is based on standards upheld by the Educational Leadership Constituent Council and follows the Massachusetts Department of Elementary and Secondary Education's (ESE) Professional Standards for Administrators. Emphasized is the role power and politics play in schools and districts along with research skills and data analysis required to support and advance caring, competent, and qualified teachers and school leaders.

Outcomes — Graduates: (a) demonstrate a knowledge of and sensitivity to school and system organization; (b) understand that improving teaching and learning is an intricate process that requires a willingness to change, an educational vision, and persuasive communication; (c) pursue action research and data collection to inform decision making and create meaningful professional development for faculty; and (d) explore technology, inclusive strategies for reaching a diverse student body, and develop skills in teaching students with special needs and those for whom English is a second language. As a result, graduates perceive their educational setting as part of a larger system and are able to identify workable solutions for positive change supportive of teaching and learning.

Careers — Graduates enter into the full range of school leadership positions in public, private, and charter schools and in corporate and community education. Positions held include teacher-leaders, department chairs, assistant principal, and principal. In addition, graduates hold offices at the district level as coordinators, directors, assistant superintendents and superintendents.

An administrator license is required for employment half-time or more as director, department head, or curriculum specialist.

All students who enter CAGS must select a concentration and type/level of licensure if desired, and submit a signed Declaration of Intent ***by the end of their first term of enrollment***. All students must consult the program chair and have their approval ***prior*** to submitting the Declaration of Intent.

CAGS-Licensure — Program Completion Requirements

- All CAGS requirements for licensure must be met, including those outlined for program entry, all CAGS courses, and field experiences (e.g., pre-practicum and practicum).
- Sheltered English Immersion or successful completion of the SEI RETELL or SEI MTEL offered through the ESE.
- A total of 500 hours of field experiences, including the Pre-Practicum and Practicum, in the role and level of certification sought for all levels of licensure for the Superintendent/Assistant Superintendent and Principal/Assistant Principal. A total of 300 hours is required for Supervisor/Director.
- Massachusetts Performance Assessment for Leaders (PAL) — required of candidates seeking certification as a principal or assistant principal.
- Exit Performance Portfolio via TaskStream.

Practicum Prerequisites—*All documentation is verified and signed by the professional seminar advisor and program chair, then uploaded in TaskStream.*

- Signed acknowledgement of area/level of licensure sought
- Successful completion of all courses with a grade of "B" or better.
- Unless evidence is submitted that the SEI RETELL or SEI MTEL was successfully completed prior to program admission, all candidates must take the SEI 705 Sheltered English Immersion for School Administrators.
- Pre-Practicum logs documenting hours embedded in courses appropriate to the area of licensure.

CAGS-Non-Licensure — Program Completion Requirements

All CAGS components are required except for those specific to licensure (e.g., the Massachusetts Communications and Literacy MTEL, SEI, MA-PAL).

***Program credits:** 36 credits total if SEI is completed before enrollment, 38 credits if SEI is completed at Cambridge College.

Program and course schedule subject to change.

Program chair: Charles Grandson, EdD
• charles.grandson@cambridgecollege.edu

CAGS
Continued

Certificate of Advanced Graduate Studies

School Administration (licensure and non-licensure)

- Principal/Asst Principal • Supervisor/Director
- Superintendent/Asst Superintendent

Term 1

ECL800 Foundations of Social Science Research
ECA725 Instructional Leadership: Supervision & Admin of Ed Personnel
ECA701 School Management & the Law

Term 2

ECL801 Advanced Graduate Research Seminar
ECL802 Advanced Leadership
ECA703 Managing Financial Resources

Term 3

ECL803 Advanced Technologies in Education
ECL804 Advanced Leadership in Policy & Practice
SEI705 Supervision of Sheltered English Immersion for Admin (2 credits) — only if needed.
ECC710 Assessment & Developing & Evaluating Curriculum

ECA805 Practicum I (3 credits)

ECA805 ***A*** Supt/Asst Supt (all levels) *300 of 500 hours*
ECA805 ***E*** Supervisor/Dir (all levels) *150 of 300 hours*
ECA805 ***H*** Principal/Asst Princ (PreK-8) *300 of 500 hours*
ECA805 ***J*** Principal/Asst Princ (5-12) *300 of 500 hours*

Term 4

ECL807 Applied Action Research Project (1 credit)
ECC707 Meeting the Challenge of School Restructuring

ECA805 Practicum II (2 credits)

ECA806 ***A*** Supt/Asst Supt (all levels) *200 of 500 hours*
ECA806 ***E*** Supervisor/Dir (all levels) *150 of 300 hours*
ECA806 ***H*** Principal/Asst Princ (PreK-8) *200 of 500 hours*
ECA806 ***J*** Principal/Asst Princ (5-12) *200 of 500 hours*

Total 36-38 credits with 500 hours of documented practicum for Principal/Asst Principal and Superintendent/Asst Superintendent; with 300 hours for Supervisor/Director.

Special Education Administration

(licensure and non-licensure)

Term 1

ECL800 Foundations of Social Science Research
ECA725 Instructional Leadership: Supervision & Admin of Educational Personnel
ECS716 Philosophical & Psycho-Social Foundations of Education

Term 2

ECL801 Advanced Graduate Research Seminar
ECL802 Advanced Leadership
ECS712 Advanced Psycho-Educational Assessment & Education Planning

Term 3

ECL804 Advanced Leadership in Policy & Practice
SEI705 Supervision of Sheltered English Immersion for Admin (2 credits) — only if needed.
ECS713 Administration of Special Education Programs
ECS805S Practicum/Seminar I: Special Ed Admin (3 credits)

Term 4

ECL807 Applied Action Research Project (1 credit)
ECS714 Collaboration & Consultation Techniques
ECL803 Advanced Technologies in Education
ECS806S Practicum/Seminar II: Special Ed Admin (2 credits)

Total 36-38 credits with 300 hours of documented practicum.

MA Department of Elementary and Secondary Education required practicum hours for licensures:

- Principal/Assistant Principal: 500 hours
- Superintendent/Assistant Superintendent: 500 hours
- Supervisor/Director: 300 hours
- Special Education Administration: 500 hours

(All courses @ 3 credits except as noted.)

Certificate of Advanced Graduate Studies

Curriculum & Instruction (non-licensure)

Term 1

ECL800 Foundations of Social Science Research
ECA725 Instructional Leadership: Supervision & Admin of Ed Personnel
ECC708 Learning Theories & Instructional Design

Term 2

ECL801 Advanced Graduate Research Seminar
ECL802 Advanced Leadership
ECC705 Curriculum Design & Renewal for 21st Century

Term 3

ECL803 Advanced Technologies in Education
ECC704 Effective Schools
ECC805 **Practicum I: Curriculum & Instruction** (3 credits, *150 practicum hours)*

Term 4

ECC807 Applied Action Research Project (1 credit)
ECL804 Advanced Leadership in Policy & Practice
ECC710 Assessment & Developing & Evaluating Curriculum
ECC806 **Practicum II: Curriculum & Instruction** (2 credits, *150 practicum hours*)

Total 36 credits with 300 hours of documented practicum.

(All courses @ 3 credits except as noted.)

Applications are not currently being accepted.

Doctor of Education (EdD) • CIP code 130401

Summer 1 4-week cohort residency

EDL830 Educational Leadership & Social Justice 3
EDL850 Contexts for Qualitative & Quantitative Research Methodologies 3
EDL900 Introduction to Doctoral Studies 1
EDL910 Doctoral Research Seminar I: Strategies & Tactics. 3

YEAR 1 Fall

EDL920 Doctoral Research Seminar II: Research in the Public Interest 1
EDL810 Transformative Educational Leadership 3
EDL860 Qualitative Research Methods & Design 3
Doctoral elective possible.

YEAR 1 Spring

EDL930 Doctoral Research Seminar III: Reflective Inquiry as Stance 1
ED 870 Quantitative Research Methods and Design 3
EDL892 Systems Approaches to Educational Leadership 3

Summer 2 5-week cohort residency

EDL940 Prospectus Development for Doctoral Candidacy 3
EDL840 Social & Cultural Foundns of Educational Leadership . . 3
EDL880 Advanced Qualitative Research
or EDL890 Advanced Quantitative Research. 3

YEAR 2 Fall

EDL895 Ethical Leadership in Education Systems 3
EDL950 Dissertation Proposal Seminar I— Fall (asynchronous and in-person). 2
Two doctoral electives possible.

YEAR 2 Spring

EDL820 Collective Bargaining & Conflict Resolution 3
EDL960 Dissertation Proposal Seminar II— Spring (asynchronous and in-person) 2
Two doctoral electives possible.

YEAR 3 Fall and Spring Dissertation Completion & Defense

EDL970 Dissertation Research & Writing . . . . . 3 or 4
EDL980 Dissertation Completion & Defense . . . . . 3 or 4
Doctoral elective possible.

Doctoral Electives

Selected courses offered as needed for cohort interests.

ECL803 Advanced Technologies in Education Systems 3
EDL805 Educational Evaluation & Assessment Systems. 3
EDL815 Instructional & Curricular Leadership 3
EDL825 Leading Learning Organizations & Adult Learners 3
EDL891 History: Education Policy & Reform 3
EDL893 School Finance & Fiscal Management 3
EDL894 Policy, Power, & Politics Seminar. 3
EDL896 Special Topics 1-4

Master of Education

Interdisciplinary Studies • CIP code 130101

32 credits, 3 terms full-time

Program Description — The Interdisciplinary Studies program enables students to develop their own program in consultation with a faculty advisor to augment their knowledge and professional skills and, in some instances, prepare for a career transition. Students select courses from among the College's offerings in any or all disciplines. They are expected to articulate a rationale for each course selected. (Note: the program cannot prepare students for licensure.)

Assessment — Students meet with their faculty advisor to assess their progress in meeting their program goals as part of a formative evaluation process.

Independent Learning Project — Students will research and write about a topic that supports their post-graduate endeavors and/or personal growth.

Learning Outcomes — Students who complete the degree requirements for Interdisciplinary Studies will be able to:

- Integrate information and knowledge from interdisciplinary perspectives.
- Demonstrate advanced cultural competence.
- Improve higher order cognitive skills, capacity for independent thinking, and autonomous action.
- Employ meta-cognition in the classroom, the work place, and life circumstances.
- Demonstrate advanced critical thinking skills by making profound connections between and among seeming dissimilarities as required for effective analyses and performances in social, professional, and cultural contexts.
- Appreciate and enjoy questions, ambiguity, and paradox.
- Interrogate world views and become cognizant of ethical dimensions of human systems, institutions, issues, and dilemmas.

Careers — Our graduates pursue a wide variety of jobs that involve a significant element of educating. They ae tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations an human services, the criminal justice system; religious organizations, community planning and development, and corporations.

Professional Seminar & Project .....9 credits

EED691-693 Professional Seminar I-III (3 terms @ 2 credits)
EED800 Independent Learning Project

Theory & Practice.....2 credits

EED590-591 Theory & Practice of Education — Fall and Spring only (2 terms @ 1 credit)

Preparing for Success.....3 credits

EED604 Graduate Level Writing for Social Science Research

Foundation Courses..... choose 6 or more credits

EED564 Motivation & Teaching: Theories & Practices
EED610 Strategies for Teaching Critical Thinking Across the Curriculum
EED636 Rereading Global Oppression
EED647 Human Brain, Human Learning
EED705 Multicultural Diversity Issues in Workplace & Classroom

Elective Courses: EED, EDU, ENG .....choose up to 12 credits

Or, with prior approval of their seminar leader, appropriate dean, program chair, and the IS program chair, students may take no more than:

- Four 3-credit courses in any program outside the Interdisciplinary Studies program.
- Two 3-credit independent studies courses.
- Two 1-credit courses.

Changing program: If entering Interdisciplinary Studies from another Cambridge College graduate program, students must consult with the program chair to plan their program. The following (at minimum) must be taken within Interdisciplinary Studies:

- Final Professional Seminar: EED692 or 693
- Independent Learning Project: EED800
- One 3-credit course in EED, EDU, or ENG.

Program NOT approved by the Mass. Dept. of Elementary & Secondary Education (ESE).

If 9-12 external transfer credits are accepted:

- Professional Seminar is reduced to two terms: EED691-692
- EED800 Independent Learning Project required
- Theory & Practice is reduced to one credit: EED590 or 591
- Four 3-credit courses required: EED, EDU, ENG courses (others by permission)
- Program may be completed in two terms.

Program chair: Diane Harper, MA
- Diane.Harper@cambridgecollege.edu

All courses 3 credits except as noted.

Not applicable for licensure

Offered only at Cambridge College Southern California

Master of Education

Teaching Skills & Methodologies • CIP code 130301

32 credits, 3 terms full-time • This degree program does not satisfy licensure requirements for K-12 public school teachers.

TEACHING SKILLS & METHODOLOGIES is a program for mid-career teachers.

Outcomes — Students gain *current*, strategic skills and knowledge that can revitalize teachers' classrooms.

Students effectively research, write and submit a professional, master's project that enhances the students' learning for post graduate endeavors;

Careers — K-12 teachers and college faculty will benefit from Teaching Skills and Methodologies. (The program does not lead to licensure.)

12 transfer credits may be accepted: Transfer courses must meet all general and *current* criteria for transfer (see Transfer of Credit). *Three credits must be in content courses*; nine credits must be in up-to-date teaching skills and methodologies.

If nine or more transfer credits are accepted, the Professional Seminar is reduced to two terms and the Theory & Practice of Education to one credit.

Program subject to change.

Program chair: Diane Harper, MA
• Diane.Harper@cambridgecollege.edu

Professional Seminar & Project ..... 9 credits

EED691-693 Professional Seminar (3 terms @ 2 credits)
EED800 Independent Learning Project (take with Seminar III)

Theory & Practice ..... 2 credits

EED590-591 Theory & Practice of Education — 2 terms @ 1 credit

Skills & Methodologies ..... choose 12 credits

Some of these courses are offered each term:

EED503 Teaching Children With Different Learning Styles
EED564 Motivation & Teaching: Theories & Practices
EED610 Strategies for Teaching Critical Thinking Across the Curriculum
EED615 Introduction to Integrative Learning & Learning Styles
EED628 Effective Schools
EED704 Seminar in Current Educational Issues
EED705 Multicultural Diversity in Workplace & Classroom
EED710 Strategies for Teaching Alternative Assessment Across the Curriculum
EIT712 Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts
ELE630 Classroom Management with Models of Teaching
ESL625 Technology for Linguistically Diverse Classrooms
ESP701 Students with Disabilities & the Visual Arts

Content Electives ..... choose 9 credits

Choose content courses in literature, English, social studies, mathematics, science, health, literacy, English as a second language.

Course offerings plan for Boston, subject to change without notice. Other Cambridge College locations set their own schedules but offer the same program of study.

(All courses @ 3 credits except as noted.)

Maestría en Educación

Nivel Elemental (4-6 • Puerto Rico) • CIP code 131202

33 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El programa para la certificación de los educadores del nivel elemental admite estudiantes que aspiran enseñar en las escuelas públicas o instituciones privadas. Los estudiantes son preparados con las habilidades y los conocimientos adecuados que contribuyan en la búsqueda de su primer empleo como educador del nivel elemental de cuarto a sexto grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultados del aprendizaje — Los estudiantes aprenden los principios y conocimientos que necesitan los educadores del nivel elemental, incluyendo las estrategias para la enseñanza de los estudiantes con diversas habilidades e idiomas en las diferentes áreas académicas. Esto incluye, pero no se limita, a trabajar en grupos de aprendizaje cooperativo y ejercicios de coenseñanza que transfieren al salón de clases. Los estudiantes investigarán respecto a las mejores prácticas a desarrollarse en el salón de clases y la rendición de cuentas del maestro. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — Los graduados que han completado la opción de obtener el grado de maestría son capaces de solicitar la recertificación del Departamento de Educación de Puerto Rico, si ya poseen certificaciones en otras áreas, y están calificados para el empleo en las escuelas públicas y privadas, y/o establecer alianzas en beneficio de la enseñanza para el nivel elemental.

Programa solamente para recertification por el DEPR. Requiere poseer un certificado válido como maestro del DEPR en otra área o disciplina.

Programa y cursos sujeto a cambios.

Directora del Programa: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

Seminario & Proyecto ..... 9 credits

ELE691-693 Professional Seminar I-III (3 terms @ 2 credits)
ELE800 Independent Learning Project (take with Seminar III)

Cursos ..... 24 credits

Todos los cursos se ofrecen en español

ELE500 Teaching Phonological & Phonemic Awareness & Phonics (0 credit; first term)
ELE510 Developmental Psychology (preq. ELE500)
ELE522 Teaching Reading & Writing Skills (Spanish) 4-6
ESP615 Assistive Technology: Modifying Curriculum for Diverse Learners
MAT623R Teaching Numerical & Geometric Structures for Elementary 4-6 Students
ELE654 Teaching Science & Technology 4-6
ELE621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum
ELE630 Classroom Management with Models of Teaching
ELE657 Teaching Social Science, History & Multicultural Elementary Curriculum 4-6

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Enseñanza Inglés Como Segundo Idioma (Nivel Secundario • Puerto Rico) • CIP code 131401

34 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El estado de Massachusetts, Puerto Rico y las aulas norteamericanas incluyen estudiantes cuyo primer idioma no es el inglés. Estos estudiantes de inglés (ELLs) encaran el aprendizaje de un idioma y una cultura nueva, a la vez que, simultáneamente, reciben los mismos estándares académicos que sus compañeros de clases cuyo primer idioma es el inglés. El Programa de Enseñanza de Inglés Como Segundo Idioma prepara educadores informados, compasivos y comprometidos que crean ambientes de aprendizaje funcionales para los estudiantes del idioma de inglés (ELLs) y valoran sus contribuciones. Este programa es para educadores que quieren conocer a estos estudiantes y desean ayudarlos a aprender. Los facultativos son profesionales con amplio conocimiento en la adquisición del lenguaje y en los factores culturales que afectan el aprendizaje y son quienes han experimentado utilizando las mejores prácticas dentro del salón de clases. Estos maestros presentan la pedagogía relevante, motivan a sus estudiantes a valorar su conocimiento previo como base para discutir nuevas ideas, leer y escribir críticamente, aplicar nuevas destrezas y demostrar y evaluar su propio aprendizaje.

Todos los cursos en el programa de inglés como segundo idioma (ESL) presentan unos modelos basados en investigaciones reconocidas a nivel nacional que guían el currículo y a las características de desarrollo de los estudiantes en los grados de PreK-6, 5-12 y a nivel de adulto. Los participantes exploran las implicaciones en la enseñanza y aprendizaje de cada nivel y aplican los conceptos del curso al nivel de objetivo establecido. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultado del aprendizaje — Los estudiantes entenderán lo que significa la adquisición de un idioma; los factores culturales que afectan sus logros académicos; las teorías actuales, la investigación y las mejores prácticas de alfabetización en inglés. Utilizarán metodología basada en investigaciones para ayudar a los estudiantes del idioma de inglés (ELLs) a lograr el dominio del idioma y saber utilizar las estrategias de *Sheltered English Instruction* (SEI) para permitirles conocer los estándares del contenido de las clases. Los estudiantes planificarán un currículo, impartirán una instrucción efectiva, dirigirán su salón de clases, promoverán la equidad y cumplirán con sus responsabilidades profesionales. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — Los candidatos que completen el programa de licenciatura en Inglés como segundo idioma (ESL) estarán cualificados para enseñar inglés como segundo idioma en las escuelas, trabajar con colaboradores educativos y en programas comunitarios. Están cualificados para ser certificados por el DEPR. Los graduados que no completan el programa de licenciatura pueden proveer apoyo en la enseñanza de inglés como segundo idioma (ESL) y tutorías en las escuelas; enseñar o ser tutor de inglés como segundo idioma (ESL) en otros escenarios incluyendo inglés como segundo idioma (ESL) intensivo a nivel de educación superior, en otros países, en programas de apoyo al inmigrante e inglés como segundo idioma (ESL) en el lugar de trabajo.

Seminario & Proyecto.....7 credits

ESL691N-692N Professional Seminar I-II (2 terms @ 2 credits)
ESL800 Independent Learning Project (take with Seminar II)

Cursos 27 credits

Todos los cursos se ofrecen en español

ESL600 Teaching Adolescent Literature to ESL Students
ESL610 Linguistics & Language Variations
ESL615 Methods & Materials for ESL for Secondary Students
ESL620 Teaching Reading & Writing to ESL Secondary Students
ESL625 Technology for Linguistically Diverse Classrooms
ESL630 Equitable Assessment of ESL Learners
ESL631 Second-Language Acquisition & Culture
ESL640 Identification & Instruction of ESL Learners with Disabilities & Limited Formal Schooling
ESL650 Teaching Content to ESL Secondary Learners

Programa solamente para recertification por el DEPR. Requiere poseer un certificado válido del DEPR como maestro en inglés elemental o otra área.

Programa y cursos sujeto a cambios.

Directora del programa: Betsy Tregar, EdD
• betsy.tregar@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Salud, Familia y Ciencias del Consumidor (Puerto Rico) • CIP code 131307

No licenciatura: 33 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El programa prepara a los educadores de la salud para ser competentes en los Estándares Profesionales para Maestros de Puerto Rico. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultados del aprendizaje — Nuestros graduados son expertos en el contenido de educación en salud, capaces de llevar a cabo una evaluación de las necesidades, planificar y ejecutar planes de estudio, evaluar el aprendizaje del estudiante, coordinar la salud escolar, abogar por la educación en salud y servir como recurso para las escuelas, los estudiantes y sus familias y las comunidades.

Nuestros estudiantes se gradúan con confianza en su capacidad para enseñar educación en salud integral basada en habilidades como un componente de la salud escolar coordinada. Ellos saben cómo identificar los factores de riesgo de los estudiantes y ayudar a los jóvenes a reducir su comportamiento de riesgo y mejorar su salud personal y el rendimiento académico. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — Los graduados pueden enseñar en grados preK-12, además como educadores en salud en muchos entornos: departamentos de salud locales, hospitales y clínicas, negocios e industrias. También pueden enseñar cursos y realizar investigaciones en las universidades.

Seminario & Proyecto.....9 credits

EHE691-693 Professional Seminar I-III (3 terms @ 2 credits)
EHE800 Independent Learning Project (take with Seminar III)

Cursos 24 credits

Todos los cursos se ofrecen en español

EHE680 Teaching Skills for Risk Reduction & Positive Behavior Change
EHE620 Curriculum Implementation in the Health Classroom
EHE610 Principles of Health Promotion & Disease Prevention: Public Health Issues
EHE640 Promoting Wellness: Building Positive Health Behavior
EHE630 Growth & Development, Human Sexuality & Family Management Skills
EHE650 Preventing Unintentional Injury & Violence
EHE660 Family & Interpersonal Health: Promoting Mental Health Through School-Based Intervention
EHE670 Improving School Health Through Coordination

Programa solamente para recertification por el DEPR como educador en salud.

Programa y cursos sujeto a cambios.

Program chair: Mary Connolly, CAGS, CHES
• mary.c.connolly@go.cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Maestro Bibliotecario (Puerto Rico) • CIP code 131334

Para certificación del DEPR: 38 creditos, 5 términos a tiempo completo

Sin certificación del DEPR: 33 créditos, 4 términos a tiempo completo

Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El programa de Maestro(a) Bibliotecario(a) prepara a los candidatos que comparten el compromiso para mejorar el aprendizaje estudiantil y proveer programas de bibliotecas escolares excepcionales que involucran a estudiantes y maestros en el desarrollo de información, medios y destrezas tecnológicas, así como aprendizaje de por vida. Las bibliotecas escolares del siglo 21 proveen ambientes de aprendizaje que aseguran que los estudiantes y empleados sean usuarios efectivos, éticos y creadores de ideas e información. Al trabajar con maestros para planificar, mediar y evaluar el aprendizaje estudiantil, los maestros bibliotecarios tienen un rol crucial en el proceso de amplificar y profundizar en las lecciones que se ofrecen en la sala de clases, con una variedad de recursos y destrezas especializadas disponibles para ellos. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultados de Aprendizaje — Nuestros candidatos del programa de maestro(a) bibliotecario(a) son preparados para desarrollar y promover programas de bibliotecas escolares de calidad. Ellos entienden y aplican múltiples tecnologías para el aprendizaje individual y en grupo, apoderando a los estudiantes para ser pensadores críticos, lectores entusiastas, investigadores y usuarios éticos en el uso de la información. Ellos entienden la historia y el rol actual de las bibliotecas escolares en la educación y el aprendizaje. Ellos están listos para llevar un rol de liderazgo en la educación y en la alfabetización de la información, destrezas tecnológicas y alfabetización de medios. Ellos trabajan colaborando con otros educadores para promover el amor al aprendizaje y la lectura, asegurar acceso equitativo a recursos de información y a desarrollar conocimiento y destrezas que son necesarias para estimular e integrar la lectura de calidad y destrezas de análisis en el salón de clases, laboratorios y bibliotecas. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — Los graduados seleccionan de entre un número de carreras relacionadas a bibliotecas y tecnologías, incluyendo bibliotecarios(as) escolares, directores de centros de tecnologías e información y consultores de alfabetización de medios, técnicos(as) bibliotecarios(as), bibliotecarios(as) auxiliares, asistentes de publicidad, vendedores de programas educativos y servicios de información.

Programa aprobado para certification por el DEPR.

Opción de no certificación: Todos los componentes del programa son requeridos, excepto la práctica, el seminario de práctica y las PCMAS.

Programa y cursos sujeto a cambios.

Program chair: Donna Guerin, MEd
• donna.guerin@cambridgecollege.edu

Seminario & Proyecto ..... 9 credits

ELM691-693 Professional Seminar (3 terms @ 2 credits)
ELM800 Independent Learning Project (take with Seminar III)

Cursos ..... 24 credits

Todos los cursos se ofrecen en español

ELM509 Overview of the School Library Program
ELM532 New Technologies in the School Library
ELM521 Reference Resources
ELM533 Information Literacy
ELM517 Literature for Young Adults
ELM515 Evaluation, Selection, & Management of Learning Resources
ELM561 Production of Instructional Materials
ELM523 Children's Literature

Pre-requisitos de Práctica

- Aprobar todos los exámenes de certificación de maestro requeridos por el estado para la licencia.
- Aprobar todos los cursos requeridos, incluyendo el Proyecto de Aprendizaje Independiente.

Práctica (estudiantes para licencia únicamente) ..... 5 créditos

ELM790 Práctica — 300 horas

En una biblioteca escolar, dividido en dos experiencias de 150 horas en dos niveles de escuela (elemental, intermedia y superior).

Ser guiado(a) por un(a) Maestro(a) Bibliotecario(a) y un supervisor de Cambridge College. Las ubicaciones de los centros de práctica están sujetas a las regulaciones y deben ser aprobadas por el director del programa. Los estudiantes son responsables de discutir las opciones para la práctica con el director del programa o director del centro regional.

ELM791 Seminario de Práctica (2 créditos)

Portafolio Electrónico de Salida (TaskStream) requerido para crédito.

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Matemáticas (7-12 • Puerto Rico) • CIP code 131311

33 créditos, 4 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la *Inquiry Brief Commission del Council for the Accreditation of Education Preparation* (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El Programa de Educación Matemática prepara a los estudiantes para enseñar matemáticas en el nivel secundaria (7-12). Los estudiantes aprenden los conceptos, el lenguaje y los procedimientos de las matemáticas y desarrollan las competencias en matemáticas y el interés en aplicar la disciplina al mundo que les rodea. El programa se basa en el éxito del currículo centrado en el alumno que vincula la teoría y la práctica en un entorno de aprendizaje cooperativo. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultados del aprendizaje — Los candidatos a maestros entenderán y aplicarán los procesos de la solución de problemas matemáticos y construirán argumentos matemáticos rigurosos. Comprenderán cómo las matemáticas se aprenden y enseñanza de una forma efectiva, apoyando las actitudes positivas hacia la disciplina. Establecerán conexiones entre ideas en matemáticas y otros campos. Utilizarán diversas representaciones para comunicar ideas matemáticas y profundizar la comprensión de los estudiantes. Utilizarán la tecnología como un recurso esencial para las matemáticas. Desarrollarán fluidez en los cómputos matemáticos, comprenderán las relaciones entre cantidades, utilizarán herramientas y conceptos de medición, visualizaciones espaciales y modelos geométricos. Comprenderán el análisis de datos, estadística y probabilidad. Para los niveles intermedio y superior, también podrán comprender los conceptos, técnicas y aplicaciones del cálculo y matemática discreta. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — El programa es ideal para: a) Los adultos que quieren trabajar con y ayudar a los niños a aprender el lenguaje de las matemáticas; b) los maestros actuales que deseen añadir las matemáticas como una nueva área de estudio; c) aquellos que deseen ser certificados por la Junta Nacional de Profesores de Matemáticas, como maestros de matemáticas, entrenadores especialistas y coordinadores/directores de matemáticas; d) concentraciones no relacionadas con matemáticas que desean obtener un título altamente cualificado a su experiencia académica para mejorar y ampliar sus carreras docentes y e) los agentes de cambio que desean seguir una carrera más significativa en el trabajo con los niños. Los profesores de matemáticas en todos los niveles escolares continúan siendo una carrera de alta demanda a nivel nacional y las personas procedentes de las carreras relacionadas con el comercio, la ingeniería, las finanzas y los militares son exitosos cuando relacionan la matemática con el mundo real que han trabajado por varios años.

Seminario & Proyecto ..... 9 credits

EME691N-693N Professional Seminar in Mathematics - Initial Level (3 terms @ 2 credits)
EME800 Independent Learning Project (take with Seminar III)

Cursos ..... 24 credits

Todos los cursos se ofrecen en español

MAT611 Calculus I
MAT604 Teaching Mathematics for the Secondary Level
MAT631 Calculus II (preq. MAT611)
MAT633 Probability & Statistics
MAT625 Number Theory (preq. MAT611)
MAT627 Abstract Algebra
MAT629 Non-Euclidean Geometry
MAT635 Applied Math (preq. MAT611 y MAT631)

Examen de ubicación de matemáticas: Los solicitantes deben tomar un examen de ubicación de matemáticas en Cambridge College. Sobre la base de los resultados de la prueba y la recomendación del coordinador del programa o director del centro, podría requerírsele al estudiante matricularse en cursos de nivel más bajo antes de tomar los cursos requeridos.

Programa solamente para recertification por el DEPR. Requiere poseer un certificado válido del DEPR como maestro en otra área.

Programa y cursos sujeto a cambios.

Directora del Programa: John O'Keefe, MS
• john.okeefe@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Especialista en Autismo (Puerto Rico) • CIP code 131013

34 créditos, 5 términos a tiempo completo • Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

Los maestros en educación general y educación especial hoy día están trabajando con más y más estudiantes diagnosticados con el Desorden del Espectro Autista (DEA). Este programa responde a la creciente necesidad de una mayor comprensión y una mejor preparación para los que trabajan con estudiantes con discapacidades severas.

Descripción del programa — Está diseñado para maestros y paraprofesionales con experiencia, para mejorar su conocimiento de trabajo en el campo. También ofrece oportunidades para explorar nuevas oportunidades que este conocimiento podría proporcionar. ***Este no es un programa que conduce a la certificación BACB.***

Resultados del aprendizaje — Los graduados demostrarán conocimiento y comprensión del autismo, problemas de comportamiento y las necesidades especiales severas. El aprendizaje se personaliza mediante un proyecto independiente que contribuye a la preparación profesional del educando.

Carreras — Este programa fortalecerá las habilidades y la comprensión de:

- Maestros de educación especial con experiencia, con ganas de más información para servir mejor a las necesidades de esta población en crecimiento.
- Educadores de educación general quienes desean trabajar más efecivaemente en sus clases inclusivas.
- Para profesionales que actualmente trabajan con estudiantes con discapacidades severas, para obtener una mejor comprensión de las necesidades de niños con autismo y problemas de comportamiento de los estudiantes que sirven.
- Cualquier otra persona que quiera conocer más acerca de esta área en crecimiento.

Seminario & Proyecto.....7 credits

ESP691S-692S Professional Seminar in Special Education/ Autism Spectrum Disorders (2 terms @ 2 credits)
ESP800 Independent Learning Project (take with Seminar II)

Cursos 27 credits

Todos los cursos se ofrecen en español

ESP610 Autism: History, Prevalence, Diagnosis & Characteristics
ESP695 Laws & Regulations Pertaining to Special Education
ESP621 Assessment & Appraisal Process (ASD)
ESP689 Theories of Typical & Atypical Human Development
ESP616 Communication Disorders (ASD)
ESP630 Social and Psychological Perspectives in Autism Spectrum Disorders
ESP635 Teaching & Curriculum Development for Students with Severe Disabilities
ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles
ESP625 Behavior Management (ASD)

Programa solamente para recertification por el DEPR. Requiere poseer un certificado válido del DEPR como maestro de educatión especial.

Este programa satisfice los requisitos de licencia para escuela pública y privada del K-12.

Programa y cursos sujeto a cambios.

Directora del programa: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Educación Especial (Puerto Rico) • CIP code 131001

36 créditos, 5 términos a tiempo completo

Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

El programa de educación de maestros de Cambridge College recibió acreditación TEAC por la Inquiry Brief Commission of the Council for the Accreditation of Educatio Preparation (CAEP) por un período de cinco años, desde mayo de 2014 hasta mayo de 2019. La acreditación no incluye cursos de educación individual que el EPP ofrece a educadores para desarrollo profesional, volver a obtener la licencia, o para otros fines.

Descripción del programa — El programa de Maestro de Educación Especial prepara a maestros de educación especial y líderes para ser sensibles y competentes, con las destrezas esenciales y críticas para entender el uso de diversos diseños y desarrollo de currículos. Los graduados se preparan para convertirse en educadores altamente motivados que practiquen la innovación educativa y cumplan con las regulaciones para obtener la licencia de maestro de educación especial para estudiantes de Kinder a octavo grado. Graduados estarán preparados para ejercer una profesión, tecnológicamente adeptos y con competencias culturales para adelantar causas de justicia social.

Resultados del aprendizaje — Los graduados demuestran el conocimiento, las destrezas y los valores necesarios que permitan a sus estudiantes sobresalir académica y socialmente. Ellos entienden cómo una discapacidad moderada afecta el progreso en el aprendizaje del contenido académico del currículo general que aprenden sus pares sin discapacidad. Ellos entienden su responsabilidad de proveer estrategias para que sus estudiantes tengan acceso al currículo educativo regular.

Carreras — Los estudiantes que completan este programa son elegibles a obtener la licencia para enseñar desde pre-kínder hasta grado duodécimo como maestros, de salón a tiempo completo maestro consultor o maestro de salón recurso.

Programa solamente para recertification por el DEPR. Requiere poseer un certificado válido del DEPR como maestro en otra área.

Programa y cursos sujeto a cambios.

Directora del Programa: Mary Garrity, EdD
• mary.garrity@cambridgecollege.edu

Seminario Profesional & Proyecto ..... 7 credits

ESP691-692 Professional Seminar in Special Education-Initial (2 terms @ 2 credits)

ESP800 Independent Learning Project (take with Seminar II)

Cursos ..... 29 credits

Todos los cursos se ofrecen en español

ELE500	Teaching Phonological & Phonemic Awareness & Phonics (0 credit)
ESP594	Collab & Consultation Technq (2 credits)
ESP695	Laws & Regulations Pertaining to Special Education
ESP689	Theories of Typical & Atypical Human Development
ESP602	Teaching Numerical & Geometrical Structures for Special Education Students
ESP681	Pedagogy in Reading & Spanish Language Arts for Special Education Students
ESP662	Principles of Language Dev Bridging Differences & Disorders
ESP512	Inclusion & Classroom Behavior Management
ESP607	Psycho-Educational Assessment for Teaching Exceptional Children
ESP615	Assistive Technology: Modifying Curriculum for Diverse Learners
MAT708	Diagnosis & Remediation of Learning Problems in Math

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Maestría en Educación

Administración Escolar (Puerto Rico) • CIP code 130401

Programa de Certificación: 32 créditos • 5 términos a tiempo completo (aspirantes a licencia de director o facilitador escolar)
Programa de Recertificación: 32 créditos • 4 términos a tiempo completo (aspirantes que no aspiran a licencia)
Programa aprobado por el Consejo de Educación de Puerto Rico y ofrecido en cumplimiento con las regulaciones de certificación del DEPR.

Descripción del programa — El Programa MED en Administración de Escuelas refleja las normas vigentes establecidas por el Educational Leadership Constituent Council (ELCC) y el Departamento de Educación de Puerto Rico. El programa prepara a líderes experimentados y aspirantes a directores de las escuelas y distritos en configuración PK-12 que demuestran habilidades en liderazgo instruccional, gerencia y operaciones, padres y participación de la comunidad y fomenta una cultura profesional. El objetivo final es crear educadores competentes, dedicados y cualificados, basados en los principios del Consejo de Acreditación de Educación Docente. Los componentes de la Certificación están alineados exclusivamente para obtener la licencia en Puerto Rico.

Resultados del aprendizaje — Los graduados podrán: (a) demostrar una comprensión realista de las expectativas y responsabilidades de los administradores en el lugar de trabajo, (b) fomentar el aprendizaje de los estudiantes y (c) apoyar el desarrollo profesional y éxito personal mediante el cultivo de una visión compartida que hace del proceso de enseñanza y aprendizaje el foco central de la educación. También trabajan de manera efectiva, segura y eficiente al utilizar recursos para implementar el currículo, personal y programación, establecer alianzas con las familias, organizaciones comunitarias y otras partes interesadas en apoyo de la misión específica a la escuela y distrito y para nutrir y mantener una cultura de práctica reflexiva, altas expectativas y aprendizaje continuo para todos los involucrados.

Carreras — Los graduados cualificarían para obtener la licencia como administrador, recibir dirección y cargos relacionados con la política en contextos de escuela pública PK-12. Por lo general, los graduados se convierten en líderes de profesores, subdirectores y directores o aspiran a posiciones administrativas en organizaciones y agencias especializadas en educación. Del mismo modo, egresados del programa MED No-licenciados normalmente aspiran a posiciones de liderazgo en instituciones privadas y escuelas charter; así como a posiciones donde desarrollen la fuerza laboral mediante capacitación o política educativa. Algunos egresados regresan a completar la certificación requerida en el programa de CAG para lograr posiciones en los distritos y las escuelas públicas.

Se requiere licencia administrativa para empleo parcial o tiempo completo como un director, jefe de departamento o especialista en currículo.

Requisitos de admisión:
- Bachillerato y otros requisitos generales (ver documento de admisión).
- Licencia de maestro del DEPR
- Tres años de empleo consecutivo como maestro.

Programa para recertification por el DEPR. Requiere poseer un certificado válido del DEPR en otra área.

Requisitos necesarios para entrar al programa con licencia:
- 3.0 GPA para entrar; mantenido el mismo a lo largo del programa.

Programa sujeto a cambios.

Director de programa: Charles Grandson, EdD • charles.grandson@cambridgecollege.edu

MEd — Certificacion

Para entrar al programa:

Requisito de GPA de 3.00 son necesarios para matricularse en el programa. Para certificación como director o facilitador escolar, el DEPR establece sus criterios, entre los cuales está poseer una licencia regular de maestro.

Requisitos previos a la Práctica
- Proveer evidencia de una certificación académica.
- Completar con éxito todos los cursos con una calificación de "B" o más.
- Documentar el haber completado todas las horas de práctica en los cursos correspondientes al área de certificación.

Práctica

Una vez todos los prerrequisitos se completan con éxito, los candidatos para obtener la licencia en una de las áreas de certificación para el MEd en Administración Escolar deben completar una solicitud de ubicación para realizar la Práctica y ser aprobados por el Director. El mismo será guiado y evaluado por un administrador licenciado/certificado y con práctica en la Administración Escolar y un supervisor de Cambridge College, la realización de la práctica incluye evidencia documentada de la aplicación, síntesis y evaluación de todos los estándares de rendimiento específicos de un área de certificación:

EAD790***G*** Practicum for School Director PK-12

Nota: El DEPR ofrece licencias para Director K-12, no subdivide por niveles. Los cursos se asignan para que el estudiante tenga la oportunidad de practicar en el nivel que satisfaga sus necesidades e intereses.

Cumplimiento del programa

Para terminar el programa, los candidatos deben haber completado todos los requisitos de entrada al programa, requisitos previos de práctica y la práctica, incluyendo el Proyecto de Aprendizaje Independiente (ILP).

Todos los candidatos para licencia en Puerto Rico deben presentar un portafolio electrónico al líder de seminario.

MEd —Sin Certificacion

Si no se desea obtener la licencia, los candidatos firman un documento indicando que entienden que no serán elegibles para obtener la misma al finalizar el grado. Todos los componentes del programa se requieren aunque no se aspire a obtener una licencia del Departamento de Educación de Puerto Rico; excepto la práctica, la cual se sustituiría por el curso del proyecto de aprendizaje indepeniente (EAD800).

Continued

Continued Administración Escolar

Todos los cursos se ofrecen en español

Término 1

EAD691 Professional Seminar I (2 credits)

EAD688 Legal Aspects of School Administration

EAD690 Finance & Business Administration for the School Administrator

Término 2

EAD692 Professional Seminar II (2 credits)

EAD684 Selection, Development, & Supervision of Educational Personnel

EAD712 Curriculum Development, Assessment & Improvement for the School Administrator

Término 3

EAD693 Professional Seminar III (2 credits)

EAD662 Contemporary Issues & Topics in Educational Administration

EAD782 Organizational Change for School Leaders

Practicum Prerequisites

- Pass applicable Puerto Rico teacher test, PCMAS, if not already passed at undergraduate level.
- Pass all courses.

Term 4

EAD694 Professional Seminar IV (2 credits; includes *15-page paper on an action research issue related to practicum)*

EAD790***G*** Practicum for School Director PK-12 (3 credits) *licensure candidates only; must be taken concurrently with EAD694*)

Término 5

EAD800 Independent Learning Project (not for EAD790G students who pursue PR Department of Education School Director Certitication)

EAD600 Advanced Technologies in Education for Puerto Rico Administration

(Todos los cursos son de 3 créditos excepto aquellos marcados)

Master of Education Courses

Not all courses are offered every term or at every Cambridge College location. See online course schedules each term on the MyCC web portal.

Autism . . . . See Special Education.

Educational Leadership (EAD)

(School Administration)

EAD 600 Advanced Technologies in Education for Puerto Rico Administration - 3 credits

This course introduces students to actual and potential ways in which technology is used in school through a combination of practice-based theory and hands-on technology applications. Students will learn to evaluate the technology needs of their school or work organization, to plan for those needs, and to evaluate the success of technology programs. 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.

EAD 662 Contemporary Issues and Topics in Educational Administration - 3 credits

The effective educational administrator actively pursues further study in his/her field. By so doing, the administrator strives to acquire a knowledge base which will help deal with contemporary issues that will affect students, staff, community and the organization of the school. This course, therefore, features research and in-depth discussion of topics of immediate concern to the educational administrator. The topics may include, but will not necessarily be limited to strategic planning, organizational change, effective staff development, team building, outcomes based learning, the use of data for decision making, interpersonal skills necessary for site-based management, teacher evaluation, issues of equity, and community relationships. Practicum hours of directed field-based training required.

EAD 684 Selection, Development, and Supervision of Educational Personnel - 3 credits

This course alerts students to the wide range of activities covered by the term "personnel management" and presents the best of current practices in the field. Students are prepared to select, develop and supervise teachers and other staff effectively. The school is presented as a learning organization - a place where all are supported in continuous growth and describes the administrator's role in creating that culture. Formative and summative techniques for feedback about performance are emphasized. The course also includes the topics of the legal and ethical aspects of evaluation, hiring and dismissal. The importance of the administrator's role as an instructional leader is emphasized. Practicum hours of directed field-based training required.

EAD 688 Legal Aspects of School Administration - 3 credits

This course explores the legal principles which apply to current educational practice. It specifically deals with issues of students' rights and teachers' rights which impact and influence the operation of schools and the related tension created by multiple structures. Laws/ regulations and court decisions related to free speech, equal rights, and school discipline are studied. In addition, laws and policies dealing with IDEA (special education) and No Child Left Behind are examined in depth. Practicum hours of directed field-based training required.

EAD 690 Finance and Business Administration for the School Administrator - 3 credits

This course prepares educators to understand and effectively manage the fiscal aspects of a school or school district. The work focuses on school finance as a matter of public policy and law, the different sources of school financing, and the funding mechanism at various levels of government. Proposition 2 1/2, the Massachusetts foundation budget process, financing procedures in other states, and the financing of charter, choice and voucher programs are examined. In addition, educators study school budgets, the role of the school's community in developing and establishing the budget, and different approaches to the budgeting process. Finally, educators address the issues of plant management, custodial care, building maintenance, preventive maintenance, scheduling, energy management, collective bargaining and purchasing of materials for plant management. Practicum hours of directed field-based training required.

EAD 691 Professional Seminar I: Educational Leadership - 2 credits

This seminar focuses on the development of leadership and human relationships within the school and community. Attention is paid to personal aspects of leadership such as style, dealing with stress, time management and the moral responsibility of school administrators. Students also discuss educational topics and issues of current interest. (This theme continues through all four terms.) Students are introduced to basic research skills such as use of on-line and professional libraries and the conventions of APA style for writing papers and the Independent Learning Project (ILP) for non-licensure students or the action research paper in EAD694 for licensure students. Pre-practicum hours of directed field-based training required.

EAD 692 Professional Seminar II: Educational Leadership - 2 credits

Prerequisite: EAD691. 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. Key concepts in finance and business administration relevant to school and district leaders will be introduced. Students are expected to identify a research topic and

complete a proposal for the ILP or action research paper. Pre-practicum/Practicum hours of directed field-based training required.

EAD 693 Professional Seminar III: Educational Leadership - 2 credits

Prerequisite: EAD692. 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 or action research paper this term. Those students completing a practicum this term will present for discussion issues and questions that arise during their field experience. Practicum hours of directed field-based training required.

EAD 694 Professional Seminar IV: Educational Leadership - 2 credits

Prerequisite: EAD693. 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 or action research paper is completed and presented to the members of the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform. Practicum hours of directed field-based training required.

EAD 712 Curriculum Development, Assessment & Improvement for the School Administrator - 3 credits

Pre-practicum: Fifteen hours of directed field-based training is required. Development, assessment and improvement of curriculum to engage students in the learning process and prepare them to be active contributors in the information age is a challenge for school administrators nationwide. This course familiarizes students with proven practical techniques, methods and strategies for developing, implementing and evaluating curriculum. Current theories, research and practices related to effective teaching, curriculum designs and frameworks, and national state standards are explored. Internet resources and research sites are examined to aid students in understanding the complexities of curriculum development. Students also address different learning styles, cultural awareness, ethnic minorities, equity issues, and the use of community resources while designing and evaluating curriculum. Practicum hours of directed field-based training required.

EAD 720 Advanced Systems Theory - 3 credits

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required of all candidates for the license of Superintendent and Assistant Superintendent. Practicum hours of directed field-based training required.

EAD 721 Supervision, Induction & Coaching of New Teachers - 3 credits

This course is designed to build capacity among teacher leaders in the implementation of performance assessment systems tailored for the improved enhancement of teacher practice reflective of state regulatory requirements. The course is structured to support effective supervision and coaching of new teachers specific to professional practice in Pk-12 settings. Included are techniques designed to facilitate improved student learning and retention of school personnel.

EAD782 Organizational Change for School Leaders - 3 credits

This course emphasizes organizational theory and the varied forces shaping learning environments in P-12 schools, including the myriad contexts influencing the shifting roles and expectations of school leaders in responding to change at multiple levels. Also explored is the intentionality and collaboration required at the building, district, and community level to manifest constructive change supportive of teaching and learning and the use of data in designing, analyzing, reporting, and monitoring effective change initiatives.

EAD 790A Practicum (Supt/Asst Supt) (All Levels) 300 hours - 5 credits

Superintendent License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district superintendents/assistant superintendents. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

EAD 790E Practicum (Supervisor/Director) at level of prerequisite license - 5 credits

Director License, all levels, 300 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate

license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility and some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure as supervisor/director. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

EAD 790F Practicum: Principal/Asst Principal (7-12, Puerto Rico Only) - 5 credits

Effective Fall 2010: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods. This practicum experience provides field-based training for students pursuing licensure as district principal (7-12). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions and provides opportunity to share ILP experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure.

Puerto Rico only

EAD 790G Practicum for School Director PK-12 - 3 credits

This course includes 150 hours of documented field-based experience specific to the application of professional practice as school directors and supervisors in PK-12 settings. The Practicum is required for the level of license sought and guided by a College supervisor and cooperating practitioner certified in the area. The Practicum must be taken simultaneously with EAD694 Professional Seminar IV and include reflection on professional growth and the application of theory in practice.

EAD 790H Practicum: Principal/Asst Principal (Pre K-8) 500 hours Completion - 5 credits

Principal License, levels PreK-8, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2014: 500 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 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (PreK-8). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

EAD 790J Practicum: Principal/Asst Principal (5-12) 500 hours Completion - 5 credits

Principal License, levels 5-12, 500 hours. Prerequisites: Pre-practicum, all initial licensure courses, pass all teacher tests required for this license by Massachusetts: Communication and Literacy Test-MTEL). Professional Seminar III or IV required concurrently: EAD693 or 694.

Effective Fall 2014: 500 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 500 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility. Some of the hours may be logged during the school vacation periods when students are not present, and other administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 500 should be logged during vacation periods. This practicum experience provides field based training for students pursuing licensure for principal/assistant principal (5-12). Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share action research paper experiences. The student prepares an Exit Performance Portfolio to document the experiences. Evaluation is based on current standards for licensure. Practicum hours of directed field-based training required.

EAD 800 Independent Learning Project: Educational Leadership - 3 credits

Prerequisites: EAD691-693. The Independent Learning Project (ILP)

is a culminating learning experience required only for non-licensure students, that helps educational leaders integrate their personal and formal learning and their professional experiences into a meaningful whole 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 intended practice. It engages students in sustained research into educational leadership.

Early Childhood Education (ECE)

ECE 600 Development of Young Children - 3 credits

An introduction to the child, from birth to age eight, as a learner with needs to explore and communicate, as well as to develop social-emotional competencies. Explanation of current themes/theories of child development is provided with special emphasis on understanding children's developmental levels through childhood. Topics covered include: conception, heredity and prenatal development, infant development, the child in the family, toddlerhood and early childhood. The impact of developmental theories on the education of children with disabilities is examined. Formulation of a developmentally appropriate Individual Educational Plan is required. Observation in a childcare center or preschool setting is a requirement of this course.

ECE 612 Developmental Reading for Early Childhood Birth to Eight - 3 credits

This course emphasizes the development of children's reading and writing skills from pre-kindergarten to grade two and the learning environment that supports the development of such skills. Candidates examine relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing processes and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: balanced literacy, effective teaching strategies, use of research-based programs, Sheltered English Immersion, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, the Common Core, fiction, and non-fiction genres and differentiated instruction.

ECE 691 Professional Seminar I: Early Childhood - 2 credits

In this first professional seminar students consider teaching as a field of professional study governed by ethical and professional standards. The pedagogical skills to be demonstrated by all teacher candidates seeking license to teach in our public schools, and the knowledge and skills specific to the field and level of licensure are introduced. Issues encountered in schools (poverty, immigration, homelessness) and their impact on student learning and development are examined. The "Understanding by Design" framework for lesson design, essential questions, and performances of understanding are introduced. Students examine cooperative learning to promote socio-emotional learning and create a community of learners within the classroom. An "Understanding by Design" lesson plan is required. Students identify a topic and research question to frame the Independent Learning Project (ILP). A subscription to TaskStream is required.

ECE 692 Professional Seminar II: Early Childhood - 2 credits

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

ECE 693 Professional Seminar III: Early Childhood - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar explores ways to create a standards-based, inclusive early childhood setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, math, and science and classroom management. The cohort continues to study the professional standards, subject matter knowledge for early childhood teachers, and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ECE 790 Practicum: Early Childhood (preK-2) - 3 credits

This course includes a 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

ECE 791 Practicum Seminar: Early Childhood - 2 credits

ECE790 Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts, provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

ECE 800 Independent Learning Project: Early Childhood - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning with their professional experiences into a meaningful whole. It reflects the general guidelines for early childhood educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education.

Elementary Education (ELE)

ELE 500 Teaching Phonological and Phonemic Awareness and Phonics - 0 credit

This course is a prerequisite for ELE521. This course will emphasize the development of children's phonemic awareness, phonological awareness and phonics skills and the learning environment that supports the development of such skills. It will also cover concepts of print, explicit/implicit instruction, analytic/synthetic methods, word analysis skills, the alphabetic principle, and language development.

ELE 510 Developmental Psychology - 3 credits

This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observations and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction. Formulation of a developmentally appropriate Individual Educational Plan is required. Pre-practicum hours of directed field-based training required.

ELE 521 Development of Reading & Writing Skills for the Early Childhood & Elementary Curr. - 3 credits

Prerequisite: ELE500. This course emphasizes the development of children's reading and writing skills in the primary to upper elementary grades and the learning environment that supports the development of such skills. The relationships between the theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process and assessment will be reviewed and analyzed by the members of this course. In addition, participants will review and discuss the following topics: scientifically-based reading instruction, whole language, balanced literacy, effective teaching strategies, use of research-based programs, literature-based instruction, use of different assessment tools to inform instruction, standard-based instruction, federal funding, culture and democracy. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

Puerto Rico only

ELE 522 Teaching Reading and Writing Skills for Elementary Grades 4-6

This course will emphasize the development of children's reading and writing skills in upper 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.

ELE 593 Integration of Visual Arts for the Early Childhood & Elementary Curr. - 1 credit

The Arts enable teachers to better engage their students while also addressing student's different learning styles and allowing student creativity to flourish. This course will give participants an introduction to using the visual arts as a vehicle for learning in the classroom. Teachers will learn ways to use the arts and art materials as a pathway toward gaining knowledge and using higher order thinking skills. Presentation of material will be part reading, part lecture and part hands on participation and exploration. Students will leave the course with a deeper understanding of art materials, art language and how to use visual arts in the early childhood and elementary classroom that includes special needs and ESL students.

ELE 594 Integrating Physical Ed. in Early Childhood & Elementary Education - 1 credit

This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines.

ELE 620 Integration of Children's Lit. in Early Childhood & Elementary Curr. - 3 credits

This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks/Common Core Standards. Many genres of literature are explored, along with basic literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

Puerto Rico only

ELE 621 Integration of Children's Literature for Elementary Grades 4-6 Curriculum - 3 credits

The goal of this course is to introduce participants to some of the best literature-children's, young adult, adult and contemporary, and as a result, help children become lifelong learners and readers. Participants acquire knowledge about Puerto Rico's Spanish language arts curriculum framework. They examine the standards and how they relate to reading instruction in the classroom. They look at many genres of literature including fiction, non-fiction, historical fiction, poetry, fairy tales, tall tales, multicultural selections, and current favorite authors. Participants will practice integrating literature into other disciplines, including math, science, social studies, and the fine arts. Participants apply the Puerto Rico required professional standards in planning, teaching, and assessing units of instruction in language arts.

ELE 630 Classroom Management with Models of Teaching - 3 credits

In this course students learn the basic components of an effective inclusionary program. Participants learn strategies and techniques to fully include all students into the regular 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. Course assignments including lesson plans connect theories to classroom practice. Pre-practicum hours of directed field-based training required.

ELE 653 Teaching Science & Technology in Early Childhood & Elementary Curr. - 3 credits

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. Educators learn how to develop lessons that address student experimentation and design techniques using readily available materials. Safe laboratory practices for the classroom are also addressed. A standards-based approach to science education is our template for lesson development, covering the major domains in science: life, physical, earth, inquiry-applied and engineering technology; and historical scientific discoveries in each area. Alignment of curriculum is emphasized; national benchmark standards in elementary science are also supported. Analysis of elementary summative science assessments, based on the National Science Standards is incorporated in the coursework. Pre-practicum hours of directed field-based training required.

Puerto Rico only

ELE 654 Teaching Science & Technology 4-6 - 3 credits

Each student will learn a variety of methods for making elementary science a "hands-on" learning experience for their students. The primary objective of the course will be to provide each participant with the knowledge, tools and desire to make science an exciting learning experience. Special emphasis will be placed on alignment of curriculum with the Puerto Rico Frameworks in Science and Technology. Students will also learn how to develop lesson plans that address student experimentation and design techniques. A standards-based approach to science education will serve as the template for the students' lesson development. Examples of open-response questions used on the Puerto Rico state test at grade five will be examined.

ELE 656 Teaching Soc. Sci. Hist. & Multicul. Early Childhood & Elementary Curr. - 3 credits

This course prepares candidates to teach social studies that includes the multicultural contributions of the world. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum Frameworks/Common Core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure. Candidates produce and implement well-structured lessons that center of core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

Puerto Rico only

ELE 657 Teaching Social Sciences, History & Multicultural Elementary Curriculum 4-6 - 3 credits

This course prepares educators to teach social studies that includes the multicultural contributions of the world. They gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Puerto Rico Department of Education Curriculum Frameworks/Common core Standards in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography in Puerto Rico for grades 4-6.

ELE 691 Professional Seminar I: Elementary Education (Initial) - 2 credits

In this first professional seminar students consider teaching as a field of professional study governed by ethical and professional standards. The pedagogical skills to be demonstrated by all teacher candidates seeking license to teach in our public schools, and the knowledge and skills specific to the field and level of licensure are introduced. Issues encountered in schools (poverty, immigration, homelessness) and their impact on student learning and development are examined. The Universal by Design framework for lesson design, essential questions, and performances of understanding are introduced. Students examine cooperative learning to promote socio-emotional learning and create a community of learners within the classroom. A Universal by Design lesson plan is required. Students identify a topic and research question to frame the Independent Learning Project (ILP). A subscription to TaskStream is required.

ELE 692 Professional Seminar II: Elementary Education (Initial) - 2 credits

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

ELE 693 Professional Seminar III: Elementary Education (Initial) - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education.

This seminar explores ways to create a standards-based curriculum, education evaluation in an inclusive classroom setting. The seminar explores multicultural education, inclusive teaching, assessment strategies, management techniques and parent-community relationships. There is a continuation of planning teaching strategies for language arts, working with math manipulatives, and effective classroom instruction. The seminar leader is the students' academic advisor and guides them through their graduate program. The cohort continues to study the professional standards and subject matter knowledge for elementary teachers and the requirements for state licensure. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished project.

ELE 790 Practicum: Elementary Education (1-6) - 3 credits

A 14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

ELE 791 Practicum Seminar: Elementary Education - 2 credits

Practicum required concurrently. The seminar, based on the Professional Standards for Teachers in Massachusetts provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in Task Stream.

ELE 800 Independent Learning Project: Elementary Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for elementary educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in elementary education.

English as a Second Language (ESL)

Puerto Rico only

ESL 600 Teaching Adolescent Literature to ESL Students

Course will focus on developing ESL teachers' knowledge of quality literature available for adolescents. Teachers will read various literary genres (essays, short stories, poetry, novels) to analyze and evaluate their content to be able to select those which will best adapt to their ESL students. Course promotes literature to motivate reading and writing about topics related to students' lives, culture and social issues. Strategies to improve students' reading comprehension and analytical skills will be studied.

ESL 610 Linguistics and Language Variations - 3 credits

Participants are introduced to language and linguistics (system, functions, registers, variation, change). They consider language structure (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss language acquisition and literacy: significant theories/practices for English first-language reading skills and comprehension at different grade levels, and the relevance of linguistic differences between first and second language for reading instruction in English. They understand socio-cultural and socio-emotional considerations in teaching ESL: regional, socioeconomic, and developmental factors influencing language variation and bilingualism/multilingualism

ESL 615 Methods and Materials for English as a Second Language - 3 credits

In this introductory course, participants reinforce and apply knowledge of structure and nature of language (phonology, morphology, syntax, semantics, pragmatics, discourse, social/academic language, registers, writing conventions). They discuss and model instructional approaches and best practices for teaching ESL (instructional foundations, theories and sheltered strategies for developing English language skills in listening, speaking, reading and writing for English language learners in bilingual/multilingual classes from primary grads on and research-based practices for English language development.

ESL 620 Teaching Reading and Writing to ESL Students - 3 credits

Participants apply understanding of language and linguistics, reinforce knowledge of language acquisition and literacy: theories/practices to develop reading skills/comprehension in English as a first language at different educational levels; linguistic differences between first/second language for English reading instruction; differences in initial instruction for students not literate in their first language; first language literacy effects on second language literacy; formal/informal measures for assessing skill development with ESL learners; developing listening/speaking/reading/writing vocabulary; approaches for developing writing skills and use of writing tools; writing process and formal writing elements; English oral/aural fluency; social/academic English and content language; metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.

ESL 625 Technology for Linguistically Diverse Classrooms - 3 credits

Participants develop knowledge of language and linguistics functions

and registers of language, discourse varieties, aspects of social/academic language, rhetorical registers, and writing conventions. They reinforce knowledge of practices for development of listening, speaking, reading, and writing vocabulary, approaches for developing writing skills and use of writing tools. They reinforce knowledge of social/academic English and academic language for content areas. They apply knowledge of planning/implementing standards-based ESL and content instruction. They develop knowledge of instruction, assessments, resources, research, and advances in the field of ESL.

ESL 630 Equitable Assessment for ESL Learners - 3 credits

Assessment of English Language Learners (ELLs) is affected by federal/state regulations, including state-wide adoption of the WIDA ACCESS Test for ELLs. Course participants will understand laws and issues pertinent to the education of ELLs, and user of tests, performance tasks and self-assessments for identification, placement, and reclassification of ELLs. They will learn to interpret ACCESS results, consider the effects of socio-cultural, psychological, political, and individual learning variables, and apply these to design differentiated assessment measures that enable ELLs to use academic language in demonstrating content knowledge and English proficiency. Participants will have the opportunity to observe and interact with ESL students in field-based classroom situations.

ESL 631 Second Language Acquisition and Culture - 3 credits

Participants in this introductory course develop knowledge of language and linguistics: system, functions, registers, variations, changes. They discuss language acquisition theory/research; cultural/linguistic differences affecting reading instruction; ESL socio-cultural, socio-economic, socio-emotional, and developmental factors influencing bilingualism/multilingualism; cultural intersection with teaching and learning; cultural/racial/ethnic/linguistic identity; inter-cultural communication, role of community, families, and schools in ELL education. They apply theoretical, political, historical foundations of education for ELLs, and strategies for school collaboration, family outreach, and community involvement for English language learners. They consider curriculum and planning as well as family and community engagement.

ESL 635 Sheltered Instruction and Assessment - 3 credits

This course is designed for teachers and administrators experiencing the challenge of meeting the academic needs of multilevel, diverse classrooms PreK-12 that require sheltered instruction techniques and state mandated assessment instruments for English language learners (ELLs). This course will provide participants with multiple opportunities to learn and apply sheltering content instruction strategies to enable ELLs to meet grade level academic standards by utilizing the Sheltered Instruction Observation Protocol (SIOP) as demonstrated in national research on best practices for effective instruction. Pre-practicum hours of directed field-based training required.

ESL 640 Identification and Instruction of ESL Learners with Disabilities - 3 credits

This course will provide a framework for developing a comprehensive system for the assessment and instruction of ESL learners preK-12 with disabilities and/or limited or interrupted formal schooling. Participants will gain an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. They will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling, including under-representation and over-representation in special education, appropriate assessment measures, and legal responsibilities. Participants will have the opportunity to discuss the use of alternative assessment measures for distinguishing between disability, literacy development, and developmental process of second language learning. They will also develop appropriate second language instruction for ELLs with disabilities and/or limited formal schooling.

ESL 650 Teaching Content to ESL Learners - 3 credits

This course provides educators working with second language learners a theoretical and practical framework for integrating academic language development into content area instruction in grades preK-12. Students will be presented with an overview of instructional concepts and approaches that recognize the role that language plays as the major medium of instruction and learning including language across the curriculum, CALLA (cognitive academic language learning approach), process writing, cooperative learning and cognitive instruction. Participants will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. They will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher order thinking skills, and strategically apply learning strategies.

ESL 691N Professional Seminar I: English as a Second Language (Initial) - 2 credits

The professional seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader experienced in teaching English language learners. This professional seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for ESL teachers, and the requirements for state licensure (preK-6 and 5-12). Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics relevant to their course of study, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESL 692N Professional Seminar II: English as a Second Language (Initial) - 2 credits

The Professional Seminar is a signature element of the adult learning model, grounding learning in a cohort group of students with a faculty leader experienced in teaching English language learners (ELLs). The seminar is a forum for discussion of professional issues in education of ELLs. Students integrate and reflect on their learning from classes, workshops, and experience. The seminar also supports students' work on their independent learning projects, from identifying topics that are relevant to teaching ESL, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESL 790A Practicum: ESL (PreK-6) 300 hours - 3 credits

Prerequisites: Pre-practicum, all initial licensure courses, Pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESL791. ESL790A (levels PreK-6) — 300 hours Exit Performance Portfolio required for credit.

The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with English Language Learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ESL 790B Practicum: ESL (5-12) 300 hours - 3 credits

Prerequisites: Pre-practicum, all initial licensure courses, Pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESL791. ESL790A (levels 5-12) — 300 hours Exit Performance Portfolio required for credit. The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with English Language Learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ESL 791 Practicum Seminar: English as a Second Language - 2 credits

Prerequisite: Practicum required concurrently. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks and English language Proficiency Benchmarks and Outcomes, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

ESL 800 Independent Learning Project: English as a Second Language - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

General Science
See Science (ESE, SCI)

Health/Family and Consumer Sciences (EHE, HEA)

Acronyms used in course descriptions below:

- MA PSTs — Massachusetts Professional Standards for Teachers
- SMKs — Subject Matter Knowledge (Massachusetts)
- NBPTS — National Board for Professional Teaching Standards

EHE 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits

Candidates acquire the knowledge and skill to teach children to develop and maintain healthy behaviors and identify public and community health agencies, resources and prevention practices youth need to protect themselves, their families, and communities from life-threatening and disabling conditions. Assessments include analysis of case studies, a literature review, health awareness campaign, public health unit, and a community service learning project. Course assessments are aligned with MA PSTs and SMKs.

EHE 620 Curriculum Implementation in the Health Classroom - 3 credits

Implementing skills-based health education in the health classroom provides teacher candidates with the knowledge and skill to design and implement skills-based health education based on state and national standards. Candidates access and analyze youth risk behavior data, use backwards design, infuse performance indicators, and plan assessment and instruction, including a skills-based unit and lesson plans. Course assessments are aligned with MA PSTs and SMKs.

EHE 630 Growth & Development, Human Sexuality and Family Management Skills - 3 credits

Candidates learn how pre-natal development, infant and child care, parenting skills, consumer and environmental health issues affect adolescents and their families. Diversity in sexual orientation and gender identity are also examined. Demographic research, class discussions, activities, and development of a skills-based lesson prepare the candidate to teach age and culturally appropriate sexuality lessons

that address reproductive health, family values, sexual orientation and gender identity. Course assessments are aligned with MA PSTs and SMKs. Prepracticum experience required.

EHE 640 Promoting Wellness: Building Positive Health Behavior - 3 credits

Candidates discover how nutrition, physical activity and fitness impact learning and prevent cardiovascular and pulmonary disease. The course identifies key nutrients, analyzes media messages, utilizes dietary and fitness guidelines, and designs strategies to develop and monitor progress in achieving personal goals for lifetime health behavior. Candidates conduct a mini-lesson, host a school-wide event, conduct a school health index, and build a skills-based unit. Course assessments are aligned with MA PSTs and SMKs.

EHE 650 Preventing Unintentional Injury & Violence - 3 credits

Candidates learn to teach the knowledge and skills necessary to help youth avoid injury and violence. Candidates examine research, behavioral surveys, resources for students affected by violence, science-based curricula, negotiation and mediation skills, bullying, sexual harassment and assault, domestic violence, homophobia and racism. Assessments include evaluating curriculum, making group presentations, presenting a mini-lesson, creating a resource book, and designing and implementing violence prevention curriculum. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

EHE 660 Family and Interpersonal Health: Promoting Mental Health Through School-Based Intervention - 3 credits

Candidates learn to identify youth who need school-based intervention and how to refer to professional counseling, psychological and social services. Candidates investigate and assess student assistance models, access to mental health services,and practice strategies that assist youth to build resilience, communicate constructively with peers and families, manage stress, and seek help. Through case studies, candidates acquire the knowledge and skills to promote mental health. Course assessments are aligned with MA PSTs and SMKs. Pre-practicum experience required.

EHE 670 Improving School Health Through Coordination - 3 credits

The effectiveness of skills-based health education is increased when it is part of a coordinated approach where school staff, administration, family and the community cooperate, collaborate and coordinate to support the health of students, staff, and the school community. Candidates build and implement a coordinated school health program by using data, information technology, research, and collaboration while recognizing the unique academic, cultural and language needs of students. Course assessments are aligned with MA PSTs and SMKs.

EHE 680 Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits

Candidates examine the factors that contribute to youth risk behaviors and positive behavior change. Using the state and national standards, candidates learn pedagogical strategies to reduce risk behaviors, increase protective factors, encourage positive behavior change, and promote the development of youth leadership and social responsibility. Assessments include the implementation of a mini-lesson and a community advocacy project.

EHE 691-693 Professional Seminar I-III: Health/Family/Consumer Science (Initial) - 3 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.

EHE 691N Professional Seminar I: Health/Family/Consumer Science (Initial) - 2 credits

During the first seminar, candidates consider teaching as a field of professional study governed by ethical and professional standards. Candidates learn the pedagogical skills specific to skills-based health education, examine school-based issues and their impact on student learning, are introduced to lesson plan templates, essential questions, backwards design, and examine cooperative learning to promote socio-emotional learning and the creation of a community of learners. Assessments include identifying a topic and research question to frame the Independent Learning Project (ILP).

EHE 692N Professional Seminar II: Health/Family/Consumer Science (Initial) - 2 credits

During the second seminar, candidates study the content and skill requirements specific to health education and level of licensure (all levels) and identify an expected level of instructional performance. Pedagogical practices include a demonstration of the knowledge and research-based instructional practices that correlate with student learning gains across the content areas and the instructional practices specific to skills-based health education. Assessments include an in-class lesson demonstration and the collection of data related to the Independent Learning Project (ILP).

EHE 693N Professional Seminar III: Health/Family/Consumer Science (Initial) - 2 credits

During the third seminar, the candidate explores the influence of social factors on health, the contribution of public health, the role of promoting health education locally, in the state and in the country, service on advisory committees, and membership in professional organizations. Candidates discuss student awareness of health issues, strategies to engage parents and community, and how to collaborate to facilitate healthy, safe and supportive communities. Assessments include a completed ILP and power point.

EHE 691P HFCS Action Research I: Defining a Problem of Practice - 2 credits

This is the first in a series of four supportive of completing the required capstone Action Research Project. Included is an introduction to action research and the skills required to conduct an effective literature review supportive of the continuous improvement of teaching and learning in school and district settings. During the course, students identify a problem, develop a research question, validate the

project, and identify outcomes for a self-selected inquiry supportive of professional practice.

EHE 692P HCFS Action Research II: Study Design and Implementation - 2 credits

The second in a series of four related to the capstone Action Research Project, this course emphasizes the selection of a research design and development of proposal for the self-selected inquiry identified in EHE691. Once approved, the proposal is implemented with faculty guidance with progress reported as shared learning Community for constructive feedback from peers. Also emphasized is deep thinking about the research conducted and effective documentation as a reflective practitioner.

EHE 693P HFCS Action Research III: Research and Data Analysis - 2 credits

The third course in the Action Research series; this is designed to deepen understanding of qualitative and quantitative methods used to analyze data collected in EHE692 and reported results in a preliminary paper that summarizes findings specific to the literature and professional practice. Also required is a paper that summarizes findings specific to literature and professional practice. Also required is a presentation of the preliminary findings to peers and faculty related to the self-selected inquiry.

EHE694P HFCS Action Research IV: Conclusions and Recommended Action - 1 credit

This course is the capstone for the Action Research series in which students finalize a written report of the self-selected inquiry project and formal presentation for the public dissemination of research findings. The report and related presentation includes an overview of the inquiry selected and related literature supportive of professional practice, the process used to conduct the research, key findings, resulting conclusions, and recommended actions for further development.

EHE 701 Current Research on Interrelationship of Risk Factors - 3 credits

This course examines youth risk behaviors and protective factors. Students analyze societal, psychological, family, and environmental influences as well as the inter-relationship between depression, tobacco use, drug and alcohol use, violent behavior and sexual activity. Students investigate strategies that build skills and identify support services available in the school and community. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 702 Quality Programming in Physical Education - 3 credits

Opportunity to learn, meaningful content, and appropriate instruction are the three components of a quality physical education program. With these components in place, students improve mental alertness, academic achievement, and enthusiasm for learning. Assessments include the design of a quality physical education program that includes a self-study, action plan, curriculum analysis, program evaluation, and advocacy presentation. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 703 New Perspectives in Teaching Human Sexuality - 3 credits

Students investigate trends in comprehensive sexuality education such as: cultural and religious attitudes, gender identity, homophobia, strategies for building support for gay, lesbian, bisexual and transgender youth, and building acceptance and involvement of diverse family structures. Assessments include a parent education project, skills-based sexuality lesson, examination of attitudes about teaching sexuality, and skills for supporting LGBT students. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 704 Best Practices in the Physical Education Program - 3 credits

A key to successful quality physical education programming is the implementation of best practices which include standards-based assessments, curriculum, and instruction. Students use the National Standards for K-12 Physical Education and the Appropriate Instructional Practice Guidelines K-12, to identify and apply best practices. Assessments include class activities, a self-study, mini-lesson, literature review, and a standards-based unit. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 705 Promoting Wellness in a Media-Saturated Society - 3 credits

In this course, students analyze how media influences youth decisions regarding alcohol and other drugs, injury, violence, tobacco use, nutrition, physical activity, and risky sexual behaviors. Assessments include class activities, a literature review, investigative reporting, data analysis, a mini-lesson presentation, a reflective paper, and content and skill instruction that decreases these risk factors. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 706 Assessment in Physical Education - 3 credits

In well-designed standards-based assessment, students demonstrate what they know and are able to do. This course focuses on performance based assessment and assists professionals with gathering data from pre/post assessments, formative and summative assessments, and standards-based instruction to improve teaching and learning in physical education. Assessments include a mini-lesson, power point, testing protocol, and a standards-based unit. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 707 Violence Prevention in Today's School Environment - 3 credits

Students analyze school violence and learn effective ways to respond, investigate approaches to dealing with bullying and discuss policies and legal ramifications of school incidents. Materials and sample school policies are shared. Students review interactive strategies to prevent or de-escalate bullying and harassing behavior, exchange ideas about strategies that work and develop plans for the use of the strategies in their school. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 708 Adventure Education - 3 credits

This course deepens knowledge of experiential learning by combining adventure education or a comparable workshop with a school implementation plan. Participants present, as a prerequisite, a certificate of completion of an adventure course or a confirmation that he/she teaches adventure. Assessments include literature reviews, written commentaries, consultations, online discussions and activities, an adventure education unit, and a reflection paper. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 709 Interdependence between the Ecological Environment & Human Health - 3 credits

Personal and society behavior affects individual, family, community, and global health through energy use, water use, waste disposal, food production and care of the natural environment. Students investigate strategies for teaching youth about conservation of the environment and effects of inattention on the future health of all people. Assessments include a research/skills-based unit, lesson plans, and a poster. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 711 Evaluation of School Health Programs - 3 credits

The evaluation of school health programs involves a comprehensive examination of the strengths and needs of a program and a design to address each. This course presents the theory and practice of program evaluation with an emphasis on coordinated school health design, implementation, diagnosis, and action plans. Assessments include class assignments, literature reviews, a NBPTS assignment, evaluation theory, key assessment and reflection. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 713 Assessing Health Literacy - 3 credits

To promote the health literacy of youth, students design and implement skills-based health education. Through backwards design, students access and analyze youth risk behavior data, select standards to decrease the risk then design assessment and instruction. Students use formative assessment, provide effective feedback, and design summative performance assessments. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 714 Assessment in the Health Classroom - 3 credits

Assessment in the Health Classroom provides the research and application of cognitive and non-cognitive assessment in the health classroom. Participants learn to integrate assessment into instruction to measure and enhance teaching and learning. This strategy results in a student-centered, interactive learning environment that focuses on achieving proficiency in state and national standards. Assessments include a mini-lesson, literature review, skills-based unit, and a reflective paper. The course is aligned with MA PSTs and components of the NBPTS.

EHE 715 Moving Toward Cultural Proficiency in Health Education - 3 credits

Health educators examine the range of cultures in their classrooms and how they impact student health. Educators learn strategies and skills to create culturally relevant curricula by understanding cultural identity and examining racial, sexual, and gender identity models. Students assess cultural competency and apply theory to practice. Assessments include readings, discussion, demographic analysis, cultural proficiency assessment, and a key assessment. The course is aligned with MA PSTs and the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 716 Health Education for the Language-Diverse Classroom - 3 credits

This course provides educators with the knowledge and skill to help all children become proficient in the state and National Health Education Standards. Because the language diverse classroom provides challenges for the health educator, participants learn to use their new skills to enhance teaching and learning and meet the needs of all students. Assessments include forums, field experiences, and a key assessment. The course is aligned with MA PSTs and portions of the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 717 21st Century Technology Skills for Health Educators - 3 credits

21st Century Technology Skills for Health Educators provides the knowledge and skill to use technology to transform the health classroom into an interactive, student centered learning environment. Educators learn to use digital tools to capture student interest, and differentiate instruction to enhance learning for all students. Assessments include class activities, a key assessment, and a reflection paper. The course is aligned with MA PSTs and portions of the Content Knowledge and Differentiation in Instruction components of the NBPTS.

EHE 800 Independent Learning Project: Health/Family/Consumer Science - 3 credits

The candidate defines a problem in health education, establishes a problem statement, and researches a solution. In this marriage of theory and practice, the candidate demonstrates the ability to apply learning to professionally work in the field. The professional seminar provides support to the candidate's progress in research and writing. The final product is a completed research document reflecting a current topic in comprehensive health education. The assessment is the completed research document and a presentation to the class.

HEA 790 Practicum: HFCS (300 hours: 150 elementary and 150 secondary) - 3 credits

A supervised field experience of a minimum of 300 hours (150 elementary, 150 secondary) in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, which Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback.

HEA 791 Practicum Seminar: Health/Family/Consumer Sciences - 2 credits

The seminar for classroom experience supports student growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of their state and national curriculum frameworks, develop the skills necessary for the teacher tests, and become familiar with recent developments in local, state and global health education issues. HEA 790 Practicum required concurrently.

Interdisciplinary Studies, Teaching Skills & Methodologies

(EDU, EED) See also Electives section (below).

EED 503 Teaching Children with Different Learning Styles - 3 credits

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

EED 512 Inclusion and Behavior Management - 3 credits

In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include students with disabilities in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students.

EED 518 Effective Classroom Discipline Strategies - 3 credits

Educators will evaluate their expectations for students' behavior and learn practical strategies to increase student responsibility, self-control and self- management. Teachers will learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities.

EED 520 Civil Rights and Social Justice: The History of the Civil Rights Movement - 3 credits

This course is an historical review of the civil rights movement. Participants come to understand the context and conditions under which African American children live. Topics covered include desegregation of public schools, the tactics of nonviolence, the role of young people in the movement, the struggles for the right to vote, the relationship between protest and legislative action, affirmative action, the 1967 uprising in Detroit, the founding of the Black Panthers, Malcolm X, the connections between the war in Vietnam and the problems of poverty in the United States, and the call for black power. Participants view the video series Eyes on the Prize and discuss the societal implications of the civil rights movement. Social justice and social responsibility are the key concepts which serve as a model for action. Participants create curriculum resources which can empower teachers and students.

EED 544 The Teacher as Artist - 3 credits

Materials fee. This course provides classroom teachers with the basic concepts and methodology of traditional art experience. This class has been a constant source of inspiration to those with "limited" art experience as well as to those who are practicing art teachers. The course is committed to the philosophy that you need not be an "artist" to take this course because you already are one. Activities include an introduction to drawing and color theory, creative visualization, and a final symbolic self portrait.

EED 564 Motivation and Teaching: Theories and Practices - 3 credits

The strategies teachers use in many classrooms to reinforce learning are based on the theory, "If you learn this, then I will give you that." Much of what is taught is reinforced by extrinsic rewards such as praise, kisses and hugs, or gold stars. However, many teachers feel frustrated because they want children to love learning and to see learning as a reward in and of itself. This course will examine current research and theoretical models which can help educators understand how to develop a child's intrinsic desire to learn by satisfying certain needs we all have within us.

EED 584 Images and Information: An African American Woman's Notebook - 3 credits

Literature-based curriculum can develop a student's critical reading and writing skills using entire novels as a method of discovery and a source of information. This course will explore novels written by African American women from autobiographical, historical, and cultural perspectives unique to the Black woman's experience. These novels trace the lives of contemporary African American women who made their marks on society.

EED 590A/591A Theory & Pract of Educ: Parenting and Teaching Issues - 1 credit

This course will address important issues in parenting and raising positive children. There will be discussions of parenting and teaching in the home and classroom. It will address development stages of children and adolescence. A key question for discussion, What do children expect from themselves and their parents in the area of education, social settings, familial relationships, friendships and getting along with siblings. All are welcome! Teachers are parents and parents are teachers with their various roles in children and young adult lives.

EED 590B/591B Theory & Pract of Educ: Researching Your Independent Learning Project - 1 credit

This course will focus on research methods, ILP requirements, and technology integration as you research and write the ILP. The following will be covered: identifying a topic; defining key words; searching the online library for journal articles; identifying scholarly sources for research; preparing a webliography; developing a research plan; writing a literature review; and using the American Psychological Association (APA) format for in-text citations and references.

EED 590C/591C Theory & Pract of Educ: Diversity Issues in the Workplace - 1 credit

The purpose of this course is to educate the public and create an environment that is appreciative of its diverse population and influence positive change. This course will address the following issues: national origin, age, sex discrimination, religion, disability, race, creed, ancestry and language. It is the hope of this course to help increase and heighten your level of awareness with regard to all the unique skills, cultural differences, one's presentation free from harassment of any kind and differences are accepted and valued.

EED 590D/591D Theory & Pract of Educ: Resume Writing and Interviewing - 1 credit

The course will cover the employment counseling aspect, preparation for the career change/opportunity, resume writing, direct and relevant job hunting skills and interviewing techniques. There will be a series of group discussions, mock interviews regarding the resume format and specifically content to address direct and relevant skills, experience, qualifications and education. Please bring (2) copies of your resume for discussion.

EED 590E/591E Theory & Pract of Educ: Brain Dominance, Key to Academic & Career Success - 1 credit

Why is it that some students always do better than others? Why is it that some people do well in some careers but are a disaster in others? There are four quadrants in the brain and each one is wired to perform very specific tasks. Participants will learn the functions of each quadrant and will take an assessment to determine their own brain dominance. With this knowledge students will learn what careers they are best suited for, what their major should be, and specific strategies to be successful in school and life.

EED 590F/591F Theory & Pract of Educ: Differentiated Instruction - 1 credit

This workshop provides an understanding and application of the steps and strategies needed to enhance learning for academically diverse students. Using concepts from learning preferences frameworks and the taxonomies, participants will learn how to plan differentiated lessons to meet the needs of a variety of learning styles and cognitive abilities found in their classrooms.

EED 590G /591G Theory & Pract of Educ: Reflective Practice for Educators - 1 credit

This one-credit course is designed to help teachers improve their classroom practices through daily reflections on their work. By developing a greater level of self-awareness about the nature and impact of their performance, it is anticipated that they will understand the how and why of what they do as they teach, manage their classrooms, and develop curriculum. This will enable them to gather information about their professional practices and take major steps to improve their teaching.

EED 604 Graduate Level Writing for Social Science Research: Writing your ILP

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook. Enrollment limited to 20.

EED 610 Strategies for Teaching Critical Thinking Across the Curriculum

Critical thinking is approached through a holistic model that stresses creative and analytic strategies. Participants consider cognitive development issues informing the design of instructional materials and methods which promote higher-order thinking. Practical strategies for immediate classroom application are a priority. An open environment promotes collegial exchange that builds on professional experiences while cultivating new skills that engage students in active learning and independent thinking.

EED 615 Introduction to Integrative Learning and Learning Styles - 3 credits

This course introduces a full-spectrum, whole-brain learning and teaching method known as integrative learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different learning styles.

EED 617 Foundations of Social Justice - 3 credits

What are the norms and values that characterize a socially just society? This course is designed to explore this question. We will examine justice under the follow contexts: theories of justice, principles and scope of social justice, why social justice matters, the machinery of social injustice, targeting injustices, identifying inequities on the basis of social group memberships, advocating for social justice, and teaching social justice. This course heightens awareness of contemporary social issues and helps learners develop action plans that foster action for socially just principles. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills necessary for engaging in social justice action for social change.

EED 618 Integrative/Accelerated Learning: Classroom Applications - 3 credits

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

EED 628 Effective Schools - 3 credits

This course helps students attain a basic understanding of the major dimensions of effective schools. The class examines research findings and personal reflections of noted educators on the determinants of effective schooling in which all children learn; where teacher and other school employee satisfaction is at a high level; and where public

confidence in the schools is very strong. Particular emphasis is on the pivotal role of school administrators, teachers, parents and students in the development and maintenance of effective schools.

EED 636 Re-Reading Global Oppression: the Last 500 Years - 3 credits

This course examines, from a systems perspective, the last 500 years of socio-political, psychological, cross-cultural, educational, religious, and economic dimensions of various world atrocities that have led to and continue to sustain current oppression of diverse peoples across the globe. It is designed to prepare learners to be knowledgeable about and to challenge individual, group, and institutional biases and how these contribute to discrimination and oppression. Equally important, this course will examine the adaptive strategies and strengths of oppressed/marginalized groups and will assist students in understanding the complex nature of their own personal values, beliefs, and behaviors that may limit their ability to practice effective methodologies in their schools, communities, and areas of work. Students critically analyze both written and visual texts that include but are not limited to documentaries, film, poems, novels, essays, trade cards, advertisements, etc. This course is both reading and writing intensive; written and oral work challenge learners to move beyond reflecting on personal experience alone to identify and challenge contemporary systems of oppression.

EED 644 Theories of Leadership for Educ. /s and Administrators

Leadership is defined as working through and with people to accomplish organizational goals; it represents a blend of theory and experiential activities. Participants discuss leadership, motivation, effective use of personal and organizational power, and teacher empowerment. Learning is supported through sharing new ideas, debating current issues and understanding certain trends in managerial practice and leadership behavior.

EED 647 Human Brain, Human Learning - 3 credits

This introductory course in brain-compatible teaching and learning will entail a review of some of the latest research findings from the neurosciences, cognitive psychology, information science, psychobiology and neurolinguistic programming. The goal of this course is to provide educators and trainers with the opportunity to learn about the role of the brain / mind in the learning process so that they will be able to read and understand current brain / mind research and apply some of the findings to their teaching practice. Some time will also be spent on accelerated learning techniques. The course would be appropriate for educators of all grade levels and subject areas as well as for corporate trainers and other trainers of adult learners.

EED 663 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. Topics include but are not limited to Colonial times, the pre-industrial North, the Antebellum South, the westward movement, the Civil War, Reconstruction, and immigration/migration, World War I and the Depression, Prohibition, the rise of the white gangster/hero, the Harlem Renaissance, World War II, Civil Rights, Vietnam, and the Women's Movement, the rise of domestic and global terrorism, etc.

EED 680 America Through Its Literatures - 3 credits

This intensive survey course explores literary depictions of America (the United States) through literature. The texts may include short stories, poems, plays, books, film, music, advertising, television, political speeches, and comic strips. The class develops pedagogical strategies to introduce students to mythologies, dystopias, deconstruction, hauntologies, palimpsests, panopticism, hybridity, colonial and post colonial debates, and the ways in which authors create parallel universes to comment on the America we now inhabit. Students become aware of other *Americas* that exist in parallel with our own, realities from which many of our students come.

EED 681 Visualizing Social Justice - 3 credits

This intensive course explores the different ways that artists of different persuasions have treated the subject of social justice both at present and in the past. The term "visualizing" is meant to include all of the arts (i.e. the "visual arts," drama, dance, literature and poetry, music, etc.). The class develops pedagogical strategies to introduce students to methodologies and philosophical vehicles and to integrate such methods into their own curriculum.

EED 691-693 Professional Seminar: Education- three terms @ 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in education, such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

EED 699 Language and Literacy for Teachers K-12 - 3 credits

This course considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing. It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

EED 704 Seminar in Current Educational Issues - 3 credits

This course defines some concepts, philosophies, that serve as foundations for structuring schools and learning environments, including: humanistic education, essentialism, perennialism, progressivism, social reconstructivism, and critical theory. The seminar also examines critical practical realities including: change, the economy, technology and science, leisure and work, communications, the human population, ecology, government and politics, values and lifestyles. Students explore and evaluate school / learning environment structures and

teaching strategies, and they make compelling arguments for their professional points of view.

EED 705 Multicultural Diversity Issues in the Workplace and Classroom - 3 credits

This course studies (1) ethnic-cultural history, (2) prejudice, biases and value systems, and (3) the appreciation of diversity in professional skills and personal strengths. Students discuss teaching cultural diversity in various learning environments, and individuals' power in realizing differences and similarities. Students explore ethnicity, race, gender and class from an historical and contemporary perspectives. The class looks at teaching styles and ways to manage culturally diverse classrooms. The importance of building students' self-esteem and sensitivity to their varied learning styles are addressed. Students should come prepared with a brief overview of their ethnic/cultural history (e.g., photo albums, letters, journals, and family trees).

EED 710 Alternative Assessment Strategies Across the Curriculum - 3 credits

This course enhances educators' ability to develop a conceptual framework of assessment procedures to improve their teaching techniques for the wide variety of learning styles found in the classroom today. Assessment is an important component of our educational system. However, many educators are now questioning the heavy emphasis on standardized tests and the decreasing attention to the value of classroom assessment. Dissatisfied with the current methods of assessment, and motivated by the desire to improve public education, educators, policy makers, parents, and community members are focusing increased attention on how we go about determining what our students know and can do, from kindergarten through grade 12.

EED 800 Independent Learning Project - 3 credits

The Independent Learning Project (ILP) is a comprehensive, culminating learning experience in the master's program. Students relate their learning experiences in the Master of Education to their experiences as educators and to their professional development interests. The ILP may take a number of forms: a traditional thesis, a professional or curriculum project for use in the classroom, or a creative project with discussion of its pedagogical value. The Professional Seminar leader provides support, advice, and oversight throughout the ILP process; the seminar group and some of its activities provide additional support.

ENG 701 Integration of Reading and Writing With Children's Literature - 3 credits

This course is designed to allow teachers to revisit literature as an expression of the imagination and creativity, as well as critical/expository writing and to assist teachers in integrating reading and writing skills/competencies with the teaching of children's literature. By recognizing the value in teaching reading and writing with authentic, well-written literature, having rich and varied vocabulary, teachers will learn to integrate the teaching of reading and writing with both literary and expository written and "visual" texts. It will address language arts, specifically reading and writing, as primary areas of concern in the Massachusetts Common Core Standards and Teacher Licensure Objectives.

Library Teacher (ELM)

ELM 509 Overview of the School Library Program - 3 credits

The course introduces the vision, mission and role of the 21st century school library program in the teaching and learning process. It also examines the library teacher's anticipated roles and responsibilities as: teacher, information specialist, instructional partner with classroom teachers, and program manager. Emphasis is on the evolution of school library programs; the development of school library policies; the teaching of literacy, particularly information, media and technology literacy; collaboration strategies with teachers, community agencies and the public library; evaluation of the program and services. Other topics include: access to resources, facility design, budget, equity, ethics, needs assessment, strategic planning and advocacy to ensure a quality program. Pre-practicum hours of directed field-based training required.

ELM 515 Evaluation, Selection and Management of Learning Resources - 3 credits

The course examines the collection development process, policies and procedures for the acquisition and maintenance of print, digital, online and government and community resources that support the teaching and learning process and best meet the needs of all learners, including English language learners. Emphasis is on organization of the collection including: the standards and systems for the creation and maintenance of records, the classification system, subject headings, bibliographic/authority control; MARC21, the components of automated library systems. Additional topics covered are: professional library selection tools; collection evaluation; identification of user needs; the relationship between the curriculum and the collection; cooperative collection development with faculty and the public library; funding; intellectual freedom; equity of access. Pre-practicum hours of directed field-based training required.

ELM 517 Literature for Young Adults - 3 credits

This survey course introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educators with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Thematic approaches are explored along with practical activities to promote lifelong reading, writing and appreciation of literature. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

ELM 521 Reference Resources - 3 credits

The course provides skills and knowledge needed to search and manage reference collection resources in print, digital, subscription and online web format that support the curriculum and the needs of diverse students and staff in a K-12 school environment. Library teacher candidates learn to evaluate and use text-based and electronic reference resources that support curriculum based learning projects. They also become familiar with numerous print and digital as well as government and community resources. The reference interview and information skills instruction methods are also considered.

ELM 523 Children's Literature - 3 credits

The course enhances and extends students' knowledge of literature for children through in-depth involvement with books. The course

focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and other media. Students read widely from a broad range of literature and develop methods of incorporating literature into classroom and library experiences. Critical review sources and selection tools are also examined along with the standards and systems for the creation and maintenance of records.

ELM 532 New Technologies in the School Library - 3 credits

This hands-on course explores the role of technology in the teaching and learning process, particularly the ways technology can help teachers and students communicate and collaborate and become good consumers, contributors, and creators in a digital age. Topics include: access to online databases, educational use of the Internet, copyright and ethical issues, major issues in media literacy, and the role of the library teacher as a technology leader. Pre-practicum hours of directed field-based training required.

ELM 533 Information Literacy - 3 credits

The course focuses on the integration of information literacy standards into the school library program and the teaching of information literacy skills, their theoretical foundations, and the strategies to teach these skills to K-12 library users. The library teacher candidate examines instructional design and strategies, national and state information literacy standards and skills, exemplary information search models, and learner assessment methods. Pre-practicum hours of directed field-based training required.

ELM 561 Production of Instructional Materials - 3 credits

This hands-on course introduces multimedia technology and its instructional uses in designing authentic learning environments. Library teacher candidates gain experience creating multimedia projects for classrooms, school libraries, colleagues and students. They examine a variety of Web 2.0 tools, presentation software and tools for teaching. Basic production vocabulary and concepts of media literacy are also studied.

ELM 691 Professional Seminar I: Library Teacher K-12 - 2 credits

ELM 692 Professional Seminar II: Library Teacher K-12 - 2 credits

ELM 693 Professional Seminar III: Library Teacher K-12 - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

ELM 790 Practicum: Library Teacher K-12 300 hours - 3 credits

Prerequisites: Pre-practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts for this license. 300 hours in a school library; divided into two 150 hour experiences at two of the three school levels (elementary, middle, high school). Practicum Seminar required concurrently.

The Practicum experience is in the role and at the level of the license sought, guided and evaluated by a professional licensed/certified library teacher and a Cambridge College supervisor. Practicum locations are subject to MA DESE regulations and must be approved by the program chair. Students are responsible for discussing options for practicum with the program chair. The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Library Teachers. Students reflect on their own professional growth and examine theory through actual practice. Exit Performance Portfolio required for credit.

ELM 791 Practicum Seminar: Library Teacher - 2 credits

Practicum ELM790 required concurrently. The seminar for classroom experience supports students' growth as they assume the library teacher's role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

ELM 800 Independent Learning Project: Library Teacher - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for library teachers and articulates the individual's educational and administrative philosophy. The project is research and action based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

Mathematics (EME, MAT)

EME 691N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

EME 692N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of

students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

EME 693N Professional Seminar I: Mathematics Education - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and life-long learners.

EME 800 Independent Learning Project: Mathematics Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps mathematics teachers to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for mathematics teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure. It engages educators in sustained research into educational practice and curriculum development in mathematics; parts of the project may be implemented during the practicum.

MAT 602 Differentiating Elementary Mathematics Instruction for Mixed Ability and English Language Learners - 1 credit

This course will focus on selected mathematics Common Core concepts and the skills that students tend to have problems with in learning; and will contain concrete teaching activities and methodology suggestions that can increase student achievement. It will offer ideas on introducing students to the language of mathematics so that they are able to understand higher order concepts. Mathematics content instruction will be integrated with special education and ESL strategies such as differentiated Instruction (DI), Response to Intervention (RTI), and Sheltered English Immersion (SEI) to model effective co-teaching and inclusion techniques that could be implemented in the classroom setting.

MAT 603 Arithmetic to Algebra: Developing Patterns and Ideas (K-8) - 3 credits

This course explores the relationship between the study of arithmetic and of algebra in grades K-8. Teachers explore selected mathematical concepts at an adult level and discuss how children develop an understanding of it. They explore ways to facilitate classroom learning, and effective activities and materials that enhance learning of algebraic concepts and skills. They learn how to use vertical acceleration to connect arithmetic to algebra.

Puerto Rico only

MAT 604 Teaching Mathematics for the Secondary Level

Study of math curriculum content, methods, strategies and activities for teaching at the secondary level, according to Puerto Rico Department of Education current regulations. The course also includes the analysis of the new models based on the recent research in the teaching.

MAT 605 Technology in Mathematics Learning and Teaching (K-12) - 3 credits

Prerequisites: MAT607, 609, 611 & 613 or program chair's approval. This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-8. They develop and implement comprehensive lessons for teaching mathematical concepts and skills using calculators, graphing calculators, computer graphing, algebra and geometry software, and internet resources. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning. Pre-practicum hours of directed field-based training required.

MAT 607 College Algebra - 3 credits

This course focuses on the major components of a college level course in algebra: real, rational, and irrational numbers; linear, radical, and quadratic equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; and sequences and series. Pre-practicum hours of directed field-based training required.

MAT 609 Euclidean Geometry - 3 credits

This course emphasizes the fundamental ideas of Euclidean geometry with a focus on logic, observations, predictions, and conclusions. Significant geometric properties and concepts are explored through the systematic presentation of the axioms, definitions, constructions, and theorems of classical geometry. Major topics include: the foundations of geometry, direct proofing techniques, triangles, parallel lines, and polygons, right triangles and the Pythagorean theorem, circles, and solid geometry. Pre-practicum hours of directed field-based training required.

MAT 611 Calculus I - 3 credits

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: continuity, limits' derivative of a function, anti-differentiation, definite integral, and the Fundamental Theorem of Calculus. Prerequisites: MAT 607 and MAT 609 or program chair's approval.

MAT 613 Discrete Mathematics - 3 credits

Prerequisites: MAT607 & MAT 609 or program chair's approval. This course is designed to cover the major components of discrete mathematics by studying the connections among mathematics topics and real-life events and situations, emphasizing problem solving,

mathematical reasoning and communications. Major topics include: counting and number systems; combinatorics; codes; recurrence relations; graphs and networks; and matrix operations. Pre-practicum hours of directed field-based training required.

MAT 615 History of Mathematics - 3 credits

This course will show how the historical perspective accentuates many different approaches to problem solving thus allowing mathematics to take on an international, multicultural flavor. It will illustrate how mathematics history creates a bridge from the past to the future and how students can learn to value mathematics more by being exposed to its historical and cultural contexts. Major trends in mathematical thought are introduced, as well as the interplay of mathematical and technological innovations, and the contributions of great mathematicians. Prerequisites: MAT 607, MAT 609, and MAT 611 or program chair's approval.

MAT 618 Mathematics Essentials - 3 credits

This course focuses on the essential components of algebra, probability and statistics. Major topics include: algebraic, linear and non-linear models; functions and graphs; collecting, organizing and displaying data; using appropriate statistical methods based on data; and applying basic concepts of probability theory to everyday situations. Observations of lessons in which any of these topics are taught would meet pre-practicum observational requirements for this course.

MAT 621 Data Analysis - 3 credits

This course focuses on how data analysis can reveal a more complete picture of the world, by emphasizing concepts and applications of probability and statistics from a wide range of fields. Major topics include: collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability. Pre-practicum hours of directed field-based training required.

MAT 623 Teaching Numeric and Geometric Structures - 3 credits

This course covers the teaching pedagogy of the basic foundation of the mathematics curriculum in terms of its numerical and geometric structures. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement. Pre-practicum hours of directed field-based training required.

Puerto Rico only

MAT 623R Teaching Numeric and Geometric Structures 4-6

This course covers the teaching pedagogy of the basic foundation of the mathematics grades 406 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. Aligned with Puerto Rico Department of Education standards.

MAT 625 Number Theory - 3 credits

This course focuses on integers and their application in a technology-rich world. Major topics include: prime numbers, Diophantine equations, congruences, quadratic-residues, order of a number mod p, Fermat's Little Theorem, Euler's Theorem, and Gauss's Lemma. Applications to check-digits and encryption covered as well. Prerequisite: MAT 611.

MAT 627 Abstract Algebra - 3 credits

This course focuses on why no formula solution to the quintic equation is possible by presenting all the concepts necessary for the construction of Galois Theory. This includes the study of finite groups, fields, and field extensions. Consideration is also given to various morphisms; as well a rings and integral domains. Some time is spent on classical algebra including exact solutions to the cubic and quartic polynomials. Prerequisite: MAT 607 or program chair's approval.

MAT 629 Non-Euclidean Geometry - 3 credits

Prerequisite: MAT 609. This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformations, particularly isometries. Pre-practicum hours of directed field-based training required.

MAT 631 Calculus II - 3 credits

This course begins with a thorough review of the Calculus I. It then proceeds to cover integration techniques in some depth. This will include integration-by-parts, u-substitution, and trigonometric-substitution. Power series and their applications are covered as well. Prerequisite: MAT 611.

MAT 633 Probability and Statistics - 3 credits

Prerequisite: MAT 613. This course focuses on how probability and statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria. Pre-practicum hours of directed field-based training required.

MAT 635 Applied Mathematics - 3 credits

This course focuses on major areas of applied mathematics. This includes matrix theory, differential equations and Fourier analysis. Under matrix theory, linear transformations and diagonalization are covered in some depth, and the Cayley-Hamilton Theorem is proved. Under differential equations, linear versions are explored using an operator approach which motivates development and application of Laplace transforms. Finally we cover Fourier series after an advanced review of trigonometry. Prerequisites: MAT 611 and MAT631 or program chair's approval.

MAT 708 Diagnosis & Remediation of Learning Problems in Mathematics (K-12) - 3 credits

This course examines the nature of mathematics learning, major types of mathematics learning problems, and their etiology. It discusses possible causes of these problems and suggests remediation strategies that teachers and parents can use to help children learn mathematics more effectively. Teachers focus on selected areas of mathematics at the K-8 levels that challenge children, and on how to remediate and facilitate mathematics learning in classroom and one-to-one settings.

MAT 790A Practicum: Mathematics Teaching (1-6) 300 Hours - 3 credits

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all initial licensure courses; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

MAT 790B Practicum: Mathematics Teaching (5-8) 300 Hours - 3 credits

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

MAT 790C Practicum: Mathematics Teaching (8-12) 300 Hours - 3 credits

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

MAT 791A Practicum Seminar: Mathematics Teaching (1-6) - 2 credits

Effective Fall 2012: 300 hours (previously 150 hours). Prerequisites: Pre-practicum, pass all required mathematics courses and EME800; pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: MAT791. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

MAT 791B Practicum Seminar: Mathematics Teaching (5-8) - 2 credits

Practicum required concurrently: MAT790B. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

MAT 791C Practicum Seminar: Mathematics Teaching (8-12) - 2 credits

Practicum required concurrently: MAT790B. The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure. Exit Performance Portfolio required for credit.

School Nurse Education (ESN)

ESN 610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits

School Nurses are key leaders in implementing national and state regulations that impact school wellness. In this course, students will explore the implementation of the Coordinated School Health Model to analyze policies and procedure in their schools that promote health issues and health practices to strengthen partnerships within the school community. Students will also investigate the relationship between public health and school settings in relation to meeting the needs of diverse student populations as well as investigating local and national funding opportunities available to support school wellness initiatives.

ESN 660 Principles, Process, and Practices of School Health Management - 3 credits

In this course, students will combine nursing theory and apply knowledge acquired in the practice setting. They will develop effective strategies using the nursing process to analyze the impact of

significant medical, psychological, cultural and social problems on the population of school aged children. Consideration will be given to how the major cultural and societal issues affecting children impact the practice of nursing within the school practice setting. Students will engage in research from both a global and local perspective. Using the nursing process to define the issues, students will suggest effective short and long-term interventions, including public policy interventions to address these problems and devise an evaluation system that insures continued and progressive program improvement. In addition, students will become familiar with the eight major component categories of the Coordinated School Health Model and to recognize the importance of collaborating with professionals in other school service areas to provide effective and coordinated interventions aimed at individual children as well as the larger school population. The impact of school nursing services on student outcomes will be explored. Using the goals of "Healthy People 2020", students will analyze the relationship between specific data in relationship to the 2020 goals and design a health promotion/health education program to address the needs of a specific student population. Emphasis will be placed on the leadership role of the nurse as she/he interacts with other professionals and political leaders within her/his community and on the state and national level.

ESN 691 Professional Seminar I: School Nurse Education - 2 credit

Professional Seminar I (PSI) establishes a learning community that addresses the problems of isolation of school nurses, as well as, identification of the future mission of the profession. This seminar provides the context in which a cohort of students can interpret their experiences and transform them into knowledge, constructs, skills, attitudes and values. The seminar is a developmental process challenging students' existing philosophies and practices. The PSI is a model of support to students' personal and professional lives, where current personal and professional growth issues are raised and discussed. Learning is facilitated in a supportive, risk-free environment. With guidance of the seminar leader, students will define and clarify the final project design of the independent learning project (ILP) and develop an action plan to ensure satisfactory completion.

ESN 692 Professional Seminar II: School Nurse Education - 2 credits

Professional Seminar II (PS2) is conducted entirely online. It requires students to have and apply a consistently strong work ethic and a determined action plan for progressing according to the submission deadline schedule requirements established and provided to them during PS I. During PS2, students will be required to extend their ILP topic research to complete their literature review (minimum of 10 pages) to include a minimum of 10-12 scholarly sources, and to write their reference page. They will also be required to finalize and compose their methodology and design and create the body (stand-alone intervention or initiative) of their ILP during the PS2.

ESN 693 Professional Seminar II: School Nurse Education - 1 credit

Professional Seminar III (PS III), in addition to allowing students to complete the remaining portions of the ILP, including the statement of learning/summary and conclusions, appendices, abstract and table of contents, will allow students to develop an assessment plan to use in evaluating the effectiveness of their projects. The assessment plan will specify the goals of the ILP project and establish reasonable and measurable evaluative criteria based on those goals. Students will also design a timetable for implementing their projects, along with identifying key stakeholders, those individuals who would be expected to lend support to the project and a rationale behind their motivation for such support. Students will also identify any barriers/blocks in the form of policies, regulations, people, current cultural standards/practices and traditions; and fiscal, time and space constraints, that need to be anticipated to ensure their ILPs' success. Students will post their abstracts so that they can obtain feedback on their ILP projects from their nursing colleagues, allowing them to expand the impact of their projects beyond their own schools' communities.

ESN 710 Dealing with Grief & Loss: Role of Educators, Counselors, and Nurses - 3 credits

This course assists the professional school staff member in supporting students dealing with grief and loss. Course participants identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. Participants learn how our understanding of death and loss is influenced by developmental age, cultural and social factors. The course focuses on how issues of grief and loss are present in the school environment and explores approaches to help the students cope with loss in a variety of situations.

ESN 725 Legal Responsibilities & Ethical Issues for School Nurses - 3 credits

This course is an analysis of federal, state and municipal legal mandates which affect school health programs. It will include a review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

ESN 780 School Nurse Leadership in the School & Community - 3 credits

Overview of the professional roles of the school nurse. Introduction to leadership theory, process and outcomes with special emphasis on critical thinking, decision-making, and change. Examination of interdisciplinary initiatives within the school and community. Introduction to the National Association of School Nurses and state associations.

ESN 800 Independent Learning Project: School Nurse Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps school nurse educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the school nurse educator. It engages the student in sustained research into educational practice and curriculum development.

Science (ESE, SCI)

ESE 691 Professional Seminar I: General Science - 2 credits

During Professional Seminar 1, the middle school science teacher will learn how incorporate science content and hands-on methods of presentation. Special focus will be directed to: science safety in the middle school setting, the design process, engineering standards (the integration of life, earth and physical sciences to the art of problem solving/engineering). Attention will be directed to the "best practices" model of standards-based science instruction in the middle school classroom. Integration of mathematics in the middle school science classroom. Reinforcement of the use of the metric system as a tool in science. The introduction of the Independent Learning Project and research methods will be addressed.

ESE 692 Professional Seminar II: General Science - 2 credits

Professional Seminar 2 will continue to be directed to best practices in inquiry-based science in the middle school setting, the design process, engineering standards engineering standards (the integration of life, earth and physical sciences to the art of problem solving / engineering). In addition new topics including mapping and navigation, the integration of the museum in the curriculum, science of the compass, use and fabrication of a clinometer, seismology and the appropriate use of current hands-on technology in the middle school classroom. Special attention will be directed to the pedagogy related to science teaching (the professional standards for teachers). Those standards as identified by the National Science Teaching Standards will be covered. ProSem 2 continues to guide the research and writing of the Independent Learning Project to completion.

ESE 800 Independent Learning Project: General Science - 3 credits

The Independent Learning Project is a culminating learning experience for students at Cambridge College. It helps students define, re-define, and address a problem in general science education at the grade (1-6) or (5-8) level. They develop a problem statement and proceed to use research skills: library resources, computer databases; planning and organization; consultation with experts in the field to solve the problem. The Professional Seminar provides a vehicle for the gradual development of thinking about prominent issues in the field that are of concern to students. Students, through reading and discussion, as well as practical experiences in the classroom and in the school, develop the theme of the ILP and questions which need to be answered. The ILP represents a tangible, symbolic culmination of the Cambridge College learning experiences. It demonstrates the ability to apply learning derived from course work, seminars and workshops to professional work in education. It is a marriage of theory and practice, original thought and focused research. The ILP requires the student to create an original project which contributes to the body of knowledge on a topic and reflect on what he or she has learned from the entire experience. The project enables students to develop skills in time management, critical thinking and professional writing which they may not previously have had.

SCI 591 Introduction to Online Science Learning - 1 credit

This course introduces students to the principles of teaching and learning science as defined by the National Science Education Standards and the 2012 Framework for K-12 Science Education, and to the ways in which these principles can be implemented in an online environment. Students explore how online teaching and learning can capitalize on diverse learning styles and multiple intelligences. They assess their own experiences, abilities, learning styles and intelligences to evaluate the appropriateness of online learning in their own professional development. They analyze the standards which are used to guide instruction in their local districts and states, comparing them to the National Science Education Standards. Finally, they use the National Science Education Standards' vision of professional development to design their own plan for future professional growth including online learning where appropriate.

SCI 600 Cell Biology - 1 credit

This course examines the origin, evolution, fine structure and function of cells. Beginning with single celled organisms such as archaea and bacteria, the student looks at how cells conduct the processes necessary for life. Students examine the processes through which eukaryotic cells differentiate into tissues, organs and systems and review the basics of continuity and genetics. Enzyme function and physiology are linked to genes. Finally, students explore the future of cell biology.

SCI 601 Aquatic Ecology - 1 credit

Online course. This course leads teachers to investigate principles of ecology through examples from fresh water, marine, and other water environments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and interactive relationships among producers, consumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

SCI 603 Electricity and Magnetism - 1 credit

This course explores concepts in electricity and magnetism by addressing basic topics and fundamental misconceptions. Topics include electrostatic charging; charge separation and its role in electric pressure, current electricity, and the circuits through which it moves; Ohm's Law; schematic diagrams; and current that flows from wall outlets—all leading to exploration of the intimate relationship between magnetism and electricity.

SCI 605 Water Quality - 1 credit

The earth is covered with water, but the quantity available for use by earth's living inhabitants is limited. Natural and human impacts restrict our access to clean water. This course explores the factors that affect our water supply and solutions that may maintain it. Week one reviews the basic chemistry of water on earth, relating the effects of temperature, salinity, and climate to the availability of fresh water. Week two explores the sources of fresh water used by humans for their personal use, for industry, and for agriculture. In week three, the "water cycle" is examined, and human impacts are traced that can change the distribution and availability of water. Humans affect the quality of the water as well, and those effects are examined in week

four. Week five investigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

SCI 607 Structure of the Earth - 1 credit

Online course. This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at rock formation and its characteristics. The second week explores sedimentary, igneous and metamorphic processes and their contribution to the rock cycle. Week three takes a close-up look at constructive forces of earthquakes and volcanoes and at weathering, erosion, and other destructive forces that re-shape earth's surface. Finally, in week four, the learner digs deep into the inner depths of the planet to examine plate motion and plate tectonic theory and in week five a geological locale project pulls together greater understanding of the forces which help shape and drive our dynamic earth.

SCI 609 Transfer of Energy - 1 credit

Online course. This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one begins with common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to conservation of energy and fallacy of perpetual motion machines. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to sound waves as pressure waves and light, both sun and man made, and a review of electromagnetic spectrum. Week five opens with Rube Goldberg machines, looking at energy transfer devices and energy usefulness and efficiency.

SCI 611 Ocean Science - 1 credit

The oceans dominate our planet, influencing every aspect of Earth's environment. This course reviews the physical science, geology, and biology of the oceans emphasizing a systemic approach. Week one reviews the basic geography and geology of the Earth's oceans and the forces that shape and propel ocean waters. Week two looks at the water in the ocean, its chemistry, and what is dissolved in it. The mysteries of the ocean depths are explored in week three, with investigations of how humans explore the world beneath the ocean surface. Week four examines the effect of Earth's oceans on climate and on the land. In week five, learners examine ocean life and investigate the effects of ocean environments on the living things within the water.

SCI 613 Earth in the Solar System - 1 credit

Online course. Learn more about our neighborhood in space. This course examines the earth's relationship to the sun, moon, and other planets in the solar system. The first week focuses on earth-bound celestial observations and the origins of modern astronomy, including the development of the heliocentric model. Week two features an in-depth look at the moon, our partner in space and the explanations for such phenomena as eclipses, phases, and tides. Weeks three and four present a detailed inventory of the solar system including the planets, moons, meteoroids, asteroids, and comets. Finally week five concludes with the current ideas about the formation of the solar system with a close-up look at the star of our solar system, the sun.

SCI 615 Forces in Motion - 1 credit

Online course. Focusing on conceptual understanding, Week one introduces kinematics, the study of how things move on a straight path. Week two advances this understanding into accelerated motion and introduces inertia. During this week, gravity is introduced within a multi-disciplinary arena. Week three introduces dynamics, the study of forces and why things move, and looks at inertia, mass, and weight. Week four presents opportunities to measure forces and to examine their effects. Coverage includes Bernoulli's principles, friction, terminal velocity, and buoyancy. Week five explores the everyday world with its focus on mechanical advantage, work, and simple machines.

SCI 617 Earth's History - 1 credit

Online course. This course focuses on the basic geologic principles that have shaped the history of the earth, integrating thematic content in the life and earth sciences with a chronological approach. Week one sets the stage with a review of basic geological principles and field geology. Week two presents the earth's first billion years with the formation of the earth and moon. Reading the fossil record is covered in week three with evolution and extinction providing the major themes. The Proterozoic and Paleozoic eras are the focus of week four, and the Mesozoic and Cenozoic eras are covered in week five.

SCI 619 Teaching Project-Based Science - 1 credit

Online course. This course presents the advantages of project-based science, guidelines on how to succeed in using this instructional and assessment approach, and strategies for customizing for individual school settings. Week one presents comparisons between traditional and project-based science curriculum and includes management issues and requirements for student success. Week two deals with student projects that involve science, society and decision-making and connections to service learning. Assessment and evaluation of student projects are the focus of week three. In weeks four and five, teachers develop a unit of instruction for use with their own classes and to share with online colleagues.

SCI 627 Chemistry Through Inquiry - 1 credit

This course focuses on the national science education content standards for physical science and "science as inquiry". As teachers do hands-on science investigation, read science background, and participate in discussions, they will enhance their own science content knowledge and develop an inquiry-based approach to science learning.

SCI 629 Practical Meteorology - 1 credit

This course examines meteorology from a practical perspective. The course is cross-disciplinary when appropriate and is especially designed for educators who have degrees and backgrounds in sciences other than meteorology. The course combines technical explanations of weather and climate phenomena with practical guidelines for observing, evaluating and forecasting weather. The course content web pages are supplemented by images of weather phenomena, links to other web-based resources and self-directed reviews of literature on various weather and climate phenomena.

SCI 680 Attaining Science Literacy - 3 credits

This course addresses science literacy by (1) examining the development of the knowledge and skills needed to understand the natural world and to intelligently participate in decisions that affect it, (2) considering science as a way of knowing and as a basis for thinking and problem-solving, and (3) reviewing strategies for promoting science literacy in school programs. Course content includes practical and theoretical constructs with emphasis on connecting theory to practice, applying conceptual understandings to individual teaching settings, and developing skills for independent professional development and scholarship. Pre-practicum hours of directed field-based training required.

SCI 682 Methods and Materials for Teaching Life Science - 3 credits

Educators will develop competency in the skills and methods used in the teaching of natural science. Basic concepts in chemistry, biology, and ecology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that help their students construct understandings in these areas. Pre-practicum hours of directed field-based training required.

SCI 684 Methods and Materials for Teaching Earth Science - 3 credits

Educators will develop competency in the skills and methods used in the teaching of earth science. Basic concepts in astronomy, geology, geography, and paleontology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experience that help their students construct understanding in these areas. Pre-practicum hours of directed field-based training required.

SCI 686 Methods and Materials for Teaching Physical Science - 3 credits

Educators will develop competency in the skills and methods used in the teaching of physical science. Basic concepts in matter and energy will be illustrated and supplemented with a rich assortment of activities suitable for the classroom Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that best help their students construct understandings in these areas . Attention will be given to the construction and understanding of inquiry skills as they apply to traditional classroom experiments and activities. Pre-practicum hours of directed field-based training required.

SCI 688 Methods and Materials in Teaching Middle School Chemistry - 3 credits

Seated course: This course will focus on providing middle school science teachers with a clear understanding of scientific inquiry and basic chemistry concepts. Grade level appropriate activities will be highlighted with special consideration for the middle school classroom environment and safety issues. Fundamental chemistry concepts discussed and reinforced with experimentation will include: physical properties and physical change, states of matter, density, solutions, mixtures, compounds, chemical change and the applications our elements to technology. This will be a lab-centered course. Pre-practicum hours of directed field-based training required.

SCI 689 Teaching Elementary/Early Childhood Science and Technology with Integration of Mathematics, Special Needs and ELL - 1 credit

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. The framework for this course is based on the Massachusetts Frameworks for Science Technology Standards (2013) for Elementary Classroom Educators. The integration of mathematics and science will receive special focus. Participants will learn how to utilize science and math tools of the trade in solving simple scientific problems. In addition to providing teachers with essential science content, suggestions for providing meaningful, science learning opportunities for students with moderate special needs and English Language Learners will be addressed.

SCI 790A Practicum in Science Levels (1-6) 300 hrs - 3 credits

300 hours, levels 1-6. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790.

The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS).

Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of elementary science specialist. The content delivery within this experience is aligned to the Next Generation of Science Standards at the prek to 6 level of comprehension.

Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream.

(3 formal assessment observations required by College supervisor)

SCI 790B Practicum in Science Levels (5-8) 300 hrs - 3 credits

300 hours, levels 5-8. Prerequisites: complete pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses, pass all required courses, pass all teacher tests required by Massachusetts for this license. Practicum Seminar required concurrently: ESE790.

The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed in a school that uses the Massachusetts Curriculum Frameworks and Next Generation of Science Standards (NGSS).

Practicum hours must be in the role and at the level of the license sought under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. This Practicum experience is geared primarily for those teachers seeking the position of middle school science/engineering technology instructor". The content delivery within this experience is aligned to the Next Generation of Science Standards at the 5-8 level of comprehension.

Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, align lesson plans with the Massachusetts Curriculum Frameworks/NGSS, appropriate curriculum materials for the science teacher, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences. The Exit Performance Portfolio and its artifacts will be uploaded to a web-based portfolio system/Task Stream.

(3 formal assessment observations required by College supervisor)

SCI 791 Practicum Seminar: General Science (1-6) (5-8) - 2 credits

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum

Frameworks for Science/Engineering Technology, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

The Next Generation of Science Standards reflecting the national science initiatives is also referenced as a guide to best practices in science education.

As evidence of the Practicum experience, each student will develop an Exit Portfolio as an integral part of the Practicum Seminar. The Exit Portfolio will be contained and uploaded to a web-based evaluation program called Task Stream. Each student will open their own Task Stream account and contribute the necessary academic artifacts and evidence that demonstrates their competency as they complete their fieldwork experience in the science classroom. The artifacts and evidence can be viewed in Task Stream.

Sheltered English Immersion (SEI)

SEI 605 SEI (Sheltered English Immersion) Content License Endorsement Course - 3 credits

This Sheltered English Immersion (SEI) Content License Endorsement Course is designed for educator licensure candidates in all core academic areas, to prepare them to address the needs, and build on the multilingual and multicultural assets, of a diverse and ever-changing student population in Massachusetts. The course is a key element of the Massachusetts RETELL initiative (Rethinking Equity and Teaching for English Language Learners). RETELL also includes statewide implementation of the WIDA ELD (English Language Development) standards, and the WIDA-ACCESS assessment tools.

Participants will be introduced to ELD standard and WIDA tools, and will practice applying research-based SEI instructional strategies as they teach their content to English language learners (ELLs). They will also be introduced to a variety of professional growth opportunities to prepare them to extend their learning by making SEI the focus of professional practice within the new educator evaluation process.

SEI 705 Supervision of Sheltered English Immersion Instruction for Administrators - 2 credits

Participants in the Cambridge College Administrator License program will be prepared to effectively serve English language learner students (ELLs). Participating students will be knowledgeable and able to administer, supervise and promote effective classroom strategies that maximize learning for ELLs. Participants in the Cambridge College Administrator License program will evidence an understanding of major trends in the twenty-first century language teaching and recognize the domains of listening, speaking, reading, writing and form focused instruction (grammar) for ELLs.

Special Education (ESP)

ESP 512 Inclusion and Classroom Behavior Management - 3 credits

In this course students learn the basic components of an effective inclusionary program. They acquire knowledge of the etiology of learning problems and specific techniques to fully include special education students into the regular classroom. Course assignments connect theories to classroom practice. Emphasis is on learning behavior management skills that are effective with both regular and special education students. Pre-practicum hours of directed field-based training required.

ESP 592 Adapting Materials for Students W/Disabilities in Gen Ed Classrooms - 1 credit

In this course students adapt materials and modify curriculum to meet students' Individual Education Programs (IEP). Models of inclusion and teaching techniques for students with disabilities in general education classrooms are explored. Students examine academic interventions in mathematics, reading and writing and develop strategies to increase participation of their students in inclusive classrooms by acquiring teaching strategies to create a positive learning environment. They design reasonable classroom accommodations, identify realistic alternatives, propose classroom management techniques, routines and rituals to promote positive behavior, and adapt assessments to meet learners' diverse needs. Students demonstrate understanding through case study analysis and lesson presentation.

ESP 594 Collaboration and Consultation Techniques - 2 credits

The course explores the concept of school and community working together as partners to support each other in a strong coalition. A school district serves several smaller communities in one, and rarely does a community act as a single entity. To establish and sustain community and school linkage is critical to an effective partnership. The course explores the core mission of public schools and creates an environment that helps young people learn and achieve at high standards. The community school approach supports young people's academic, social, and interpersonal goals by creating an effective learning atmosphere. Schools are a microcosm of societal values and community philosophy that daily affects students' lives. The power structure of a community — its formal and informal networks and the people in them — that makes things happen is studied.

ESP 600 Treating Children with Language Delays - 2 credits

Key techniques to treat children with language delays will be presented along with instructional strategies that enhance communication skills. Approaches such as joint attention skills, turn taking, language stimulation, and play skills will be explored. Since families and care givers play a primary role in a child's language development, ways to involve and provide assistance to these important adults will be emphasized.

ESP 601 Typical Development of Language and Communication Skills - 2 credits

Theories of language development and the communication process will be explored. A focus on typical language growth and development in children birth to five years of age will correlate with techniques designed to facilitate acquisition of language skills. Milestones such as language form, language content and language use will be discovered and analyzed through observing and listening to young children.

Puerto Rico only

ESP 602 Teaching Numerical & Geometrical Structures for Special Education Students

This course is designed to cover the basic foundation of the mathematics curriculum in terms of its numerical and geometrics structures for special education students in Puerto Rico. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement.

ESP 607 Psycho-Educational Assessment for Teaching Exceptional Students - 3 credits

This course prepares candidates to assess various educational test instruments, understand outcome data, analyze various data sets and make hypotheses, and formulate academic goals and objectives. Candidates develop a conceptual framework to understand student's academic needs and develop appropriate interventions based upon testing outcome data. 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. Specific practices include formative assessment, academic feedback, and questioning. Pre-practicum hours of directed field-based training required.

ESP 610 Autism: History, Prevalence, Diagnosis and Characteristics - 3 credits

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding the child with autism in terms of psychological, intellectual, social, and physical development. The historical problem of biological versus psychological causation of autism will be examined along with trends in autism research that continue to this day. This course will focus on autism as a neurological developmental disorder characterized by an impairment in social interaction, communication skills, and in behavior. Autism is acknowledged as a "spectrum" disorder meaning that children with autism may range from extremely low cognitively to highly intelligent with little or no language to communicate to being highly verbal. The cause(s) of autism is not known at this time, with 9 out of 10, for whom the cause is idiopathic. Autism Spectrum Disorder is the fastest growing developmental disability with 1 in 150 children now being diagnosed with autism. It is more common than Cerebral Palsy, Down Syndrome, and Childhood cancers combined.

ESP 615 Assistive Technology: Modifying the Curriculum for Diverse Learners - 3 credits

How do we as educators implement the mandated requirements of the Individuals with Disabilities Education Act that calls for assistive technology to be considered in each Individualized Education Program (IEP)? Candidates examine assistive technologies and the federal laws impacting the education of students with disabilities and investigate assistive technologies addressing seating and positioning, access to the technology, augmentative and alternative communication (low-tech and high-tech). Candidates examine curriculum modifications using technology, and software that addresses these modifications and individual learning styles. The course provides a comprehensive understanding of the various augmentative and alternative communications (AAC) methodologies, including the appropriate use of aids and devices. Course assignments connect assistive technologies to classroom practice.

ESP 616 Communication Disorders - ASD - 3 credits

Communication-based disabilities are a diagnosing criteria of Autism spectrum disorders, diagnoses with similar characteristics, and are commonly seen in severe levels of developmental delay. Not only do

communication difficulties greatly impact life-long educational, social, and vocational opportunities, they are closely associated with the presence of challenging behaviors such as aggression and self-injury. Following a review of typical and atypical language development, physiological, environmental, and psychological theories of language development will be presented. This course will examine criterion-based and peer-normed communication assessments, effective language-based teaching strategies for children with severe disabilities, and alternative communication forms such as picture exchange communication system, sign language, and other non-vocal communication systems. In addition, students will be introduced to the following: Provision of family-centered services; impact of culture on work with individuals with disabilities and their families; and recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

ESP 621 Assessment and Appraisal Process -ASD - 3 credits

Effective instruction is difficult to implement in the absence of effective assessment and appraisal data. The goal of this course is to introduce candidates to several educational and functional assessments that are frequently used to establish skill strengths and deficits in children with autism spectrum disorders and diagnoses with similar characteristics. Such tools as the Psycho-educational Profile, 3rd edition (PEP-111), Assessment of Basic Language and Learning Skills Revised (ABLLS-R), and the Vineland Adaptive Behavior Scales, classroom edition, will be reviewed and interpreted. Along with an emphasis on these assessments, this course will stress considerations of student specific goals including variables such as, needs in the home setting, activities of daily living, vocational training, and an independent and self determined adult life.

ESP 622 Basic Applied Behavior Analysis ASD - 3 credits

The basic principles of applied behavior analysis relevant to the design and implementation of behavioral interventions in educational and human service environments will be presented in this course. Behavioral principles such as schedules of reinforcement, measurement techniques, analysis and interpretation of behavioral data, ethical, and pragmatic issues will be covered. Students will critique the validity and usefulness of behavioral research to applied problems. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

ESP 625 Behavior Management - ASD - 3 credits

Individuals diagnosed with autism spectrum disorders and diagnoses with similar characteristics frequently manifest challenging behaviors that inhibit learning and access to many life long opportunities. This course will introduce students to the functional behavior assessment (FBA) process and intervention through the use of positive behavior intervention and support (PBIS). The dynamic intervention formats utilize the scientifically supported techniques of PBIS across a three tier level of need that includes school wide support, secondary support for at – risk students, and individual interventions. Individual interventions will be developed utilizing the principles of applied behavior analysis (ABA). The course will emphasize the use of least restrictive, non-aversive, researched supported techniques that take into account a whole child perspective, intervention for teaching functional equivalent skill deficits, increasing appropriate behavior, and decreasing challenging behaviors.

ESP 630 Social and Psychological Perspectives in Autism Spectrum Disorders - 3 credits

Social deficits are one of the defining characteristics of autism, including Asperger's syndrome, and most are almost always associated with other autism spectrum disorders and similar diagnoses. This course will introduce candidates to social skills intervention through a whole family approach focusing on both students with deficits associated with global delay as well as higher functioning students who demonstrate deficits primarily or exclusively in the area of social skills. This class will take into account the needs of not only the student, but also the siblings, parents, separated parents, extended family relationships, household economic needs, and culturally specific variables that make up the landscape of the dynamic American family.

ESP 635 Teaching and Curriculum Development/Students with Severe Disabilities - 3 credits

This course will emphasize diagnosis, assessment and best educational practices in teaching persons who are diagnosed with severe intellectual disabilities, multi handicaps and autism. A focus on legal provisions, regulations and program standards in unbiased assessment as well as work on specialized terminology used in assessment of this special population will be noted. A special focus on the Massachusetts Alternate Assessment preparation will be developed. Adaptive behavior scales will be discussed. Students will be apprised of the specialized policies regarding students with extensive disabilities concerning referral and placement procedures.

ESP 636 Teaching, Social Science, History and Multicultural Education in Grades 5-12 - 3 credits

This course prepares candidates to co-teach and consult with general educators in the area of social studies. Topics investigated are taken form the Massachusetts Curriculum Frameworks/Common Core in history and social studies. Candidates produce and implement well-structured lessons that center on core disciplinary ideas in the K-12 social studies curriculum, utilize primary source materials, and reflect knowledge of formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking.

ESP 662 Principles of Language Development Bridging Differences and Disorders- 3 credits

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 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. Candidates examine different theories of semantic development, phonological development, morphological development and syntax. Students come to understand the relationship between language acquisition, language impairment, and treatments of children with learning differences including dyslexia as well as other communicative disabilities are also discussed. Pre-practicum hours of directed field-based training required.

ESP 680 Pedagogy in Reading and English Language Arts - 3 credits

In this course students acquire knowledge of scientifically-based reading instruction. Topics include: oral language development, explicit systematic and sequential instruction in phonological processing and phonemic awareness, phonics instruction, spelling; fluency, comprehension; vocabulary instruction to include morphology, grammar/syntax. Candidates implement well-structured lessons that reflect knowledge of the essential elements of scientifically-based reading instruction, formative assessment, differentiated instruction, cooperative learning, and the role of academic feedback, and questioning to support higher-order thinking. Pre-practicum hours of directed field-based training required.

Puerto Rico only

ESP 681 Pedagogy in Reading & Spanish Language Arts

The course is designed to develop a thorough understanding of the Fundamental principles of Spanish/Language Arts, focusing on the interrelationship of reading, writing, speaking, and listening. The course 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.

ESP 689 Theories of Typical and Atypical Human Development - 3 credits

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding children's psychological, intellectual, physical and socio-emotional development. Piaget's theory of cognitive development is examined along with recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The impact of developmental theories on the education of children with disabilities is examined. Formulation of a developmentally appropriate Individual educational Plan is required. Pre-practicum hours required.

ESP 691 Professional Seminar I: Special Education- 2 credits

In this first professional seminar students consider teaching as a field of professional study governed by ethical and professional standards. The pedagogical skills to be demonstrated by all teacher candidates seeking licence to teach in our public schools, and the knowledge and skills specific to the field and level of licensure are introduced. Issues encountered in schools (poverty, immigration, homelessness) and their impact on student learning and development are examined. The Understanding by Design framework for lesson design, essential questions, and performances of understanding is introduced. Students examine cooperative learning to promote socio-emotional learning and create a community of learners within the classroom. An Understanding by Design lesson plan is required. Students identify a topic and research question to frame the Independent Learning Project (ILP). A subscription to TaskStream is required.

ESP 691N Professional Seminar I: Special Education (Initial) - 2 credits

In this first professional seminar students consider teaching as a field of professional study governed by ethical and professional standards. The pedagogical skills to be demonstrated by all teacher candidates seeking licence to teach in our public schools, and the knowledge and skills specific to the field and level of licensure are introduced. Issues encountered in schools (poverty, immigration, homelessness) and their impact on student learning and development are examined. The Understanding by Design framework for lesson design, essential questions, and performances of understanding is introduced. Students examine cooperative learning to promote socio-emotional learning and create a community of learners within the classroom. An Understanding by Design lesson plan is required. Students identify a topic and research question to frame the Independent Learning Project (ILP). A subscription to TaskStream is required.

ESP 691P Professional Seminar I: Special Education (Professional) - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - Prek-8 and 5-12 The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - Prek-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESP 691S Professional Seminar I: ASD - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to

guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

ESP 692 Professional Seminar II: Special Education - 2 credits

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

ESP 692N Professional Seminar II: Special Education (Initial) - 2 credits

In this second professional seminar students continue their study of the areas of instructional performance to be demonstrated by all teacher candidates seeking license to teach in our public schools and the knowledge and skills requirements specific to the field and level of licensure. Research-based instructional practices that correlate with student learning gains across the content areas are examined. Instructional practices specific to their chosen discipline of study are also examined. An in-class lesson implementation is required. Students gather data related to the Independent Learning Project (ILP). A subscription to TaskStream is required.

ESP 692P Professional Seminar II: Special Education (Professional) - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program. The cohort studies professional standards for special needs teachers, and the requirements for state licensure as a Teacher of Students with Moderate Disabilities - Prek-8 and 5-12 The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs - Prek-8, 5-12. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESP 692S Professional Seminar II: ASD - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

ESP 693 Professional Seminar III: Special Education (Initial) - 2 credits

Additional term of professional seminar that may be required depending on student's experience and progress.

ESP 693N Professional Seminar III: Special Education (Initial) - 2 credits

Additional term of professional seminar that may be required depending on student's experience and progress.

ESP 693P Professional Seminar III: Special Education (Professional) - 2 credits

Additional term of professional seminar that may be required depending on student's experience and progress.

ESP 693S Professional Seminar III: ASD - 2 credits

The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a qualified faculty leader. This seminar leader is the students' academic advisor and guides them through their graduate program. Students integrate their learning from classes, workshops, and field experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners. The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects. The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the

organizational structure of the education system.

ESP 695 Laws and Regulations Pertaining to Special Education - 3 credits

This course reviews all special education laws (IDEIA, 2004, and specific regulations such as 34 C.F.R. 300; 603 CMR 28:00) regarding the pre-referral and referral of a student, and the development of an Individual Education Plan (IEP). Additionally, the course examines the relevance of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA, 1990), the Family Education Rights and Privacy Act (FERPA), as well as the procedures for Special Education Appeals relating to public schools' obligations to provide Free and Appropriate Public Education (FAPE) for students with disabilities. Additional emphasis is placed on students with a diagnosis of Autism and developing IEPs for these students in the Least Restrictive Environment (LRE), using theories and strategies for including students in general education classrooms. Special attention is paid to legislation governing special education. Pre-practicum hours of directed field-based training required.

ESP 698 Laws and Regulations Pertaining to Behavioral Intervention and ABA - 1 credit

This course reviews special education laws and specific regulations regarding behavioral intervention and applied behavioral analysis (ABA) including early intervention (EI) for infants until age 3, the public school referral process, for special education services, referral, evaluation and eligibility determination for children with disabilities on the autism spectrum, and the development of an Individual Educational Program (IEP).

ESP 701 Students with Disabilities and Visual Arts - 3 credits

This course is for teachers who work with students with special needs. It focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills. This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple print-making techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts. A visit to the Fogg Museum is included.

ESP 704 Ethics and Professionalism in Applied Behavior Analysis - 3 credits

This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of ethical and professional behavior to ensure a high quality of practice in both behavior analysis and education in general. The Behavior Analyst Certification Board Guidelines for Responsible Conduct will be reviewed in detail. Ethical dilemmas and case studies will be presented for behavior analysts working in a variety of educational and therapeutic settings. Professional issues such as representation of one's self and the field of behavior analysis, collaboration with other professionals, relationships with colleagues and clients, the evaluation of treatment and instructional procedures, and interpersonal communication will be explored. Learning activities will include synchronous instruction (lectures, group exercises, role play), asynchronous instruction (video lecture, responding online to questions and peer review of responses) and project-based instruction (writing exercises or papers). Students will take an active part In forums and problem solving ethical issues.

ESP 705 Fluency Seminar ABA Certification Track - 1 credit

This one-credit course is designed to strengthen students' ability to demonstrate key core knowledge competencies in the field of applied behavior analysis. During the course of the semester students will engage in a number of fluency based instructional activities that will enable them to demonstrate knowledge in all of the BCBA task list content areas. Students will be required to practice these skills both during class sessions and via software specifically designed to support fluency training and competence demonstration. Students must demonstrate proficiency in each of the task list content areas in order to successfully pass this course.

ESP 721 Using Multiple Intelligences and Accelerated Learning in Teaching English Language Arts, Math, History and Science - 3 credits

Special education teachers learn to apply multiple intelligence and accelerated learning instructional strategies in teaching to the content area standards. Teachers get an overview of Howard Gardner's multiple intelligence theory and its implications. They also experience Lozanov's accelerated learning structures and translation to brain-based teaching. Teachers learn to select, evaluate, and use teaching and assessment differentiation strategies to meet the needs of special education students in regular education classrooms. They design multiple intelligence and accelerated learning lessons to engage students in acquiring specific knowledge and skills.

ESP 722 Clinical Applications of Applied Behavior Analysis - ASD - 3 credits

Contemporary developments and issues in ABA including behavior change strategies, recent developments in ABA, generalization and ethical use of treatment methodologies are addressed. Part of the educational qualifications required to sit for the behavior analysis certification examination.

ESP 723 Implementing Behavior Analysis in Educational Settings - ASD - 3 credits

Focuses on the clinical practice of applied behavior analysis in a variety of settings. The application of the principles of Applied Behavior Analysis in educational and treatment settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These issues include functional behavior assessments, ethics of practice, staff/parent training, and behavioral education in public schools.

ESP 724 Research Design in Applied Behavior Analysis - ASD - 3 credits

This course focuses on research design and study of human behavior. You will learn about the characteristics of science and the rationale

for having behavior as the focus. You will be exposed to issues related to measurement, specific research designs, and the important issues (such as variability) associated with designs. You will learn how to accurately analyze and interpret research data from a variety of research experiments. Related issues relevant to identifying functional relations among environmental and behavioral variables in behavior analysis will also be explored. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification examination.

ESP 726 Advanced Applied Behavior Analysis - ASD- 3 credits

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; and ESP622. Extends the study of basic applied behavior analysis. Concentration on behavior change strategies. Specific strategies for accelerating and decelerating behaviors will be reviewed. Issues of generalization of behavior change will be explored. A focus on research strategies will be included. You will also write a review of the literature focusing on a particular procedure designed to develop new behavior or to decrease behavior.

ESP 790A Practicum: Special Education (PreK-8) 300 hours - 3 credits

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

ESP 790B Practicum: Special Education (5-12) 300 hours - 3 credits

14-week supervised field experience of a minimum of 300 hours in which candidates demonstrate proficiency in meeting the Professional Standards for Teachers. The practicum must meet the hours and setting requirements for the license sought, under the guidance of a supervising practitioner with the appropriate license, with Cambridge College supervision. Assessment follows the Candidate Assessment of Performance (CAP) and assesses ability with respect to: well-structured lessons, high expectations, meeting diverse needs, adjustment to practice, safe learning environment, professional culture/reflective practice, as well as formative assessment, differentiation and providing academic feedback. Artifacts are uploaded into an Exit Portfolio. An Application to Practicum is required.

ESP 791 Practicum Seminar: Special Education - 2 credits

Practicum required concurrently: ESP790 A/B. The seminar, based on the Professional Standards for Teachers in Massachusetts and those of the Council for Exceptional Children (CEC), provides opportunities for classroom experience and supports students' growth as they assume the teaching role. Candidates receive feedback on lesson plans, and develop instructional practice by analyzing case studies, engaging in role play and viewing of instructor-selected video tapes that depict examples of practice. Candidates upload required key assessments into an Exit Portfolio in TaskStream.

ESP 800 Independent Learning Project: Special Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

ESP 800B Supervised Learning Project - 2 credits

The Supervised Learning Project is a culminating learning experience that helps educators/behavior analysts integrate their personal and formal learning, along with their extensive field work into a meaningful whole. Students will integrate their experiences into a field-based research document which reflects the area of study and of licensure. It is project-based and is combined with a poster demonstration.

Electives Offered in the School of Education (EDU, EED, ENG, EIT, etc.)

General Educational Studies

EDU 612 From Writing to Reading - 3 credits

This introductory course gives an overview of basic perspectives on writing instruction in 8-12 classrooms, emphasizing the use of writing as a bridge to reading. The focus is on technical features of language, movement between the particular and the global, making of sentences, and text structure.

EDU 622 Active Assessment for Active Reading - 3 credits

This course offers an overview of formative and summative reading assessments for middle and high school students. Educators are provided with practical information on developing, interpreting, and scoring alternatives to traditional tests to inform reading instruction. This course combines practical discussion with theoretical information on the rationale for active assessments. It enables educators to explore questions and gain ideas that they can immediately use in their classrooms.

EED 503 Teaching Children with Different Learning Styles - 3 credits

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles and how we can provide a positive environment to inculcate good habits and learning styles and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

EED 536 Moral Development in Children - 3 credits

What is "excellent" moral behavior? Is it natural biological inclination? Divine/"natural" gift? Culturally learned behavior? A combination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, 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.

EED 560 Models of Teaching - 3 credits

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

EED 586 How to Teach and Reach All Students Using Multiple Intelligences - 3 credits

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

EED 623 Classroom Management Using Accelerated Learning - 3 credits

Accelerated Learning is used to explore strategies for creating an environment, which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities, multi-media and readings.

EED 642 Succeeding with the Resistant Student

Teachers are excellent because of how they teach, not what they teach. Students learn the "hows" to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

Instructional Technology

EIT 711 Advanced Technologies in Education - 3 credits

This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

EIT 712 Using Educational Technology to Improve Teaching and Learning - 3 credits

Through discussion, use of the latest hardware and software, participants explore computer based multimedia and communications technologies that enhance classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the classroom with emphasis on math, science and language arts. Software and Internet applications are explored, including best practice applications. Focus is on developing technology-based thematic units that integrate theory, practice and standards in the language arts, science, and math classroom. Recent developments in technology integration regarding math and language with the No Child Left Behind Act are discussed.

Literacy

EDU 632 Understanding Reading K-5 - 3 credits

This course introduces theoretical and instructional issues in reading development. Participants will engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis will be given to the social nature of reading, thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: a study of reader capacities that help explain variations in comprehension outcomes (e.g. short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

EDU 635 Developing Writing Skills in the Early Childhood Years - 3 credits

In this course teachers and pre-service teachers are introduced to the writing components essential to a balanced literacy program. Topics include: interactive writing, writing workshop, conferring with student authors, content area writing, reading-writing connections, writing with special education and bilingual students, and assessing student writing. Students take part in a writing mini-workshop, keeping a writing notebook to gather seed ideas, developing one idea into a piece of writing, meeting in response groups, revising and publishing the piece in a group anthology. Throughout the semester, they draw from their experience to inform their teaching. Students are expected to complete readings, keep a reflection journal and a writers' notebook and design a unit of study for writing workshop.

CAGS Courses

School Administration (ECA)

ECA 701 School Management and the Law - 3 credits

This course focuses on the understanding of the local, state and federal laws which guide the successful administration and management of a comprehensive school system including fiscal responsibilities and collaborative structures. Attention is also paid to federal and state laws and issues associated with collective bargaining. Particular emphasis is given to Massachusetts laws relevant to education including the Education Reform Act of 1993, NCLB, its revisions and other such laws. Students will examine legal issues to develop understandings and skills needed to be an effective school administrator during these times of challenging change. Practicum hours of directed field-based training required.

ECA 703 Managing Financial Resources - 3 credits

This course focuses on fiscal management issues in schools and school systems. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and accounting, budgeting, cost containment, and strategic planning. Proposition 2 1/2 of Massachusetts, the Massachusetts foundation budget process and such financial support structures and funding formulas will also be examined. The financing of charter, choice and voucher programs will be studied as well as importance of and the methods for addressing issues of plant and equipment maintenance. Practicum hours of directed field-based training required.

ECA 704 Effective Schools - 3 credits - 3 credits

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school. Practicum hours of directed field-based training required.

ECA 720 Advanced Systems Theory - 3 credits

It is essential that educational administrators in the central office understand systems theory and the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively. This course is required for all candidates for the Superintendent/Assistant Superintendent license. Practicum hours of directed field-based training required.

ECA 725 Instructional Leadership: Supervision & Admin. of Ed. Personnel - 3 credits

Educational leaders in all roles must see their purpose as improving student learning. This course focuses on practices that curriculum leaders can use to create a culture where all educators see their role as improving student learning. Best practices in formative and summative evaluation of staff are investigated. Students learn methods and laws connected with the selection, hiring, support and dismissal of staff. Particular attention is given to the role of professional development and its implementation, including mentoring for new teachers. Pre-practicum hours of directed field-based training required.

ECA 805 Practicum Seminar I: School Administration Non-Licensure - 3 credits

Students who are not seeking administrative licensure but who wish to complete a school administrative CAGS are required to complete a two-term, non-supervised practicum. This is the first course in the sequence. The student and research advisor will design an individualized plan for completing this practicum requirement, but the College will not provide an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

ECA 805A Practicum I: Supt/Asst Supt (All Levels) 300 of 500 hours - 3 credits

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows for the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

ECA 805H Practicum I: Principal/Asst Principal (PreK-8) 300 of 500 hours) - 3 credits

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal position at the PreK-8 of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of

the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

ECA 805J Practicum I: Principal/Assistant Principal (5-12) 300 of 500 hours - 3 credits

This is the first of two courses, a 300-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows for the development of administrator competencies specific to the principal/assistant principal at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

ECA 805E Practicum I: Supervisor/Director (All Levels) 150 of 300 hours- 3 credits

This is the first of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner and a college supervisor. This practicum allows the development of administrator competencies specific to the supervisor/director position. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director position. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

ECA 806 Practicum Seminar II: School Administration Non-Licensure - 2 credits

Students who are not seeking administrative licensure but who wish to complete a school administration CAGS are required to complete a two term, non-supervised practicum. This is the second course in the sequence and should be completed in conjunction with the Action Research Project. The student and the research advisor will design an individualized plan, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

ECA 806A Practicum II: Superintendent/Asst Supt (All Levels) 200 of 500 hours - 2 credits

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

ECA 806H Practicum II: Principal/Asst Principal (PreK-8) 200 of 500 hours - 2 credits

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at all levels at the PreK-8 level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions in each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship. An Exit Performance Portfolio documents the experience. Evaluation is based on current standards for licensure.

ECA 806J Practicum II: Principal/Asst Principal (5-12) 200 of 500 hours - 2 credits

This is the second of two courses, a 200-hour (500 total) supervised practicum in a school setting under the guidance of a practitioner and college supervisor This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the 5-12 level of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the 5-12 level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions each semester is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

ECA 806E Practicum II: Supervisor/Director (All Levels) 150 of 300 hours - 2 credits

This is the second of two courses, a 150-hour (300 total) supervised practicum in a school setting under the guidance of a practitioner. This practicum allows the development of administrator competencies specific to the supervisor/director position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the supervisor/director.

ECA 807 Applied Action Research Project: School Administration - 1 credit

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

Curriculum and Instruction

ECC 705 Curriculum Design and Renewal for the 21st Century - 3 credits

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development. Practicum hours of directed field-based training required.

ECC 706 Critical Thinking and Problem Solving - 3 credits

This course explores critical thinking and problem solving as corner stones of education reform movements and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints and methods of assessing higher order critical thinking skills.

ECC 707 Meeting the Challenge of School Restructuring - 3 credits

This course focuses on the practice of continual school renewal. Emphasis is placed on building the collaborative relationships necessary to bring about significant school change that leads to school improvement. Participants focus on building strong teams within the school community and on techniques for problem solving and negotiation leading to positive outcomes for all parties. Participants also explore methods for effectively communicating with various stakeholders who impact student learning. Practicum hours of directed field-based training required.

ECC 708 Learning Theories and Instructional Design - 3 credits

This course for experienced educators provides a forum to examine a wide range of learning theories. Students learn instructional designs using a models that is both robust and flexible, making them appropriate for use throughout K-12. Students explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant. In addition, students examine developments in collaborative and cooperative learning as they relate to the design process. Using concepts from their own curriculum, students complete an instructional design project. Students then present their projects to the class, explaining their experience with the particular design process used and share the learning theories incorporated into the design. Practicum hours of directed field-based training required.

ECC 709 Alternative Assessment: Theory and Practice - 3 credits

This course explores alternative assessment. It answers the questions regarding what assessment is, what it does and what it measures. Assessment types and strategies are studied along with multiple assessment uses. Students gain a thorough understanding of portfolio techniques, open ended questions and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are encouraged to use with confidence alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

ECC 710 Assessment, Developing and Evaluating Curriculum - 3 credits

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, this course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, data to inform decisions about instruction, and current issues that impact teaching and learning. Practicum hours of directed field-based training required.

ECC 805 Educational Leadership Practicum I: Curriculum & Instruction - 150 hours - 3 credits

Prerequisites: ECL800 and ECL801.

This is the first half of a 300-hour individually structured field experience in a school setting that emphasizes a commitment to continued learning. This practicum is completed in the third semester and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in the design, implementation and assessment of curriculum development. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites. With a cooperating practitioner, students design learning opportunities consistent with their professional development goals for leadership in curriculum and instruction. The seminar advisor must approve the design. Students continue work on their Action Research Project, begun in ECL800 and 801, with a focus on conducting such research at the school site.

ECC 806 Educational Leadership Practicum II: Curriculum & Instruction - 150 hours - 2 credits

Prerequisite: ECC805 and completion of all concentration courses, or permission of the coordinator.

This course is a continuation of ECL805 and requires attendance at four seminar meetings. During this course, students work to complete the Action Research Project.

ECC 807 Applied Action Research Project: Curriculum & Instruction - 1 credit

This course, taken in the student's last term, requires the student to complete the Action Research Project, a program implementation or curriculum development plan, and present the results in a public presentation to students.

Educational Leadership

ECL 800 Foundations of Social Science Research - 3 credits

The information in this course supports the research design and analysis of data for completion of the Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. Students will learn commonly used statistical procedures, including introductory computer applications for data analysis. Each student designs an Action Research Project which includes: identifying a topic relevant to his or her field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan. Pre-practicum hours of directed field-based training required.

ECL 801 Advanced Graduate Research Seminar - 3 credits

Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECL800. They systematically organize inquiries demonstrating connections between theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace. Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress. Students complete a culminating capstone learning project in the form of an Action Research Project or a program evaluation. Capstone projects are presented to the class for review.

ECL 802 Advanced Leadership - 3 credits

This advanced leadership issues course merges leadership theory with practice to examine leadership roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current leadership issues that impact the ability of educational institutions to fulfill their public trust. State and professional educational leadership standards are examined. Topics include practical considerations of collective bargaining, managing student and staff diversity, budgeting, legal issues, and implementing school reforms from the perspective of an educational leader. Practicum hours of directed field-based training required.

ECL 803 Advanced Technologies in Education - 3 credits

This course focuses on the impact of a worldwide information intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching and school reform. Practicum hours of directed field-based training required.

ECL 804 Advanced Leadership in Policy and Practice - 3 credits

This course explores the educational policy making process at the federal, state and local level. Students examine the educational leader's role in policy design, advocacy and formulation. Simulations and scenarios from class members, practitioners and research are used to inform the creation of educational policy in complex situations involving competing constituencies. Leadership skills are challenged by the opposing perceptions of stakeholders vying for scarce resources and by the need to identify an appropriate theoretical context from which to work toward policy formation to solve problems. Students gain skills in identifying educational issues in the context of practical problems, and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments. Practicum hours of directed field-based training required.

ECL 807 Applied Action Research Project: Educational Leadership - 1 credit

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

Special Education Administration

ECS 712 Advanced Psycho-Educational Assessment & Education Planning - 3 credits

Students learn to select, use, and interpret appropriate evaluation techniques, instruments, and technologies. A case study approach is used to administer and interpret formal and informal assessments. The results of various evaluative procedures are used to assess and improve the effectiveness of programs and personnel. Students learn to use developmentally appropriate formal and informal assessments for mild and moderate special needs children. Practicum hours of directed field-based training required.

ECS 713 Administration of Special Education Programs - 3 credits

This course uses various service delivery models as they relate to children and young adults with handicapping conditions in a school setting. This course emphasizes facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of a team approach. Field trips to observe and evaluate programs

may be required. Students become well versed in the requirements of federal and state laws and regulations related to special education. Practicum hours of directed field-based training required.

ECS 714 Collaboration and Consultation Techniques - 3 credits

This course introduces interpersonal communication skills for working with teachers, outside agencies, and families of students from diverse backgrounds. Students are exposed to political structures and regulations for improving a school and/or community. Students review research findings on public relations programs involving educational systems, businesses, industry, and governmental agencies. This course emphasizes the role of the administrator in developing a comprehensive program of school community relations for the administrative unit. Practicum hours of directed field-based training required.

ECS 716 Philosophical and Psycho-Social Foundations of Education - 3 credits

Participants study the basic assumptions underlying educational goals, content, and process. They explore the relationship between knowledge, learners, and metacognition. The functioning of educational institutions in their social and cultural milieu is examined from anthropological and sociological perspectives. A school is viewed as a social system. Students examine the influences upon the educational enterprise of the stratification system, youth cultures, race, religion, language, and values. Practicum hours of directed field-based training required.

ECS 805 Practicum/Seminar I: Special Education Admin. Non-Licensure - 3 credits

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the first course in sequence. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course will not be eligible for licensure endorsement by Cambridge College.

ECS 805S Practicum/Seminar I: Special Education Administration (300hrs) Licensure - 3 credits

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

ECS 806 Practicum/Seminar II: Special Education Admin. Non-Licensure- 2 credits

Students who are not seeking administrative licensure but who wish to complete a special education administration CAGS are required to complete a two-term, non-supervised practicum. This is the second course in the sequence and should be completed in conjuction with the Action Research Project. The student and the research advisor will design an individualized plan for completing this practicum requirement, but the College will not assign an on-site supervisor. Students who complete this course wil not be eligible for licensure endorsement by Cambridge College.

ECS 806S Practicum/Seminar II: Special Education Administration (Licensure) - 2 credits

150 hours. Prerequisite: Completion of all course work. Exit Performance Portfolio is required for credit. Students complete field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

ECS 807 Applied Action Research Project: Special Education Administration - 1 credit

This course, taken in the student's last term, requires the student to complete the Action Research Project, program implementation or curriculum development plan and present the results in a public presentation to students.

Doctor of Education Courses

EDL 805 Educational Evaluation and Assessment Systems - 3 credits

In the current age of accountability, educational leaders are required to be more skilled in assessment and evaluation than their predecessors were" (Williamson & Redish, 2009, p. 77). Educational leaders in today's educational world, irrespective of level are expected to develop assessment and accountability systems to monitor student progress and monitor the impact of educational programs through the evaluation processes embedded within the accountability system (cf. ELCC Standard 2). The same applies for management and operational systems (ELCC Standards 3 and 4). To paraphrase comments regarding knowledge management in the Malcolm Baldrige National Quality Award Education Criteria (2009-2010), in simplest terms, how knowledge is generated, used, accessed, and managed acts as core competencies for the institution's "brain center," particularly in terms of aligning programs and offerings with strategic objectives (cf. p. 41). This course provides students with a detailed background on assessment evaluation processes and techniques in order to be able to implement, maintain, generate, and analyze data to create meaningful information that assists in institutional decisionmaking and provide assurance that performance expectations are met.

EDL 810 Transformative Educational Leadership - 3 credits

This course surveys a range of leadership theories that have influenced and continue to influence American society in various ways. The course provides opportunities to understand and apply leadership principles to influence educational decisions that advance social justice. This course challenges leaders to serve as catalysts for the establishment of learning communities designed to promote a sense of mutual care, social responsibility, and moral courage. Students will study change and how to anticipate, understand, plan and implement change to achieve goals. This course will build leadership capacity and enable the creative leader to use his or her talents to help empower others to identify and use their talents. Students will read both primary source materials and critically analyze leadership theories.

EDL 815 Instructional & Curricular Leadership - 3 credits

In today's world, Instructional and curricular leadership is the responsibility of all, administrators and teachers. Teachers, other educational professionals, and administrators need a strong understanding of and set of skills encompassing many of the activities previously thought to be only the responsibility of administration such as program and teacher evaluation, the formulation of learner outcomes and the evaluation of how these outcomes are met, research informed instruction, community partnering and relationships, and advocating for teacher learning. This course focuses on providing students with a background in teaching as well as administration those competencies that allows them to be effective leaders within the classroom, the school, the district, and the community.

EDL 820 Collective Bargaining & Conflict Resolution - 3 credits

School leaders report that much of their interaction takes the form of problem solving, conflict resolution and negotiating. This course presents the principles necessary for effective behaviors in these areas in both formal and informal situations. In addition, the role of the administrator in collective bargaining and in the interpretation and maintenance of contract and personnel policies is addressed. Topics addressed include: school/community culture, conflict resolution, collective bargaining and contract maintenance (grievance, mediation and arbitration), as well as principles of power, justice and fairness. The course will examine how collective bargaining may be used as a tool for advocating socially-just policies and practices and balancing conflicting interests in pursuit of fairness and equity.

EDL 825 Leading Learning Organizations and Adult Learners - 3 credits

Ever since Senge's seminal work came out (1990) on learning organizations, one of the key aspects of leadership preparation is learning the intricacies of what the term actually means. In an educational setting, the concept of learning organization can mean slightly different things to different people based on the focus of attention. This course explores the characteristics of learning organizations emphasizing the role teachers and other professionals play within the educational system. Working with adult learners requires different approaches and thinking regarding how they learn and perform their duties; therefore, prominence is given to how to create a culture of learning that leads to excellence. Creating and maintaining a learning culture takes great effort and a special commitment on the part of all within the educational system, which is why specific techniques and theories are presented in detail.

EDL 830 Educational Leadership and Social Justice - 3 credits

Schools have long been regarded as a key instrument in the struggle for social justice in American life. Horace Mann described public schools as the great "balance wheel in the social machinery," and public schools were founded on the belief that equal educational opportunity could preserve social harmony and bring to fruition democratic goals. This course asks how well the schools and the societal values that schools mirror have accomplished this task, while exploring ways that leaders can more effectively develop strategies to challenge the roots of oppression and injustice. We will discuss what the expression, "all children can learn," means in theory and practice, and we will analyze organizational, social, and economic policies to determine how they support or undermine this commonly held belief. We will discuss how school leaders can collaborate with parents, community agencies and other institutions to work for social justice, and we will examine ways leaders can. Finally, we'll consider the challenges faced by school leaders as they apply policies and resources so that all children have equal opportunities, expectations, and encouragement to learn.

EDL 840 Social and Cultural Foundations of Educational Leadership - 3 credits

This course will support students' understanding of and engagement in the process of becoming informed educational leaders and effective scholar-practitioners. Through sustained investigation and dialogue grounded in the philosophical, social science, and historical literature on American schooling, the class will examine the changing purposes of schooling and the evolving roles of educational leaders. Readings of classic and contemporary texts will align with substantive in-class discussions and written analysis to prepare educational leaders to

view schools within the larger context of American ideological commitments and political realities. Additionally, this course serves to support students' dissertation scholarship through a close examination of ideas and events that are foundational to the forming of theoretical and conceptual frameworks for a variety of research areas.

EDL 850 Contexts for Qualitative and Quantitative Research Methodologies - 3 credits

Educational leaders must be able to make sound decisions based on meaningful data and proven research. In this course students learn the quantitative and qualitative research skills needed in today's climate of school accountability. Students will review the core strategies of both quantitative and qualitative methodologies and consider how these strategies may be used to inform school/district decision making. Students will study the meaning of data-driven decision making. Students will be introduced to the concept of research as a powerful force for achieving social justice.

EDL 860 Qualitative Research Methods and Design - 3 credits

Prerequisite: EDL 850. This course introduces first year doctoral students to the foundations and methodologies of qualitative research. Course topics include philosophical underpinnings of qualitative research; planning for a qualitative research project; negotiating entry to the field; ethics of conducting research, data collection and analysis techniques (i.e. interviewing, observations, content analysis, focus groups); and writing/presenting qualitative research. The course includes field based exercises and assignments involving participant observation and interviewing. It also includes the analysis and presentation of qualitative research data.

EDL 870 Quantitative Research Methods and Design - 3 credits

Prerequisite: EDL 850. This course is designed to introduce first year doctoral students to the quantitative research skills required of effective executive educational leaders. Students study the descriptive and inferential statistical methods often used in research in education. Areas of study will include sampling, probability, variables, reliability and validity, confidence intervals, hypotheses testing, correlation and regression. Students will be introduced to data analysis techniques using a computer and statistical software package (e.g., SPSS). The goals of the course are to: provide students with the analytical tools necessary to become effective, critical consumers of educational research; and to enable students to oversee and supervise staff in the preparation, development, and dissemination of evaluative research.

EDL 880 Advanced Qualitative Research - 3 credits

This course is designed for second year doctoral students who have identified qualitative research as the appropriate methodology for their dissertations. This seminar style course will delve in greater depth into specific qualitative traditions selected by each student for his or her dissertation. Students will read primary source methodology literature, while exploring the foundations of the selected methodology and the scholarly debates surrounding the evolution of underlying philosophies and techniques. Students will also explore in-depth qualitative techniques and examine how specific qualitative traditions influence the nature of the research problem, the articulation of research questions, and the application of common qualitative research techniques. Data analysis will be explored in depth, and students will be expected to demonstrate competence in advanced analysis techniques and writing. The course includes field based exercises and assignments, culminating in the development of a methodology section for their dissertation proposal. Prerequisite: EDL 860.

EDL 890 Advanced Quantitative Research - 3 credits

This course is designed to provide students who are pursuing research or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course begins with a review of descriptive and inferential statistics, ANOVA and MANOVA, linear regression, and other techniques presented in EDL870, the pre-requisite for this course. The focus is to provide doctoral students with an advanced understanding of these statistical techniques to allow for a better understanding of which technique to select and better understand the analysis that results from utilizing these techniques when conducting your research.

EDL 891 History: Education Policy and Reform - 3 credits

This course provides historical perspectives on the social forces and ideological commitments that shape contemporary educational issues and problems. In so doing, the course offers students as future leaders a deeper sense of context and process when faced with the prospect of educational policy change. While providing a basis for understanding the historical development of education policy and reform efforts in terms of political, social, economic, and ideological change, the course provides an introduction, too, to historical research practices and historicographical issues that pertain to American education. Numerous opportunities are provided for deeper insights into the issues of educational exclusion/inclusion of various groups (cultural, racial, religious, ethnic, gender, national, disabled), as well as the social justice implications that accrue from a thorough examination of our educational past.

EDL 892 Systems Approaches to Educational Leadership - 3 credits

This course will combine elements of organization, leadership, decision making and change theory. A focus will be on the identification of the major teaching and learning systems of schools and school districts and the related complex network of subsystems. An educational leader must be able to identify major and support systems all of which exist in social, economic, legal, cultural and political contexts. Positive transformation of education is a function of leadership style, communications, group dynamics, motivation, power and the change process. The school leader's knowledge of the school system and the outside environment as a whole will inform decision making that is sensitive to all levels of the educational organization.

EDL 893 School Finance and Fiscal Management - 3 credits

This course is designed to provide a comprehensive review of economic and financial management issues in p-12 educational systems. The course will review traditional sources of funding for schools (local, state and federal) and nontraditional sources such as foundations and school/community partnerships. The major emphasis will be on budget administration and facility management, applying these issues to different educational environments and concerns impacting educational systems in this current social and political environment.

EDL 894 Policy, Power, and Politics Seminar - 3 credits

This course provides an advanced discussion of discipline based frameworks to analyze policy formation, steering, and impacts. The course emphasizes purposes, processes, contents and outcomes of policy and power relationships through the context of political interactions in the education sector. The perspectives are selected based on currency (timeliness), pervasiveness of the issues impacting education, how the interpretation of policy impacts the status quo as well as frames alternatives for change, and provides insights as to how educational leaders will need to respond in order to influence policy and act as advocates for students and staff. Therefore, the course considers the power and limits of policy and ways people in different positions inside and outside the educational systems/institutions might influence policy.

EDL 895 Ethical Leadership in Education Systems - 3 credits

Educational leaders are faced with ethical dilemmas and difficult decisions on a daily basis as they work to balance the educational needs of students with the interests, influences and demands of multiple stakeholders within schools and communities at large. The need for ethical leadership in educational organizations and communities has never been greater. Through scholarly reading, case studies, discussion and other formats, this course provides doctoral students with the opportunity to discover how educational praxis and social justice can provide a powerful moral compass for educational leaders facing complex demands in school organizations, as well as at the local, state and national level.

EDL 896 Special Topics - 1-4 credits

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director. Project requirements are based upon agreement between the student and faculty member with whom the student will be working.

EDL 896A Special Topics: Contemporary Issues in Education - 1-4 credits

This course is for students who wish to pursue special research projects in collaboration with a faculty member. It may only be taken with the approval of the program director.

This special course designed to meet the students' needs will focus on the contemporary and controversial policy issues which are facing educaiton at the federal and state level and the manner in which educaional leaders across the country are handling these issues. The Guidelines for the Preparation of Administrative Leaders issued by the Massachusetts Department of Elementary and Secondary Educaiton will be studied to determine to what extent the skills promulgated by the Guidelines are practiced by the principals studied.

EDL 896B Special Topics: Quantitative Systems - 1-4 credits

This course is designed for students who are pursuing research and/or doing their dissertation based on quantitative research techniques. Students who are interested in pursuing mixed methods research with a fair amount of quantitative analysis are also encouraged to take this course. The course addresses specific needs requested by the student to help complete the student's dissertation project or quantitative research skills. Doctoral students will be provided with an advanced knowledge base of selected statistical techniques to allow for a deeper understanding of which technique(s) to select, and to better understand the analysis that results from utilizing these techniques when conducting their own research.

EDL 900 Introduction to Doctoral Studies - 1 credit

This course serves as an introduction to the dissertation process for all Cambridge College doctoral students. It provides an opportunity for students to explore both the big picture of what it means to be a doctoral student and the specifics of the doctoral process at Cambridge College. This course is meant to complement doctoral coursework in general and the doctoral seminar in particular. Readings, seminars, and online coursework (individual and collaborative) will provide the student with the opportunity to develop a solid grounding for future research, reflection, and action in their doctoral studies.

EDL 910 Doctoral Research Seminar One: Strategies and Tactics - 3 credits

The goal of this course is to introduce the new doctoral cohort to the realities that are part of the transformative doctoral experience. Although previous degrees were "earned," one "takes" a doctoral degree, reflecting the transformation from student to practitioner-researcher though a three-year experience that culminates in the completion of a research project that makes an original contribution to educational praxis. In support of this journey, this course introduces the student to a variety of topics, including but not limited to understanding scientific and social scientific research paradigms; tools of inquiry and search strategies; research problems that matter; sorting through the social scientific body of literature relevant to researchable educational problems. The course will be grounded by an interactive pedagogic discussion approach based on advance reading of assigned text by the students, focused summation of main points by study groups and professors, and continuing dialogue grounded by questions brought by class members and professors.

EDL 920 Doctoral Research Seminar Two: Research in the Public Interest- 1 credit

(formerly Dissertation Seminar II) This course helps students understand and appreciate the difference between social advocacy and social research in the public interest. The first step that we will be to examine the history of educational research and how educational leadership research came to the place we are today among other academic niches. Education and the study of education have historically occupied a contentious and shifting ground between social science and the humanities, and the early 20th century history of educational research as a sub-discipline indicates that it was prone to emulate the sciences in the early days in order to carve out an area of academic respectability in academe. This course is designed to allow doctoral students to continue exploration of potential topics leading to a researchable question that may become the basis for the dissertation. It also introduces discussion of the "Why bother?" questions that relate to purpose and significance of research: 1) are you considering a topic that has value as measured by its potential contribution to the public interest, 2) does your research interest have social justice implications?

EDL 930 Doctoral Research Seminar Three: Reflective Inquiry as Stance - 1 credit

Self-reflection and reflection on experienced phenomena as the starting point of practitioner research are the foci of this seminar. Based in epistemology and ontology, this course assists the student in discovering how he or she perceives and understands experience, and then frames it for use in practice, praxis, and research. With this self-knowledge the student develops a position—a stance—from which he or she will initiate dissertation research. Prerequisite: 920.

EDL 940 Prospectus Development for Doctoral Candidacy - 3 credits

In this course, students will pull together theory and methodology from their first year of study and will develop a prospectus for their doctoral dissertation. The prospectus will be comprised of an articulated and organized plan for the dissertation that includes the introduction with research problem, preliminary research question(s), significance for educational leadership, and social justice implications of the proposed research. The prospectus will also include a review of the most important scholarly research and a preliminary discussion of methodology, with a rationale for the methodology selected. The prospectus will become the basis for the dissertation proposal and for the selection of the doctoral chair and committee.

EDL 950 Dissertation Proposal Seminar I—Fall (Asynchronous and In-Person) - 2 credits

This course is for the student who requires additional time to complete the dissertation after EDL 940.

EDL 960 Dissertation Proposal Seminar II—Fall (Asynchronous and In-Person) - 2 credits

A dissertation proposal is generally considered as the bedrock for doctoral research, development and writing of an academic dissertation. It functions as a "work plan, justification for the study, evidence of ability, request for commitment, contract, and as partial dissertation draft, depending on the kind of inquiry. The purpose of this seminar is therefore to guide students to identify and explain the components of a dissertation proposal; assist them in constructing the needed elements and guide them in combining the pieces to produce a complete and convincing proposal based on their areas of study" (David & Nick, 2005). The seminar is specifically for those doctoral students who have completed their prospectus and have been moved to doctoral candidacy. The course will be evaluated through class participation, and a final draft proposal based on their dissertation topics.

EDL 970 Dissertation Research and Writing - 4 credits

This course is for the student who requires additional time to complete the dissertation

EDL 980 Dissertation Completion and Defense - 4 credits

This course is for the student who requires additional time to complete the dissertation after EDL 940.

School of Management

The **SCHOOL OF MANAGEMENT** offers graduate programs that prepare students for improved management performance, increased career advancement opportunities and more effective leadership in private, public and non-profit organizations. Students with professional or technical experience develop their managerial skills to position them for the next level of leadership. Those with more limited formal experience gain the knowledge and competencies to prepare them for jobs or careers of their choice.

Academic programs — The School of Management offers the Master of Business Administration (MBA), the MBA Healthcare, and Master of Management (MM) degrees, each with several specialization options, as well as graduate certificate programs.

Faculty and Learning Environment — The majority of faculty members are practicing professionals and bring to their courses practical as well as conceptual knowledge in their areas of expertise. Classes are small and highly interactive.

Experiential Learning — Many courses involve live case studies where students work on problems of real businesses and organizations. A student consulting company provides additional opportunities for students to work on solutions to real-world problems under the guidance of faculty or corporate mentors. Students with limited work experience are encouraged to take up internships or practica.

Student body — The student body is highly diverse by design, encompassing a multicultural and multi-generational range that provides an effective training ground for learning how to work in diverse teams.

Admission, Assessment and Orientation

Admission counselors give applicants an overview of the College's academic programs and assist with the application process. Applicants will meet with an admission committee once they have submitted all required application materials. Once accepted, students must complete required assessments to help determine their individual program of study. A staff advisor is available to assist students until they have been assigned a faculty advisor.

A writing assessment is conducted to ensure that entering students (degree candidates and certificate students) demonstrate graduate level English language communication and writing skills. **If assessment indicates need, additional coursework will be required. Tutoring services are also provided.**

Orientation — ***New students are required to attend School of Management Orientation***, held just before each term begins.

Advising, Leadership Seminar and Capstone

The seminar leader is the student's academic advisor for the duration of the program and has responsibility for advising the student on academic planning, signing off on leaves of absence and graduation clearance. The advisor schedules periodic individual meetings with the student.

Leadership Seminar — The seminar is a key feature of graduate study at the School of Management. Each cohort of students stays with their seminar leader/faculty advisor throughout the leadership seminar series. Students learn to assess their own strengths and abilities, create professional development plans and a career portfolio. They work on projects and exercises that build communication, teamwork, leadership skills.

Capstone Seminar — The Graduate Management Capstone Seminar provides support for students' work on the Capstone project (formerly Independent Learning Project). The Capstone project is undertaken towards the end of the student's program, and after specific program core requirements have been met. The Capstone project enables students to demonstrate their learning from courses and seminars through a designed application-oriented experience.

Practicum/Internship

Students in a master's degree program who have limited work experience in their desired career field may choose to take one or more practicum/internship courses as electives, after they have completed two terms of study in the program. Students are responsible for identifying the job or position, and must consult with their advisor regarding the relevance of the position for their program of study. Students and their advisor work out the details of their practicum course contract which must approved by the dean. International students who opt for practicum/internship courses must meet all regulations for authorized Curricular Practical Training (see *International Students*).

Course Delivery and Scheduling

School of Management courses are delivered in a number of modes. Some courses meet weekly in the afternoons or evenings over the duration of the term. Others are available in a weekend intensive format, meeting intensively during specified weekends. Some courses are offered completely online with no class meetings, while others are available in a hybrid or blended learning format with a combination of classroom interaction and online work. Some courses are available in more than one mode, but not all courses are available in all modes.

Course Waivers

MBA — Students with a bachelor's degree in business from any regionally accredited school will be permitted to waive the foundations courses in the MBA program if they have previously completed equivalent courses within the last seven years with a grade of B or better. Such waivers will reduce the number of credits they must complete to earn the MBA degree.

MM — In the MM program, students may be permitted to substitute more advanced courses for 500-level courses in the MM program if they have previously completed equivalent courses within the last seven years with a grade of B or better. Such waivers will not reduce the number of credits the students must complete to earn the MM degree. Requests for waivers must be made to the dean of the School of Management no later than the end of the student's first term in the MM program.

Professional Development Certificate Option

Students desiring only coursework focused in a specific field of study may earn a certificate in one of several areas. Certificate courses, taken within three years of matriculation, may be accepted into a degree program if they meet current requirements. An earned bachelor's degree is required to transfer graduate credit into a degree program. (See also *Transfer of Credit*).

Sigma Beta Delta Honor Society

Master of Management students with GPAs in the top 20% of their graduating class, and who show evidence of leadership or community service are eligible for induction into Sigma Beta Delta, the national honor society for business and management students.

Management Education for Organizations

Academic programs and courses may be tailored to meet the needs of private and public organizations. An organization may select courses from the catalog to meet its needs for staff training and/or to serve its mission and clients. We can focus the course content and activities on the organization's particular situation, or more broadly, as needed.

Master of Business Administration • CIP code 520201

45-54 credits • 5 terms full-time

Program Description — The Master of Business Administration prepares students with the practical skills and specialized knowledge that are essential for meaningful business and managerial careers. Working managers seeking advancement, emerging professionals, or those desiring to switch careers, gain the tools and competencies that will help them succeed in achieving their goals. A general management core provides broad-based business knowledge, a cohort-based seminar series develops teamwork and leadership skills, and specialization options allow students to gain job-ready competencies. The program offers opportunities to work on real-life business problems in student teams with faculty and business mentors. In the final capstone project, students develop a business idea and prepare a pitch-deck to present to an investor panel.

Learning Outcomes — Graduates of the program will be expected to: be capable of leading themselves and others, demonstrate critical and problem-solving skills, be skilled in the analysis and strategic use of financial data and tools, operate strategically within the framework of markets, technology and resources, demonstrate cultural competence in diverse organizational settings, effectively manage change, complexity and uncertainty, and demonstrate professional integrity.

Careers — Management and leadership positions in business, nonprofit and government organizations. Jobs include: marketing analyst or manager, business analyst, project manager, human resources manager, general manager.

Admission requirements

Bachelor's degree and other School of Management requirements, and two years of work experience recommended.

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).

MMG501E Business Communication

MMG505 Graduate Writing

Foundation Courses . . . . . 9 credits

Take in first term(s) ***or*** demonstrate competency through prior undergraduate or graduate courses with grades of B or better from a regionally accredited institution. If waived, credits required for degree are reduced.

MMG506 Quantitative Analysis for Managers

MMG514 Accounting for Managers

MMG515 Economics for Managers

Seminar & Capstone . . . . . 9 credits

MMG500 Graduate Management Orientation Seminar (0 credit)

MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Must be taken in sequence with same seminar leader.

MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 520, 725; and
no more than 12 credits remaining to finish program)

MBA Core Courses . . . . . 27 credits

MMG511 Foundations of Management

MMG512 Organizational Environment

MMG520 Financial Accounting (preq. MMG514)

MMG522 Information Systems in the Organization

MMG525 Statistical Decision Techniques for Managers (preq. MMG506)

MMG710 Project Management

MMG725 Financial Management (preq. MMG520)

MMG733 Marketing Management

MMG740 Human Resources Management

Electives or Specialization . . . . . 9 credits

See next page.

Continued

(All courses @ 3 credits except as noted.)

Master of Business Administration

MBA Electives or Specialization .....9 credits

Business Electives — Choose three courses from available SOM electives. Consult advisor for details.

Business Analytics Specialization

Technical, managerial and analytic skills for managing data and databases in organizations and using data to improve decision-making and performance. Jobs include financial analyst, sales and marketing analyst, business operations analyst.

MMG717 Systems Analysis & Design (preq. MMG522)
MMG714 Data Management (preq. MMG522)
MMG729 Business Intell & Analytics (preq. MMG522 and 714)

Information Technology Management Specialization

Core information systems, IT principles; application and alignment of technology with business needs. Jobs include IT manager, systems analyst.

MMG717 Systems Analysis & Design (preq. MMG522)
MMG715 Management Information Technology (required last course in specialization)

Choose one:

MMG700 IT Service Management (preq. MMG522)
MMG714 Data Management (preq. MMG522)
MMG795 Advanced Project Management (preq: experience in a project team or as project manager. or MMG710/equivalent.)

Marketing Specialization

Market analysis and research, marketing planning, digital marketing, marketing strategy. Jobs include marketing analyst, marketing associate, social media specialist, marketing manager.

MMG517 Research Methods for Managers (preq. MMG733)
MMG736 Digital Marketing (preq. MMG733)
MMG737 Marketing Strategy (preq. MMG733 and 517; required last course in specialization)

Non-Profit Management Specialization (preq. MMG511 and 512 recommended)

Budgeting and finance, strategic planning, grant-writing and resource development, leadership. Jobs include business development associate, fundraising associate, grants administrator, human resources manager, program director

MMG727 Budgeting & Finance for Nonprofit & Public Organizations (preq. MMG514, MMG520 recommended)

MMG750 Business, Government & Ethics (preq. MMG511)
or MMG770 Grant Writing and Resource Development

MMG760 Strategic Planning for Non-Profit Organizations (required last course in specialization)

Master of Business Administration/Health Care • CIP code 510701

45-54 credits • 5 terms full-time

Program Description — The Master of Business Administration/ Health Care prepares students for managerial careers in health care. It has been designed to meet the demands of healthcare employers with today's most in-demand management degree, and is delivered by faculty who are practicing managers and experts in the field. The analytic core of the MBA is combined with with a strong healthcare emphasis. Students gain problem-solving, data analysis, project management, financial and technological skills, as well as communication, self-management, teamwork and leadership skills, along with an in-depth knowledge of the issues, challenges and best practices in the healthcare industry. The program is designed for working professionals with experience and/or strong interest in healthcare. Students attend classes with other healthcare professionals, with whom they exchange insights. Students may specialize in health care management or healthcare informatics.

Learning Outcomes — Graduates of the program will be expected to be capable of leading themselves and others, demonstrate critical and problem-solving skills, be skilled in the analysis and strategic use of financial and other data and tools, operate strategically within the framework of markets, technology, regulation and resources, demonstrate cultural competence in diverse organizational settings, effectively manage change, complexity and uncertainty, and demonstrate professional integrity. They will understand health care systems and processes, ethical and public policy issues in health care and know how to manage quality, safety and cost-effectiveness in health care delivery.

Careers — Management and leadership positions in health care organizations such as hospitals, public and private health agencies, insurance companies and other health care businesses.

General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).

MMG501E Business Communication
MMG505 Graduate Writing

Foundation Courses ..... 9 credits

Take in first term(s) ***or*** demonstrate competency through prior undergraduate or graduate courses with grades of B or better from a regionally accredited institution. If waived, credits required for degree are reduced.

MMG506 Quantitative Analysis for Managers
MMG514 Accounting for Managers
MMG515 Economics for Managers

(All courses @ 3 credits except as noted.)

Seminar & Capstone ..... 9 credits

MMG500 Graduate Management Orientation Seminar (0 credit)
MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Must be taken in sequence with same seminar leader.
MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 520; MHC720, MHC725; and no more than 12 credits remaining to finish program)

MBA Core Courses ..... 18 credits

MMG511 Foundations of Management
MMG512 Organizational Environment
MMG520 Financial Accounting (preq. MMG514)
MMG522 Information Systems in the Organization
MMG525 Statistical Decision Techniques for Managers (preq. MMG506)
MMG710 Project Management

Health Care Core Courses ..... 9 credits

MHC720 The U.S. Health Care System
MHC725 Financial Management in Health Care (preq. MMG514)
MHC750 Health Care Policy & Ethics

Specialization ..... 9 credits

Health Care Management — choose three courses

MHC710 Risk Management in Health Care
MHC730 Health Care Information Systems (preq. MMG522)
MHC740 Strategic Planning in Health Care
MHC741 Emergency & All-Hazards Preparedness in Health Care
MHC762 Nursing Home Administration

Health Care Informatics

Health/Medical information systems and software; IT project management; data and information management; use of data for analysis and decision-making. Jobs include IT and information systems management and analysis in health care organizations and facilities.

MHC730 Health Care Information Systems (preq. MMG522)
MHC732 Life Cycle of Information Systems (preq. MMG522)
MHC733 Data, Knowledge & Information Management (preq. MMG522)

Admission requirements

Bachelor's degree and other School of Management requirements and two years of appropriate work experience recommended.

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

For Cambridge College students doing a bachelor's degree in Management Studies, Managerial Accounting, or Health Care Management

Accelerated BS to MBA

Both degrees: 120+33 credits • 5 years full-time

Program Description — The Accelerated Bachelor's To Master of Business Administration for Cambridge College undergraduate students allows qualified students to earn both a bachelor's and a master's degree within a reduced time frame and at a reduced cost. The program is open to students in the B.S. in Management Studies, Managerial Accounting and Health Care Management degree programs.

Students with 90 or more completed undergraduate credits and a GPA of 3.5+ may enroll in up to 12 credits of pre-specified graduate-level core courses in the MBA program. This coursework, if completed with a grade of B or better, is applicable toward both the undergraduate degree requirements and the master's degree. These graduate courses will be billed at the undergraduate tuition rate when taken by undergraduate students who have been accepted into the accelerated program.

Students will be granted their bachelor's degree when they complete all of the undergraduate requirements; they are undergraduate students until that point. They will be expected to enroll in the graduate program in the term directly following the completion their undergraduate program. Students will be expected to maintain their strong academic record as they progress through the graduate program.

Admission requirements

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in Management Studies, Managerial Accounting, or Health Care Management, including:
  - Accelerated program prerequisites.
  - Undergraduate GPA of 3.5+ based on a full record transcript.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SOM dean.
- Students must also meet all admission requirements of the MBA program/specialization to which they are applying.

(All courses @ 3 credits except as noted.)

BS in Management

Undergraduate students who may wish to apply for the Accelerated MBA should work closely with their program chair to plan their coursework.

Accelerated Program Prerequisites

WRT101-102 College Writing I-II
MAT101-102 College Math I-II
CTH225 Foundations of Critical Thinking

BSM200 Introduction to Business
BSM300 Economics for Managers
BSM330 Financial Accounting
BSM333 Business Statistics
or MAT201 Introduction to Statistics

Apply to the Accelerated MBA when 90 credits are successfully completed. Accepted students will be allowed to take the four specified MBA core courses below in their bachelor's degree program:

MBA Core Courses

MMG512 Organizational Environment
MMG522 Information Systems in the Organization
MMG525 Statistical Decision Techniques for Managers

MMG740 Human Resources Management (for MBA)
or MHC720 The U.S. Health Care System (for MBA/Health Care)

All undergraduate graduation requirements must be satisfied.

Master of Business Administration

Upon matriculating into the graduate program, students will be assigned a graduate advisor who will monitor their progress and work with them to design a program of study that will permit them to complete the remaining credits for the MBA within three terms/one year. A typical program may follow this outline:

Term 1

MMG691 Leadership Seminar I 2
Three MBA courses 9

Term 2

MMG692 Leadership Seminar II 2
MMG693 Leadership Seminar III (directed study) 2
Three MBA courses 9

Term 3

MMG694 Graduate Management Capstone Seminar 3
Two MBA courses 6

See MBA program charts for full program requirements.

Master of Management • CIP code 520201

37 credits • 4 terms full-time

Program Description — The Master of Management program provides leadership and management skills and introduces the best current practices in private, public and non-profit organizations.

The curriculum combines core management foundation coursework with concentration options and electives that allow students to specialize. The application of theory to management practice is emphasized. A required management seminar series focuses on the development of "people management" skills and the integration of knowledge acquired throughout the program.

Learning Outcomes — Graduates will:

- Develop strong communication, analytical, research and decision-making skills.
- Learn to manage themselves and their own professional development, and to manage and lead others.
- Have the ability to use and understand the role of technology in organizations.
- Learn to manage human, financial and informational resources.
- Understand how to foster change and innovation and value and promote diversity in organizations.
- Understand the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.

Careers — Graduates are prepared for advancement into supervisory and management positions in business, non-profit and government organizations. Management career opportunities include jobs in human resources, retailing, marketing, financial services, information technology, health care, non-profit management, organizational development, consulting, and training and development.

Admission requirements

Bachelor's degree and other School of Management requirements, and three years of appropriate work experience recommended.

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

General Prerequisites

Graduate level English language communication and writing skills. Coursework required in first term(s) if writing assessment indicates need (credits do not count towards degree).

MMG501E Business Communication

MMG505 Graduate Writing

Seminar & Capstone ..... 9 credits

MMG500 Graduate Management Orientation Seminar (0 credit)

MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Must be taken in sequence with same seminar leader.

MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 514; and
no more than 10 credits remaining to finish program)

MM Core Courses ..... 12 credits

MMG511 Foundations of Management

MMG512 Organizational Environment

MMG514 Accounting for Managers

MMG517 Research Methods for Managers

Electives or Concentration ..... 16 credits

Choose graduate management electives or a concentration to meet career and academic goals. (Health care management and informatics courses may not be taken as electives outside those concentrations.)

Concentrations

- Organizational Leadership
- Non-Profit & Public Management
- Information Technology Management

Health Care Concentrations—must be chosen and approved at time of admission

- Health Care Management
- Health Care Informatics

Practicum course may be taken with special permission.

(All courses @ 3 credits except as noted.)

Master of Management Concentration or Certificate

Health Care Management • CIP code 510701

16 credits • accepted in MM and MBA

Program Description — The Health Care Management concentration helps health care professionals seeking career advancement gain the skills needed for leadership positions as managers or administrators. The core MM curriculum is combined with health care courses to provide students with comprehensive management and leadership skills as well as knowledge needed to solve problems in a variety of health care settings. The program is taught by health care practitioners who help students integrate theory and practice. Work experience in health care is required to enter this program.

Learning Outcomes — In addition to general MM outcomes, graduates will:

- Comprehend the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.
- Understand health care systems and processes.
- Acquire a systems perspective to understand and analyze health care issues.
- Bring to bear a problem-solving orientation to issues of quality and cost-effectiveness in health care delivery.
- Understand ethical and public policy issues in health care.

Careers — Graduates are trained for advancement into supervisory and management positions in health care. Career opportunities include jobs in hospitals, clinics and outpatient departments, nursing homes and home health care agencies, physician practices, public health agencies, community health centers, and health insurance companies.

Required courses

MHC720 The U.S. Health Care System *(required first course)*
MHC750 Health Care Policy & Ethics

Choose three elective courses

MHC710 Risk Management in Health Care
MHC725 Financial Management in Health Care (preq. MMG514)
MHC730 Health Care Information Systems (preq. MMG522)
MHC740 Strategic Planning in Health Care
MHC741 Emergency & All-Hazards Preparedness in Health Care

Choose one directed study (1 credit)

DMG605 Grant Writing
MHC721 Introduction to Health Care Disparities

(All courses @ 3 credits except as noted.)

Master of Management Concentration or Certificate

Health Care Informatics • CIP code 510701

16 credits • accepted in MM and MBA

Program Description — The Health Care Informatics concentration addresses key area of expertise in the emerging field of health care informatics including the fundamentals of health information systems and software, project management, and data, knowledge and information management. A required field work project enables students to demonstrate their skills in a work setting. Work experience in health care or information technology is required to enter this program as it builds on the student's prior knowledge. Faculty members are practitioners who work in the health care informatics field and introduce students to current trends and best practices in the field.

Learning Outcomes — In addition to general MM outcomes, graduates will:

- Gain an understanding of the fundamentals of computer information systems and systems analysis.
- Become familiar with health information systems and software.
- Obtain skills in project management.
- Acquire the ability to work with data, knowledge and information in health care settings.
- Gain the ability to support successful informatics initiatives within their organizations.

Careers — Graduates are trained for advancement into supervisory and management positions in business, non-profit and government organizations. They will be poised to work as practice workflow re-engineers, clinician/practitioner consultants, EMR implementation and support specialists, and health information technology project managers. Career opportunities include IT management, business management, systems analysis, health care organizations and facilities.

Required courses

MMG522 Information Systems in the Organization *(required first course)*
MHC730 Health Care Information Systems
MHC732 Life Cycle of Information Systems
MHC733 Data, Knowledge and Information Management (preq. MMG522, MHC730)
MMG710 Project Management Concepts & Practices
MHC735 Health Care Informatics Field Work (1 credit) (preq. all concentration courses)

Admission requirements

Bachelor's degree and other School of Management requirements, and three years of appropriate work experience recommended.

- **MM Concentration:** Personal interview with the SOM Admissions Committee and/or program chair, dean or regional site director. See also MM admission requirements.
- **Certificate:** Approval of the program chair, dean or regional site director.
- If **writing assessment** indicates need, additional coursework may be required.

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

Master of Management Concentration or Certificate

Information Technology Management • CIP code 520201

16 credits • accepted in MM and MBA

Program Description — The Information Technology Management concentration provides understanding of core information systems principles and the role of the systems professional and IT within an organization. Students get an overview of hardware, software, file/database concepts, systems analysis and design methodologies. They will acquire basic project management skills.

Learning Outcomes — In addition to general MM outcomes, graduates will:

- Understand how information technology may be used efficiently and effectively in the business environment.
- Be able to manage IT projects.
- Acquire the tools needed to manage IT departments.
- Be able to utilize technology to more efficiently manage functional areas within an organization.
- Understand how to align technology and business needs.

Careers — Graduates are trained for advancement into supervisory and management positions in business, non-profit and government organizations. Graduates will be able to move into jobs involving information technology, including jobs in IT management, business management, project management, systems analysis.

Required courses

MMG522 Information Systems in the Organization *(required first course)*
MMG710 Project Management Concepts & Practices
MMG717 Systems Analysis & Design (preq. MMG522)
MMG715 Management Information Technology (preq. MMG522)

Choose one elective course

MMG700 IT Service Management (preq. MMG522)
MMG714 Data Management (preq. MMG522)
MMG795 Advanced Project Management (preq: experience in a project team or as project manager, or MMG710/equivalent.)

Directed study (1 credit)

DMG621 Statistical Analysis Using Spreadsheets

Admission requirements

- **Certificate**: Bachelor's degree and other School of Management requirements and three years of appropriate work experience recommended.
- **MM Concentration:** See MM or MM55 admission requirements.
- If **writing assessment** indicates need, additional coursework may be required.

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

(All courses @ 3 credits except as noted.)

Master of Management Concentration or Certificate

NonProfit & Public Management • CIP code 520201

16 credits • accepted in MM and MBA

Program Description — The Nonprofit & Public Management concentration offers an understanding of management's role in a non-profit setting and of the nonprofit/public sector's role in society. Students learn to work more effectively with people from diverse cultures and build consensus. They learn to create and administer budgets, read and interpret financial reports, and the importance of financial planning. They learn how to work with boards, donors and government agencies and are introduced to the basics of grant and proposal writing.

Learning Outcomes — In addition to general MM outcomes, graduates will:

- Deepen their understanding of the non-profit/public sector's role in society.
- Be able to manage and work more effectively with diverse groups of people, inspire teamwork and morale, and build consensus.
- Be able to create and administer a budget, read and interpret financial statements.
- Be able to work more effectively with boards, donors and government agencies.
- Know how to write grant proposals.

Careers — Graduates are trained for advancement into supervisory and management positions in non-profit and government organizations. The non-profit sector is expected to grow and provide job opportunities at all levels for qualified candidates. Mid level positions are often staffed from within the organization, and graduates will increase their chances for promotion. Typical job titles include program associate or manager, project manager, development associate or manager, client relations manager/supervisor, human resources manager, executive director.

Required courses

MMG727 Budgeting & Finance for Nonprofit & Public Organizations (preq. MMG514)

MMG750 Business, Government & Ethics (preq. MMG511)
or MMG770 Grant Writing and Resource Development

MMG760 Strategic Planning for Non-Profit Organizations (required last course in concentration/certificate)

Choose two MBA electives or Organizational Leadership courses.
Choose one directed study (1 credit)

(All courses @ 3 credits except as noted.)

Master of Management Concentration or Certificate

Organizational Leadership • CIP code 520201

16 credits • accepted in MM

Program Description — The Organizational Leadership concentration helps students understand organization design and dynamics and learn strategies to manage the performance of employees and the organization as a whole. It will help them understand and enhance their own leadership potential and lead and manage change in organizations.

Learning Outcomes — In addition to general MM outcomes, graduates will:

- Enhance their ability to lead within an organization.
- Be able to apply strategies to develop employees.
- Gain an understanding of organizational design and dynamics.
- Understand and be able to apply a variety of practical tools used in organization development.
- Acquire strategies to help organizations better adapt to new technologies, markets and challenges.

Careers — Graduates are trained for advancement into supervisory and management positions in business, non-profit and government organizations. Career opportunities include jobs in organization development, consulting, training and development.

Required courses

MMG560 Managing a Diverse Workforce
MMG740 Human Resource Management
MMG743 Models of Leadership
MMG755 Organization Development & Change Management

Choose one elective course

MMG535 Communication Strategies for Organizational Effectiveness
MMG746 The Manager as Negotiator
MMG757 Consulting Skills for Managers
MMG770 Grant Writing

Choose one directed study (1 credit)

DMG614 Performance Management
DMG753 Introduction to Organizational Coaching

Admission requirements

Certificate:

- Bachelor's degree and other School of Management requirements.
- Three years of work experience recommended.

MM Concentration: See MM or MM55 admission requirements.

If **writing assessment** indicates need, additional coursework may be required.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

Graduate Management Certificate

Business • CIP code 520201

16 credits • not accepted in MM

Program Description — The Business certificate provides an overview of business functions such as accounting, marketing and finance and prepares students to manage the business aspects of an organization. Students become familiar with the essential concepts, processes and best practices in each of these areas. They develop analytical and decision making skills and learn to think strategically in terms of markets, technology and resources.

Learning Outcomes — Students will:

- Gain the ability to manage human, financial and informational resources in their organization.
- Be prepared for positions within the functional areas of a business.

Careers — Students are trained for advancement into supervisory and management positions in business, non-profit and government organizations or to pursue career advancement within their industry. Jobs titles may include: sales associate or manager, marketing analyst or manager, business analyst, project manager, human resources manager.

Required courses

MMG520 Financial Accounting (preq. MMG514 or equivalent)
MMG525 Statistical Decision Techniques for Managers (preq. MMG506 or equivalent)
MMG733 Marketing Management (preq. MMG511 recommended)
MMG740 Human Resource Management

Choose one elective course from the MBA program

Choose one directed study (1 credit)

DMG603 Drafting Business Contracts
DMG615 Developing a Business Plan
DMG621 Statistical Analysis Using Spreadsheets
DMG604 Social Media Marketing

Graduate Management Certificate

Small Business Development • CIP code 520201

16 credits • not accepted in MM

Program Description — The Small Business Development certificate prepares students to deal with the challenges and issues entrepreneurs and small-business managers must face to ensure long-term success. It is intended for students who are exploring new business ideas or are already self-employed or part of a family-run operation.

Learning Outcomes — Students will learn how to:

- Prepare a business plan.
- Budget and manage finances.
- Market a product or service.
- Manage a business and employees.

Careers — Students gain the ability to start and operate a small business or manage an existing one. Careers include (but are not limited to) small business owner, franchise operator, manager in a family-run or small-to-medium size business.

Required courses

MMG735 Entrepreneurship & Small Business Management (preq. MMG511, 520)
MMG520 Financial Accounting (preq. MMG514)
MMG733 Marketing Management (preq. MMG511 recommended)
DMG615 Developing a Business Plan (1 credit)

Choose two elective courses

MMG561 Business Law
MMG710 Project Management Concepts & Practices
MMG725 Financial Management (preq. MMG520)
MMG734 Business Planning
MMG740 Human Resource Management
MMG746 The Manager as Negotiator

Admission requirements:

- Bachelor's degree and other School of Management requirements.
- Three years of work experience recommended.

If **writing assessment** indicates need, additional coursework may be required.

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

(All courses @ 3 credits except as noted.)

Master of Management MM55 • CIP code 520201

55 credits • 6 terms

Program Description — The MM55 program is for qualified individuals with five to ten years of extensive leadership and management experience; who demonstrate readiness for graduate study; and who do not need a bachelor's degree to advance their careers.

To start, foundational courses introduce and acclimate students to management theories and competencies. Then, MM55 students complete the standard Master of Management courses and concentrations.

Learning Outcomes — Through the introductory coursework students will acquire the competencies needed for further graduate study and to excel in their managerial careers. They will:

- Master the skills of academic and professional communication.
- Improve their critical thinking, research and technology skills.
- Improve their skills in quantitative and financial analysis.
- Deepen their understanding of the social, political and economic aspects of business.

Through the rest of their course work students build on their experience and improve their ability to:

- Manage themselves and their own professional development.
- Manage and lead others.
- Manage human, financial and informational resources.
- Foster change and innovation, and value and promote diversity in their organizations.

Careers — Graduates move into positions that require increasing levels of responsibility and leadership. Graduates have moved on to senior level positions in a variety of fields or enhanced their ability to lead their own organizations.

Admission requirements:

- Associate's degree, professional degree or license (e.g. RN); or at least 60 undergraduate credits that meet general criteria for transfer., and other School of Management requirements.
- 5-10 years of proven leadership and management experience required. Health care concentrations: includes three years of health care experience (Informatics: or information technology experience).

SKILLS ASSESSMENTS are conducted to ensure that entering MM students demonstrate graduate level English language communication and writing skills, computer and numeracy skills. **If assessments indicate need, program prerequisite coursework will be required.**

Online courses: No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

The MM55 is not a substitute for a bachelor's degree. A bachelor's degree may be required of students who decide to pursue further education or obtain professional licenses. Potential new employers may require a bachelor's degree.

Program Prerequisite. . required if assessments indicate need

MMG501E Business Communication for the Global Workplace; additional 3 credits do not count towards degree.

Managerial Competencies & Theory ..... 18 credits

Must be taken ***before*** core and concentration courses and Capstone.

MMG500 Management Orientation Seminar (0 credit)
MMG504 Computer Applications for Business
MMG505 Graduate Writing
MMG506 Quantitative Analysis for Managers
MMG507 Analysis & Communication for Managers
MMG508 Information Research & Technology (preq. MMG504)
MMG515 Economics for Managers

MMG504, 505, and 506 may be waived based on assessment conducted at the beginning of the term, and replaced with management electives. MMG507, 508, and 509 cannot be waived.

Seminar & Capstone .....9 credits

MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Must be taken in sequence with same seminar leader.

MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 517, 514; and no more than 10 credits remaining to finish program)

Core Courses ..... 12 credits

MMG511 Foundations of Management
MMG512 Organizational Environment
MMG514 Accounting for Managers
MMG517 Research Methods for Managers

Concentration or Management Electives ... 16 credits

Choose a management concentration or 16 credits of graduate management courses to meet career and academic goals. (Health care management and informatics courses may not be taken as electives outside those concentrations.)

Concentrations

- Information Technology Management
- Organizational Leadership
- Nonprofit & Public Management

Health Care Concentrations—must be chosen and approved at time of admission

- Health Care Management

Practicum course may be taken with special permission.

(All courses @ 3 credits except as noted.)

Master of Management (Puerto Rico) • CIP code 520201

37 credits • 4 terms full-time

Program Description — The Master of Management program provides leadership and management skills and introduces the best current practices in private, public and non-profit organizations.

The curriculum combines core management foundation coursework with concentration options that allow students to specialize. The application of theory to management practice is emphasized. A required management seminar series focuses on the development of "people management" skills and the integration of knowledge acquired throughout the program.

Learning Outcomes — Graduates will:

- Develop strong communication, analytical, research and decision-making skills.
- Learn to manage themselves and their own professional development, and to manage and lead others.
- Have the ability to use and understand the role of technology in organizations.
- Learn to manage human, financial and informational resources.
- Understand how to foster change and innovation and value and promote diversity in organizations.
- Understand the global, social and environmental context of management and the importance of ethical and socially responsible decision-making.
- Information Technology: Graduates will understand how to efficiently and effectively use technology to support organizations and business environments. They will be well able to manage IT projects and departments and functional areas within organizations.

Careers — Graduates are prepared for advancement into supervisory and management positions in business, non-profit and government organizations. Opportunities include jobs in human resources, retailing, marketing, financial services, information technology, non-profit management, consulting groups, government agencies/leaders.

Admission requirements

Bachelor's degree, other School of Management requirements, and three years of appropriate work experience recommended (see *Admissions*).

Online courses

No more than 49% of your Cambridge College courses may be fully-online. International students may take only one fully-online course in any term.

In Puerto Rico, all classroom instruction and coursework are in Spanish

Seminar & Capstone ..... 9 credits

MMG500 Graduate Management Orientation Seminar (0 credit)

MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Must be taken in sequence with same seminar leader.

MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 514; and
no more than 10 credits remaining to finish program)

MM Core Courses ..... 12 credits

MMG511 Foundations of Management
MMG512 Organizational Environment
MMG514 Accounting for Managers
MMG517 Research Methods for Managers

Concentration ..... 16 credits

Choose concentration to meet career and academic goals.

Business

DMG615 Developing a Business Plan (1 credit)
MMG520 Financial Accounting
MMG525 Statistical Decision Techniques for Managers
MMG733 Marketing Management
MMG740 Human Resource Management
MMG561 Business Law

Information Technology

DMG621 Statistical Analysis Using Spreadsheets (1 credit)
MMG522 Information Systems in the Organization *(required first course)*
MMG710 Project Management Concepts & Practices
MMG717 Systems Analysis & Design (preq. MMG522)
MMG715 Management of Information Technology (preq. MMG522)
MMG795 Advanced Project Management (preq: experience in a project team or as project manager, or MMG710)

(All courses @ 3 credits except as noted.)

Maestría en Gerencia (Puerto Rico) • CIP code 520201

37 créditos • 5 términos a tiempo completo

Descripción del programa — El programa de Maestría en Gerencia provee desarrollo de destrezas liderazgo y gerencia e introduce las mejores prácticas en el área de empresas privadas, públicas y sin fines de lucro.

El currículo combina la gestión de la gerencia y cursos electivos que permiten a los estudiantes especializarse; enfatiza la aplicación de la teoría a la práctica de la gerencia e incluye una serie de seminarios requeridos de gerencia que se centran en el desarrollo de habilidades de "gestión de la gente" y la integración de los conocimientos adquiridos durante el programa.

Resultados del aprendizaje — el estudiante graduado:

- Desarrollará sólidas destrezas de comunicación, análisis, investiga ción y la capacidad de toma de decisiones.
- Aprenderá a conducirse a sí mismo incluyendo su desarrollo profesional, así como a administrar y guiar a otros.
- Tendrá la capacidad para utilizar y entender el rol de la tecnología en las organizaciones.
- Aprenderá a administrar recursos humanos, financieros e informativos.
- Entenderá cómo fomentar el cambio, la innovación, el valor y a promover la diversidad en las organizaciones.
- Entenderá el contexto global, social y ambiental de la gerencia y la importancia de la toma de decisiones éticas y socialmente responsables.

- Los graduados de la concentración de Tecnología de la Información podrán entender cómo utilizar eficiente y efectivamente la tecnología para apoyar los ambientes organizacionales y de negocio. Serán capaces de administrar proyectos de tecnología de la información y áreas operacionales de esas entidades.

Carreras — Los graduados estarán preparados para ser promovidos a puestos de supervisión y de gestión en las organizaciones empresariales, sin fines de lucro y gubernamentales. Las oportunidades de esta carrera incluyen la gerencia de puestos de trabajo en recursos humanos, el comercio detallista, mercadeo, servicios financieros, tecnología de la información, la gestión sin fines de lucro, consultoría y la formación o desarrollo profesional.

In Puerto Rico, all classroom instruction and coursework are in Spanish

Seminarios y *Capstone*..... 9 créditos

MMG500 Graduate Management Orientation Seminar (0 credit)

MMG691-693 Leadership Seminar I-III (3 terms @2 credits)
Deben tomarse en orden con el mismo profesor.

MMG694 Graduate Management Capstone Seminar
(preqs: MMG691-693, MMG511, 512, 514; y no más de 10 créditos para terminar el grado.)

Cursos medulares ..... 12 credits

MMG511 Foundations of Management
MMG512 Organizational Environment
MMG514 Accounting for Managers
MMG517 Research Methods for Managers

Concentración ..... 16 créditos

Choose concentration to meet career and academic goals.

Gerencia de Negocios

DMG615 Developing a Business Plan (1 crédito)
MMG520 Financial Accounting
MMG525 Statistical Decision Techniques for Managers
MMG733 Marketing Management
MMG740 Human Resource Management
MMG516 Business Law

Gerencia en Tecnología de la Información

DMG621 Statistical Analysis Using Spreadsheets (1 crédito)
MMG522 Information Systems in the Organization *(requisito previo)*
MMG710 Project Management Concepts & Practices
MMG717 Systems Analysis & Design (preq. MMG522)
MMG715 Management of Information Technology (preq. MMG522)
MMG795 Advanced Project Management (preq: experiencia como líder de equipo o de proyecto, o MMG710)

Requisitos de admisión:

Grado de bachillerato, otros requisitos de la Escuela de Gerencia, y trés años de experiencias de trabajo.

Cursos en línea:

No más del 49% de los cursos tomados en la institución pueden ser totalmente en línea. Estudiantes internacionales solamente pueden tomar un curso en línea por término.

Management Course Descriptions

Directed Studies (DMG)

DMG 601 Forecasting and Planning - 1 credit

This course covers short and medium term forecasting techniques, and long term and strategic planning; quantitative and qualitative forecasting techniques are emphasized. Quantitative techniques using computer applications are presented and used for situations for which historical data is available. When no such data is available, e.g., to forecast demand or revenues for new products, qualitative techniques are used. For longer-term projections, strategic planning concepts will be utilized.

DMG 602 Introduction to Project Management - 1 credit

This course explores the major issues and techniques of project management. It has been designed to provide the students with the basic skills and knowledge necessary to plan and manage projects within their organizations.

DMG 603 Drafting Business Contracts - 1 credit

This course is designed for students who have completed at least one of the following courses: MMG746, MMG747, or MMG748, and/or those who are interested in developing a basic understanding of the mechanics of creating a formal contract. When one has completed a negotiation, whether using a hardball (distributive) or an interest-based (integrative) approach, the time comes when it is necessary to analyze (memorialize) the agreement by putting it into writing in the form of a legal and binding contract. Through this directed study students will develop the skills and resources to create such a document. The focus will be on the legal elements of a contract; the ramifications, legal and otherwise, of "loopholes" within contracts; and the basic law governing contracts in the United States.

DMG 604 Social Media Marketing - 1 credit

With the rise of social media and the abundance of devices that allow people to be connected 24/7, marketing is experiencing a dramatic shift from traditional print, radio, and broadcast to social media. Social media allows brands to communicate, listen, and respond faster than it was ever possible before. After this course, you will understand the elements of social media marketing; create and implement a strategy; and how to use tools to analyze the effectiveness of your social media strategy.

DMG 605 Grant Writing - 1 credit

This module for non-profit managers introduces the planning and proposal development phases of grant writing. It demystifies the process, from developing a fundable idea to identifying potential donors and structuring the technical components. Hands-on activities provide practice in the art and craft of grantsmanship.

DMG 607 Special Topics in Mgt: Current Economy-How Should a Manager Respond - 1 credit

This one credit course will examine the causes behind current economic problems and the impacts on managers and investors. The responses of the public, private and non-profit sectors and likely results from their actions will be discussed. The course will look at future projections for the economy and ways of evaluating those projections to provide a practical guide for managers on how they should respond to the various options presented to them. (Students should have taken MMG511 before taking this course. A prior course in economics is recommended but not required.)

DMG 614 Performance Management - 1 credit

This course helps managers learn a more holistic approach to performance management and communicate more effectively with their employees regarding performance. It helps them understand that performance management is not just a "once-a-year" phenomenon connected to compensation, but is an ongoing process that includes a clear understanding of work goals and expectations, development of skills, knowledge and abilities, and ongoing communication. The learning methodology includes a transfer of content and knowledge that includes a performance management system as well as the use of simulations, role-plays and case studies.

DMG 615 Developing a Business Plan - 1 credit

Developing a business plan is a hands-on course that provides students with the basics of how to develop a business plan. Students learn how to describe the business, how to use a structured coaching process to write the business plan, and how to use the business plan to anticipate key issues. The course covers (1) business plan basics including: who needs to write a business plan, when to write one, how long it should be, what a business plan can and cannot do, the risks of writing a business plan, (2) the elements of a business plan, (3) how to develop the plan and (4) ways to enhance a business plan.

DMG 621 Statistical Analysis Using Spreadsheets - 1 credit

Previous experience with Windows and spreadsheets preferred. This course helps students use spreadsheets to develop complete analysis and presentations. Using Microsoft Excel, this course reviews the fundamentals of spreadsheet design, creation and formatting. Students learn how to create graphs and charts, and how to perform a variety of time-series, financial and statistical calculations. They learn to perform "what if" analyses and use spreadsheets for simple descriptive statistics and regression analysis.

DMG 753 Introduction to Organizational Coaching - 1 credit

This course gives students the opportunity to develop and improve skills in organizational coaching. The course emphasizes performance assessment and performance management. Learners practice conducting coaching sessions and acquire critical coaching skills in active listening; giving and receiving feedback; and developing and managing performance improvement action plans. Special attention is given to cross cultural coaching, motivation, and the assessment of personal coaching styles.

Health Care Management (MHC)

MHC 600 Practicum in Health Care Management - 1-2 credits

This course is an elective intended for students with limited work experience in the health care management field and is open to students who have completed at least two terms of work in the MM or MBA program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer) in a position related to the concentration. Students are responsible for obtaining the position. Students work with the practicum advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. International students will need approval for curricular practical training from the International Students' Office.

MHC 710 Risk Management in Health Care - 3 credits

This course deals with the discipline of dealing with the possibility that some future event will cause harm. It examines a variety of contemporary issues surrounding managerial and analytical problems involved in health care risk management. It includes a historical review of the role of risk management in health care and the evolvement from a reactive to a pro-active focus and discusses the planning of a pro-active, patient outcome focused risk management program.

MHC 712 Healthcare Operations Management - 3 credits

Health care managers learn how to manage the outcomes of their organizations and departments more efficiently. Operations management involves planning the functioning of health care organizations for the most productive and efficient allocation of resources. Management functions such as planning, utilization of resources, control, and continuous quality management are addressed.

MHC 720 The U.S. Health Care System - 3 credits

The course will review the evolution of health care in the U. S., explore the structure of the current system, and consider the impact of emerging trends on the provision of health care in the future. Various components and stakeholders will be identified, with special attention on the diversity of care options and evolving roles of government as a funding source and regulator. Developments in national health care policy, the cost-quality-access conundrum, and the expansion of health care reimbursement options will be examined. The course also examines health care systems in other countries as a means to access alternative approaches to health care delivery issues.

MHC 721 Introduction to Health Care Disparities - Race, Ethnicity and Health - 1 credit

This course is designed to provide students with knowledge about racial and ethnic, disparities in health and health care. The course will examine the ways in which dyadic relationships and multiple forms of discrimination contribute to racial and ethnic disparities in health. Students will examine the ways in which neighborhood and community factors and inequalities in socioeconomic status influence health behaviors, access to health care services and health status outcomes. Individual characteristics such as acculturation, patient preferences, provider congruence and cultural competence will be explored in this course.

MHC 723 Unequal Treatment: Disparities in Health Care - 3 credits

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed or color and how this important policy has been implemented and enforced over time. The course will use as its primary text the Institute of Medicine's (IOM) report issued in 2003; Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care. While most of the research in this area has focused on health care, we will continually look at the relevance and application to social and human services. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

MHC 725 Financial Management in Health Care - 3 credits

Prerequisite: MMG514 or equivalent. This course prepares health care managers to participate effectively in financial decision making within health care organizations. It focuses on how to use financial and program data to effectively analyze costs of programs and departments. Financial accounting, managerial accounting, and contemporary financial concepts are introduced. Special attention is given to Medicare, Medicaid, insurance, managed care, and government funding.

MHC 730 Health Care Information Systems - 3 credits

Prerequisite: MMG 522. This course includes an overview of the health care information technology system as well as clinical information systems devoted to the direct management of the patient. It provides guidance for implementing, managing, and accessing clinical information systems in various health care settings. Discusses medical records, resource management and security, the importance of disaster planning, standards and regulatory issues as related to informatics. Also examines the current state and future of health care informatics, including tele-medicine and emerging technologies, and explores the new technology creation and adoption processes and the impact of rapidly evolving technologies in the health care arena.

MHC 732 Life Cycle of Information Systems in Health Care Informatics - 3 credits

Prerequisite: MMG 522, MHC 730. This course helps health care professionals understand the life-cycle of an information system and view it as a continuous process while maintaining the underlying support for the system. The course provides the tools needed to select a health information system based upon identified criteria in an individual health care agency and includes strategic planning, analysis, design and implementation, as well as testing and evaluation of the system.

MHC 733 Data, Knowledge and Information Management in Health Care Informatics - 3 credits

Prerequisite: MMG 522, MHC 730. The purpose of the course is to help health care professionals transform data into useful information for decision-making. This information is then utilized to support administrative and clinical decision-making. Course content will include the process of decision-making, securing the right

information, human factors that affect the use of information, information classifications, and the human-computer interaction in health care organizations.

MHC 735 Health Care Informatics: Fieldwork - 1 credit

Prerequisite: all concentration courses. The field work requirement provides the student with hands-on experience in a health care informatics setting. Students will be expected to complete an informatics project at a health care agency involving a total of 40 - 50 hours over a semester with an agency preceptor and under the guidance of a faculty advisor.

MHC 740 Strategic Planning in Health Care - 3 credits

This course focuses on developing an organizational vision, mission and goals, and integrating all components of the health care organization to achieve those goals. Strategic analysis, plan development and implementation strategies are included, as well as monitoring and evaluation.

MHC 741 Emergency and All-Hazards Preparedness in a Health Care Setting - 3 credits

This course is intended for the health care manager who is responsible for the preparedness of his or her organization in a disaster situation. It focuses on planning and preparedness for all types of hazards. It covers such topics such as the legal and ethical issues surrounding disaster planning and preparedness, obtaining assistance from government and other agencies, interagency cooperation, integrating civil and military response and meeting the needs of special populations.

MHC 749 Special Issues in Health Care - 3 credits

A special topic in health care is addressed from a health systems perspective. Financial implications, policy and ethical issues are considered. Racial, ethnic and economic dimensions of the issues are explored.

MHC 750 Health Care Policy and Ethics - 3 credits

This course gives an overview of policy development at the organizational, local and national levels. Students assess the influence of influence of actors, arenas, and socio-historical trends on health care policy. They explore ethical principles and how they are infused into all aspects of health care and health care management.

MHC 761 Health Care Services for the Elderly - 3 credits

This course outlines the interface of gerontology - the study of human aging - and elder care services, the caring for this population. It will review care provided to seniors within a variety of institutional settings, as well as outpatient and home care services. The course provides a comprehensive overview of programs, policies, and services and examines the issues, challenges and dilemmas confronting the provision of health care services to the elderly.

MHC 762 Nursing Home Administration - 3 credits

This course is an introduction to long term care nursing home administration. It introduces the student to the industry, to facility management, to senior populations and the variety of issues confronting the industry today. These include nursing, resident-centered care and quality of life, facility management, fiscal management and human resources, leadership, and regulatory requirements and accreditation. The content will prepare the student to take the NHA-LTC test.

Management (MMG)

MMG 500 Graduate Management Orientation Seminar - 0 credit

Provides incoming students with an orientation to the graduate management programs, including an overview of their philosophy and curriculum, and the benefits and rationale of the academic model. Introduces students to the resources of the College such as the learning management system, the online library and academic support services. Students meet with their academic advisor and develop their academic plans.

MMG 501E Business Communication - 3 credits

This course is focused on the communication, analysis, and presentation skills necessary for success in the U.S. and global business environment. Using a variety of materials including articles from newspapers, videos and podcasts of business topics and cases, students will develop their reading listening, critical thinking and oral and written communication skills. Students will be exposed to issues facing managers in today's environment and gain a better understanding of the cultural assumptions and communication styles of the U.S. business workplace. They will learn the appropriate style of communication for different types of business situations - participating in meetings, interviewing, writing memos or reports and making oral presentations. They will learn to develop clear and persuasive arguments both orally and in writing. Students may be required to take this course based on results of their initial writing assessment. It does not count as an elective in the Master of Management program.

MMG 504 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. Students get hands-on experience with these applications and an overview of personal and professional uses. Students progress from a beginning level through an intermediate level. This course is a requirement for students in the MM55 program. It may not be taken as an elective.

MMG 505 Graduate Writing - 3 credits

This course concentrates on strategies and techniques for building an academic essay. Challenging readings are used to promote the kind of critical thinking and analysis that best support graduate work. Students move from initial ideas, to first drafts, to strategies for revising their papers to achieve a polished product. Through a sequence of three to four progressively longer essays, students come to understand their own writing styles, strengths and difficulties, and become competent evaluators of their own work. By giving attention to the writing process itself and its different phases, students gain awareness of how to achieve their best work. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

MMG 506 Quantitative Analysis for Managers - 3 credits

Students learn to think about and express business problems in

quantitative terms. They examine basics of number theory, arithmetic operations including ratios and proportions, percentages, graphing, and algebraic operations. Students get an introduction to probability theory and statistical analysis. Topics include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, simple and multiple regression and correlation. Students learn to apply quantitative tools to solve a variety of business problems and create and use quantitative models for real-world problems. Charts and graphs are created using spreadsheet software. This course is a prerequisite to MMG525 Statistical Decision Techniques for Managers.

MMG 507 Analysis and Communication for Managers - 3 credits

This course addresses the analytical and communication skills necessary for success in business environments. Students develop their critical thinking skills and enhance their ability to evaluate claims, evidence and assumptions and develop persuasive arguments through analysis of management case studies. The course also covers different forms of business communications including memos, reports, and oral presentations. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

MMG 508 Information Research and Technology - 3 credits

Prerequisite: MMG504 or equivalent. Students gain the knowledge, skills and abilities to apply principles of information research to their academic, work and professional lives. They gain ability to analyze problems, research and select relevant information from industry and professional publications, corporate and non-profit financial statements, print and electronic sources. They will become able to create an effective presentation and publish it in print or electronic form. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

MMG 509 Political, Social and Economic Aspects of Business - 3 credits

This course provides a broad liberal arts foundation to management theory and concepts. It draws upon the disciplines of economics and political science, the study of society and culture, and the tools of ethical analysis. It helps students gain a basic understanding of economic concepts and institutions, the role of government in business and the impact of political institutions and processes. Issues of interrelatedness in the global economy and polity are considered. The societal implications of business decisions, issues of multiculturalism and diversity and the use of ethical analysis to guide business decisions are addressed. This course is a requirement for students in the MM 55 Program. It may not be taken as an elective.

MMG 511 Foundations of Management - 3 credits

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.

MMG 512 Organizational Environment - 3 credits

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.

MMG 514 Accounting for Managers - 3 credits

This course provides a broad view of accounting, from the point of view of those who prepare and use financial information. It combines elements of financial and management accounting in order to provide a background for managers to understand how financial analysis can impact their decision making. Students will become familiar with the four major financial statements: the balance sheet, income statement, statement of retained earnings and the statement of cash flows. They will also be given an overview of the firm's operating, financing, and investing activities; and an introduction to product costing, operating budgets, and capital investment decisions.

MMG 515 Economics for Managers - 3 credits

The main objective of this course is to provide students with the basic concepts and analytical tools of economics and to apply them so as to understand the workings of a market economy and to increase their effectiveness as managers. After an introduction to the basic economic tools of supply and demand, and the treatment of profit maximization, we will cover the basic concepts of microeconomics for use in business decision making. Throughout the course, we will use economic theory and real world examples to analyze and understand the main issues of microeconomics and macroeconomics as they apply to the business world.

MMG 517 Research Methods for Managers - 3 credits

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.

MMG 519 IT Security Management Planning Procedure and Policy - 3 credits

Security management includes identification of an organization's information assets and the development, documentation, and implementation of policies, standards, procedures, and guidelines. Students learn from a management perspective the tools required to rate system vulnerabilities. Students also define an information security strategy while prioritizing threats to information assets.

MMG 520 Financial Accounting - 3 credits

Prerequisite: MMG514 or equivalent. Financial Accounting covers the four basic financial statements and the way they are used by

decision makers. Fundamentals and principles of accounting are discussed along with key concepts underlying accounting systems. Students learn the framework of debits and credits used in posting. The course has a focus on interpretation, analysis and communication of financial data. It covers balance sheets, income statements, cash flow statements, statements of retained earnings, and required SEC 10K filings. Students learn dual entry - accrual accounting with a focus on analysis of key ratios derived from financial statements for internal management. Special attention is given to accounting for assets, liabilities and owner's equity. Additional topics include generally accepted accounting principles (GAP), the Sarbanes-Oxley regulations, and ethics in accounting.

MMG 521 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.

MMG 522 Information Systems in the Organization - 3 credits

The course provides an overview of computer information systems. Students will be presented with the core information systems principles, offered an overview of the information systems discipline, and will learn about the changing role of the information systems professional. This course will enable students, regardless of their field, to understand and use fundamental information systems principles so that they can function more efficiently and effectively as workers, managers, decision makers and organizational leaders.

MMG 525 Statistical Decision Techniques for Managers - 3 credits

Prerequisite: MMG506 Quantitative Analysis for Managers or equivalent. This course provides students with the knowledge and appropriate use of descriptive and inferential statistical techniques used in management decision making and develops their ability to characterize management problems that can be solved by such techniques. Topics include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, simple and multiple regression and correlation, chi square testing, analysis of variance, and decision theory. Spreadsheet and statistical computer programs are used in the class.

MMG 535 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.

MMG 560 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.

MMG 561 Business Law - 3 credits

The course provides an overview of the legal aspects and responsibilities/liabilities of managing an organization. Areas covered include the legal system, basic contract law and agency, and how these apply in an international context. It also examines legal issues relating to various organizational structures and the choice of a business organization (corporation, the agency relationship, partnership, sole proprietor ship, not for profit and LLC).

MMG 600A Graduate Management Practicum - 1-2 credits

MMG 600A Practicum in Business - 1-2 credits

MMG 600C Practicum in Small Business Development - 1-2 credits

MMG 600D Practicum in Organizational Leadership - 1-2 credits

MMG 600E Practicum in Nonprofit and Public Management - 1-2 credits

MMG 600F Practicum in Information Technology Management - 1-2 credits

This course is an elective intended for students with limited working experience in their chosen field and is open to students who have completed at least two terms of work in the MM or MBA program. Students will undertake a supervised practicum or internship in an organization, working not more than 20 hours per week during the fall and spring terms (full time may be permitted in the summer) in a position related to the concentration. Students are responsible for obtaining the position. Students work with the practicum advisor to design the learning objectives and outcomes of the practicum and will be required to submit learning papers and reports. International students will need approval for curricular practical training from the International Students' Office.

MMG 691 Leadership Seminar I: Self-Diagnosis and Goal Setting - 2 credits

The Leadership 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.

MMG 692 Leadership 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.

MMG 693 Leadership Seminar III: The Manager as Strategic Leader - 2 credits

Strategic leadership provides the scope and direction to help drive success for the organization. This seminar explores the skills and tools necessary for strategy formulation and execution and the ability to effectively manage change. Managing in an environment of change and uncertainty requires strategic leaders to craft and communicate organizational vision and consistently maintain a sense of direction, while simultaneously building ownership of goals and objectives for action within the units they are responsible for leading. Participants explore how strategic leaders make decisions based on values, invest in innovation, human capital, and create and maintain an effective culture to ensure long-term viability.

MMG 694 Graduate Management Capstone Seminar 3 credits

The Graduate Management Capstone Seminar is designed to support students in designing, implementing and presenting their capstone project. The capstone provides a culminating opportunity for students to apply and demonstrate the knowledge, skills and behaviors developed during their program through a designed action-learning experience, using the stated program outcomes and competencies as an assessment reference. Students will develop a business report / case analysis that demonstrates and documents their learning.

Prerequisites: Student must have competed at least 75% of their total program credits, seminars MMG691-693, as well as specific program core courses detailed in the program charts.

MMG 699 Graduate Management Capstone Continuation - 3 credits

Additional terms as needed to complete the Graduate Management Capstone project.

MMG 700 IT Service Management

Prerequisite: MMG522. In an age of cloud computing, on-demand services, virtualization, mobile devices, outsourcing and rapidly changing business delivery strategies, the role of IT is moving toward a focus on service integration. This course provides an introduction to the concepts, tools and techniques of IT service management. Students will lean how to define and build a comprehensive IT service management solution that incorporates process, technology, organization and governance and become familiar with standard frameworks that provide industry best practices for aligning IT with business needs.

MMG 709 Innovation and New Product Design - 3 credits

This course will focus on how companies' top managers handle the complexity of managing growth through innovation and new product development. In today's economy, competitive advantage goes to firms that are able to out-innovate the competition. The course will help students (1) to increase their understanding of what it takes to make and organization and its employees embrace innovation, (2) to understand the approaches companies are taking to foster new product development globally, and (3) to understand the capabilities organizations need in order to handle the complexities associated with the implementation of a global new product development strategy.

MMG 710 Project Management Concepts and Practices - 3 credits

In this course, students will learn how to use the concepts, tools and techniques of project management in order to successfully manage system development projects. System development project failures are generally failures of management, not failures of technology. Good management, along with an understanding of the appropriate use of technology, is therefore essential. Students will learn, in particular, how to apply the concepts, tools and techniques of project management in today's dynamic, digital business environment, where projects must be brought to completion under increasingly compressed time frames and where decisions must be made under conditions of uncertainty.

MMG 712 Operations Management - 3 credits

Operations refers to the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This process involves management functions such as planning, the acquisition and utilization of resources, control, evaluation, and appropriate change. This course also develops an appreciation of the distinctions and relationships between the operations function and other functions of the organization including finance and marketing.

MMG 713 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.

MMG 714 Data Management - 3 credits

Prerequisites: MMG522, working knowledge of MS Excel. Today most enterprises rely heavily on data and technology to make strategic decisions to keep their organizations competitive, profitable and innovative. The technological revolution has ushered in the era of big data and as a result, the field of data management has grown exponentially. This course offers the student the fundamentals of data management and helps prepare the interested student for future certification and professional development in the field.

MMG 715 Management of Information Technology - 3 credits

Prerequisite: MMG 522. 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.

MMG 717 Systems Analysis & Design - 3 credits

Prerequisite: MMG522. Systems analysis and design is a critical competency for information technology. This course focuses on techniques for designing information systems more effectively and efficiently, by linking the information system, business mission and purpose and technology. Students learn the core skills required by systems analysts: from gathering requirements and modeling business needs, to creating blueprints for how the system should be built and implemented in a particular organization. The course provides a concise, yet informative theory of the systems development life cycle, and touches on project management, infrastructure management, system development and system implementation with examples from a variety of industries.

MMG 725 Financial Management - 3 credits

Prerequisite: MMG520. The major goal of the financial manager is to maximize the value of the firm. Accordingly, this course focuses on analysis and interpretation of financial data from the income statement, balance sheet and the statement of cash flows, for decision making. Powerful planning and control tools such as pro forma budgeting and break-even analysis are introduced, as well as the concepts of operational and financial leverage. Students learn how to estimate the amount of cash an organization will need in its operations. One key focus of the course is on capital budgeting, based on the concepts of the time value of money. This includes calculations of future value (FV), present value (PV), net present value (NPV), internal rate of return (IRR) and payback period.

MMG 727 Budgeting and Finance for Non-Profit and Public Organizations - 3 credit

Prerequisite: MMG514 or equivalent. This course provides an introduction to the basic financial accounting systems used in nonprofit and public organizations. It also focuses on how to use the financial and program data to effectively analyze the costs associated with programs and services provided by the organization. The final area to be covered will be budget preparation and monitoring. The politics of the budgeting process will be examined. By the conclusion of the course the student will be able to effectively participate in the financial decision-making within his or her organization.

MMG729 Business Intelligence and Analytics - 3 credits

Introduces students to business intelligence and data analytics, technology-driven processes for analyzing data for decision-making. Provides a theoretical background in storing and handling big data and practical skills in using tools to analyze data and build dashboards. Includes an overview of dashboarding, data warehousing, analytics, handling structured and unstructured data, and extracting, transforming, and loading data (ETL). Students gain hands-on experience with creating data visualizations and with SQL, the language used for querying structured data.

MMG 732 Global Business - 3 credits

Prerequisite: MMG511, MMG515 or equivalent. The purpose of this course is to introduce students to the dominant themes and theories of global business. The course consists of a fundamental study of the nature of business and its environment. In the course of our study we will examine managerial functions and processes in a global context.

MMG 733 Marketing Management - 3 credits

Prerequisite: MMG 511 recommended. This course provides a basic overview of the marketing management process, oriented primarily to the non-marketing specialist. It examines the role of marketing in a variety of organizations - product/service, public/private. It introduces students to the analysis of an organization's market environment, and the development of marketing programs designed to achieve organizational goals. Topics covered include the analysis of markets, buyers and competition; the identification and selection of target markets; the design of product, pricing, distribution and communication programs appropriate to selected markets; and the planning, implementation and control of the marketing effort. The course emphasizes the practical utility of marketing tools and concepts through the use of case studies and application to the students' own work environment. The course also attempts to create a heightened awareness of the global interrelationships affecting marketing, and the societal implications of marketing decisions.

MMG 734 Business Planning - 3 credits

This course allows students to learn about business development, new product/service planning, feasibility analysis and trends in innovation. During this course, students will learn how to test new products, forecast financial needs, and analyze market requirements. The basis of competition for new products/services, major traits of successful new ventures, market situation analysis, opportunities for professional challenge, common pitfalls and ways to avoid them will be addressed.

MMG 735 Entrepreneurship and Small Business Management - 3 credits

Prerequisite: MMG511, MMG520 or equivalent. This course examines the major characteristics of a self-employment venture and the issues facing the person starting or managing a small business. The focus is on the opportunities, risks, issues and problems facing the entrepreneur. Techniques learned in other management courses are integrated and applied to small businesses. Students prepare a business plan for a small business which defines the business concept and provides an integrated strategy for starting up or expanding a business.

MMG 736 Digital Marketing - 3 credits

Prerequisite: MMG733. For a business to succeed in today's digital world, it is important to have a strong digital footprint. The course will assist the students to identify and understand the elements of digital marketing and how to create, implement and evaluate a digital marketing strategy. Students acquire the knowledge to build and actively manage digital marketing campaigns across social media, website and mobile platforms and track results of digital advertising through analytic tools.

MMG 737 Marketing Strategy - 3 credits

Prerequisites: Marketing Management and MMG517). This course focuses on business level marketing strategy and uses the marketing planning process as the framework for understanding the integration and coordination of marketing decisions. Students will apply strategic marketing concenpts to a real-life business case study. They will work in teams, under faculty supervision, on a marketikng strategy consulting project. They will analyze the company issues and/or opportunity, gather information, and develop recommendations for action.

MMG739 Strategic Management - 3 credits

Prerequisities: MMG 511, MMG 512, MMG 514, MMG 725, MMG 733. Strategic management is concerned with managerial decisions and actions taken in order to ensure the success and sustainability of the entire organization in an environment of competition, change and uncertainty. The objectives of the course are to build an understanding of the key concepts in strategic management and the competitive business environment that organizations fade, and to develop skills in applying the concepts to analyze real world situations. The course integrates prior leaning in courses such as organizational environment, accounting, finance and marketing.

MMG 740 Human Resource Management - 3 credits

Changes in the social and legal environment, and the workforce, make it increasingly difficult for organizations to manage relations with employees. The human resources manager needs to be able to formulate organization-wide human resource policies which result in competitive strategy, efficiency and effectiveness, and which are consistent with the organization's culture and environment. The interests of many stakeholders have to be reflected in such policies — employees, unions, communities and government. The course helps students identify and understand Human Resources Management issues, develop skills in diagnosing situations, discuss effective approaches to problems and assess the comparative effects of immediate action and long-term policies.

MMG 743 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.

MMG 744 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.

MMG 746 The Manager as Negotiator - 3 credits

Effective managers must be able to deal successfully with limited resources, divergent interests of people, and organizational conflict. This course improves skills in negotiation and joint decision-making that students can apply immediately. Emphasis is on integrative bargaining and problem-solving. Students learn the theory and tactics for understanding and diagnosing a conflict, planning for negotiations, and implementing an effective conflict resolution strategy.

MMG 747 Negotiation Theories, Strategies and Tactics - 3 credits

This course explores and compares the different theories of bargaining and competitive negotiation styles, and evaluates the impact of different styles on negotiation outcomes including ethical issues. The course also examines planning, perception, cognitive biases, and the use of power/ influence in negotiations. Both one on one as well as multiple party negotiations will be studied. Emphasis is on the integration of negotiation theory, practice and behavior.

MMG 749 Global Negotiation - 3 credits

This course is designed for students who work in multi-cultural teams or negotiate in a multi-cultural setting. Students will learn how culture affects negotiating strategies, conflict management techniques and team effectiveness. Students will learn and apply a framework to help manage cultural differences whenever they impact business deals, disputes or team work.

MMG 750 Business, Government and Ethics - 3 credits

Prerequisite: MMG511, MMG512. This course explores the ethical environment of business and the ongoing relationship between business, government and society. Topics include the development of government regulations and the impact of regulations and likely future developments with an emphasis on ethical considerations.

MMG 755 Organization Development and Change Management - 3 credits

Prerequisite: MMG512. The theory and practice of organization development are introduced. Skills are developed in identifying how organizational systems operate together, including organization culture, leadership, structure, human resources, rewards, and technology. Students learn how to make effective change through dealing with an organization as a whole. Strategies are developed to help organizations adapt to new technologies, markets, and challenges, including the rate of change itself. Case studies and simulations are used throughout the class work.

MMG 757 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.

MMG760 Strategic Planning for Non-Profit Organizations - 3 credits

This course is structured as a live case study. Students will learn through lectures the skills necessary to collect, analyze, and develop recommendations to support a nonprofit organization's strategic plan. Working in cross-functional teams, students will work with a real-life client and be responsible to prepare their strategic plan over the

semester. Topics include: aligning mission, vision and values, performing an environmental scan, analyzing financial statements, building an organizational capacity plan, and improving leadership throughout the organization.

MMG 770 Grant Writing and Resource Development - 3 credits

This course covers the preparation of proposals to state, federal, and local agencies, corporations and private foundations. Students will learn how to prepare successful, competitive grant proposals and realistic, effective project-based budgets. The course will take students step-by-step through each stage of the proposal presentation process from research techniques to polishing the finished product. Best practices in funding research, planning and presentation will be covered. By the end of the course, students will have a prototype suitable for submission to a funder.

MMG 795 Advanced Project Management - 3 credits

MMG795 focuses on solving common problems in project management. Topics covered include: How to use MS Project to plan and track projects; 2) How to recruit and motivate project teams; 3) How to accelerate a project plan - or make up time that was lost; 4) How to select and manage outsourced services; 5) How to plan for the unknown: risk, quality, and slope creep; 6) How to know whether your project is doing well - and what to tell your sponsor, team, customers; 7) Your ethical and social responsibilities as a project manager. Students will build skills through group and individual assignments, case studies, and hands-on exercises. Prerequisite: Students need some experience with projects, either by previous experience on a project team or as a project manager. Students may substitute MMG710 or some other formal classroom course in project management for the prerequisite.

MMG 800 Independent Learning Project: Management - 3 credits

This comprehensive final project is focused on a topic in a student's concentration. The Management Seminar and the Seminar Leader provide direction and support for the project. The project demonstrates ability to define a problem, use appropriate resources, collect and analyze data, draw conclusions, and organize the written report.

School of Psychology & Counseling

The School of Psychology and Counseling (SOPC) provides graduate programs for new practitioners in the field of counseling and in human services. The School welcomes adult learners, serving a demographic of older than average graduate students who arrive with a wide range of non-traditional experience in counseling and related fields.

Diverse Populations and Perspectives

Our students and faculty are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups typically characterized by broad differences in access to appropriate services across lines of race and social class in agencies with varied philosophies.

Our faculty members are licensed professionals in their respective fields.

Academic Programs, Licensure, and Professional Credentials

Most academic programs prepare students for licensure or other professional credentials which are increasingly necessary for many counseling careers. Other concentrations support related careers that do not require licensure.

States and professional associations govern the requirements for professional credentials in counseling and related fields. The Cambridge College School of Psychology and Counseling strives to cover the academic requirements and to include in its programs appropriate supervised clinical practice hours through practicum/internship placements. There may be additional post-graduate requirements such as exams and further clinical experience.

External requirements and regulations may change at any time. Cambridge College reserves the right to alter programs accordingly. Program chairs are available to advise students.

Current, detailed information about the academic program, practicum/internship, and professional credentials is available from program chairs. At Cambridge College regional locations that offer SOPC programs, information is available from the director.

All students are responsible for:

- Monitoring and understanding all applicable requirements and regulations for licensure.
- Knowing the detailed requirements of their academic program.

Students pursuing licensure in states other than Massachusetts are responsible for checking with the appropriate credentialing agency in their state to determine whether their SOPC program of study:

- Meets all requirements for licensure/certification, and
- Is accepted for licensure.

Legal status as a U.S. citizen or lawfully admitted resident is required for a professional license from any state agency, under Title 8, U.S. Code Section 1621.

Academic Advising

Admission counselors give applicants an overview of the College's academic programs and assist with the application process. Applicants may be referred to program chairs to discuss programs and for academic advising.

Orientation — All new students are required to attend Orientation.

The **SOPC academic advisor** will provide program-specific academic advising for all students, including those in Springfield and Lawrence. Every new and continuing student meets with the academic advisor.

The **program chair** provides advising specific to licensure and field placement.

Writing Assessment and Support

A writing assessment is conducted during Orientation. Results are communicated to the academic advisor, who may refer students to writing courses and writing and academic support.

Practicum/Internship — *See Also Your Program Handbook*

Practicum/internship sites and supervisor qualifications are subject to state regulations.

The **acceptability of a practicum, internship, or clinical site** is determined by the program chair, instructor, or practicum/internship coordinator, depending on the program, in accordance with current criteria. Students are responsible to seek this person's advice prior to enrollment in the practicum/internship, to determine what sites and supervision are appropriate for the credentials sought.

Preparedness for Field Experience

In addition to coursework, field experience (practicum/internship) is an integral part of a student's clinical training. Prior to entering into the practicum course (CCP 520) students will be assessed for their preparedness for the experience. This assessment is conducted in CCP 550, Basic Counseling Skills, Rogerian Therapy. The instructor will evaluate each student at the end of the course. This preparedness assessment does not impact a student's grade but is an assessment of a student's preparedness for working in the field.

Field Experience

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR.

Addiction Counseling: Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.

Trauma Studies: Must include documented counseling experience related to trauma.

Marriage & Family Therapy: Students must complete a minimum of 740 hours of on-site field placement time, of which 300 hours must be done in direct face-to-face client contact. Students must receive a minimum of 160 hours of supervision, which includes 55 hours of individual supervision by an approved supervisor, a minimum of 50 hours of group supervision with no more than 10 students, and 55 hours of either individual or group supervision. At least 25 hours of supervision must be done through video/audio supervision or direct observation. As this is a joint LMHC/LMFT program, students must also have 50 hours of documented LMHC supervision for licensure.

Students are guided and evaluated by a licensed counselor on-site and by a licensed Cambridge College supervisor.

The **on-site component** must be successfully completed to receive credit for an internship, practicum, or clinical course. The minimum on-site component must be completed while the course is in progress; not before or after. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

Students may not register for a subsequent field experience course with an Incomplete grade in the prior term(s) of a practicum or internship.

Practicum/Internship fee — A one-time fee is charged to students in programs that include a practicum/internship component to cover administrative costs (see *Tuition and Payment*).

State requirements prior to practicum/internship — Students seeking placement in school, mental health, or public health facilities and programs are responsible for complying with all policies and procedures of the state and facility where they seek a field placement, including but not limited to:

- Fingerprinting
- Criminal Offender Record Information (CORI) check.
- Insurance.
- Immunizations.

Cambridge College strives to cover academic requirements for the following credentials, for which graduates may apply:

- Licensed Mental Health Counselor (LMHC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- Licenced Marriage and Family Therapist (LMFT) licensure by the Mass. Board of Registration of Allied Mental Health Professionals. Candidates must also achieve a passing score on the licensure exam. The post-master's clinical practice must be structured to meet LMFT regulations.
- Certified Alcohol & Drug Abuse Counselor (CADAC) certification by MBSACC and Licensed Alcohol & Drug Counselor (LADC) licensing by the Mass. Dept. of Public Health.
- Licensed Rehabilitation Counselor (LRC) licensure by the Mass. Board of Registration of Allied Mental Health Professionals and Certified Rehabilitation Counselor (CRC) certification by CRCC. Candidates must also pass an exam and complete two years of post-master's supervised clinical practice.
- School Adjustment Counselor licensure by the Massachusetts Department of Elementary and Secondary Education
- School Counselor licensure by the Massachusetts Department of Elementary and Secondary Education

Regulations may change at any time. Cambridge College reserves the right to alter the program accordingly. The academic advisor and program chairs are available to advise students.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for licensure/certification.

Exit Portfolio

Most programs require students to assemble an educational portfolio over the course of their studies. It highlights the students' professional knowledge, skills and abilities, and documents quality graduate level work. The specific requirements of each program's exit portfolio vary. See the program chart and program handbook, and ask the program chair and/or academic advisor for information.

Accreditation

The School Counseling Program at Cambridge College is 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.

School Counseling and School Adjustment:

Counseling programs for Massachusetts ESE licensure

Programs leading to certification are aligned with national and state standards, accrediting agencies, and policies for licensure required by the Massachusetts Department of Elementary and Secondary Education (ESE); all programs are state-approved by state regulatory agencies. As such, program requirements are subject to change during a course of study and students are asked to consider this possibility and plan accordingly once enrolled in one of the licensure programs offered.

Seek advice from the program chair before registering for a licensure program.

All students seeking licensure in counselor education programs must:

- Complete the Massachusetts-specific admission and program requirements.
- Complete the Pre-Practicum, Practicum and Internship Field Experiences ***within the Commonwealth of Massachusetts***.

Requirements for Program Entry

Entry into a Cambridge College program for ESE licensure requires:

- Massachusetts Educator Personnel ID (MEPID) number,
- Evidence of successful completion of the Communication and Literacy Massachusetts Test for Educator Licensure (MTEL), and
- A minimum Grade Point Average (GPA) of 3.0 in the most recent degree program.

Those entering the College ***having successfully met*** the Communication and Literacy MTEL and the GPA requirement may register for the licensure program of choice provided that evidence is submitted at admission verifying that the requirements are met. Evidence of the Communication and Literacy MTEL requirement includes a copy of the official document noting the "pass score" or verification page from the Educator Licensure and Recruitment (ELAR) system maintained by the Massachusetts Department of Education and Secondary Education. Evidence of the GPA upon College entry includes the official transcript of a prior undergraduate or graduate degree with a 3.0 GPA or better.

Those entering the College ***without having met*** the Communication and Literacy MTEL and/or the GPA requirement ***must register for the corresponding non-licensure program***:

- School Counseling (48 credits): Register for School Counseling/ non-licensure.
- School & Mental Health Counseling (60 credits): Register for Mental Health Counseling.
- School Adjustment/Mental Health Counseling (60 credits): Register for Mental Health Counseling.

Students who graduate from the non-licensure program can not be endorsed by Cambridge College for ESE licensure in School Counseling. They may apply to ESE after graduation and ask for a panel review to obtain such licensure.

Once the Communication and Literacy MTEL test is successfully passed and a 3.0 received (i.e., Grade "B" or better in at least two courses taken at Cambridge College), then a Change of Program Form can be completed with approval from the program chair in the field selected and dean, then submitted to the Registrar's Office.

Students entering without having met the requirements for ESE licensure programs are advised to take the Communication and Literacy MTEL within the first semester of enrollment at Cambridge College. Workshops are offered to students at an additional fee to facilitate their success.

Once enrolled, candidates for licensure must maintain an overall GPA of 3.0 or better for the remainder of the program. Should the GPA drop below 3.0, an academic warning will be issued and the candidate placed on academic probation. If not resolved prior to the Practicum, the candidate must return to the non-licensure degree option.

No candidate can complete or graduate from the approved program for licensure selected without maintaining a GPA of 3.0 or better at Cambridge College.

Review of Progress and Practice

Due to the impact graduates will have on clients throughout their careers, the School of Psychology and Counseling considers the training and credentialing of master's level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students' behavior within the graduate academic program and the field work site.

Students are expected to follow the American Counseling Association (ACA) Code of Ethics.

The Committee on Professional Conduct has developed guidelines for students' professional behavior with which all graduate counseling students are expected to comply. The complete document and list of the guidelines is available from Counseling Psychology faculty. Students are encouraged to contact graduate faculty if they need further information.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or leave of absence. A student may be suspended or disenrolled for violation of ethical standards or lack of academic progress. The School may also recommend a change to a non-clinical major or require a student to leave the School of Psychology and Counseling.

Guidelines for Students' Professional Behavior

The following guidelines apply to each student's academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Cambridge College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The School of Psychology and Counseling recognizes that "professional behavior" is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. Demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. Sustained awareness of one's effectiveness and functioning in clinical and academic settings as well as an awareness of use-of-self and one's personal and professional impact on others.

3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors, and staff.
4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and of others.
5. Demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
6. Demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. Receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
8. Demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, and sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
9. Ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other work settings).
10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling and marriage and family therapy.
11. Overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of counseling and marriage and family therapy.
12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.
13. Not repeating any behavior perceived as "misconduct" after being informed of this perception.
14. Full cooperation and compliance with this Council and its process is expected.

On-going training

After completing a master's degree, continuing graduate education is typically required to maintain licensure.
Cambridge College courses and workshops can meet this on-going need for alumni.

Master of Education With Elective Concentrations

Mental Health Counseling • CIP code 511508

60 credits • 5-6 terms full time

Program Description — Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

Academic Requirements

Mental health core courses, practicum and field experience. 42
SOPC electives and concentrations. 18
CCP592 Exit Portfolio . . . . . non-credit
Total 60

Elective Concentrations

The core program provides the academic preparation for mental health counseling licensure. Students may choose one or two concentrations to earn additional credentials and knowledge. The program of study may not exceed 60 credits.

- *Addictions Counseling* — **CADAC, LADC**
- *Geriatric Mental Health*
- *Holistic Counseling*
- *Marriage & Family Therapy* — **MFT** (Due to the length of this concentration, no second concentration may be added.)
- *Mental Health Counseling* core program with no concentrations — **LMHC**
- *Pastoral Counseling*
- *Rehabilitation Counseling* — **CRC, LRC** (Due to the length of this concentration, no second concentration may be added.)
- *Trauma Studies*

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

CCP518 Research Design & Evaluation
CCP540 Personality & Counseling Theory
CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP630 Human Development Across the Lifespan

Term 2

CCP615 Psychopathology
CCP650 Group Dynamics/Group Counseling & Human Systems
CCP520 Counseling Practicum
One elective or concentration course.

Term 3

CCP636 Psychological Testing
CCP641 Counseling Internship/SAC Field Experience II
CCP639 Career Development
One elective or concentration course.

Term 4

CCP754 Perspectives in Cross-Cultural Counseling
CCP700 Internship Seminar/SAC Field Experience III
Two elective or concentration courses.

Term 5

CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP701 Advanced Internship Seminar/SAC Field Experience IV
(If field experience requirements are already completed, CCP701 may be replaced, with program chair approval.)
Two elective or concentration courses.

Subsequent terms as needed to complete your program of study

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. Further requirements are briefly outlined under each concentration. See also program handbook.

(All courses @ 3 credits.)

Addictions Counseling

9 credits • CADAC, LADC

Addictions Counseling — CADAC, LADC..... 9 credits

Professional training in substance abuse/addiction treatment, education and prevention, leading to certification or licensure.

CCP640 Addiction Disorders
CCP606 Family Treatment of Substance Abuse
CCP720 Psychopharmacology in Addictions & Mental Health Counseling

Practicum/Internship Field Experience: Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. See also program handbook.

Trauma Studies

9 credits

Trauma Studies..... 9 credits

Professional training in crisis intervention and trauma treatment, education, prevention, and trauma-informed care.

CCP724 Post Traumatic Stress Reactions
CCP727 Clinical Interventions for Combat Stress & Trauma . . . . . Fall
or CCP729 Trauma Intervention in Schools . . . . . Spring
CCP728 Trauma-Specific Interventions

Geriatric Mental Health

9 credits

Professional training in mental health for older adults. Graduates will be prepared for non-medical positions in human service agencies, hospitals, community mental health centers, and similar facilities.

CCP600 Biopsychosocial Dimensions of Aging . . . . . Fall
CCP634 Death and Dying . . . . . Fall
CCP629 Geriatric Counseling . . . . . Spring

(All courses @ 3 credits.)

Holistic Counseling

9 credits

Program Description — Holistic Counseling is available as a concentration to students interested in exploring Eastern and Western as well as modern and ancient ways of understanding psychology and human behavior. The program integrates knowledge from the study of body, mind, and spirit. Students will review traditional Western and Eastern ways of understanding, and examine how different perspectives fit with new information emerging from neuroscience.

The starting point for our inquiry assumes that a foundation in the biological substrates of human behavior, emotion, and consciousness is essential not only to understanding psychological disequilibrium, but to discerning the impact of various somatic therapies. The program revolves around a series of questions:

- How does our understanding of evolution, physiology, and the body inform the study of psychology?
- Can new research in neuroscience offer a fresh perspective on both traditional and modern theories of motivation and intrapsychic/ interpersonal conflict?
- What are the conceptual and practical differences between reductionist and holistic approaches to working with people in psychological distress?
- Do Eastern ways of understanding human experience complement Western theories – or are the differences difficult to reconcile?
- What are the intrinsic limitations of different epistemological tools?
- Can science inform perspectives on the potential for holistic healing, self-actualization and transcendence?

Program Outcomes — In addition to general outcomes of the degree, graduates will develop a conceptual framework that informs a holistic approach to counseling in today's world.

In creating a holistic learning experience, students will spend at least one term developing an experiential practice (e.g. meditation or yoga) of their own to complement the academic work. Students will keep a journal recording reflections on their experiences with the meditative practice they choose to develop.

Careers — Holistic approaches to counseling are used in both alternative and mainstream settings: medical (e.g with pain management), community counseling, and academic settings (e.g. stress management).

Courses

CCP681	Mind, Body, & Emotion: a Holistic Perspective	Fall
CCP671	East & West: Self, Suffering, & Healing	Spring
CCP652	Holistic Approaches to Psychotherapy	Summer

Pastoral Counseling

9 credits

Program Description — Pastoral Counseling is available as a concentration for students interested in developing the knowledge, skills and training needed to provide effective and informed counseling services from a spiritual and/or faith-based perspective. Clinical, psychological and faith-based frameworks are integrated in order to address the multi-layered aspects of a client's experience including mental, emotional and spiritual elements. The foundational premise of this program is that when this integrative approach is used to understand, assess and provide treatment, clinical practice becomes more attuned and responsive to the needs of the whole person.

The program emphasizes inclusive, interfaith dialogue and cooperative and constructive interaction between individuals of different faiths and/or humanistic or spiritual beliefs. Throughout the curriculum, students will have many opportunities for reflective thought, applied learning, and personal and professional growth.

Program Outcomes — Graduates will possess a strong clinical background; a firm knowledge base of spiritual and faith-based perspectives; and a keen ability to integrate these understandings in their approach with diverse populations of varying faith traditions. Students will develop a deeper awareness and sensitivity for faith-based systems of meaning-making, values and beliefs; as well as an increased understanding and appreciation for the impact of religious and spiritual frameworks on the counseling process.

Careers — Graduates will be qualified for counseling positions in generalist practice; faith-based organizations; healthcare, palliative or hospice-care settings; crisis management; and counseling positions in religious communities or congregations. This program is also well-suited for religious or faith leaders who wish to understand the mental health needs of their congregations or faith communities.

Courses

CCP653	Religious Coping from a Sociocultural Perspective	Fall
CCP642	Fundamentals of Pastoral Counseling	Spring
CCP657	Terror, Trauma & the Sacred: Psychological & Spiritual Perspectives	Summer

(All courses @ 3 credits.)

Elective Concentration for Mental Health Counseling

Marriage & Family Therapy

18 credits • MFT

Program Description — Marriage & Family Therapy provides professional training for counseling traditional and non-traditional families and couples in a multicultural society.

Choose six courses:

CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities
CCP606	Family Treatment of Substance Abuse
CCP625	Foundations of Couples Counseling
CCP627	Family Assessment from a Multicultural Perspective
CCP710	Marriage & Family Therapy: Basic Counseling Skills
CCP722	The Life of the Family in Context
CCP723	Narrative and Collaborative Approaches to Therapy

Practicum/Internship Field Experience: Students must complete a minimum of 740 hours of on-site field placement time, of which 300 hours must be done in direct face-to-face client contact. Students must receive a minimum of 160 hours of supervision, which includes 55 hours of individual supervision by an approved supervisor, a minimum of 50 hours of group supervision with no more than 10 students, and 55 hours of either individual or group supervision. At least 25 hours of supervision must be done through video/audio supervision or direct observation. As this is a joint LMHC/LMFT program, students must also have 50 hours of documented LMHC supervision for licensure. See also program handbook.

Elective Concentration for Mental Health Counseling, School Adjustment Counseling

Rehabilitation Counseling

18 credits • CRC, LRC

Program Description — Rehabilitation Counseling is an elective, clinical concentration for students who wish to pursue national certification as a rehabilitation counselor (CRC) and state licensure as a rehabilitation counselor (LRC). Coupled with the MEd in Mental Health Counseling, students simultaneously complete the academic requirements for Mental Health Counseling licensure.

Program Outcomes — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the needs of people returning to work or having workplace issues after injury, dealing with intellectual, emotional and/or physical challenges, veterans facing complex mental health and rehabilitation complications, and a host of other issues relating to the interface of disabilities and mental health.

Careers — Graduates will be qualified to pursue national certification and state licensure as rehabilitation counselors, and for the more general licensure in mental health counseling, allowing for significant career flexibility. Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

Courses

CCP655	Vocational and Affective Counseling	Fall
CCP643	Medical & Psychological Aspects of Disabilities	Fall
CCP656	Vocational Assessment & Evaluation	Spring
CCP654	Rehabilitation Plan Development	Spring
CCP639	Career Development	every term

Not applicable to SAC students:

CCP727 Clinical Interventions for Combat Stress & Trauma
or CCP729 Trauma Intervention in Schools

Practicum/Internship Field Experience: Not required during academic training. However, 36 months of acceptable employment experience including 12 months supervised by CRC will be required after completion of academic requirements to fulfill requirements for CRC. See program chair for any questions.

Program chair: Linda Kuramoto, MS, CAGS, CRC, LMHC
Linda.Kuramoto@cambridgecollege.edu

(All courses @ 3 credits.)

Master of Education With Elective Concentrations

School Adjustment & Mental Health Counseling • CIP code 131101

60 credits • 5-6 terms full time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school adjustment counselors (all levels).

Program Description — School Adjustment and Mental Health Counseling trains mental health professionals to work within the school culture and in clinical settings, serving the mental health needs of PreK-12 students and their families. The use of evidence-based counseling strategies when working with children and adolescents in school settings is emphasized. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals and the Massachusetts Department of Elementary and Secondary Education.

MTEL Required — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Adjustment Counseling program. All new students must register for Mental Health Counseling until they pass.

Learning Outcomes — Students learn and apply the principles of therapeutic relationships; knowledge of normal and abnormal intellectual, social, and emotional development; learning disorders and emotional issues affecting student achievement. They develop working knowledge of treatments; state-of-the-art diagnostic instruments, procedures for testing, and interpreting results; medical conditions and medication related to physical disabilities and learning disorders. They learn to work with families, schools and community personnel. They learn and apply prevention and treatment strategies for substance abuse, physical and sexual abuse, and violence in preK-12 students. They develop a working knowledge of the criminal justice system with particular reference to juvenile justice. They learn and apply laws and regulations addressing the legal rights of students and families.

Elective Concentrations

Students electing a concentration take only one school adjustment electives. The program of study may not exceed 60 credits.

- *Addictions Counseling* — **CADAC, LADC**
- *Geriatric Mental Health*
- *Holistic Counseling*
- *School Adjustment & Mental Health Counseling*
  core program with no concentrations **— LMHC, DESE**
- *Pastoral Counseling*
- *Rehabilitation Counseling*
- *Trauma Studies*

(All courses @ 3 credits.)

Courses should be taken in sequence.

Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

CCP518 Research Design & Evaluation
CCP540 Personality & Counseling Theory
CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP630 Human Development Across the Lifespan

Term 2

CCP615 Psychopathology
CCP650 Group Dynamics/Group Counseling & Human Systems
CCP520 Counseling Practicum
CCP636 Psychological Testing

Term 3

CCP641 Counseling Internship/SAC Field Experience II*
CCP639 Career Development
CCP617 School Adjustment Counseling/School Social Work*
CCP638 Group Work with Children & Adolescents (for Rehabilitation Counseling concentration, take a concentration course ***instead*** of this course.

Term 4

CCP754 Perspectives in Cross-Cultural Counseling
CCP700 Internship Seminar/SAC Field Experience III*
CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities*
or CCP715 Multicultural Counseling: Children, Adolescents in Context*
One elective or concentration course.

Term 5

CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP701 Advanced Internship Seminar/SAC Field Experience IV*
(If field experience requirements are already completed, CCP701 may be replaced with an elective.)
Two elective or concentration courses.

CCP708 School Adjustment Counseling Exit Portfolio (non-credit)

Subsequent terms as needed to complete your program of study

* SAC core courses & internship.

Continued

Continued School Adjustment & Mental Health Counseling

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Requirements for the SAC/LMHC practicum/internship are briefly outlined below. Further requirements are briefly outlined under each concentration. See also program handbook.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Non-licensure option: Mental Health Counseling, which is not an ESE licensure area.

Program and schedule subject to change.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

School Adjustment Field Experience Prerequisites

- Pass all first-year requirements.
- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (non-credit)
- Pass all teacher tests required by the state for this license. Massachusetts MTELs: Communication & Literacy test.
- Site approval form signed by SAC chair.

School Adjustment Field Experience / Mental Health Internship

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by DESE) who is in an SAC role and meets all state standards. See program handbook.

- 900 hours total (minimum), to be completed in three or four terms in school and mental health settings.
- LMHC internship recommended in first year (CCP520),
- SAC field experience after practicum is completed (CCP641, CCP700; and 701 if needed).
  - ▶ School placement must be approved by the SAC chair.
  - ▶ 450 hours (minimum), completed in two sequential terms for SAC placement.
  - ▶ In one school setting approved by the SAC chair according to DESE standards.
  - ▶ Supervisor must work in SAC role with children, adolescents and families.

The SAC field experience is guided and evaluated by a licensed/certified clinical counselor in the school setting and by a licensed/certified Cambridge College site visiting supervisor. Practicum/field experience locations are subject to state regulations and must be approved by the program chair. Students are responsible for discussing options for field experience with the program chair, in the previous term.

Prospective SAC students are responsible for:

- Checking with the appropriate state licensure entity to determine whether this program is accepted for licensure in their state.
- Discussing options for licensure practicum with the program chair or regional site director prior to enrollment and field experiences. All school adjustment sites in schools ***must*** be within the state of Massachusetts.
- Submitting SAC Field Experience Approval form to SAC chair or designee the term ***prior*** to field experience.
- *Addictions option:* Must include 300 hours in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.
- *Trauma option*: Must include documented counseling experience related to trauma.

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

Master of Education

School Counseling • CIP code 131101

48 credits, 4 terms full-time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (PreK-8 or 5-12).

The School Counseling Program at Cambridge College is 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.

Program Description — School Counseling is treated as professional counseling which enhances child and adolescent students' access to high quality educational and vocational experiences and facilitates their ability to make good use of opportunities. The program emphasizes the role of the school counselor as a facilitator of educational reform, reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a practitioner helping students find their academic niche and aiding their academic achievement, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff.

Learning Outcomes— Students develop their professional philosophy, principles and practices for their work with students and parents, teachers and administrators. They gain and apply knowledge of research in school counseling; the psychology of learning; curriculum frameworks and student testing; normal and abnormal intellectual, social, and emotional development; diagnosis and treatment of learning and behavior disorders. They learn strategies for prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. They gain resources and skills to effectively help students plan for post-secondary education and careers. They become familiar with relevant federal, state, and municipal laws and regulations; group counseling, leadership and consulting techniques; and school and community resources for referral.

Careers and Further Study — Licensed school counselors in public schools.

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

CCP518 Research Design & Evaluation
CCP540 Personality & Counseling Theory
CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP638 Group Work with Children & Adolescents

School Counseling Pre-Practicum—75 hours of directed field-based training in conjunction with Term 1 courses (internship preq., (0 credit)

Term 2

CSG616 Counseling in the Schools
CCP630 Human Development Across the Lifespan
CCP650 Group Dynamics/Group Counseling & Human Systems
CSG695 Counseling & Consulting Techniques Lab

School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair or designee.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)
- Complete and pass all term 1 & 2 courses.

Term 3

CCP636 Psychological Testing
CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP639 Career Development
CSG792 School Counseling Internship Fieldwork & Seminar I
for ***PreK-8:*** register for CSG792***E***
for ***5-12:*** register for CSG792***S***

Term 4

CSG613 Counseling College Bound Students (for 5-12)
or elective (for PreK-8)
CCP754 Perspectives in Cross-Cultural Counseling
CCP615 Psychopathology
CSG793 School Counseling Internship Fieldwork & Seminar II
for ***PreK-8:*** register for CSG793***E***
for ***5-12:*** register for CSG793***S***

Suggested electives:

CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
CCP715 Multicultural Counseling: Children, Adolescents in Context
CCP729 Trauma Intervention in Schools
CCP640 Addiction Disorders
CCP606 Family Treatment of Substance Abuse
CCP637 Neurobiology: Basics & Beyond

Continued

(All courses @ 3 credits.)

Continued School Counseling

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

In the term *PRIOR* to enrolling in the School Counseling field experience students are responsible for:

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites ***must*** be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair or designee, with copy of MTEL passing score.

School Counseling Internship Fieldwork & Seminar: CSG792-793

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 terms @300 hours, 600 hours total, in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for credit.

Non-licensure option: All program components are required except the Communication & Literacy Test (MTEL). Non-licensure students must complete all pre-practicum hours embedded in the courses.

Students who graduate from the non-licensure program will not be endorsed by Cambridge College for initial licensure as a school counselor to the Dept. of Elementary and Secondary Education.

Program sequence may be modified to suit the needs of the cohort.

Program and schedule subject to change.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

Master of Education

School & Mental Health Counseling • CIP code 511508

60 credits • 6 terms full time • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school counselors (PreK-8 or 5-12).

The School Counseling Program at Cambridge College is 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.

Program Description — School and Mental Health Counseling trains professional counselors to work within the school culture and in clinical settings, serving the guidance and mental health needs of PreK-12 students and their families. The program emphasizes the role of the school counselor in reducing barriers in the multicultural 21st century: a group worker skilled in developmental guidance, a broker of educational and community resources, an interpreter of assessment tools, and a consultant to students, parents, and staff. Students are prepared to meet the licensing standards of the Massachusetts Board of Registration of Allied Mental Health Professionals, and of the Department of Elementary and Secondary Education.

MTEL Required — The Mass. Communication and Literacy Test (MTEL) must be passed before a student may enter the School Counseling program. All new students must register for Mental Health Counseling until they pass.

Learning Outcomes— Students learn about normal and abnormal intellectual, social, and emotional development, dysfunctional behavior and mental illnesses. They learn and apply the principles and best practices of counseling and collaboration within schools and community counseling practice, including:

- Resources and skills for enhancing children's and adolescents' educational and vocational experiences and facilitating their ability to make good use of opportunities.
- Assessment, diagnosis and treatment of learning and behavior disorders and mental illnesses.
- Psychoeducational techniques for prevention and strategies for treatment of substance abuse, physical and sexual abuse, mental illnesses, and violence in PreK-12 students and throughout the lifespan.
- Psychotherapeutic techniques for work with individuals, couples, families and groups.
- Group counseling, leadership and consulting techniques; and school and community resources for referral.

Students gain and apply knowledge of:

- Psychology of learning, curriculum frameworks, student testing.
- Research design and methodology.
- Relevant federal, state, and municipal laws and regulations.

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses can be taken each term.

Term 1

CCP518 Research Design & Evaluation
CCP540 Personality & Counseling Theory
CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP638 Group Work with Children & Adolescents

School Counseling Pre-Practicum—75 hours of directed field-based training in conjunction with Term 1 courses (School Counseling Internship preq.; 0 credit)

Term 2

CCP630 Human Development Across the Lifespan
CCP650 Group Dynamics/Group Counseling & Human Systems
CCP520 Mental Health Counseling Practicum
CSG695 Counseling & Consulting Techniques Lab

Term 3

CSG616 Counseling in the Schools
CCP639 Career Development
CCP615 Psychopathology
CCP641 Mental Health Counseling Internship Field Experience II

Term 4

CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP636 Psychological Testing
CCP700 Mental Health Internship Seminar Field Experience III

School Counseling Internship Prerequisites

- *School Counseling Internship approval form signed* by program chair or designee.
- Pass all teacher tests required by the state for this license. Massachusetts: Communication & Literacy Test (MTEL)

Term 5

CCP754 Perspectives in Cross-Cultural Counseling
One elective
CSG792 School Counseling Internship Fieldwork & Seminar I
for ***PreK-8:*** register for CSG792***E***
for ***5-12:*** register for CSG792***S***

Term 6

CSG613 Counseling College Bound Students (for 5-12)
or elective (for PreK-8)
CSG793 School Counseling Internship Fieldwork & Seminar II
for ***PreK-8:*** register for CSG793***E***
for ***5-12:*** register for CSG793***S***

Suggested electives:

CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
CCP715 Multicultural Counseling: Children, Adolescents in Context
CCP729 Trauma Intervention in Schools
CCP640 Addiction Disorders
CCP606 Family Treatment of Substance Abuse
CCP637 Neurobiology: Basics & Beyond

Continued

(All courses @ 3 credits.)

Continued School & Mental Health Counseling

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Required to enter program for ESE licensure:

- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.

Non-licensure option: All program components are required except the Communication & Literacy Test (MTEL). Non-licensure students must complete all pre-practicum hours embedded in the courses.

Students who graduate from the non-licensure program will not be endorsed by Cambridge College for initial licensure as a school counselor to the Dept. of Elementary and Secondary Education.

Program sequence may be modified to suit the needs of the cohort.

Program and schedule subject to change.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

Field Experiences

Mental Health Practicum & Internship: CCP520, 641, 700

Includes field experience under a qualified supervisor conforming to Massachusetts regulations 262 CMR. May be individually designed to support licensure requirements. See also program handbook.

In the term *PRIOR* to enrolling in the School Counseling field experience students students are responsible for:

- Discussing options for internship with the program chair or regional site director. All school counseling field experience sites *must* be within the state of Massachusetts.
- Submitting School Counseling Field Experience Approval form to program chair or designee, with copy of MTEL passing score.

School Counseling Internship Fieldwork & Seminar: CSG792-793

Fieldwork is guided and evaluated in the classroom by a school counselor licensed in Massachusetts, who meets all state standards; and by a licensed Cambridge College site visiting supervisor. See program handbook.

- 2 terms @300 hours, 600 hours total, in one school setting.
- Internship locations are subject to state regulations and must be approved by the program chair or designee.
- Completed Exit Portfolio required for credit.

Massachusetts State Standards and CACREP National Standards for School Counseling Programs

Massachusetts ESE School Adjustment Counselor/School Social Worker Standards

See also www.doe.mass.edu/lawsregs/603cmr7.html?section=11.

a. Principles of therapeutic relationships	CCP520, CCP550, CCP639, CCP641, CCP650, CCP700-701
b. Theories of normal and abnormal intellectual, social, and emotional development	CCP540, CCP630, CCP615, CCP617, CCP639
c. Learning disorders, including emotional issues affecting student achievement, and their treatment	CCP615, CCP617, CCP636, CCP641, CCP700-701
d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students	CCP606, CCP639, CCP640, CCP641, CCP700-701,CCP724, CCP729
e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.	CCP636
f. Techniques for communicating and working with families and school and community personnel	CCP520, CCP561, CCP617, CCP641, CCP700-701, CCP715, CCP754
g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations	CCP617
h. Knowledge of medical conditions and medication related to physical disabilities learning disorders	CCP615, CCP720
i. Federal and state laws and regulations addressing the legal rights of students and families.	CCP510, CCP520, CCP617, CCP622, CCP641, CCP700-701, CCP715

Massachusetts ESE School Counselor Standards

See also www.doe.mass.edu/lawsregs/603cmr7.html?section=11.

a. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.	CSG616, CSG792-793
b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.	CSG616, (CSG624), CSG792-793, CCP636
c. Psychology of learning.	CSG792-793, CCP615, CCP630
d. Understanding of the diagnosis and treatment of learning and behavior disorders.	(CSG624), CSG792-793, CCP636
e. Theories of normal and abnormal intellectual, social, and emotional development.	CSG792-793, (CCP614), CCP615, CCP630, CCP639
f. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.	CSG616, CCP639, CSG682, CSG792-793, CCP729
g. Philosophy, principles and practices in school guidance counseling.	CSG616, CSG792-793, CCP754
h. Federal, state, municipal, and school laws and regulations.	CSG792-793, CCP622, CCP715
i. Career counseling.	CSG792-793, CSG613, (CCP670), CCP639
j. Resources within the school system or the community for referral.	CSG616, CSG792-793, CCP715
k. Knowledge of statistics, research design, and research in guidance counseling.	CCP518
l. Group counseling and group leadership.	CCP639, CSG682, CSG792-793, CCP650, CCP715
m.Development of skills for consultation with parents, teachers, and administrators.	CSG613, CSG695, CSG792-793, CCP715
n. College counseling and use of college and other post-secondary resource materials (grades 5-12).	CSG613, (CCP670), CCP639

Massachusetts State Standards and CACREP National Standards for School Counseling Programs, cont.

CACREP Standards 2016 — School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum. See also www.cacrep.org.

1. FOUNDATIONS

a. history and development of school counseling CSG616, CSG790-791

b. models of school counseling programs CSG616

c. models of P-12 comprehensive career development CSG616, CSG790-791, (CCP670), CCP639

d. models of school-based collaboration and consultation CSG695

e. assessments specific to P-12 education . . . . . (CSG624), CCP636

2. CONTEXTUAL DIMENSIONS

School counselor roles as leaders, advocates, and systems change agents in P-12 schools

a. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies CSG616, CSG695,CSG790-791

b. school counselor roles in relation to college and career readiness CCP630, (CCP670), CCP639

c. school counselor roles in school leadership and multidisciplinary teams. CSG695, CSG790-791

d. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. CSG616, CCP729

e. competencies to advocate for school counseling roles CSG616, CSG695, CSG790-791

f. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders CSG616, (CCP614), CCP615, CCP630, CCP715

g. common medications that affect learning, behavior, and mood in children and adolescents . . . . . (CCP614), CCP615

h. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs . CSG616, (CCP614), CCP615

i. qualities and styles of effective leadership in schools CSG616

j. community resources and referral sources. . . . . CSG616, CSG 790-791

k. professional organizations, preparation standards, and credentials relevant to the practice of school counseling CSG616, CSG695

l. legislation and government policy relevant to school counseling. CSG616, CCP622

m. legal and ethical considerations specific to school counseling CCP622

3. PRACTICE

Development of school counseling program mission statements and objectives

a. design and evaluation of school counseling programs CSG616, CSG695, CSG790-791, CCP650

b. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies CSG616, CSG682, CSG790-791

c. interventions to promote academic development CSG616, CSG790-791, CCP630, CCP715

d. use of developmentally appropriate career counseling interventions and assessments CCP630, CCP670

e. techniques of personal/social counseling in school settings CSG616, CSG682, CSG695, CSG790-791, CCP650

f. strategies to facilitate school and postsecondary transitions CSG616, CSG790-791, CSG613, CCP630, (CCP670), CCP639

Massachusetts State Standards and CACREP National Standards for School Counseling Programs, cont.

g. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CSG616, CSG790-791, (CCP614), CCP615, CCP715, CCP754
h. approaches to increase promotion and graduation rates	CSG616, CCP518
i. interventions to promote college and career readiness	CSG613, (CCP670), CCP639
j. strategies to promote equity in student achievement and college access	CSG616, CSG613, CCP518, CCP715
k. techniques to foster collaboration and teamwork within schools	CSG616, CSG695, CSG790-791, CCP715
l. strategies for implementing and coordinating peer intervention programs	CSG616, CSG695, CSG790-791
m. use of accountability data to inform decision making	CCP518, CCP636
n. use of data to advocate for programs and students	CSG616, CCP518

Master of Education

Psychological Studies • CIP code 422803

36 credits • 3 terms full time • non-licensure

Program Description — Psychological Studies is a non-licensure graduate program that introduces students to a broad range of psychological perspectives, with a strong commitment to an evolving multicultural society.

Learning Outcomes — Students are exposed to the principles of counseling. They learn about assessment, resources, cultural and racial dynamics, roles on interdisciplinary teams, ethics and relevant laws. They learn about small group dynamics and processes and how leadership styles influence group process. Students have flexibility to choose courses to support their particular interests in the field.

Careers and Further Study — Graduates may be eligible for advancement in human service careers that do not require licensure. They will NOT be eligible to return to study towards mental health licensure at the CAGS level.

Academic Requirements

Psychological studies core courses 15
Psychological Studies elective courses 21
CCP592 Exit Portfolio . . . . . non-credit
Total 36

Psychological Studies Electives — choose seven*

CCP600 Biopsychosocial Dimensions of Aging . . . . . Fall
CSG613 Counseling College Bound Students
CCP631 The Counselor in the Forensic Environment . . . Summer
CCP634 Death & Dying . . . . . Spring
CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP606 Family Treatment of Substance Abuse
CCP681 Mind, Body, & Emotion: a Holistic Perspective
CCP615 Psychopathology
CCP518 Research Design & Evaluation
CCP657 Terror, Trauma & the Sacred: Psychological & Spiritual Perspectives . . . . . Summer
CCP721 Women in the Family: a Cross-Cultural Perspective

*Students may select other elective courses with approval of the program chair.

Core courses below should be taken in sequence.

For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

Term 1

CCP540 Personality & Counseling Theory
CCP630 Human Development across the Lifespan
Two elective courses.

Term 2

CCP640 Addiction Disorders
Three elective courses.

Term 3

CCP639 Career Development
CCP754 Perspectives in Cross-Cultural Counseling
Two elective courses.

Subsequent terms as needed to complete your program of study

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)

Graduate Post-Baccalaureate Certificate or Undergraduate Pre-Baccalaureate Certificate

Alcohol & Drug Counseling • CIP code 511501

19 credits • Certified Alcohol & Drug Abuse Counselor (CADAC) • Licensed Alcohol & Drug Counselor (LADC)

Program Description — Alcohol & Drug Counseling is for students seeking professional training in substance abuse/addictions treatment, education and prevention, leading to certification or licensure.

Careers — Addictions counseling professionals help people through public health agencies, youth services, residential treatment programs, hospitals, outpatient substance abuse programs, and homeless shelters.

Learning Outcomes — Students become familiar with addictions counseling, its professional ethics, and its role in society. They learn the 12 core functions of an addictions counselor: screening, intake orientation, assessment, treatment planning, referrals, reports and record keeping, and consultation with other professionals. They know and apply current theory and research in their field, and gain sufficient knowledge for competent interdisciplinary counseling practice. They exhibit socially-conscious behaviors, critical thinking, and effective communication skills in their work with individuals, caregivers, families, staff, and other professionals.

Courses

ADC510	Ethics & Boundaries for Substance Abuse Professionals	1
ADC505	Alcohol & Drugs in Society	3
ADC611	Family Treatment of Substance Abuse.	3
ADC601	Role of the Professional in Alcohol & Drug Treatment.	3
ADC625	Psychopharmacology in Addictions Treatment	3
ADC642	Addiction Counseling	3

Practicum

Includes 300 hours of supervised practical experience in an approved substance abuse treatment program with appropriate supervision in the 12 core functions. The experience and supervisor qualifications must meet 262 CMR criteria to be accepted into an MEd.

ADC521	Practicum Seminar in Alcohol & Drug Counseling	3

Admission requirements: High school diploma/GED, bachelor's, or higher degree and other School of Psychology & Counseling requirements.(see Admissions) Including:

- Interview with and approval of the SOPC Admissions Committee and acceptance by the dean.
- Interview with program chair.
- Current résumé.
- Two professional recommendations.

These courses may be accepted into a Cambridge College bachelor's or master's degree. Courses must meet current program requirements at time of matriculation.

Program co-chairs:

Colleen Goode, MEd • Colleen.Goode@cambridgecollege.edu

John Ciervo, CAGS • John.Ciervo@cambridgecollege.edu

(All courses @ 3 credits.)

Post-master's Certificate

School Adjustment Counseling for Mental Health Counselors • CIP code 131101

15 credits • 2 terms • School Social Worker/School Adjustment Counselor (ESE)

Academic Requirements

Three School Adjustment core courses 9
Two Internship/SAC Field Experience courses 6
CCP708 School Adjustment Counseling Exit Portfolio 0
Total 15

Courses should be taken in sequence. For example, all term 1 courses must be completed before term 2 courses. Select no more than 4 courses each term for a maximum course load of 12 credits.

Term 1

75-hour SAC Prepracticum (preq. to CCP700; do at start of term)
CCP617 School Adjustment Counseling/School Social Work
CCP636 Psychological Testing
CCP700 Internship Seminar/SAC Field Experience III*

Term 2

CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
or CCP715 Multicultural Counseling: Children, Adolescents in Context

CCP701 Advanced Internship Seminar/SAC Field Experience IV

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

Admission/ESE licensure requirements:

- Completion of current Cambridge College 60-credit MEd in mental health counseling or equivalent program. (Students who took an earlier version of this program, or who earned their MEd at another college, may need to take additional course work to meet SAC academic requirements.)
- Massachusetts Educator Personnel ID (MEPID) number
- Pass Massachusetts Communication & Literacy Test (MTEL).
- 3.0 GPA at entry; maintained throughout program.
- Other School of Psychology & Counseling requirements.

School Adjustment Field Experience Prerequisites

- SAC Pre-Practicum — 75 hours of directed field-based training in a school site (0 credit)
- Site approval form signed by SAC chair.

(Note: All other prerequisites are required for admission; see above.)

School Adjustment Field Experience

Includes field experience under a qualified supervisor, conforming to Massachusetts regulations 262 CMR. Internship must be supervised by a dually licensed qualified supervisor (262 CMR and SAC by ESE) who is in an SAC role and meets all state standards. See program handbook.

Completed Verification form required by SOPC office before registering.

- ▶ School placement must be approved by the SAC chair, and must be within Massachusetts.
- ▶ 450 hours (minimum), 300 hours/term, completed in two sequential terms.
- ▶ Supervisor must work in SAC role with children, adolescents and families.

Program chair: Vita Golub • Vita.Golub@cambridgecollege.edu

(All courses @ 3 credits.)

Post-master's certificate

Rehabilitation Counseling Certificate • CIP code 512310

18 credits • CRC, LRC

Program Description — The Rehabilitation Counseling Certificate is for the individual seeking to add to their credential by pursuing a national certification as a rehabilitation counselor (CRC) and/or Mass. state licensure as a rehabilitation counselor (LRC).

Program Outcomes — A focus on rehabilitation counseling helps practitioners to more comprehensively serve the needs of people returning to work or having workplace issues after injury, dealing with intellectual, emotional and/or physical challenges, veterans facing complex mental health and rehabilitation complications, and a host of other issues relating to the interface of disabilities and mental health.

Careers — Rehabilitation counselors typically work in settings such as mental health agencies, the Veterans Administration, state vocational rehabilitation agencies, insurance companies dealing with disability, non-profit agencies, employee assistance programs, disability management firms and consulting agencies, among others.

Courses

CCP655	Vocational and Affective Counseling	Fall
CCP643	Medical & Psychological Aspects of Disabilities	Fall
CCP656	Vocational Assessment & Evaluation	Spring
CCP654	Rehabilitation Plan Development	Spring
CCP639	Career Development	every term

And one of the following:

CCP727	Clinical Interventions for Combat Stress & Trauma	Fall
or CCP729	Trauma Intervention in Schools	Spring

Admission requirements:

- 60-credit master's or higher degree in mental health counseling, marriage & family therapy, social work, or psychology.
- Other School of Psychology & Counseling requirements.

Practicum/Internship Field Experience: Not required during academic training. However, 36 months of acceptable employment experience including 12 months supervised by a CRC will be required after completion of academic requirements to fulfill requirements for the CRC. See program chair for any questions.

Program chair: Linda Kuramoto, MS, CAGS, CRC, LMHC
Linda.Kuramoto@cambridgecollege.edu

Graduate Certificate

Trauma Studies • CIP code 511508

15 credits • 2-3 terms

Program Description — Trauma Studies provides professional training in crisis intervention and trauma treatment, education and prevention, leading to certification. The program has a strong commitment to educating compassionate, ethical and effective trauma specialists. The program emphasizes the role of trauma specialists in implementing trauma-informed care across disciplines and utilizing community resources.

Learning Outcomes — Students will gain knowledge of crisis, trauma, post-traumatic stress reactions, trauma-specific interventions and disaster mental health in multi-cultural settings. They can apply the learned skills in trauma assessment, counseling and treatment to effectively respond to immediate and long-term needs of survivors, including war veterans, survivors of child abuse, first responders, immigrants and refugees, as well as victims of crime, disasters, domestic violence, sex trafficking and torture.

Careers — Upon completion, students will qualify to work in crisis response teams, provide trauma-informed care in community mental health, addiction treatment and rehabilitation programs in school settings and provide support for veterans, survivors of gender-based violence and refugees.

Select no more than 4 courses each term for a maximum course load of 12 credits (all courses @ 3 credits).

Counseling

CCP615	Psychopathology
CCP622	Ethics & Professional Issues for School Counselors & Mental Health Practitioners

Trauma

CCP724	Post Traumatic Stress Reactions (preq for CCP728)	
CCP728	Trauma-specific Interventions	
CCP727	Clinical Interventions for Combat Stress & Trauma	Fall
or CCP729	Trauma Intervention in Schools	Spring

Students who previously completed any of the listed courses shall consult with the program chair for substitute course work to meet the requirement of 15 credits.

Course schedule: All courses are offered in Cambridge every term, subject to sufficient enrollment, except as noted above.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Transfer credit — These courses may be taken alone as a certificate of completion or evaluated for transfer into a Cambridge College master's degree program; courses must meet current program requirements and credit limits at time of matriculation.

Program chair: and Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)

Offered only by Cambridge College Southern California. Massachusetts students should enroll in Mental Health Counseling with MFT concentration.

Master of Education

Marriage & Family Therapy (California)

60 credits • 5-6 terms full time

Program Description — The Marriage and Family Therapy program provides graduate level professional training for licensure with a strong commitment to an evolving multicultural society. Students are prepared to meet the licensing standards of the California Board of Behavioral Sciences.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the Marriage and Family Therapists practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psycho-educational techniques aimed to prevent such disorders. They study research design and methodology and become familiar with state regulations applicable to marriage and Family therapy practice.

Academic Requirements

Mental health core courses, practicum and field experience. 60
CCP592 Exit Portfolio . . . . . non-credit
Total 60

The core program provides the academic preparation for California licensure as a marriage and family therapist. The program of study may not exceed 60 credits.

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses may be taken each term.

Term 1

CCP518 Research Design & Evaluation
CCP540 Personality & Counseling Theory
CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP630 Human Development Across the Lifespan

Term 2

CCP615 Psychopathology
CCP650 Group Dynamics/Group Counseling & Human Systems
CCP710 Marriage & Family Therapy: Basic Counseling Skills
CCP758 Clinical Practice in California

Term 3

CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
(new) California Clinical Experience (Practicum) I
CCP639 Career Development
CCP724 Post Traumatic Stress Reactions

Term 4

CCP754 Perspectives in Cross-Cultural Counseling
(new) California Clinical Experience (Practicum) II
CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities
CCP606 Family Treatment of Substance Abuse

Term 5

CCP636 Psychological Testing
CCP722 The Life of the Family in Context
(new) California Clinical Experience (Practicum) III
CCP720 Psychopharmacology in Addictions and Mental Health Counseling

Subsequent terms as needed to complete your program of study

Practicum/Internship Field Experience

Students must complete a minimum of 150 hours of direct face-to-face client contact in no fewer than two terms. A student must be enrolled in a field experience course while counseling clients except as specified in subdivision c of section 4980.42. In addition to the 150 required hours, students must complete 75 hours of either or a combination of the following: Client centered advocacy as defined in Section 4980.03 or face to face experience counseling individuals, couples, families or groups.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

(All courses @ 3 credits.)

Master of Education with Speciaiization in

Mental Health Counseling (Puerto Rico) • CIP code 511508

60 credits • 6 terms full time

Program Description — Mental Health Counseling provides graduate level professional training for mental health counseling licensure, with a strong commitment to an evolving multicultural society.

In Puerto Rico — The School of Psychology and Counseling (SOPC) monitors the mental health licensing standards of both Massachusetts and Puerto Rico. The course work, field practicum and internship offered in Puerto Rico conform to Puerto Rico regulations and licensure requirements.

Learning Outcomes — Students learn and apply the principles and best practices of counseling, including various psychotherapeutic techniques for work with individuals, couples, families and groups; group counseling, and consultation to organizations and communities. They study human development, dysfunctional behavior and mental illness. They learn to assess, diagnose and treat within the scope of the counselor's practice, and become able to utilize community resources for referrals. They learn and apply strategies for prevention and treatment of substance abuse, domestic violence, the spectrum of mental illnesses; and learn to use psychoeducational techniques aimed to prevent such disorders. They study research design and methodology. They become familiar with state regulations applicable to mental health practice and licensure.

Academic Requirements

Mental health core courses, practicum and field experience. 42
Psychology & Counseling electives 18
CCP592 Exit Portfolio . . . . . non-credit
Total 60

The program provides the academic preparation for professional counseling licensure in Puerto Rico. The program of study may not exceed 60 credits.

Practicum & Internship

The practicum and internship include field experience under a qualified supervisor, conforming to Puerto Rico regulations and Law 147 of 2002 for Professional Counseling.

Admission requirements: Bachelor's degree and other School of Psychology & Counseling requirements.

Program chair: and Hugh Ferguson, PhD
Hugh.Ferguson@cambridgecollege.edu

Courses should be taken in sequence. Term 1 courses must be completed before term 2 courses. A maximum of 4 courses may be taken each term.

Term 1

CCP550 Basic Counseling Skills: Rogerian Therapy (includes assessment of preparedness for field experience)
CCP630 Human Development Across the Lifespan

Term 2

CCP540 Personality & Counseling Theory
CCP518 Research Design & Evaluation
CCP615 Psychopathology

Term 3

CCP650 Group Dynamics/Group Counseling & Human Systems
CCP622 Ethics & Professional Issues for School Counselors & Mental Health Practitioners
CCP639 Career Development

Term 4

CCP520 Counseling Practicum
CCP636 Psychological Testing
One SOPC elective course.

Term 5

CCP641 Counseling Internship/SAC Field Experience II
CCP754 Perspectives in Cross-Cultural Counseling
One SOPC elective course.

Term 6

CCP700 Internship Seminar/SAC Field Experience III
Two SOPC elective courses.

Term 7

CCP701 Advanced Internship Seminar/SAC Field Experience IV
(If field experience requirements are already completed, CCP701 may be replaced, with program chair approval.)
Two SOPC elective courses.

(All courses @ 3 credits.)

Course Descriptions — MEd

Alcohol & Drug Counseling (ADC)

ADC505 Alcohol and Drugs in Society - 3 credits

This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Bio-psychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods.

ADC510 Ethics and Boundaries for Substance Abuse Professionals - 1 credit

This course allows students to review ethical standards and raise awareness and standards. The course also addresses and educates participants in some of the common mistakes made by counselors in the substance abuse treatment field. Students studying to be substance abuse counselors are advised of certification requirements related to ethics.

ADC521 Practicum Seminar in Alcohol and Drug Counseling - 3 credits

Enrollment limited to 10. This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-5 TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as a an LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

ADC601 Role of the Professional in Alcohol and Drug Treatment - 3 credits

This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and agencies designed to promote appropriate and evidence based treatment for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

ADC611 Family Treatment of Substance Abuse - 3 credits

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over responsibility/under responsibility dynamic in families; the family intervention model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

ADC625 Psychopharmacology in Addictions Treatment - 3 credits

The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contra-indicated in persons with addictive disorders. Because psycho-pharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: anti-psychotics, anti-depressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

ADC642 Addiction Counseling - 3 credits

Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.

Psychology & Counseling (CCP)

CCP 512 The Cognitive Therapies - 3 credits

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 518 Research Design & Evaluation - 3 credits

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 520 Counseling Practicum and SAC Field Experience I - 3 credits

Prerequisite: CCP 550. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262 in order for students to meet requirements for licensure.

(Enrollment limited to 10) This course is intended for students beginning their master's program fieldwork. Counselor trainees become familiar with following: review the principles of therapeutic relationships and basic professional counseling skills and behaviors; developing techniques for communicating and working with families, agencies/systems, and school and community personnel; the use of supervision; beginning diagnostic skills; and DSM-5 TR. Participants complete case presentations, process notes, and treatment planning. Students take an active part in the didactic and demonstration parts of the class. This course will stress philosophy, principles, and practice of mental health/school adjustment counseling; therapeutic relationships; and federal, state, municipal and school laws. One contact hour of weekly supervision is required. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

This course addresses the following Massachusetts State Standards for School Adjustment Counseling: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires Practicum fieldwork of 100 contact hours and Internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. Standard f: Techniques for communicating and working with families and school and community personnel. Standard i: Federal and state regulations addressing the legal rights of students and families.

CCP 540 Personality and Counseling Theory - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure.

This course explores personality and counseling theories, identifying strengths and weaknesses in each theory. Cultural elements are stressed. Theories are approached from an eclectic standpoint, including normal and abnormal, social, intellectual, and emotional development. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling settings. We also explore modern notions of cultural and family identity, increasing our ability to adapt counseling theory to the strengths and needs of individuals in our contemporary, diverse client population. The on-line library is employed in this course to gather evidence and support project development and presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

CCP 550 Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits

The basis of therapeutic relationships is seen in Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and congruence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard a: Principles of therapeutic relationships.

CCP 561 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

It is strongly recommended that students participate in a practicum/internship while enrolled in this course. This course is for those beginning work with "multi-problem" families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Techniques for communicating and working with families in school and community settings are emphasized. Instructor and student generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers and agencies, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socioeconomic, linguistic and cultural differences which may affect families and relationship between the family and therapist. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel.

CCP 592 SOPC Exit Portfolio - 0 credit

An educational portfolio assembled by the student over the course of their studies. It highlights the student's professional knowledge, skills and abilities, and documents quality graduate level work.

CCP 600 Biopsychosocial Dimensions of Aging - 3 credits

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including "normal aging," common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 606 Family Treatment of Substance Abuse - 3 credits

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 609 Counseling for Grief and Loss - 3 credits

This course examines a broad range of topics within the scope of grief and loss, including Kubler-Ross' stages of grief and William Worden's task model. Students explore personal beliefs concerning grief and loss as the class examines the beliefs, death rituals and practices of a variety of cultures. This class addresses counseling challenges presented by clients who are experiencing loss. Students learn a current bereavement counseling model, then practice related techniques in classroom exercises. The class explores issues related to death and dying in contemporary society, including suicide, assisted suicide and capital punishment. Guest speakers may address special topics. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 615 Psychopathology - 3 credits

This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses, as well as the nature of normal and abnormal intellectual, social, and emotional development and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and sociocultural aspects of behavior, health and wellness, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to the organization of the DSM-5. Historical contexts in which psychopathology has been diagnosed and viewed from early medical concepts through the currently used Diagnostic Criteria in the DSM-5 are presented. Learning disorders, including emotional issues affecting student achievement and their treatments are investigated. Attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions focus on psychopharmacology, knowledge of medical conditions and medication related to physical disabilities and learning disorders, prevalent psychotherapies, and theories of abnormal behavior and development. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders from childhood throughout the lifespan.

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. Discussions also focus on health and wellness, multicultural issues, plus variables related to resiliency and student learning.

Additionally, the effects of abuse, violence, theories of normal and abnormal behavior and development are examined. Current research

that can assist the school counselor in developing a plan of action for referral and treatment that relates to personal, social and academic functioning of students will be procured through the online library.

This course utilizes films, tapes, case studies, class presentations, lectures, and group discussions. It includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. This course also includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: h: Knowledge of medical conditions and medication related to physical disabilities and learning disorders.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: e. Theories of normal and abnormal intellectual, social, and emotional development. c. Psychology of learning.

CCP 617 School Adjustment Counseling/School Social Work - 3 credits

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as: consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans, will be taught as well as treatment planning and goal writing.

The understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: c: Learning disorders, including emotional issues affecting student achievement, and their treatment. f: Techniques for communicating and working with families and school and community personnel. g: Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations. i: Federal and state regulations addressing the legal rights of students and families.

CCP 622 Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes best practices and strategies for dealing with ethical and legal dilemmas, including the ability to apply and practice ethical and legal standards in school counseling. School counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies including crisis/disaster preparedness and response, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations.

CCP 625 Foundations of Couples Counseling - 3 credits

Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 627 Family Assessment from a Multicultural Perspective - 3 credits

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 629 Geriatric Counseling - 3 credits

There are many unique issues that arise in providing counseling services to older adults. After discussing the "paradox of aging" — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 630 Human Development Across the Lifespan - 3 credits

This course will address the psychological and biological aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, intellectual, learning, social, normal and abnormal development; plus cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: b: Theories of normal and abnormal intellectual, social, and emotional development.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: c. psychology of learning, and e. theories of normal and abnormal, intellectual, social, and emotional development.

CCP 631 The Counselor in the Forensic Environment - 3 credits

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 634 Death and Dying - 3 credits

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 636 Psychological Testing - 3 credits

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 637 Neurobiology: Basics and Beyond - 3 credits

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neurological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 640 Addiction Disorders - 3 credits

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages

will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psycho-active drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: Standard d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 641 Counseling Internship/SAC Field Experience II - 3 credits

Prerequisites: CCP 520, CCP 550, CCP 650. (Enrollment limited to 10). This course provides a real life experience of providing mental health counseling services to clients/students. A minimum of 200 hours of field placement (225 for SAC students in school placements) gives the student intern an opportunity to learn, apply and sharpen diagnostic, treatment planning, counseling and consultation skills under the supervision of a qualified on-site field supervisor and overseen by a Cambridge College internship facilitator. (Students in SAC placements are also visited three times over the course of 2 sequential semesters by the Cambridge College visiting site supervisor).

Coursework integrates the practice of mental health counseling from screening through aftercare planning and discharge from treatment, with content areas necessary for appropriate client/student treatment including but not limited to: review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; the use of supervision; diagnosis and application of DSM5-TR treatment planning, application of appropriate counseling theories and related clinical interventions, methods and techniques, documentation of progress, referral and collaboration and treatment of treatment professionals and families. Case presentations, biopsychosocial histories, progress notes and other relevant documentation of the field placement will be presented in class. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. Students will share experiences with their internship seminar cohort. This internship must conform with Massachusetts regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites must pass MTEL Communication and Literacy Tests before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences). 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 642 Fundamentals of Pastoral Counseling - 3 credits

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client's spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 643 Medical and Psychological Aspects of Disabilities - 3 credits

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases and medical conditions they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential social implications consequent on these disabilities. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 650 Group Dynamics/Group Counseling and Human Systems - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure. This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. Students are taught to develop self awareness, sensitivity to others, and skills needed to relate to individuals and groups from diverse backgrounds.(No one will be admitted to the course in the event of failure to attend the first

session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: a: Principles of therapeutic relationships.

This course addresses the following Massachusetts State Standard for School Guidance Counseling: l. group counseling and group leadership.

CCP 652 Holistic Approaches to Psychotherapy - 3 credits

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 653 Religious Coping from a Sociocultural Perspective - 3 credits

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 654 Rehabilitation Plan Development - 3 credits

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with disabilities. This course will also address laws and ethical standards that impact rehabilitation counseling and the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics also include educational and vocational programs for individuals with disabilities in a diverse setting. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 655 Vocational and Affective Counseling - 3 credits

This course acquaints students with the process, history and philosophy of rehabilitation counseling. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling. This course will also address career alternatives for the rehabilitation counselor. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP639 Career Development - 3 credits

This course provides an experiential approach to career development for mental health, school and rehabilitation counselors to support clients with and without disabilities across the lifespan in both individual and group settings. Orientation to key assessment instruments, online resources, labor market information, transferable skills analysis, job placement strategies and work-related supports will be made to support the career guidance process and to develop comprehensive plans of action for clients.

CCP638 Group Work with Children and Adolescents - 3 credits

This course is designed to prepare students in the Mental Health, School Adjustment, and School Counseling programs to lead psychoeducational and/or counseling groups for children and adolescents. Class lectures and experiential activities will provide a theoretical and practical framework for organizing and leading theme-oriented counseling groups in school and community mental health settings. Readings will provide students with different theoretical perspectives on working with groups as well as the practical tasks in managing and working with school age youngsters in a group setting. Designing curriculum for the prevention and treatment of substance abuse, physical and sexual abuse, and violence as well as numerous other topics will be reviewed. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school/community settings. Application of ethical standards and legal requirements unique to counseling children and adolescents is included.

This course addresses the following Massachusetts state standards for school adjustment counseling: a. principles of therapeutic relationships. b. theories of normal and abnormal intellectual, social and emotional development.

This course addresses the following Massachusetts state standards for school counseling: f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. e. theories of normal and abnormal intellectual, social and emotional development. l. group counseling and group leadership.

CCP 657 Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits

This course will examine the ways in which spirituality and faith impacts a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide-variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 671 East & West: Self, Suffering, & Healing - 3 credits

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging

from Taoism and Buddhism to the perspectives of figures like Jiddu Krishnamurti. A central question of the course is: To what extent do Eastern ways of understanding human experience complement Western theories - or are their differences difficult to reconcile? This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 680 Human Sexuality - 3 credits

Sensitization to sexual issues and exploration of how a therapist's perceptions of such issues affects her/his work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 681 Mind, Body, & Emotion: a Holistic Perspective - 3 credits

This course reviews literature in animal and human behavior to provide a basic biological and behavioral framework for considering the relationship between the mind, body, and emotions. The historical view of emotion as an instinctual force that should be controlled is contrasted with an emerging understanding of emotion as an adaptive intelligence that deeply informs our relationship to the world. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 700 Internship Seminar and SAC Field Experience III - 3 credits

Prerequisites: CCP 520 and CCP 641, (Enrollment limited to 10). This course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC track students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). (Supervisors of School Adjustment Counseling students in school sites must also have ESE licensure as a School Adjustment Counselor.) Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas, as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel, and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. This course may be combined with CCP 701. The internship must conform to Massachusetts Regulations 262 CMR. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 701 Advanced Internship Seminar/SAC Field Experience IV - 3 credits

Prerequisites: CCP 520, CCP 641 and CCP 700; (Enrollment limited to 10). The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience (225 hour minimum for SAC program students in school sites) are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). Supervisors of School Adjustment Counseling students in school sites must also have ESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC Interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating student's advancement through their program of study is required in this course. This course may be cross listed with CCP 700. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

For SAC students in school sites: Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, clinical psychologist or psychiatrist is required. SAC students in school sites Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge College recommends that students in the SAC track have 225 site hours for each of the four field experiences.) 4: A passing score on the Communication and Literacy Skills test. Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school and community personnel.

CCP 710 Marriage and Family Therapy: Basic Counseling Skills - 3 credits

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 715 Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure.

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child in a multicultural society; exceptionality, techniques for communicating and working with diverse families, school and community personnel; play/activity techniques, multicultural group work. Also: assessment; diagnosis; gathering and communicating information; sensitivity to others; self awareness; culturally congruent educational programs; stereotyping; economic, social and political issues surrounding diversity; relevant state, municipal and school laws and regulations relating to ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal and abnormal development; enhancing a positive school climate in a multicultural school setting. The course also addresses issues impacting learning, achievement, and diversity with a final presentation utilizing the online library and other online researched based sites. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: f: Techniques for communicating and working with families and school and community personnel. i: Federal and state laws and regulations addressing the legal rights of students and families.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: h. Federal, state, municipal, and school laws and regulations. j. Resources within the school system or the community for referral. m. Development of skills for consultation with parents, teachers, and administrators.

CCP 716 Cognitive Behavior Therapy: Theory and Practice - 3 credits

This course reviews operant conditioning, classical conditioning and social learning theory, especially as they relate to the development and current practice of cognitive behavior therapy. Special attention is paid to dialectical behavior therapy as the most recent research based application of behavioral treatment, in combination with Eastern theories and practice. The primary focus of the course is on the actual practice in class of the most relevant behavioral techniques including: deep muscle relaxation, mindfulness mediation, systemic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues are specially considered as we progress through these and other techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Responsibility will be shared for presenting material throughout the class. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 722 The Life of the Family in Context - 3 credits

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 723 Narrative and Collaborative Approaches to Therapy - 3 credits

Postmodern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant/manager of the conversation, not the 'expert.' Language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a postmodern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 724 Post Traumatic Stress Reactions - 3 credits

This course focuses on theory, research and practice of trauma by addressing systemic and cultural aspects of diagnosis, assessment, dynamics, and trauma treatment. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 727 Clinical Interventions for Combat Stress and Trauma - 3 credits

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. Students will gain knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 728 Trauma Specific Interventions - 3 credits

Students will learn about assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will gain knowledge of theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive, behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. The acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCP 729 Trauma Intervention in Schools - 3 credits

This course is taught in the spring term only. Trauma, chronic fear and stress impact children's neurobiological development which affects critical brain functions (memory, language, problem-solving, higher order thinking, and executive function skills). The support a child/adolescent receives from those around them and the communities they inhabit heavily influences the trauma response and forward growth. Schools are children's communities. This course will explore the impact of trauma on the child/adolescent's neurobiological development, relationships, behavior, learning and academic performance. Trauma sensitive approaches in schools are described, including prevention and treatment of physical, sexual and substance abuse, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standard for School Adjustment Counselor/School Social Worker: d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.

CCP 754 Perspectives in Cross-Cultural Counseling - 3 credits

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Techniques for working with families and schools are also discussed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Adjustment Counselor/School Social Worker: Standard f: Techniques for communicating and working with families and school and community personnel.

CCP758 Clinical Practice in California - 3 credits

This course is only available at California locations and may not be offered at other locations. This course explores the intersection of the diversity of California culture and the practice of mental health counseling. Topics include: gender, gender identity and sexual expression; diversity in family organization and living arrangement; cultural and religious beliefs specific to California and the understanding necessary to provide effective therapy; family and community violence, crisis and emergency response, and treatment of trauma; local and regional supports and resources available to individuals and families; and socioeconomic factors specific to the diverse cultures found in California. Topics include child and intimate partner abuse, elder abuse and reporting requirements. (7 clock hours). this course include the fundamental occupational tasks of assessment, case presentation and collaboration, team membership and client interaction.

CCP 796 School Adjustment & Mental Health Counseling Field Experience Seminar A - 3 credits

Prerequisites: CCP520, 641, 700, and 701. (Enrollment limited to 10). This course is for students who have passed the MTEL and changed to the SAC Program after completing four internship/field experiences. The course focuses on students' counseling practice which is conducted in the field from week to week during the course. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 252 CMR) and, for SAC students, supervisors must also have ESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their College internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC interns will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this course.

This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required. Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge recommends that students in the SAC track have 225 site hours for each of the four field experiences. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school personnel.

CCP 797 School Adjustment & Mental Health Counseling Field Experience Seminar B - 3 credits

Prerequisites: CCP520, 641, 700, 701, and 796. (Enrollment limited to 10). This course is for students who have passed the MTEL and changed to the SAC Program after completing four internship/field experiences and CCP796. The course focuses on students' counseling practice which is conducted in the field from week to week during the course. A minimum of 225 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 252 CMR) and, for SAC students, supervisors must also have ESE licensure as a School Adjustment Counselor. Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self-assessment of these appropriate learning goals will be conducted by the student and their College internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas; as well as a review of the principles of therapeutic relationships, developing techniques for communicating with and working with families, agencies/systems, and school and community personnel; and the use of supervision. The diagnosis and treatment of learning and behavioral disorders, when to recommend an educational evaluation, an IEP or a 504 will also be discussed. SAC interns

will learn to develop plans for the prevention, treatment and referral of students engaged in legal or illegal substances, school violence, school crises and other situations. The completion of a portfolio demonstrating the student's advancement through their program of study is required in this course.

This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction. Onsite training supervised by a state-approved licensed/certified school adjustment counselor who also has clinical licensure as an LMHC, LICSW, LMFT, licensed psychologist, or psychiatrist is required. Students pass MTEL Communication and Literacy before entry.

The fieldwork experiences in this course address the following Massachusetts State Standards for School Adjustment Counselors: 3: A practicum of 900 hours, 450 of which must be working with children, adolescents, and families in an educational setting. (Cambridge requires practicum fieldwork of 100 contact hours and internship fieldwork of 600 contact hours). (Cambridge recommends that students in the SAC track have 225 site hours for each of the four field experiences. 4: A passing score on the Communication and Literacy Skills test.

Standard a: Principles of therapeutic relationships. c: Learning disorders, including emotional issues affecting student achievement, and their treatment. d: Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students. f: Techniques for communicating and working with families and school personnel.

School Counseling (CSG)

CSG 613 Counseling College Bound Students - 3 credits

This course explores college admissions, with emphasis on application and Admission criteria for various colleges. Students will gain an understanding of consultation, of resources available to counselors including print material, software, and web site exploration to assist college bound students. Students develop strategies to effectively work with high school students, parents, and college admissions personnel. Topics include college search, student academic development as related to post high school education, understanding testing and financial aid, development of a classroom guidance curriculum to support delivery of the college admissions process, support to parents, and outreach to students of all backgrounds, special populations, and cultures. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. Development of skills for consultation with parents, teachers and administrators. n. College counseling and use of college and other post-secondary resource materials (grades 5-12).

CSG 616 Counseling in the Schools - 3 credits

Pre Practicum: 15 hours of directed field-based training required for ESE licensure. This course explores history, philosophy and trends in school counseling. Topics include professional roles and practices, student counseling, multicultural issues, stereotyping, impact of socioeconomic status, gender and sexual identity, group work, assessment issues, behavioral observation, and a variety of traditional and developmental/ preventive classroom guidance approaches. The course is presented in a manner which includes individual and group counseling, and consultative perspectives. There is a strong emphasis on developing skills which allow interns to learn differentiated strategies to confront the achievement gap. Students learn to develop a professional identity as a person in the role as change agent, and to help students deal with crisis, emergencies, and disasters through intervening with important figures and organizations in their lives. A significant part of the course will deal with crisis intervention, learning to recognize symptoms of substance abuse in students and home-life where substance abuse occurs; consultation to teachers, parents and administrators with respect to promoting student well-being. Students will be taught to identify opportunities, especially from the community at large, than can enhance or impede growth and advancement academically and socially. Another focus will explore liaison opportunities with important individuals from the non-school community, and the roles of the peer group in the lives of children and adolescents. Students will also be taught to advocate for students and the policies in school and the community that are equitable for multicultural student populations. Through this course students will employ web searches to gather supporting data for presentations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: f. Knowledge of strategies used for the prevention and treatment of substance, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students. g. philosophy, principles and practices in school guidance counseling. j. resources within the school system or the community for referral.

CSG 682 Developmental Group Guidance Laboratory - 3 credits

Students will utilize the Massachusetts Model of School Counseling to develop proactive group guidance activities created in a learning laboratory. In the laboratory, students will be taught to develop, teach and evaluate proactive guidance lessons that address personal/social issues, academic achievement issues, and career guidance concerns. Students will deliver several major projects and one final project. Each project will consist of delivery tools: lesson plans, power-points, group activities, brief videos, discussion plans, and evaluation plans. All projects will be accumulated and distributed into a digital piece of work called The Counselor's Toolbox.

CSG 695 Counseling and Consulting Techniques Laboratory - 3 credits

Counseling skills such as interviewing, reflection, use of empathy, summarization, concreteness, genuineness, magic questioning, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors (substance abuse, physical abuse, suicide risk), body language, and underlying influences of problematic behavior. In addition, Solution Focused School Counseling, and other models of counseling will be explored. Students are taught to understand and develop multicultural awareness and competencies, and how to be an effective leader. The course will also address wellness programs for students, and methods of consulting to promote student academic, career and personal/social development in ways to help parents solve problems. Students will be introduced to principles of peer mediation, peer mentoring, and peer tutoring and engage in supervising peer interventions to solve problems. The course employs technology for student presentations, role taking, lecture, video, audio, presentations, readings and demonstrations, and fieldwork.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: m. development of skills for consultation with parents, teachers, and administrators.

CSG 789 School Guidance Practicum and Seminar – 2 credits

Prerequisites: Pre Practicum, CSG 695 and near completion of IRP.

Includes 100 clock hours of school-based fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance, co-leading a workshop or training seminar. The remaining 60 hours are considered indirect service and include observation and other on-site activities assigned by a counseling supervisor.

Seminar will stress roles, functions and professional identity; online research examining the design and implementation of transition curriculums, plus school to work programs, post secondary planning, and college admissions. Students employ teamwork, leadership strategies, and become involved in school counseling program management and evaluation. They study philosophy, principles, and practice of school guidance; federal, state, municipal and school laws, demonstration of basic counseling techniques reflecting an understanding of multicultural awareness; understanding and interpretation of the Massachusetts Comprehensive Assessment System (MCAS) and other test results to students, teachers, and parents; and engage in critical presentations of case studies. One contact hour of weekly supervision is required. Practicum evaluation and a minimum passing score of 55/80, and completion of all prerequisites is required to move into the Internship phase of the school counseling program.

This course addresses the following Massachusetts State Standards for School Guidance Counseling: b. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents, g. Philosophy, principles and practices in school guidance counseling: i. Federal, state, municipal, and school laws and regulations.

CSG 792E School Counseling Internship Fieldwork and Seminar I (PreK-8) 600 clock hours - 3 credits

CSG 792S School Counseling Internship Fieldwork and Seminar I (5-12) 600 clock hours - 3 credits

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the first of a two semester capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance

abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

CSG 793E School Counseling Internship Fieldwork and Seminar II (PreK-8) 600 clock hours - 3 credits

CSG 793S School Counseling Internship Fieldwork and Seminar II (5-12) 600 clock hours - 3 credits

Class preparation and assignments reflect levels preK-8 or 5-12 depending on fieldwork level and license level sought.

Onsite training supervised by a state-approved licensed/certified school guidance counselor at the level sought is required; currently, 600 contact hours minimum, 240 of which must be in direct service with students, and 360 hours of indirect service (per CACREP National Standards). Entry requires approval from school guidance counseling chair. Students must pass required parts of MTEL (Massachusetts) or other state tests before entry.

This is the second of a two semester capstone experience where interns engage in the role of school counselor and attend a seminar that runs concurrent with fieldwork. Interns work with children and adolescents under supervision of a licensed school guidance counselor. They participate in individual and group counseling; utilize technology in the counseling process; apply counseling principles to career, social, personal, and academic development of students, and students with normal and abnormal behavior. Students are taught to use measurable outcomes for school counseling programs and activities. They utilize behavioral observation and program evaluation in planning successful interventions for students. They work with special education teams in understanding diagnosis of learning and behavior disorders. Interns are introduced to resources within the school district and community for referral. They develop plans for the prevention, treatment and referral of students engaged in legal or illegal substance abuse, personal, physical, and sexual abuse, school violence, school crises and other trauma causing situations. Students engage in ethical and legal practices of school counseling; campaign for an identity as a school counselor; work in support service teams to identify opportunities that enhance or impede academic, personal/social and career development. They work with task and peer counseling groups; deploy multicultural strategies in relation to diversity, equity, and opportunity in student learning; involve parents to promote academic, personal/social, and career development. Students are taught to use data to make decisions regarding accountability; learn and practice concepts, principles, and strategies to help close the achievement gap and school drop-out; employ suicide risk procedures; and are involved with designing curriculum and instructional strategies to teach a developmental guidance curriculum. Students also apply consultation strategies with parents, staff, administration and community resources; plan and implement developmental classroom guidance programs; learn the special education referral processes; and are taught to recognize and discuss personal limitations in supervision. Students are expected to utilize leadership strategies in the planning and implementation of parent education programs, and advisor/advisee programs. And lastly, students become familiar with the state achievement tests and the state curriculum frameworks. One contact hour of weekly supervision with a licensed supervisor and attendance at a seminar that runs concurrent with fieldwork is required.

The fieldwork experiences in this course address all of the Massachusetts State Standards for School Guidance Counseling (except standard k).

Course Descriptions — CAGS

CCA 700 Biopsychosocial Dimensions of Aging - 3 credits

Students explore the biology, psychology and sociology of aging, with an emphasis on how these issues manifest in clinical settings. Students will explore the biology of aging, including "normal aging," common physical changes, medical conditions, and related functional impairment. Psychosocial issues will also be addressed, including multigenerational family dynamics, aspects of adult development (e.g. generativity, successful aging), and common late-life stressors (e.g. financial strain, bereavement, housing changes). This course will also explore sociocultural trends in aging such as cohort differences between generations, multicultural concerns, ageism and discrimination. Students will also obtain an overview of public health policy, advocacy and case management, as they relate to counseling work with older adults. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 704 Psychopharmacology - 3 credits

This course will assume a significant level of proficiency in differential diagnosis as well as a basic understanding of neuroanatomy, neurophysiology and the major psycho-tropic medications. The main thrust of this course will be the development of a fuller appreciation of antipsychotics, antidepressants, mood stabilizers and anti-anxiety agents as they relate to the client's clinical picture. There will also be a strong consideration of side effects: e.g. tardive dyskinesia, ethical issues and current research of treatment outcome. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 705 Human Sexuality - 3 credits

Basic understanding of sexual function, sexual dysfunction and appropriate intervention methods are reviewed, and this course goes beyond that point. Students are expected to develop expertise in relevant DSM-5 categories and best practices in this very important aspect of counseling. Throughout the course students are directed to focus on relevant transference and counter-transference issues. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 708 Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits

This course takes special notice of the diversity of those seeking counseling services and emphasizes approaches which honor the socio-economic, linguistic, and cultural differences which may affect families in working with a therapist. Techniques for communicating and working with families in school and community settings are highlighted. The emphasis is on a systemic, strength-based model that the instructor and student can practice applying and further developing through classroom feedback. To this end, it is strongly recommended that students participate in practicum/internship while taking this course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 709 Basic Counseling Skills: Rogerian - 3 credits

This course is presented as a foundation for any counseling work that the student would be involved in. Carl Rogers theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic understanding, unconditional positive regard, and consequence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 710 Child and Adolescent Psychological Development - 3 credits

In providing counseling services to those seeking such services – especially the child and adolescent – it is critical that the counselor have a thorough understanding of normal as well as abnormal development. This course meets that need for those developmental issues from birth through young adulthood. The student taking this course is looking at theory and the application of issues such as physical, intellectual, learning, social, moral, normal and abnormal development, plus cognitive, moral and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 714 Geriatric Counseling - 3 credits

There are many unique issues that arise in providing counseling services to older adults. After discussing the "paradox of aging" — that older adults generally have increased cognitive and physical problems yet also report higher well-being — this course will explore the differential prevalence and symptomology of various mental disorders in older adulthood. Students will also learn about the major types of dementia and related treatment issues (e.g. behavioral interventions, working with family caregivers). Students will be taught about evidence-based clinical interventions for older adults, such as cognitive-behavioral therapy, problem-solving therapy, and reminiscence/life review. Students will also learn about the unique professional issues that arise in providing mental health counseling to older adults in the variety of settings in which treatment often occurs (e.g. long-term care, outpatient mental health, hospitals, social service agencies, and home-based treatment.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 715 Counseling Children and Adolescents in Context - 3 credits

The emphasis in this course is on diversity as it affects children and adolescents. Diversity is looked at along ethnic, religious, spiritual, linguistic, racial, and gender dimensions. The student learns to look at the world from the client's perspective; both empathically and systemically. Topics include: the world of the child, exceptionality, techniques for communicating and working with families in school and community settings, play/activity techniques, group work; Also: assessment; diagnosis; gathering and communicating information; relevant state, municipal and school laws and regulations; ethics; ethnic, linguistic, racial, gender and religious diversity; interviewing; dealing with research; resources and referrals within schools and community; hazards and problems of normal development; communicating with children and adolescents of different ages. The students are expected to apply this learning to their own personal and professional spheres and share their responses to this in class for feedback. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 720 Psychopharmacology in Addictions and Mental Health Counseling - 3 credits

The use of medications in the treatment of alcohol and drug dependence and their co-occurring disorders has historically been controversial. Newer medications with less potential for addiction are increasingly being used, including agonist and antagonist drugs designed to have a direct impact on the neurochemistry of addiction. Finding the balance between treating dependence and co-occurring depression, anxiety, trauma and other disorders poses a special challenge, and it appears that addressing these issues concurrently shows the most success. This course will review current clinical models of intervention and differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will set the stage for an examination of major psychotropic medications, including antipsychotics, antidepressants, mood stabilizers and anti-anxiety medications, as well as newer medications for addictions treatment. This course will be grounded in clinical material and frequent presentation of case material. Requirements will minimally include one topical presentation. Students will be expected to have a working knowledge of addiction disorders and dual diagnosis, and will develop a proposal for advanced individualized research with their instructor. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 723 Narrative and Collaborative Approaches to Therapy - 3 credits

Post-modern therapy is a radical shift in both the stance of the therapist and in how therapy is conducted. For example: the therapist is the participant-manager of the conversation, not the 'expert': language, rather than interactional pattern, is the system; meaning and understanding are achievable through continued efforts; difficulties are constructed in the language system and can be 'dissolved' through language; and change occurs through development of new language. In this course, students will have their assumptions challenged and play an active role in co-creating a post-modern experience of meaning-making in the classroom. Ideas will be practiced both in and out of class, so students are strongly encouraged to take this course concurrently with their internship. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 724 Post Traumatic Stress Reactions - 3 credits

This course focuses on advanced findings and current controversies in the theory, research and practice of trauma. It addresses systemic and cultural aspects of trauma in addition to diagnostic and assessment issues. This includes acute stress disorder, post traumatic stress disorder and complex PTSD, as well as dual diagnoses. Immediate and long-term effects of trauma on various populations will be explored: trauma in adults, children, and families, sexual and physical abuse survivors; victims of crimes, large scale disaster, war; workplace violence and complicated grief. Other topics include trauma resilience, natural courses of coping; transgenerational aspects of traumatization and life span perspectives on trauma.

CCA 727 Clinical Interventions for Combat Stress and Trauma - 3 credits

This course is taught in the fall only. The content and design of this course is to familiarize students with the history, diagnosis and treatment of combat stress and trauma (CST) in the lives of primarily military people, but also the effects of CST on civilian populations exposed to war operations. The course will further provide advanced information concerning the effects of CST on veterans' families. Through lecture, class discussion, directed readings and case studies, students will become acquainted with causes and effective treatments of CST. Emphasis will be placed on diagnosis, treatment, referral resources and the support systems. CAGS students will gain advanced knowledge of: 1) the prevalence and complexity of combat stress and trauma; 2) counseling and treatment methods for returning veterans and their families; and 3) referral resources for veterans. Students will demonstrate proficiency in understanding the nature and complexity of combat stress and trauma. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 728 Trauma-Specific Interventions - 3 credits

Students will gain advanced knowledge of assumptions, principles and concepts of trauma-specific treatment approaches and trauma-informed care. Students will learn the theory and practice of psychological first aid, its application in disaster mental health, crisis intervention and crisis counseling. They will become familiar with major approaches in trauma treatment: individual and group trauma counseling, cognitive behavioral, psychodynamic, and exposure therapies, psychopharmacological treatments, and newly emerging approaches. the acquired knowledge and skills can be applied in providing individual and group crisis intervention, brief trauma counseling and treatment of survivors of sexual abuse, war trauma, torture, disasters and workplace violence and other. The ethics of trauma work will be thoroughly covered.

CCA 729 Trauma Interventions in Schools - 3 credits

This course is taught in the spring only. This course explores the impact of trauma and the child/adolescent's neurobiological development, relationships, behavior, learning, and academic performance. Traumatic experiences from violence, disasters, war, physical and sexual abuse, and traumatic grief all impact a child's ability to function in school. Trauma sensitive approaches in schools will be introduced, as well as clinical interventions related to stabilization and the development of coping and social skills. School and system-wide crisis prevention, intervention and postvention planning and implementation will also be reviewed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 731 The Counselor in the Forensic Environment - 3 credits

This course explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 734 Death and Dying - 3 credits

In this course, students will explore an overview of common end-of-life issues that arise when counseling dying clients and their family, e.g. discussion of goals of care (e.g. DNR/DNI), psychological treatments for pain, multicultural factors, familial conflict, anticipatory grief, bereavement, and death anxiety. Students will also learn about palliative care, hospice care, and the complex bioethical issues that can arise in this work. Lastly, students will explore what it means personally to work with this population, with discussion of compassion fatigue and burnout prevention. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 736 Psychological Testing - 3 credits

This course provides an overview of psychological testing including a review of projective testing and techniques for individual and group administration for understanding personality development and pathology, basic administration, scoring and diagnostic skill development. This course reviews instruments including TAT, MMPI and Roschach as well as language and alternative non-language based intelligence tests, achievement tests including the WISC-IV, the Woodcock-Johnson III, tests of nonverbal intelligence, and other state-of-the-art diagnostic tools. Emphasis is on clinical integration of the testing materials, useful intervention strategies and recommendations for the counselor, treatment team and/or referral agent. Test reliability, validity, standard deviations, scaled scores, percentiles and interpretation of significant differences are taught.

CCA 737 Neurobiology: Basics and Beyond - 3 credits

In this three credit course, we will explore neurobiology as it relates to emotional, behavioral and cognitive development and expression. The last decade, with the benefits of technology and research, has witnessed a renewed convergence of psychiatry and neurology. Emotional factors are often expressed via neuerological symptoms and neurological deficits often resulting in psychological symptoms. This course will identify key areas in the brain, nervous system, and the interrelationship with internal and external factors that shape who we are and what we do. Through presentations, discussion and experiential practice, students taking this course will leave with a greater understanding of the brain/body connection as it relates to stress, trauma and the myriad of neurological and emotional pathologies.

CCA 746 Marriage & Family Therapy: Basic Counseling Skills - 3 credits

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists. Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored. One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 747 Vocational Analysis and Job Placement - 3 credits

The career development and work adjustment components of the course focus on such theories as Roe, Holland, Ginzberg, Super, Tiedman and Minnesota Theory of Work Adjustment. This course addresses vocational implications associated with disabilities and the use of transferable skills analysis, occupational and labor market information to guide career planning, especially for special populations. Job analysis, ergonomics, and assistive technology will also be discussed to address job accommodations in the workplace. Job placement strategies as well as employer considerations will be addressed. This course is limited to students in the Rehabilitation Counseling concentration or certificates.

CCA 748 Rehabilitation Plan Development - 3 credits

This course acquaints students with case and caseload management, delivery systems for public, private and nonprofit settings for individuals with disabilities. This course will also address laws and ethical standards that impact rehabilitation counseling and the range

of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics also include educational and vocational programs for individuals with disabilities in a diverse setting.

CCA 749 Holistic Approaches to Psychotherapy - 3 credits

Through exploring a range of integrative approaches to counseling and psychotherapy this course aims to elucidate holistic assumptions behind counseling people in psychological distress.

CCA 754 Perspectives in Cross-Cultural Counseling - 3 credits

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental health and deviant behavior are discussed. Additionally, the importance of understanding the cultural context when communicating and working with families within school and community settings is emphasized, both in the prevention and resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 756 Substance Abuse in the Family - 3 credits

This course looks at substance abuse counseling in the context of the family. The systems perspective tells us to assess the function of addictions, codependency, scapegoating and sobriety, and other related issues in the family. The prevention and treatment of substance abuse, and the relationship between substance use and violence, physical and sexual abuse within the context of the family is discussed. This course helps the advanced student to develop his or her own model of assessment and intervention in this area. Students are expected to apply these skills in their professional life and share with the class their reframing of past experiences from their new perspective. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 758 Religious Coping from a Sociocultural Perspective - 3 credits

This course will examine the stress experience of marginalized groups and explore the ways in which religion, spirituality and/or faith is used to help individuals cope. We will study traditional stress and coping theory, and religious coping theory to examine the applicability of these models for oppressed and marginalized populations. The course will explore the ways in which certain theories and models for mental health practice have historically pathologized the faith experience of some groups. The course will contrast this study with a look at liberation theologies for its role in helping to empower individuals and communities dealing with systemic stressors and oppression. Students will develop skill in integrating these frameworks and understandings into effective clinical practice. Diverse populations and faith traditions will be explored.

CCA 759 Vocational and Affective Counseling - 3 credits

This course acquaints students with the process, history and philosophy of rehabilitation counseling. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling. This course will also address career alternatives for the rehabilitation counselor.

CCA 760 Vocational Assessment and Evaluation - 3 credits

This course provides an orientation to individual appraisal, standardized testing, and test and measurement principles. It focuses on standard test areas such as achievement, aptitude, interest, personality, situational testing; behavioral observation and commercial work samples.

CCA 761 Terror, Trauma and the Sacred: Psychological and Spiritual Perspectives - 3 credits

This course will examine the ways in which spirituality and faith impact a person's response to crisis. We will examine case examples of individuals and communities dealing with issues of grief and loss; death and dying; natural disasters; and trauma and victimization. The course will explore a wide variety of spiritual and faith-based frameworks for the perspectives they provide on suffering, hope and healing. Students will develop skills and techniques for crisis management and counseling from a faith-based perspective.

CCA 766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits

This course expects students to look at cultural and religious issues at both personal and professional levels. Students look at their transference/counter transference potential around aspects of culture, religion, spirituality, race and related topics. Further, students look at these same issues in the workplace and develop a better understanding of the institutionalization of myths related to these areas and develop personal action plans to help themselves to avoid the attendant pitfalls. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 768 Addiction Disorders - 3 credits

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. The prevention and treatment of substance abuse in people of all ages will be explored, as well as the relationship between substance use, violence, and physical and sexual abuse. Topics include: theories of etiology of addiction; pharmacology of psychoactive drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 771 Professional Issues and Ethics in Counseling and Family Therapy - 3 credits

Students develop their own written manuals and action plans for responding to professional issues and ethics as counselors. The concerns addressed include: professional roles and functions, goals and objectives, ethical and legal standards, cross-cultural and cross-social class practice, professional liability, professional organizations and associations, professional history and trends, standards for supervision and independent practice, and preparation standards and credentialing. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 772 Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-5 TR Axes and classification of the various disorders that encompass a wide range of problems across a spectrum of developmental milestones and levels of severity. Special attention is paid to the relationship between Axis I clinical syndromes and Axis II personality disorders and features. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other related ethical issues are considerations throughout the course. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 773 Group Dynamics/Group Counseling and Human Systems - 3 credits

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. (No one will be admitted to the course in the event of failure to attend the first session.) Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 774 Biological Bases of Behavior - 3 credits

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influence human behavior. The course includes the interactive effects of mental illness, coping skills and physical health as well as the effects of medication and other agents on human behavior. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 775 Substance Abuse: Advanced Clinical Methods - 3 credits

This course requires students to develop a written manual of assessment and intervention theory and technique for working with substance abusers. Topics covered include working with dual diagnosis clients, adolescent substance abusers, women's treatment issues, working with diverse client populations including HIV-positive clients, relapse preventions, the use of strategic and paradoxical interventions, and certification of substance abuse counselors. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 776 Basic Techniques in Brief Therapy - 3 credits

This course requires students to develop their own "action manual" for brief therapy practice. It will include the theory behind this approach, criteria for when to use it, sample treatment plans, catalog of techniques for treatment and termination, and a listing of relevant ethical concerns. Course format includes lecture, discussion, demonstration, and participatory exercises. Students share their own cases for discussion and analysis. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 777 Cognitive Behavior Therapy - 3 credits

This course will review operant conditioning, classical conditioning, and social learning theory especially as they relate to the development and current practice of cognitive behavior therapy. Special attention will be paid to dialectical behavior therapy (DBT) as the most recent research-based application of behavioral treatment in combination with Eastern theories and practice. The primary focus of the course, however, will be on the actual practice in class of the most relevant behavioral techniques. Those techniques will include deep muscle relaxation, mindfulness, meditation, systematic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues will be a special consideration as we progress through these and other techniques. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 778 Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits

This course focuses on the application and interpretation of standardized tests used in cognitive and academic assessments. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. In addition to the Wechsler Scales and other cognitive tests, use of alternative, non-language-based tests to assess intelligence is also discussed. Achievement testing and use of the WIAT (Wechsler Individual Achievement Test) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other

state competency tests with regard to interpretation to students, teachers and parents, and discusses factors related to school achievement and state-approved curriculum frameworks. Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing. Students explore the use and misuse of standardized tests with minority groups, the diagnosis of learning and behavioral disorders, and how to prepare reports that are easy to understand for non-specialists, parents, members of a diagnostic team or school personnel.

The referral process as it relates to professionals in guidance/school adjustment counseling, school psychologists and licensed psychologists is a focus of discussion. This includes understanding of the diagnosis and treatment of learning and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services. Knowledge of IEP/Special Education time lines is conveyed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 780 Foundations of Couples Counseling - 3 credits

This course provides experienced counselors with a format for working with couples in treatment. Students survey a variety of theoretical approaches and then focus upon one for the remainder of the class. Therapy techniques are learned such as family structure, doubling, role playing, use of homework, and paradoxical interventions. Special topics in couples work are covered such as domestic violence, divorce and substance abuse. Assessment, treatment planning, and termination are also addressed. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 781 Foundations in HIV/AIDS Education and Counseling - 3 credits

This course gives an overview of medical and psychosocial issues confronting HIV-positive clients and their significant others. It reviews the purpose and procedures of conventional interventions, alternative treatments, and social service modalities. Social, cultural and political forces that impact client acceptance, adjustment, and adaptation processes are examined. Training, supervision and respite concerns of educators and counselors are also considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 782 School Adjustment Counseling/School Social Work - 3 credits

Offered in Fall and Summer only. This course explores the roles and functions of school adjustment counselors with students identified as having emotional, behavioral, and social problems. This course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Techniques for working with families, school and community personnel are emphasized. Clinical school counseling and systems issues are explored as well as consultation; harm prevention and reduction; and the evaluation and utilization of community resources. Assessments such as genograms, biopsychosocial assessments, functional behavior assessments and behavior intervention plans will be taught, as well as treatment planning and goal writing. Understanding of the diagnosis and treatment of learning, emotional and behavioral disorders, when to recommend an IEP, when a 504 is most appropriate, and when students do not qualify for services, is emphasized. Knowledge of IEP/special education time lines is conveyed. The referral process for students and their families to obtain services and supports in the community is a focus of discussion, as well as advocating and facilitating relationships with community and government agencies. The course addresses a working knowledge of the juvenile justice system with regard to criminal justice, child protection, CHINS laws and regulations, as well as federal and state regulations addressing the legal rights of students and their families. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 783 Career Counseling - 3 credits

This course is intended is help the experienced professional to understand the theory behind career counseling by looking at how they arrived at this point in their own development. It will also focus on when to refer someone to career counseling, what to expect, and what can be learned from interest inventories. This course stresses a practical approach to career development. Students should have access to the book What Color is Your Parachute? or How to Create a Picture of Your Ideal Job or Next Career. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 785 Human Psychological Development - 3 credits

While the practicing clinician, educator, or related human services professional is facing the daunting task of working with the process of human development gone awry, not all aspects of the physical, emotional, cognitive, moral, and vocational aspects present are problematic. This issue can be further complicated by ethnic, gender, and other cultural differences. This course seeks to explicate the issues of “normal” versus “abnormal” development and, in fact, will also focus on the adaptive aspect of these supposedly abnormal responses to very stressful and often traumatic life situations. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 786 East and West: Self, Suffering and Healing - 3 credits

This course considers theories of mind and behavior in Eastern philosophy and Western psychology. The aim of the course is to elucidate different perspectives on the nature of self and human suffering, and to understand suggested pathways to the alleviation of suffering. We will examine Western theories ranging from psychoanalysis to transpersonal psychology, as well as Eastern traditions ranging from Taoism and to what extent Eastern ways of understanding human experience complement Western theories--or are their differences difficult to reconcile?

CCA 791 Ethics & Professional Issues for School Counselors / Mental Health Practitioners - 3 credits

This course explores several models of school counseling and mental health counseling and the relationship to relevant ethics, federal, state, municipal, state laws, and standards and regulations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined along with consultation, harm prevention and reduction, and the evaluation and utilization of community resources. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies, cross cultural, cross social class practices and their impact on mental health and school counseling. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 792 Counseling in the Schools - 3 credits

A major part of this course will focus on how to consult with teachers, parents, and administrators in a variety of school settings. There will also be a focus on how to liaison with important individuals from the non-school community. Students will also develop a thorough understanding of the role of school counselor and the functions of counseling in the school system. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 796 Personality and Counseling Theory - 3 credits

This course focuses on students having a thorough understanding of psychoanalytical, behavioral, and personality-centered approaches to personality theory. theories of normal, abnormal and emotional development are explored in relationship with personality theory. Various theories are placed in relationship to these anchor points. Students practice applying these to cases in classes and then write a paper focusing on a particular individual. There is also strong emphasis on understanding the importance of personality theory in both differential diagnosis and in developing best practices. These three approaches are then looked at as they relate to recent advances in neurobiological research. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 797 Family Assessment from a Multicultural Perspective - 3 credits

This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 801 Foundations of Social Science Research - 3 credits

This course 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. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 805 CAGS Mental Health Practicum - 3 credits

The Commonwealth of Massachusetts specifies that this practicum be supervised by an “approved supervisor” as defined in 262 CMR 2.00 in order for students to meet requirements for licensure. Enrollment limited to 10. This course is intended for CAGS students who have not completed a practicum in their master’s degree program of study. Students become familiar with the principles of therapeutic relationships and basic counseling skills and behaviors. They will develop techniques for working with individuals, groups and families as well as using supervision. They will complete case presentations, process notes and formulate treatment plans. Students take an active part in the didactic and demonstration parts of the class. The course will stress philosophy, principles and the practice of mental health counseling. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 806 Fundamentals of Pastoral Counseling - 3 credits

This introductory course will provide an integrative study of psychological, spiritual, and faith-based frameworks. The course will explore the role of spirituality in clinical practice, and train students on how to effectively integrate a client’s spirituality into various phases of counseling, including clinical assessments and intervention. We will study several theories and models for spiritually-informed psychotherapy from diverse perspectives. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA808 Medical and Psychological Aspects of Disabilities - 3 credits

The course offers students with little or no exposure to advanced medical sciences the opportunity to examine the physiological and anatomical basis for many chronic diseases and medical conditions they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential social implications consequent on these disabilities.

CCA 820 Counseling Internship Seminar - 3 credits

Students’ current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 821 Advanced Internship Seminar - 3 credits

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service, are required for licensure. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 823 Counseling Internship Seminar III - 3 credits

This is a third term of Advanced Internship available to students in the CAGS program, needing to complete the hours required for licensure or for students seeking to gain additional licensure hours that may be required for other states. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service are required for licensure in Massachusetts, divided into 100 hours of practicum experience and 600 hours of internship experience. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 825 Counseling Leadership Seminar

This class focuses on developing advanced counseling skills and culminates in completing a thorough literature review and presentation on an area of clinical interest. Students develop advanced knowledge in a chosen topic and strong research skills as a scholar-practioner. Students will also give case presentations about their counseling work and learn advanced case conceptualization, diagnosis, treatment planning, and counseling technique.

CCA 830 Advanced Counseling Practice

This class prepares students for leadership roles within their organizations/institutions, discusses launching a private practice, as well as opportunities for leadership in the counseling field. Students will learn skills in supervision/consultation, advocacy, community and systems levels interventions, administrative and program development skills. Students will also develop project management and business planning skills.

CCA 831 The Cognitive Therapies - 3 credits

Therapeutic applications of the cognitive theorists will be explored. Among the theorists are Insoo Kim Bergh (brief solution focused therapy), Aaron Beck (cognitive therapy), Richard Glasser (choice therapy), Albert Ellis (rational-emotive behavioral therapy), Arnold Lazarus (multi-modal therapy) and select others. Using didactic, video and experiential exercises, the course will address mental health issues in children and adolescents, addiction and substance abuse, bereavement, and family structure. This course includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

CCA 832 Life of the Family in Context - 3 credits

This course examines the evolution of the family in the context of the social environment in which it exists. Traditional family values and structures are examined as well as more modern and nontraditional situations that may include: the divorced family, the gay/lesbian family, families of war, immigrant families, religious families, foster/alternative family environments, families of abuse, grandparent/grandchild families, culturally blended families, addicted families, and families experiencing mental illness. An exploration of personal and professional experiences and the lenses through which we view families as well as challenges to traditional family concepts will be considered. Includes the fundamental occupational tasks of assessment, case presentation, case collaboration, team membership and client interaction.

Main Campus

New Location, New Facilities, New Opportunities

Cambridge College opened its new campus in Boston's historic Charlestown in Fall 2017. The new campus consolidates the College's four schools into a conveniently located and unified state-of-the art campus.

Located in the heart of Boston's vibrant Charlestown neighborhood, the new campus sits in the original home of the quintessential New England dairy company H.P. Hood and Sons. The bright and expansive campus offers a wide array of student centric amenities including multiple gathering spaces for small group work, flexible classrooms, ample free parking, a bus shuttle service, the CC Store, the CC Bistro, and more.

The Hood park campus is easily accessible to communities throughout Greater Boston and the surrounding areas. Anchored by the dramatic Bunker Hill Monument and the USS Constitution in the Navy Yard, our Boston campus is in close proximity to downtown Charlestown and landmark development projects such as Assembly Row and the Schrafft Center. Cambridge College's new campus joins a dynamic community that has become a mecca for some of Boston's leading companies in finance, education, health care, technology and more. An array of anticipated new projects will provide a vast offering of housing and retail opportunities, green space, restaurants, and other exciting resources for the neighborhood.

The College does not provide dormitory accommodations.

Library Services

www.cambridgecollege.edu/resources/library-services

The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

Academic Support and Learning Assessment

Cambridge College offers assessment and tutoring opportunities to assist students to achieve their academic goals. Assessment activities are available primarily to undergraduate students. All students can readily find information about assessment and make appointments with writing and math tutors through the Center for Excellence in Learning and Teaching.

Computer Lab and IT Support

The College supports wireless technology at the Cambridge main campus. The Information Technology Department maintains staff and student computer labs and help desk support through phone and e-mail contact.

Disability Support

The College provides disability support and education accommodations for students through the Office of Student Affairs. The facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

Directions and Parking

See also cambridge.cambridgecollege.edu/contact-us/ma/driving-directions.

Public Transportation. Cambridge College is convenient to the MBTA Orange Line. It is a short walk from either the Community College or Sullivan Square stop where many connecting MBTA buses are available. See www.mbta.com for Orange Line, connecting buses and other subway schedules.

From the north, follow I-93S to Exit 28 towards Sullivan Square. Take the ramp on the left to Sullivan Square. Keep going straight on Maffa Way until you hit the Sullivan Square traffic circle. Take the first exit onto Rutherford Ave. In approximately 500 feet, the entrance to the campus will be located on the right, with parking available in both the North and South Lot.

From the south, follow I-93N to Exit 28. At the bottom of the ramp, take a right onto Cambridge Street. At the traffic circle, take the first exit onto Rutherford Ave. In approximately 500 feet, the entrance to the campus will be located on the right, with parking available in both the North and South Lot.

From the Mass Pike (I-90) take exit 18 (Allston-Cambridge), follow ramp directions to Cambridge. At the traffic light, go straight across the intersection and across the bridge over the Charles River. At the end of the bridge, take a right at traffic lights onto Memorial Drive and follow directions from Memorial Drive, below.

From Route 2 and Memorial Drive. Take Route 2 to Memorial Drive. Continue along the Charles River past Harvard University and MIT. Bear right as road curves over water and then to the left onto Land Blvd. At the light after the Sonesta Hotel, go straight ahead through the intersection across the Gilmore Bridge. At the end of the bridge, turn left onto New Rutherford Avenue, staying in the left lane, and at fork stay right going toward Sullivan Square/Somerville/Medford. Keep left and in about 1/3 of a mile, take u-turn onto other side of Rutherford Avenue. Hood Park/500 Rutherford Avenue will be immediately on the right.

From the northeast via Tobin Bridge. Take exit right toward I-93 N/Somerville Charlestown on the right. At stop light, take a left. Then, keep left. Continue straight, then take exit on right toward Sullivan Square/Somerville/Medford. Keep left and in about 1/3 of a mile, take u-turn onto other side of Rutherford Avenue. Hood Park/500 Rutherford Avenue will be immediately on the right.

Free parking at Hood Park/main campus.

Emergency/Weather Closing

Closings or delays for Cambridge are posted on:

- RAVE text message notifications.
- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook and Twitter pages.
- TV channels 4, 5, 7, 25, 38, 56

If you do not have internet access, please call the school at 1.800.877.4723. The answering service is notified of any campus closings or delays.

Regional centers have procedures specific to their locations. Contact the center for details.

Regional Locations of Cambridge College

Cambridge College maintains regional locations in Massachusetts and across the United States offering undergraduate, graduate and post-graduate degrees and certificate programs.

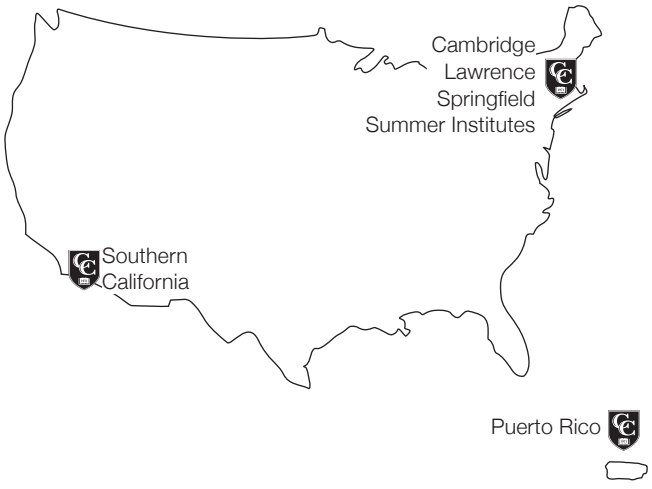
- Cambridge College Lawrence — Lawrence, MA
- Cambridge College Springfield — Springfield, MA
- Cambridge College Puerto Rico — San Juan, PR
- Cambridge College Southern California — Rancho Cucamonga, CA

Cambridge College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. Additionally, Cambridge College has sought and received state approval to operate in the states in which the regional locations are located.

All College programs are evaluated for consistency and quality control throughout the main campus and regional locations by the Office of Academic Affairs and Deans of the Schools. Educator licensure degree programs are approved by the Department of Elementary and Secondary Education, Malden, Massachusetts.

Oversight and Communications

The Provost/Vice President of Academic Affairs Office maintains oversight of the Cambridge College regional locations (sites). Regional site directors represent the College policies and procedures to students and local agencies and act as the local authority in the chain of communications. Administrative, academic and operations offices at the main campus engage with the regional Cambridge College offices for purposes of strategic planning, information sharing, and problem solving. Directors conference weekly and are part of the monthly Senate, Dean's Council and Management Council meetings at the main campus. Regional site directors and faculty are the first choices when students have information needs or concerns. The main campus offices collaborate with the regional offices in supporting the needs of our students throughout the nation.



Cambridge College Lawrence

280 Merrimack Street, 5th Floor, Lawrence, MA 01843 • 617-873-0484 • lawrence.cambridgecollege.edu

Cambridge College is recognized in Lawrence as a member and supporter of the community, serving to secure the economic prosperity of tomorrow's workforce by expanding access to quality, flexible and affordable higher education to the Lawrence community. The College equips students with the tools and resources that are critical to their success inside and outside of the classroom.

The College has been a local leader in adult education and symbol of access to quality education since 2003, serving Lawrence and communities throughout the Merrimack Valley. With academic programs chosen to enhance the career advancement of community members, the College is a model for higher education services supporting diverse student needs.

Location and Facilities

In September 2016 the Lawrence location moved to a larger space at 280 Merrimack Street, on the fifth floor of this newly renovated building. Located in the heart of the Riverwalk, the new campus offers students large modern classrooms, improved technology, student-focused amenities such as a spacious computer lab and a One Stop Resource center, ample complimentary parking, and easy access from major highways.

Articulation Agreements

Articulation agreements are partnerships between Cambridge College and community colleges that facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Holyoke Community College
- Jewish Vocational School
- Mount Wachusett Community College
- Northern Essex Community College
- Quincy College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston

Library Services

www.cambridgecollege.edu/resources/library-services

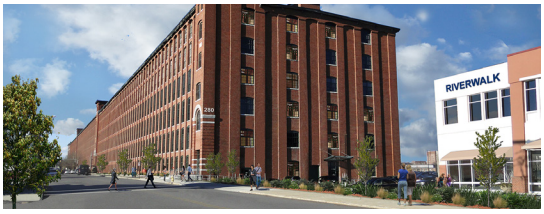
The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

Academic Support

Academic support is available by appointment and strongly encouraged. Specialists can assist with the reading and understanding of texts and assignments. They can also help with planning, organizing, with study skills and with writing. Seeking out support earlier rather than later helps ensure academic success.

Computer Lab and IT Support

The College supports wireless technology, with a computer lab is available during the day and classroom hours with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through e-mail and phone contact.



Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

Directions and Parking

From the South: 495 North toward Lawrence. Take exit 44-45 for Merrimack Street. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

From the North: 495 South toward Lawrence/North Andover. Take exit 44-43 toward Merrimack Street/Mass Ave. Take exit 44 for Merrimack Street toward Sutton Street. Turn right at Merrimack Street. The Riverwalk will be about 0.2 miles on the right.

Parking is available on-site.

Emergency Contact

617.873.0484 or 617.873.0474.

Emergency/Weather Closing

Closings or delays are posted on:

- RAVE text message notifications. (Register to receive Rave Alerts on the MYCC web portal homepage.)
- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook, Twitter and Instagram pages.
- Local media outlets.

If you do not have internet access, please call the school at 1.800.877.4723. The answering service is notified of any campus closings or delays.

Cambridge College Springfield

Tower Square—1500 Main Street, PO Box 15229, Springfield, MA 01115 • 413.747.0204 • springfield.cambridgecollege.edu

Cambridge College Springfield moved in January 2013 to the heart of downtown Springfield, convenient for students in western Massachusetts and Connecticut. Cambridge College Springfield has a long history of supplying higher education degree and certificate programs to meet the needs of Connecticut students. Known for our diverse education environment, experienced faculty, affordable programs and flexible scheduling, Cambridge College Springfield focuses on adult learners, and helps them to advance in a changing world.

Location and Facilities

The classrooms and offices have state-of-the-art technology. There are study areas, a student lounge and vending machines for student convenience. Restaurants, public transportation and parking are available nearby.

Articulation Agreements

Articulation agreements and partnerships facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

Connecticut

- Asnuntuck Community College
- Capital Community College

Massachusetts

- Bunker Hill Community College
- Greenfield Community College
- Holyoke Community College
- Jewish Vocational School
- Mount Wachusett Community College
- Northern Essex Community College
- Quincy College
- Roxbury Community College
- Springfield Technical Community College
- Urban College of Boston

Library Services

www.cambridgecollege.edu/resources/library-services

The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

Academic Support

Writing Center — Tutorial services are offered on Tuesdays, Thursdays and Saturdays. Our writing tutor provides assistance to undergraduate and graduate students, with all aspects of the writing and research process. Students can get help with everything from starting a paper, to library research using the Cambridge College Online Library, to the final editing. Call x6610 for an appointment.

Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours with a computer technician to assist students. The College also makes available to all enrolled students an online IT Help Desk which supports students through e-mail and phone contact.

Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

Directions and Parking

From Mass Pike I-90 (East or West): Take Mass Pike to Exit 4 (South Springfield/Hartford) onto Rte. 91 South and follow directions below.

From the North: Take Rte. 91 South to Exit 7 (Columbus Ave Downtown Springfield.) Take first left onto Boland Way. Continue under 91, turn onto East Columbus Avenue, and immediately bear to the right up ramp into Tower Square parking garage.

From the South: Take Rte. 91 North to Exit 6 (Springfield Center) to East Columbus Avenue and continue into center lane. At the intersection of East Columbus and Boland Way stay in middle lane, then immediately after crossing intersection bear to the right up ramp into Tower Square parking garage.

From Interstate 291: Take Exit 2-B (Dwight Street), take a left onto Dwight Street, drive 0.4 miles then turn right on Bridge Street. After crossing Main Street, turn left into Tower Square parking garage.

Tower Square Parking Garage: Take ticket and go up to level C. Park near north elevators "To the Shops". Take ticket with you for validation (visitors) and take elevator to street level. Cambridge College will be on your left.

For assistance please call Cambridge College at 413.747.0204 x 6610.

Public Transportation: Cambridge College Springfield, now located downtown at Tower Square, is conveniently on many city bus routes. Also, the Peter Pan Bus terminal and Amtrak station are just a few short blocks from Tower Square. Route information and assistance:

- Pioneer Valley Transportation Authority — www.pvta.com • 413.781.7882.
- Peter Pan Bus Lines — www.peterpanbus.com • 800.434.9999
- Amtrak — www.amtrak.com

Emergency Contact

413.747.0204 x6610.

Emergency/Weather Closing

Closings or delays are posted on:

- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook and Twitter pages.
- Local media outlets.

If you do not have Internet access, please call the school at 1.800.877.4723. The answering service is notified of any campus closings or delays.

Cambridge College Puerto Rico

The Hato Rey Center Bldg, Suite 1400, 268 Ponce de León Avenue, San Juan PR 00918
787.296.1101 • puertorico.cambridgecollege.edu

Cambridge College Puerto Rico serves professional adults who come from every corner of the islands seeking the flexibility and instructional quality that our master's programs have to offer. Located at the heart of educational and business activity in the metro area of San Juan, Cambridge College provides the best opportunities for contextual and practical learning, in a motivating and inclusive environment.

Location and Facilities

Cambridge College Puerto Rico is centrally located in the Hato Rey area of San Juan, known as the Golden Mile for its banking, education, and business activity.

Accreditation and Authorization

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

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

Library Services

www.cambridgecollege.edu/resources/library-services

The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

Academic Support

Spanish writing skills of all new students are supported each semester by workshops conducted to improve organization, grammar, critical thinking and APA style skills.

Computer Lab and IT Support

The College supports wireless technology within the facility. The College IT Help Desk supports students through e-mail and phone contact.

Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs.

Directions and Parking

We are located across from Plaza 273 on Ponce de León Avenue, two blocks from the Roosevelt Avenue train station.

Parking — Parking is available to students at a special rate. Park at Banco Popular on Saturday-Sunday 7:00 a.m. to 5:00 p.m. Plaza 273 parking is available on Saturdays only, 8:00 a.m. to 5:00 p.m. Limited street parking in front of the building during weekends.

Emergency Contact

787.296.1101.

Emergency/Weather Closing

787.296.1101. If the College is closed when you call, information will be available by phone.

Closings or delays are posted on:

- The MyCC web portal homepage under ANNOUNCEMENTS.
- Your Cambridge College email.
- Social media: check our Facebook and Twitter pages.
- Local media outlets.

If you do not have internet access, please call the school at 1.800.877.4723. The answering service is notified of any campus closings or delays.

Cambridge College Southern California

Offices: 9469 Haven Avenue, Suite 210, Rancho Cucamonga, CA 91730 • 909.635.0250 • california.cambridgecollege.edu
Classrooms: Chaffey College, 5885 Haven Avenue, Rancho Cucamonga, CA 91730

Cambridge College Southern California, in Rancho Cucamonga has been serving the diverse population of professional working adults in Southern California since 2005. The College collaborates and partners with local community colleges, organizations and agencies to offer academic programs that meet the educational and professional growth needs of students and employees. Students have chosen to come to Cambridge College from as far away as Northern California and Nevada for its flexible schedule, affordable tuition and its exceptional learning experience.

Location and Facilities

The Cambridge College location is in Ontario Airport Hotel & Conference Center, which provides technology-supported classrooms and learning environments, study areas, student lounge and vending machines for student convenience, although no cafeteria. Public eating places, bookstores and parking are available nearby.

Housing — Cambridge College is a commuter college and therefore does not offer student housing. There are apartment complexes within a few miles of the campus. As of September 1, 2017, one-bedroom apartments in the area served by Cambridge College rent for an average of $1568/month.

Accreditation and Authorization

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

California — Cambridge College is a private institution, approved to operate by the California Bureau for Private Post-Secondary Education • P.O. Box 980818, West Sacramento, CA 95798-0818 • www.bppe.ca.gov • 916-431-6959 • 1-888-370-7589 • fax 916-263-1897.

Articulation Agreements

Articulation agreements and partnerships facilitate the easy transfer of credits from other institutions to Cambridge College. When students complete an associate's degree at an articulated college, they can transfer in all eligible credits earned when they enroll in a related degree program at Cambridge College.

California

- Riverside Community College
- Chaffey College
- San Bernardino Valley College
- San Joaquin Valley College (SJVC)
- San Bernardino County
- Inland Empire Health Plan (IEHP)
- UCR Extension

Library Services

www.cambridgecollege.edu/resources/library-services

The **Cambridge College Online Library** provides an extensive collection, reference librarian support, and instruction and resources for doing research in all programs. Registered students log in to the MyCC portal and click on the Library tab. For recommended academic and other research libraries close to your campus and open for public use, click Traditional Libraries on the Cambridge College Online Library home page and select your campus from the drop-down menu.

Academic Support

Writing — Tutorial appointments are available on weekends when classes are in session. Our writing faculty provide assistance to undergraduate and graduate students, with all aspects of the writing process. Students can get help with everything from starting a paper to the final editing and proofreading of a final project.

Computer Lab and IT Support

The College supports wireless technology within the facility. A computer lab is available during the day and classroom hours. The College IT Help Desk supports students through e-mail and phone contact.

Disability Support

Disability support and education accommodations are provided for students through the Office of Student Affairs. The local facilities are handicapped-accessible and meet the requirements of the Americans with Disabilities Act.

Directions and Parking

Offices, from the East: Take I-10 West. Take the Haven Ave. exit. Turn right on Haven Ave. Cambridge College is on the right. Open parking is available.

Offices, from the West: Take I-10 East. Take the Haven Ave. exit. Turn left on Haven Ave. Cambridge College is on the right. Open parking is available.

Classrooms, from the East: Take I-10 West. Take the Haven Ave. exit. Turn right on Haven Ave. Ontario Airport Hotel & Conference Center is on the right. Open parking is available.

Classrooms, from the West: Take I-10 East. Take the Haven Ave. exit. Turn left on Haven Ave. Ontario Airport Hotel & Conference Center is on the right. Open parking is available.

Emergency Contact

909.635.0250 ext. 1560.

Emergency/Weather Closing

- Go to the MyCC web portal homepage (https://mycc.cambridgecollege.edu/ics) and look under CAMPUS ADVISORY.
- Notices on your Cambridge College email.
- Local media outlets.
- If you do not have internet access, please call the school at 1.800.877.4723. The answering service is notified of any campus closings or delays.

Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the legislature to protect any California resident who attends a private postsecondary institution from losing money, from having prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgement. See *Tuition & Payment*.

Compliance and Community Policies

General Policy and Compliance

College policies are located on the College website at www.cambridgecollege.edu/college-policies. Additional policy statements and compliance related matters may be located throughout this catalog under section headings that are more specific to the policy statement or compliance related matter. This section broadly captures a wide variety of policy statements and compliance related issues that do not explicitly belong in other sections of this catalog. For general policy or compliance related inquiries, please contact the Office of the General Counsel.

Children at the College

In order to protect the safety and security of your children, as well as the educational environment, children under the age of 18 are not allowed to accompany parents or guardians to class. Children may accompany their parents or guardians when visiting the College for non-academic reasons, for example: registering for classes, paying bills, etc. Children must never be left unattended by the parent or guardian on the College's property.

Please arrange childcare off-site during class time, tutoring, etc. Parents/guardians are responsible for childcare and supervision at all times. Cambridge College is not responsible for children unattended by the parent or guardian.

College Name

Cambridge College's name and marks are copyrighted. Any use of the name or marks without the College's written consent is prohibited. All external marketing materials must have the name and marks attached unless otherwise noted.

Drug and Alcohol Policy

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, Cambridge College prohibits the unlawful use, manufacture, distribution, dispensation, sale and possession of drugs and alcohol by students, administrators, faculty, staff and all others on its property or in any of its activities.

The College will take disciplinary action against violators, consistent with federal, state, and local laws. Such action may include requiring satisfactory participation in a substance abuse treatment, counseling or education program as a condition of reinstatement. Students may face expulsion, disenrollment, or probation with contingencies for reinstatement. Students may also face criminal prosecution.

Effective July 1, 2000, the 1998 Amendments to the Higher Education Act mandate the suspension of eligibility for financial aid for students convicted of drug related offenses.

As a member of the Cambridge College community, it is your responsibility to know and abide by all campus rules and regulations, to understand the risks associated with the use and abuse of alcohol and illegal drugs, and to assist in creating an environment that promotes health-enhancing attitudes and activities.

At the main campus, a list of counseling resources is available from the dean of student affairs:

- Drug and alcohol counseling rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance in the areas of alcohol and substance abuse.

At regional locations, this information is available from the director.

See policy at www.cambridgecollege.edu/college-policies.

Firearms and Weapons

All firearms, knives, and other weapons are forbidden at all Cambridge College locations at all times. Discovery of any such item in any person's possession is grounds for immediate disciplinary suspension and potential expulsion or termination.

Non-Discrimination and Harassment

Cambridge College is committed to an educational and work environment in which all individuals are treated with respect and dignity. Each individual has the right to study and work in a professional atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons in the educational setting and the workplace will be business-like and free of bias, prejudice and harassment.

Equal opportunity — It is the policy of Cambridge College to ensure equal opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity, age, disability, marital status, citizenship, national origin, genetics, or any other characteristic protected by law. The College prohibits any such discrimination or harassment.

Retaliation is also prohibited — Cambridge College encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the College to promptly and thoroughly investigate such reports. The College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

For more complete information, see *Non-Discrimination and Harassment* policy at www.cambridgecollege.edu/college-policies.

Hazing Policy

Hazing is prohibited at Cambridge College. Any conduct by a Cambridge College student, including hazing activities, which is likely to cause serious bodily or mental injury to another is prohibited. In accordance to Massachusetts General Laws, Chapter 269, Sections 17, 18, 19, any form of hazing is considered to be a criminal offense punishable by a fine and/or imprisonment.

College disciplinary action will be addressed pursuant to the Student Code of Conduct.

See policy at www.cambridgecollege.edu/college-policies.

Health Policies and Insurance

See *Student Affairs*.

Liability

Cambridge College cannot be responsible for personal property in its buildings and rented facilities. Participants in Cambridge College programs, courses and activities do so at their own risk, and agree to waive and release any and all claims of personal injury or property damage against Cambridge College, its agents, faculty, or employees, that may arise from their participation in the College.

Office Equipment

Office equipment such as copying machines and fax machines, computers, and telephones are not accessible to students.

Personal Services

Cambridge College students are not permitted to offer personal services at any Cambridge College location at any time. (Services such as manicures, pedicures, massage and haircuts require a state license for public health reasons).

Photos

Occasionally, photos and videos are taken at College classes and events for public relations, marketing, and other purposes. Students who do not want their images taken or used in College publications are provided with the opportunity to opt out.

Service Animals and Pets

No pets of any kind are allowed on Cambridge College property. Service animals are permitted.

Smoking Policy

Massachusetts locations—In compliance with Massachusetts and city ordinances, Cambridge College is a smoke-free institution. All indoor smoking on campus and at all other classroom locations is prohibited, including in bathrooms and stairwells. Outdoor smoking is not permitted on College property. Smokers should move to public sidewalks.

Locations in other states—Smoking is permitted only as allowed by the state and local laws governing smoking in public places and on College campuses, and, for the summer institutes, by the policies of our host site.

Student Housing

Cambridge College is a commuter college; it has no dormitory facilities under its control. The College does not provide information about the availability or cost of housing near its campuses, and Cambridge College takes no responsibility to find or assist a student in finding housing.

Summer Institutes—To assist students in attending the brief on-site residency, Cambridge College may make arrangements with a nearby college to provide housing that may be billed to a student's account. Charges for housing (and meals if offered/selected) must be paid prior to the start of the term or arrangements made for financial aid with the charges being paid prior to the distribution of student refunds. Students must make their own assessment of whether the accommodations meet their personal standards for quality, access and safety.

Only currently enrolled students taking classes are eligible to request and obtain housing when offered.

Specific procedures and housing request forms are distributed before the start of each term for locations/programs where housing is offered. See full policy at www.cambridgecollege.edu/college-policies.

Security

Annual Campus Safety & Security Report (Clery)

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act was signed into law in November 1990. At the time it was known as the "Student Right to Know and Campus Security Act." It requires institutions participating in student financial aid programs under Title IV of the Higher Education Act of 1965 to disclose information about campus safety policies and procedures and to provide statistics concerning certain crimes that occurred on or near campus. In compliance with the Act, Cambridge College publishes and distributes this information in October of each year in an Annual Security Report and Crime Statistics Brochure. It is made available to current students and prospective students and employees, electronically and in print, and to College employees through the Office of Human Resources.

See current Clery Report at www.cambridgecollege.edu/business-operations-public-safety

Security Statement

Cambridge College strives to protect the rights, safety, health and welfare of everyone in the Cambridge College community. Compliance with all city, state, and federal laws is expected of all members of this learning community. Anyone who is victimized by, observes, or has knowledge of a criminal action should report it immediately: the College will investigate and take prompt, appropriate action. If the complaint is of a criminal nature, the local police department will be notified right away. In a medical emergency, the College will call an ambulance to take the person(s) concerned to the nearest emergency room (at his/her own expense if not covered by health insurance).

Any act or threat of violence, indecent assault, or conduct that may endanger any person on College property is prohibited. Where there is reasonable cause to believe that a member of the College community has violated College regulations, the College will review the incident and take appropriate actions as necessary.

Crime Prevention

Cambridge College is concerned about the welfare, security and safety of every individual at the College. However, maintaining a secure and safe campus environment can only be achieved through a cooperative effort of the entire College community. Community members are encouraged to use caution on our urban campuses. It is rare that criminal activity occurs on College property, nevertheless, safety measures are essential in any urban setting. Keep your personal property safe. Lock your car. Do not leave your purse, keys, laptop, or other valuables unattended.

Please see also related safety and security policies in this catalog and on the Cambridge College website:

- Drugs & Alcohol
- Firearms/Weapons
- Hazing
- Sexual Harassment
- Domestic Violence
- Sexual Assault
- Non-Discrimination & Harassment

Cambridge College students are adult learners. The College serves the commuting students and does not maintain campus residence halls. The College takes the necessary steps to ensure the safety of our community through our published policies, reporting activities, relationships with local police, publications, and timely communications.

Threat Assessment & Prevention

Cambridge College is dedicated to providing a safe environment for work and study. The Threat Assessment and Prevention initiative is committed to improving community safety through a proactive, collaborative, coordinated, objective and thoughtful approach to prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose, a threat to the safety and well-being of the campus community.

Timeliness in reporting potential threats is of utmost importance. DIAL 911 if there is an emergency. If a threat is observed or suspected, please contact the following parties ***IMMEDIATELY*** so that appropriate action may be taken:

1. Regina Robinson, Dean of Student Affairs, regina.robinson@cambridgecollege.edu, 617.873.0470

2. Security in your Cambridge College building (see list below).

Questions about threat assessment and prevention? Contact:

Regina Robinson, Dean of Student Affairs, regina.robinson@cambridgecollege.edu, 617.873.0470

How to Report a Crime

The College strongly urges every member of the community—faculty, staff, and students—to report any crime promptly to the College security authorities and/or your local police department (911). Criminal actions may also be reported to any professional staff member who will then contact appropriate campus officers or local authorities. Victims of crimes are encouraged to report these matters to local police; Cambridge College may assist any student in reporting crimes, if desired.

Campus Sex Crimes Prevention

The federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state to provide notice of each institution of higher education in that state at which the offender is employed or is a student. To learn the identity of registered sex offenders on or near a Cambridge College location, or anywhere in the United States, visit the Sex Offender databases at www.sexoffender.com and http://nsopr.gov. You can search by city, county, or zip code. This information is collected by other agencies and Cambridge College cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Campus Security Act and for campus safety purposes only. It should not be used to intimidate, threaten or harass. Misuse of this information may result in prosecution.

Title IX Sexual Misconduct Policy

See Student Affairs.

Violence Against Women Act

See Student Affairs.

Department Personnel & Relationship with Local Authorities

The Cambridge College main campus has security staff at its main location in Boston. Building security maintains security staff at Cambridge College Lawrence and Springfield. Other regional locations may have building-provided security and members of the college community should check with onsite College administration. Security staff do not carry firearms nor do they have police powers of arrest. However, the security companies and staff have effective working relationships with local police agencies who can provide these services to the campus in timely fashion, as needed.

Timely Warning

In the event that a situation arises, either on or off campus that, in the judgment of the Vice President for Finance and Administration, constitutes an ongoing or continuing threat, a campus–wide "timely warning" will be issued. The warning will be issued through the College e-mail systems to students, faculty, and staff. Additionally, notifications will be posted on the MyCC homepage (no log-in required) and at other strategic public locations within each of the appropriate buildings, as well as to media outlets if appropriate. See full policy at www.cambridgecollege.edu/college-policies.

Emergency Response, Evacuation & Egress

The College has developed procedures for response and notification in the event of an ongoing or continuing threat to the college community that may or may not include evacuation or closing a facility. Egress information is posted in all classrooms and office suites with general emergency procedures to follow. For more information consult with campus security authorities listed below.

Campus Security Contacts

Campus security is organized under the Vice-President for Finance and Administration and the Director of Business Operations.

Administration

Vice President for Finance and Administration 617.873.0689
Manager of Business Operations. 617.873.0659

Boston

500 Rutherford Avenue 617.873.0111

Regional Locations

Cambridge College Lawrence 617.873.0484

Cambridge College Puerto Rico 787.765.1921
or 787.296.1101

Cambridge College Southern California 909.240.4897
or 909.935.0250, ext. 1560

Cambridge College Springfield 413.734.2503
or 413.271.3112
or 413.747.0204, ext. 6610

Deans

School of Education 617.873.0619
School of Management 617.873.0227
School of Psychology and Counseling. 617.873.0208
School of Undergraduate Studies 617.873.0236

Student Affairs

Dean of Student Affairs 617.873.0470

Alumni Relations

As a graduate of Cambridge College, you join a network of over 35,000 alumni worldwide. The Cambridge College Alumni Relations Program strives to create mutually beneficial relationships with fellow alumni, current students and the Cambridge College Community.

We hope you'll take advantage of all the resources available to you as alumni:

Many discounts available to alumni include Liberty Mutual discounts, volunteer opportunities, on-campus and chapter events, and much more!

Visit our alumni website at www.cambridgecollege.edu/alumni-friends-overview for more resources, professional development opportunities and alumni news, and information about our Alumni Association.

Keep in touch with us on social media, follow us on Facebook, Twitter and Linked In.

Contact

Bridget Kent

617.873.0461 • Bridget.Kent@cambridgecollege.edu

Faculty

School of Undergraduate Studies Faculty

Main campus • See also regional faculty

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Michael Siegell, Ph.D. Union Graduate School; Program Chair, Psychology, Expressive Therapies, Holistic Studies; Co-Chair, Addiction Studies

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Anne Lee Scott, M.A. Univ. of Massachusetts; Professor Emeritus

Michael Siegell, Ph.D. Union Graduate School; Chair, Psychology (on sabbatical Fall 2017-Spring 2018)

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- Call the Registrar's Office x1101
- After 8:30pm, call Security: 500 Rutherford Ave, Boston, MA 02129 . . .x1111

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