



Cambridge College

NITE

National Institute for Teaching Excellence



National Institute for Teaching Excellence

Academic Programs • Admission
Summer Residency • Highlights

2010

Summer in Boston

Cambridge College School of Education
1000 Massachusetts Avenue • 80 Prospect Street
Cambridge, MA 02138 • 1-800-380-1218
www.cambridgecollege.edu/nite



The President's Page



I am delighted to welcome you to Cambridge College's National Institute for Teaching Excellence (NITE). At NITE, thousands of educators have gained not only the degree needed to advance their careers. They also gain new passion, perspectives and practical strategies for meeting the challenges of educating our young people and leading our schools.

NITE is an unparalleled opportunity for you to:

- Enjoy a short, intensive summer term away from home and from your busy schedule, as you get a good start on earning a new credential.
- Interact with a highly diverse educational community and gain from the wide array of interesting perspectives you will find among your classmates and faculty. Your contributions to classroom discussion from your personal and work experience, together with academic perspectives, is the core of our adult learning and teaching model.
- Make surprisingly strong new friendships and professional relationships that will be a supportive resource throughout your time of study and for years into your career.
- Engage in significant networking with other teachers, administrators and school professionals. Your new colleagues will value what you have to give them, and they will be a resource for you and your school.

I invite you to talk with us and learn more about NITE and to join Cambridge College's exciting learning community of educators and school leaders.

Sincerely,
Tito Guerrero, III
President
Cambridge College

NITE 2010 Summer Calendar (subject to change)

| | | |
|------------------------------|--|--|
| Jan 1 | Residence registration opens | |
| TBA | Summer course registration opens • Date will be supplied with your acceptance packet | |
| June 1 | Application deadline • Residence registration deadline | |
| June 12 | Two weeks are needed to process your financial aid application before you arrive. Go to www.cambridgecollege.edu/financialaid and follow instructions online. | |
| June 13 | Summer term fees due or payment plan application due with deposit; late fee charged if payment arrangement is not made by this date | |
| June 26 Saturday | Arrive & Check-in Day 9am-5pm — Arrive and check in to residence | Students from New York may arrive a week later and take four courses in weeks 2-5. |
| June 27 Sunday | Morning— Offices open: Registrar, Financial Aid, Bursar Afternoon — Introduction to Professional Seminar (includes writing assessment) Evening — Student and faculty orientation | |
| June 28-July 2 Monday-Friday | Week 1 course | |
| July 4 Sunday | Independence Day | |
| July 5-9 Monday-Friday | Week 2 course | |
| July 12-16 Monday-Friday | Week 3 course | |
| July 19-23 Monday-Friday | Week 4 course | |
| July 24 Saturday | CAGS students depart (end of week 4) | |
| July 26-30 Monday-Friday | Week 5 course | |
| July 31 Saturday | MEd & EdD students depart (end of week 5) | |
| Aug. 1 | Payment plan: first payment due | |



NITE 2010 Guide to Programs

MEd Master of Education

| | Initial Licensure | Professional Licensure | Non-Licensure |
|--|-------------------|------------------------|---------------|
|--|-------------------|------------------------|---------------|

Licensure programs for public school K-12 educators; approved by the Massachusetts Dept. of Elementary & Secondary Education

| | | | |
|---|---|---|---|
| Early Childhood (PreK-2) | ● | | |
| Elementary Teacher (1-6) | ● | ● | |
| General Science (1-6 or 5-8) | ● | | ● |
| Instructional Technology (all levels) | ● | | ● |
| Mathematics (1-6, 5-8, or 8-12) | ● | | ● |
| School Administration | ● | | ● |
| Teacher of Students With Moderate Disabilities (PreK-8 or 5-12) | ● | ● | |

Non-licensure programs recommended for credentialed teachers for professional advancement & renewal

| | |
|--|---|
| Autism Specialist, Autism/Behavior Analyst <i>new!</i> | ● |
| Interdisciplinary Studies <i>new!</i> | ● |
| Literacy Education | ● |
| School Nurse Education | ● |
| Teaching Skills & Methodologies | ● |

CAGS Certificate of Advanced Graduate Study in Educational Leadership

| | Initial Licensure | Non-Licensure |
|--|-------------------|---------------|
|--|-------------------|---------------|

| | | |
|--|---|---|
| School Administration | ● | ● |
| Special Education Administration | ● | ● |
| Education Specialist in Curriculum & Instruction | | ● |

You can apply directly for the EdD with a concentration (from the CAGS, above). Or apply for the CAGS and, when you complete it, you can apply to our EdD without concentration.

EdD Doctor of Education in Educational Leadership

| | Initial Licensure | Non-Licensure |
|--|-------------------|---------------|
|--|-------------------|---------------|

| | | |
|--------------------------------------|---|---|
| With a CAGS concentration (above) or | ● | ● |
| No concentration | | ● |

Cambridge College Schools & Locations

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

Main Campus in Cambridge, MA

- **Undergraduate Programs** — Bachelor's degrees and certificates for career advancement.
- **School of Education** — Master's degrees in a wide range of fields, some lead to educator licensure, others can lead to career advancement. Certificate of Advanced Graduate Studies and Doctor of Education.
- **School of Psychology & Counseling** — Master's degrees and Certificate of Advanced Graduate Studies for counseling professionals; some programs lead to licensure.
- **The School of Management** — Master's degrees in several areas of management.

National Institute for Teaching Excellence (NITE)
NITE offers a full range of degrees for educators. All programs begin with an intensive summer residency in greater Boston, and continue at regional centers, back in Boston, and/or distance learning.

Accreditation

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

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Bedford, MA 01730-1433
Telephone (781) 271-0022. E-Mail: cihe@neasc.org

Authorization & Approval

Massachusetts — All Cambridge College's degree programs are authorized by the Massachusetts Board of Higher Education. Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Department of Elementary & 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.

Virginia — Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) to operate as an institution of higher education and to confer degrees at 1403 Greenbriar Parkway, Suite 300, Chesapeake, VA.

The following programs are approved: bachelor's degrees in Multidisciplinary Studies; Master of Education programs in Early Childhood Teacher, Interdisciplinary Studies, Elementary Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration. CAGS in School Administration is approved, as well as the Master of Management.

California — Cambridge College was approved by the former Bureau for Private Post-Secondary and Vocational Education to offer degree programs in the state of California. The Bureau for Private Post-Secondary and Vocational Education (BPPVE) Reform Act became inoperative on June 30, 2007 and was repealed on January 1, 2008. Currently no approval is required. Cambridge College continues to comply with all applicable regulations.

The programs previously approved are: bachelor's degrees in Multidisciplinary Studies, Psychology, and Management Studies; M.Ed. in Education, School Nurse Education; Master of Management.

Georgia — Cambridge College is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. The College meets the requirements of the Nonpublic Postsecondary Education Commission to offer selected programs in the state of Georgia: Master of Education, M.Ed. in Elementary Education, School Administration, School Guidance, Library Teacher, Mathematics, and Special Education; CAGS in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administration.

Tennessee — Cambridge College is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. (Tennessee Higher Education Commission: www.state.tn.us/thec/).

The following programs are authorized: M.Ed. in Education, Elementary Teacher; Mathematics (1-6, 5-8), Teacher of Students with Moderate Disabilities, School Administration, School Guidance; CAGS in Educational Leadership with concentration in School Administration.

Tennessee student grievances — Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, 615-741-5293.

Puerto Rico — The Puerto Rico Council on Higher Education has authorized Cambridge College to offer M.Ed. programs in Art Education, Elementary Education K-3 and 4-6; English as a Second Language; Health, Family and Consumer Sciences; Instructional Technology; Library Teacher; Mathematics Education, School Administration, Special Education, Workforce Education; Addiction Counseling, Forensic Counseling, Marriage & Family Counseling, and School Counseling; Master of Management with concentrations in Negotiation Management and Technology Management.



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About This Catalog

This publication introduces Cambridge College's National Institute for Teaching Excellence and its academic programs, and gives policy highlights. It has been compiled from the best information available at the time of publication. All information is subject to change. More complete information is published in the *Cambridge College Academic Catalog*, available on the Cambridge College website. Students are responsible to read, understand, and comply with all Cambridge College policies and procedures.

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Cambridge College

Mission & Values

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

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

History

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

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

The National Institute for Teaching Excellence (NITE) began in 1990, when the College first brought educators from across the United States to an Urban Education Program in Cambridge. NITE students

live and learn together in an intensive summer term. They share experiences and resources. They learn new ways to create supportive and stimulating learning environments that welcome diversity and support each student's learning style and experience. Students return to their school systems renewed and empowered, and continue their academic programs at home.

NITE was the first way that Cambridge College served students outside New England. Regional centers now bring Cambridge College's programs to working adults in Springfield and Lawrence, Massachusetts, and in California, Georgia, Puerto Rico, Tennessee and Virginia.

Until 1994, all Cambridge College students earned master's degrees. Bachelor's degree programs were first offered in 1994 and have grown and diversified. The College develops educational leaders for our nations' schools with Certificate of Advanced Graduate Studies programs which began in 2000, and a Doctor of Education program which began in 2006.

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

Teaching & Learning Model

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

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

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

Each student's uniqueness, capabilities, and experiences are affirmed in a supportive classroom. Students are expected to share with the class — to learn and to teach. The real-world diversity of our classes provides rich opportunities for drawing academic learning from experience. This learning is socially constructed in class, linking students with one another and the world.

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

Theory and practice. Classroom discussions blend academic theory, research, and current information with personal values, experience, and professional practice.

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

Our students are individual adults, family members, working professionals, and community members. Their many perspectives provide rich material for classroom discussion. Our programs support their efforts to advance their careers, change directions, and improve their lives and communities. Students report that our courses are more applicable to their jobs and of greater value for professional growth than traditional degrees.

Time-efficient, flexible programs, and course schedules fit busy adults' lives; intensive courses can be completed in a short time. Students' life and professional experiences accelerate classroom learning. Undergraduate credit may be awarded for documented academic learning drawn from experience. Transfer credit policies recognize adults' prior academic accomplishments.

Lifelong learning and leadership. Our students become their own teachers, able to learn in school in their careers and communities. They become more effective team members and leaders, making meaningful, practical contributions to families, workplaces, and communities. Networks often form among students, enhancing their lives and careers for years.



About Our Students & Faculty

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

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

Students (College-wide)

Total over 8,000

Undergraduate . . . over 1,500

Graduate over 5,300

Full-time equivalent . . . 5,097

- 76% female, 24% male
- 43% minority
- 42% full-time, 58% part-time
- Average age 35 years old
- Average class size 9

Faculty (College-wide)

Full-time—26

- 69% with a terminal degree (e.g. EdD)

- 50% female, 50% male

- 38% minority

Adjunct—More than 700; many are professionals working in their fields.

- 39% with a terminal degree (e.g. EdD)

- 59% with a master's degree

- 59% female, 41% male

- 34% minority

(2008-2009 academic year.)

Program Goals & Outcomes

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

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

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

School of Education

& National Institute for Teaching Excellence (NITE)

Introduction & Policies

Cambridge College is responding to rising standards for teachers by offering a variety of cutting-edge master of education programs that lead to educator licensure (certification). Other programs are for seasoned, licensed educators, and those who work in educational settings where licensure is not required. These programs can help teachers renew their passion for teaching and advance their careers. For educators who already hold master's degrees, we offer a Certificate of Advanced Graduate Studies and a Doctorate of Education.

Learning Community & Faculty

The Cambridge College School of Education is a broadly based, inclusive learning community. Our diverse faculty of scholar-practitioners includes experienced teachers, other educators, school administrators, and educational researchers. The School of Education attracts a highly diverse student body, providing a rich learning experience for all.

Effective Learning & Teaching

The education faculty has pioneered effective learning and teaching techniques such as accelerated learning and integrative teaching. Incorporated into elementary and secondary curricula, these effective teaching methods improve the performance of an increasingly diverse school population.



Schools

Schools are at the heart of Cambridge College's mission. The College trains teachers and other school professionals who reflect the diversity of our nation's public schools, and who understand first-hand the difficulties that school children and their families face. Many of our faculty are practicing teachers and school administrators themselves.

In order to learn well, we believe that school children must have teachers with whom they can identify. Their performance is partly due to the role models and the teaching strategies they experience. Therefore, we especially welcome bilingual and minority students, including those who have not been served well by traditional education. We work with each motivated adult to be sure that he or she gains the skills needed to succeed.

Educators, Choose Your Program Carefully

Before enrolling, students who may wish to get a license (certificate) must get current information from the state education dept. where they seek licensure or licensure status upgrade, comply with its requirements, and follow its procedures. All applicants are responsible for:

- Being thoroughly informed about licensure requirements.
- Understanding Cambridge College education programs and policies, and how differences between non-licensure and licensure programs may affect plans for licensure.
- Checking with the state education dept. before enrolling, to verify acceptability of their Cambridge College program chosen for the license sought. State requirements may impact program choice.

Advising & Professional Seminar

Admissions counselors give applicants an overview of the College's academic programs and assist with the application process. Program coordinators are available for further academic counseling.

Professional Seminar — The faculty instructor leading the professional seminar will be the academic advisor and mentor to each student throughout the program. The seminar provides varied opportunities for self-assessment, peer assessment, and faculty guidance for pursuing growth and competencies related to success in the area of study and/or licensure. In licensure programs, the professional seminar also includes a clinical journal and professional growth plan.

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

The seminar leader is the supervisor of the final project (independent learning/research project, action research project, or doctoral dissertation) with responsibility for approval. Seminars focus on professional issues in the student's field and support professional development.

Academic Support

Faculty support and cooperative learning help adult learners to meet the challenges of higher education and standards for educator licensure.

Writing Support — A major goal of Cambridge College is to produce graduates who think critically and communicate clearly—orally and in writing. Writing is a complex process that takes a lot of time and practice. Therefore, a writing assessment is conducted and students are referred to writing course work and writing support as needed. Students can improve their communication and literacy skills to get the most from their course work and write their independent learning projects.

Writing faculty tutors guide students through the writing process, from articulating a main idea, to generating supporting details and organizing them, through proof-reading and editing for errors.

Transfer Credit

Transfer courses must meet all general criteria for transfer and match current program requirements, especially for licensure programs. See Transfer of Credit for more information.



Program Outcomes

Academic programs develop skills, competencies, attitudes, values, and habits of mind which enable educators to nurture learning in schools, families, and communities. Students will:

- Be affirmed as individuals and professionals.
- Discover their strengths and learning/thinking styles.

- Acquire content and skills in their area of study and meet professional standards.
- Teach effectively people from diverse backgrounds and with diverse needs.
- Realize their own potential and create learning environments in which others realize their potential.
- Develop a network of relationships with fellow learners, Cambridge College faculty, and the faculty in their own schools.

Licensure Programs & Policies

The Cambridge College School of Education offers a variety of innovative academic programs to train educators for classrooms, specialized education professions, and administration.

Educator Licensure Programs Approved

Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Dept. of Elementary and Secondary Education (ESE), are within current Massachusetts state guidelines, and are subject to its regulations and standards.

Massachusetts has reciprocal agreements with many other states through the NASDTEC Compact. However, some states may not accept out-of-state teacher preparation programs. Check with your state education dept. before enrolling!

Georgia, Tennessee, Virginia, Puerto Rico — Students may apply for licensure after completing an approved Cambridge College licensure program and meeting all other state requirements.

Regulations & Programs May Change

Nation-wide, standards for teachers are rising; regulations in any state may change at any time. To help our students meet evolving professional standards, our programs are subject to change and our program coordinators are available to counsel students.

Path to Licensure in Massachusetts

Students who wish to pursue licensure are responsible for contacting the Mass. Dept. of Elementary & Secondary Education, following its procedures, and meeting its requirements. Program coordinators are available to counsel students regarding licensure. Students must:

- Complete an approved Cambridge College licensure program: all academic requirements, practicum; pass all applicable Massachusetts Tests for Educator Licensure (MTELs).
- Do the practicum in Massachusetts in a school which uses the Massachusetts Curriculum Frameworks.
- Submit official undergraduate and graduate transcripts to the Mass. Dept. of Elementary and Secondary Education, and meet any other state requirements.

Path to Licensure in Other States

Students pursuing licensure are responsible for getting current information from their state education dept., meeting its requirements, and following its procedures. Please follow the path to licensure it recommends, including:

- Complete an approved Cambridge College licensure program.

- Follow your own state's licensure procedures and pass all applicable tests.
- Complete your state program verification form with assistance from the Cambridge College Educator Licensure Office. Submit form and official transcript to your state education dept. when you graduate.
- Comply with any additional state requirements that apply.

Practicum

Massachusetts — The practicum, required for all concentrations that lead to Massachusetts initial licensure, must be completed:

- In a school that uses the Massachusetts Curriculum Frameworks.
- Under a licensed supervising practitioner (teacher or administrator) who holds the license for which you are preparing.
- With supervision and on-site visitation by Cambridge College faculty.

The degree program and its practicum prepare students for licensure in **one** area and level of licensure. For example, students preparing for special education licensure must choose either PreK-8 or 5-12, not both. State regulations do not permit students to add a second practicum for a second level.

Students are not allowed to register for the second segment of a two-term practicum if they have an *Incomplete* grade in the first segment.

Practicum site — Licensure students are expected to locate a practicum site and a local educator who is willing to serve as the supervising practitioner. This educator must possess a license corresponding to the license the student is seeking. The student's program coordinator must approve the practicum and the practicum site. Cambridge College will select a faculty supervisor to observe students in practicum.

Prerequisites — Before registering for practicum, you must:

- Pass all teacher tests required by your state for the license sought.
- Complete Pre-practicum with 75 or more hours of directed field-based training in conjunction with selected courses.
- Pass all required courses.

An Exit Performance Portfolio is required to pass the practicum seminar. It must show evidence of knowledge and skills in the area and level of licensure sought, and mastery of the Professional Standards for Teachers. It also documents:

- Nature and length of the pre-practicum.
- Courses.
- Clock hours fulfilling the role(s).



- Name and position of the College supervisor and supervising practitioner(s).
- Evidence of meetings between supervisors and the candidate.

Practicum in other states — If a student is pursuing a practicum in a state other than Massachusetts, that practicum may be adjusted to meet that particular state's requirements if those requirements exceed Massachusetts requirements.

Tests for Educator Licensure

Students seeking licensure are required to pass the Communication and Literacy test, subject matter knowledge tests, and the Foundations of Reading test (MTEL) as required by Massachusetts for the license sought, before registering for a practicum. We highly recommend that this exam be taken at the end of the first term. Academic support is available to students who need to strengthen basic skills before repeating the test.

States other than Massachusetts — Through reciprocal agreements, many states recognize academic programs approved by the Commonwealth of Massachusetts for licensure. However, the teacher testing requirements of each state still apply. Therefore, most students pursuing licensure at our regional centers and in our NITE programs take their own state's exams rather than the MTEs. Students are responsible for checking with their state education dept. and planning accordingly.

CAGS/EdD students seeking licensure — Massachusetts students who have previously passed the *Communication and Literacy* test (MTEL) when obtaining their prerequisite license need not repeat the test. Students who obtained their Massachusetts educator license before these exams were required must take the MTEL as a licensure practicum prerequisite. Students from other states who have previously met their own state's current teacher test requirements need not repeat the test.

Class Contact Hours

In accord with Massachusetts requirements, all 3-credit licensure courses require a minimum of 35 contact hours in class.

Non-Licensure Options

Some initial licensure programs offer a non-licensure option. Please note: ***Students who complete a non-licensure option cannot be endorsed for licensure.***

Admission requirements for non-licensure students are the same as for licensure students unless otherwise stated on the program chart.

Academic requirements — All program components are required except the practicum, practicum seminar, and teacher tests. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses. If necessary to keep the total number of credits at or above 32 credits, additional work will be specified. See program charts for non-licensure option information.

Transfer credit is evaluated by licensure standards.

Career Advancement Programs & Policies

For Licensed/Certified Teachers & Other Education Professionals

Renewal, Advancement & Special Topics

These non-licensure academic programs are designed for educators who wish to advance or renew their careers by pursuing professional development opportunities, or for educators who work in settings where a license is not required.

These programs do not lead to educator licensure. The School of Education cannot fill out state program verification forms, nor can the College endorse for educator licensure graduates of these programs.

Non-Licensure Students Taking Licensure Courses

Students enrolled in non-licensure programs are invited to take licensure courses. These courses require more class time than other courses.

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

National Institute for Teaching Excellence

Cambridge College's School of Education brings educators from around the country and abroad for an intensive summer of study, in the National Institute for Teaching Excellence (NITE). Students typically take one course each week. They also get academic support and participate in other academic activities. They return to their schools renewed and empowered to improve their classrooms, school systems, and their own lives.

Colloquium — Colloquium presentations by experts in the field of education are a core experience for all NITE students each summer.

Site, Facilities & Equipment — Cambridge College holds the NITE Summer Institute at a site in greater Boston with the facilities and services needed to support our academic programs. Cambridge College supplies or arranges for the audio-visual and computer equipment used for classroom instruction.

Fall & Beyond — NITE students continue their academic program online and/or at a Cambridge College regional center where their particular program is authorized and offered. Please contact the program coordinator for more information.





Master of Education Leading to Massachusetts INITIAL LICENSURE

Instructional Technology

(All Levels) • For licensure: 38 credits, 4 terms
 • Without licensure: 33 credits, 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

- EIT691 Professional Seminar I in Instructional Technology 0
Includes clinical journal, assessments, professional growth plan.
- EIT600 Using the Computer as a Research Tool for Educators . . . 3
- EIT630 Perspectives on Pedagogy, Curric & the Web 3
- EIT640 Integration of Technol & Computer Applic's in Classroom . . 3
- EIT710 Legal & Ethical Internet Issues for Educ Technology . . . 3
- EIT712 Using Educ Technol to Improve Teaching & Learning in Math, Science & Language Arts Classroom 3

FALL 1 10 credits

Distance learning

- EIT692 Professional Seminar II in Instructional Technology 4
- EIT703 Impact of Technology on Education 3
- ESP615 Assistive Technol: Modifying Curric for Diverse Learners . . 3

SPRING 1 8 credits

Distance learning

- EIT693 Professional Seminar III in Instructional Technology 2
- Educational Technology Elective — Upper level course (600 or higher) chosen with approval of program coordinator . . . 3
- EIT800 Independent Learning Project 3

Practicum Prerequisites

- Pass all teacher tests required by your state for this license.
- Pass all required courses.
- Pre-Practicum — 75 hours embedded in EIT600, 630, 640, 703, 710, 712 0

FALL 2 5 credits

Residency required

Home state practicum site under an educator with the appropriate license, under Cambridge College supervision.

- EIT790 Practicum — 300 hours 3
- EIT791 Practicum Seminar 2
- Exit Performance Portfolio required for credit

Non-licensure option

All program components are required except the Practicum, Practicum Seminar, and teacher tests. Program will total 33 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

Admission requirements: Bachelor's degree and other general requirements (see Admission).

Path to licensure: Please contact the education authorities in your state for requirements, procedure, and recommendations.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Master of Education Leading to Massachusetts INITIAL LICENSURE

Early Childhood: Teacher of Students With & Without Disabilities (PreK-2)

42 credits, 5 terms • NITE • Program approved by the Mass. Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

- ECE691 Professional Seminar I in Early Childhood 0
Includes clinical journal, assessments, professional growth plan.
- ELE500 Teaching Phonemic Awareness & Phonics 0
- ELE521 Teaching Reading & Writing in Early Childhood & Elementary Curriculum 3
- ELE653 Teaching Science & Technology in Early Childhood & Elementary Curriculum 3
- ELE656 Teaching Social Science, History & Multicultural Education for Early Childhood & Elem Curriculum 3
- MAT609 Euclidean Geometry 3
- MAT618 Math Essentials 3

FALL 1 10 credits

Distance learning/regional centers

- ECE692 Professional Seminar II in Early Childhood 4
- ELE510 Developmental Psychology 3
- ESP512 Inclusion & Behavior Management 3

Practicum prerequisites

- Pass all teacher tests required by your state for this license.
- Pass all Summer and Fall courses.
- Pre-Practicum — 75 hours 0

SPRING 1 8 credits

Distance learning/regional centers

- ECE693 Professional Seminar III in Early Childhood 2
- MAT623 Numerical & Geometric Structures 3
- ECE800 Independent Learning Project 3

SUMMER 2 4 credits

Residency required: Cambridge or regional centers

- ELE594 Integrating Physical Education into the Early Childhood & Elementary Curriculum 1
- ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum 3

FALL 2 5 credits

Distance learning/regional centers

Home state practicum site under an educator with the appropriate license, with Cambridge College supervision. (May be done in Spring.)

- ECE790 Practicum— 400 hours 3
- ECE791 Practicum Seminar 2
- Exit Performance Portfolio required for credit.

Early Childhood program coordinator: Gloria Stanton, CAGS 617-873-0226 • Gloria.Stanton@cambridgecollege.edu

Instructional Technology program coordinator: Gloria Stanton, CAGS 617-873-0226 • Gloria.Stanton@cambridgecollege.edu



Master of Education Leading to
Massachusetts INITIAL LICENSURE

Elementary Teacher (1-6)

43 credits, 5 terms • NITE • Program approved by the Mass.
Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

| | | |
|---|---|---|
| ELE691N | Professional Seminar I in Elem Educ-Initial | 0 |
| Includes clinical journal, assessments, professional growth plan. | | |
| ELE500 | Teaching Phonemic Awareness & Phonics | 0 |
| ELE521 | Teaching Reading & Writing in the Early Childhood & Elementary Curriculum | 3 |
| ELE653 | Teaching Science & Technology in Early Childhood & Elementary Curriculum | 3 |
| ELE656 | Teaching Social Science, History & Multicultural Education for Early Childhood & Elem Curriculum | 3 |
| MAT609 | Euclidean Geometry | 3 |
| MAT618 | Math Essentials | 3 |

FALL 1 10 credits

Distance learning/regional centers

| | | |
|---------|--|---|
| ELE692N | Professional Seminar II in Elem Educ-Initial | 4 |
| ELE510 | Developmental Psychology | 3 |
| ELE630 | Classroom Management with Models of Teaching | 3 |

Practicum prerequisites

- Pass all teacher tests required by your state for this license.
- Pass all Summer and Fall courses.
- Pre-Practicum — 75 hours

SPRING 19 credits

Distance learning/regional centers

| | | |
|---------|---|---|
| ELE593 | Integration of Visual Arts for the Early Childhood & Elementary Curriculum | 1 |
| MAT623 | Numerical & Geometric Structures | 3 |
| ELE693N | Professional Seminar III in Elem Educ-Initial | 2 |
| ELE800 | Independent Learning Project | 3 |

SUMMER 24 credits

Residency required: Cambridge or regional centers

| | | |
|--------|--|---|
| ELE594 | Teaching Physical Education for the Early Childhood & Elementary Curriculum | 1 |
| ELE620 | Integration of Children's Literature in Early Childhood & Elementary Curriculum | 3 |

FALL 25 credits

Distance learning/regional centers

Home state practicum site under an educator with the appropriate license, with Cambridge College supervision. (May be done in Spring.)

| | | |
|--------|----------------------|---|
| ELE790 | Practicum— 400 hours | 3 |
| ELE791 | Practicum Seminar | 2 |

- Exit Performance Portfolio required for credit.

Master of Education Leading to
Massachusetts PROFESSIONAL LICENSURE

Elementary Teacher (1-6)

34 credits, 4 terms • NITE • Program approved by the Mass.
Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

| | | |
|---------|--|---|
| ELE691P | Professional Seminar I in Elem Educ-Professional | 0 |
| EED615 | Intro to Integrative Learning & Learning Styles | 3 |
| EED669 | Language & Literacy for Teachers (K-12) | 3 |
| EED705 | Multicultural Diversity in Workplace & Classroom | 3 |
| ENG701 | Integration of Reading & Writing With Children's Lit | 3 |
| ESP721 | Using Multiple Intelligences & Accelerated Learning Techniq in Teaching Eng Lang Arts, Math, History, & Sci | 3 |

FALL 17 credits

Distance learning

| | | |
|---------|--|---|
| ELE692P | Professional Seminar II in Elem Educ-Professional | 4 |
| EIT712 | Using Educational Technol to Improve Teaching & Learning in Math, Science & Language Arts | 3 |

SPRING 18 credits

Distance learning

| | | |
|---------|--|---|
| ELE693P | Professional Seminar III in Elem Educ-Professional | 2 |
| ELE800 | Independent Learning Project | 3 |

Spring courses—choose one

| | | |
|--------|---|---|
| EED628 | Effective Schools | 3 |
| EED704 | Seminar in Educational Issues | 3 |
| EED710 | Alternative Assessment Strategies Across Curric | 3 |
| EIT711 | Advanced Technologies in Education | 3 |

SUMMER 24 credits

Massachusetts or regional center residency

| | | |
|--------|---|---|
| ESP592 | Adapting Materials & Instruction for Special Needs Students in Regular Classroom | 1 |
| MAT708 | Diagnosis & Remediation of Learning Problems in Math | 3 |

Admission requirements:

- Bachelor's degree and other general requirements (see Admission).
And for professional licensure program:
- Initial license: elementary education.
- Three full years experience in the role of that license.

Path to licensure: Please contact the education authorities in your state for requirements, procedure, and recommendations.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program coordinator: Gloria Stanton, CAGS
617-873-0226 • Gloria.Stanton@cambridgecollege.edu



Master of Education Leading to Massachusetts INITIAL LICENSURE

General Science (1-6 or 5-8)

For licensure: 35 credits, 5 terms • Without licensure: 32 credits, 4 terms • NITE
 Program approved by the Mass. Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

ESE691 Professional Seminar I0

Includes clinical journal, assessments, professional growth plan; science safety, engineering.

Licensure courses @ 3 credits each grades 1-6 grades 5-8

SCI680 Attaining Science Literacy •

option for 1-6: SCI680 or ELE653 Teaching Sci & Technol in Early Childhood & Elem Curric

Methods & Materials for Teaching:

SCI682 Life Science •

SCI684 Earth Science •

SCI686 Physical Science •

Science content electives: 3 credits. •
 (SCI688 in summer, or online science electives in fall & spring)

Option: Take these courses in the first and/or second summer.
All Cambridge College courses meet for 35 contact hours/3 credits.

FALL 15 credits

Distance learning

ESE692 Professional Seminar II4

Science content elective (selected courses offered online)1

SPRING 15 credits

Distance learning

ESE800 Independent Learning Project3

Science content electives (selected courses offered online)2

SUMMER 25 credits

Massachusetts/Distance learning

Licensure & science courses grades 1-6 grades 5-8

MAT623 Numerical & Geometric Structures (3 credits) . •

Science content electives: 2 credits. •

Science content electives: 5 credits. •
 (selected courses offered online; SCI688 in class)

Practicum Prerequisites

- Pass all teacher tests required by your state for this license.
- Pre-Practicum — 75 hours0
- Pass all required courses.

FALL 25 credits

Distance learning

Home state practicum site under a science teacher with the appropriate license, under Cambridge College supervision.

SCI790 Practicum – 300 hrs3

SCI790A Practicum 1-6 • SCI790B Practicum 5-8

SCI791 Practicum Seminar2

• Exit Performance Portfolio required for credit.

Science content electives

Licensure students choose courses at your licensure level.

Non-licensure students choose any courses.

Online courses @ 1 credit each grades 1-6 grades 5-8

SCI591 Intro to Online Science Learning •

SCI601 Aquatic Ecology •

SCI603 Electricity & Magnetism •

SCI605 Water Quality •

SCI607 Structure of the Earth •

SCI609 Transfer of Energy •

SCI611 Ocean Science •

SCI613 Earth in the Solar System •

SCI615 Forces & Motion •

SCI617 Earth's History •

SCI619 Teaching Project-Based Science. •

In-class course option @ 3 credits (summer only)

SCI688 Middle School Chemistry •
 (replaces three 1-credit courses)

Non-licensure option—MEd with Concentration in Science Education

All program components required except Practicum, Practicum Seminar, and teacher tests. Two more credits, chosen in consultation with program coordinator, will bring program total to 32 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses. Additional graduate level science content electives may be available. MAT623 may be replaced with science content electives.

12 transfer credits may be accepted: 6 credits must be science content or science methods and the remaining six credits may be in general education or sciences. Transfer courses must meet all general criteria for transfer.

Admission requirements: Bachelor's degree and other general requirements (see Admission).

Path to licensure: Please contact the education authorities in your state for requirements, procedure, and recommendations.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program coordinator: John Papadonis, CAGS
 617-873-0292 • John.Papadonis@cambridgecollege.edu





Master of Education Leading to Massachusetts INITIAL LICENSURE

Mathematics (1-6, 5-8, or 8-12)

For licensure: 38 credits, 4 terms • Without licensure: 33 credits, 3 terms • NITE
 Program approved by the Mass. Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

EME691N Professional Seminar I in Math - Initial Level 0
 Includes clinical journal, assessments, professional growth plan.

3-credit courses for your licensure level

| | 1-6 | 5-8 | 8-12 |
|--|-----|-----|------|
| MAT603 Arithmetic to Algebra: Developing Math Patterns & Ideas | • | • | |
| MAT605 Technology in Math Learning & Teaching | • | • | |
| MAT607 College Algebra | • | • | |
| MAT609 Euclidean Geometry | • | • | |
| MAT623 Numerical & Geometric Structures | • | • | |
| MAT625 Number Theory | | | • |
| MAT627 Abstract Algebra | | | • |
| MAT629 Non-Euclidean Geometry | | | • |
| MAT633 Probability & Statistics | | | • |
| MAT635 Applied Math | | | • |

FALL 1 10 credits

Distance learning

EME692N Professional Seminar II in Math-Initial Level 4

3-credit courses for your licensure level

| | 1-6 | 5-8 | 8-12 |
|------------------------|-----|-----|------|
| MAT621 Data Analysis | • | | |
| MAT615 History of Math | • | • | • |
| MAT611 Calculus I | • | • | • |

SPRING 1 8 credits

Distance learning/regional centers

EME693N Professional Seminar III in Math - Initial Level 2
 EME800 Independent Learning Project 3

3-credit course for your licensure level

| | 1-6 | 5-8 | 8-12 |
|------------------------|-----|-----|------|
| MAT618 Math Essentials | • | | |
| MAT613 Discrete Math | | • | |
| MAT631 Calculus II | | | • |

Practicum prerequisites

- Pass all teacher tests required by your state for this license.
- Pre-Practicum — 90 hours 0
- Pass all required courses.

FALL 2 5 credits

Distance learning

Home state practicum site under a math teacher with the appropriate license, under Cambridge College supervision.

MAT790 Practicum in Math— 150 hours 3

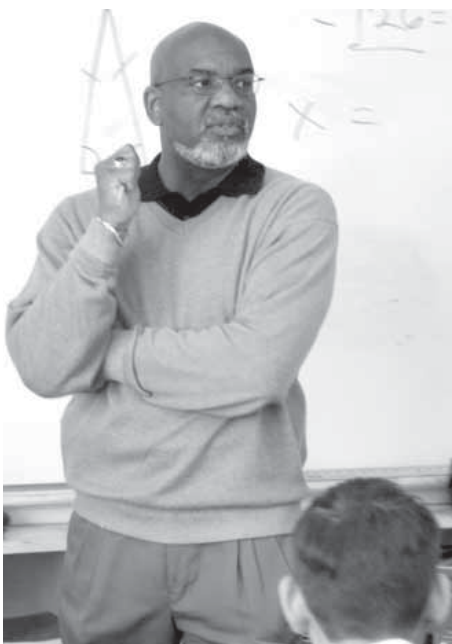
- MAT790A Practicum 1-6
- MAT790B Practicum 5-8
- MAT790C Practicum 8-12

MAT791 Practicum Seminar in Math Teaching 2

- Exit Performance Portfolio required for credit.

Non-licensure option

All program components are required except the Practicum, Practicum Seminar, and teacher tests. Program will total 33 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.



Admission requirements: Bachelor's degree and other general requirements (see Admission).

Applicants for Math 5-8 and 8-12 must take a Cambridge College math placement test. Based on test results and program coordinator's recommendation, selected lower level math courses may be required before initial licensure courses.

Path to licensure: Please contact the education authorities in your state for requirements, procedure, and recommendations.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program coordinator: Nick Rubino, PhD
 617-873-0188 • Nicholas.Rubino@cambridgecollege.edu

Master of Education Leading to Massachusetts INITIAL LICENSURE

Teacher of Students

Moderate with Disabilities

(PreK-8 or 5-12) • 45 credits • 5 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education



Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE

Teacher of Students

Moderate with Disabilities

(PreK-8 or 5-12) • 34 credits • 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

SUMMER 1 15 credits

Residency required

- EUS691N Professional Seminar I in Special Education-Initial0
Includes clinical journal, assessments, professional growth plan.
- ELE500 Teaching Phonemics Awareness & Phonics0
- ESP607 Psycho-Educ Assmt for Teaching Exceptional Children . . .3
- ESP615 Assistive Technol: Modifying Curric for Diverse Learners . .3
- ESP662 Princ of Lang Dev Bridging Differences & Disorders . . .3
- MAT609 Euclidean Geometry3
- MAT623 Numerical & Geometric Structures3

FALL 19 credits

Distance learning

- ESP592 Adapting Materials & Instruction for Special Needs
Students in Regular Classrooms1
- ESP594 Collaboration & Consultation Techniques2
- ESP689 Theories of Typical & Atypical Human Development . . .3
- ESP695 Special Education Laws & Regulations3

Practicum prerequisites

- Pass all teacher tests required by your state for this license.
- Pre-Practicum — 75 hours0
- Pass all required courses.

SPRING 1 10 credits

Distance learning

- MAT618 Math Essentials3
- EUS692N Professional Seminar II in Special Education-Initial4
- ESP800 Independent Learning Project3

SUMMER 26 credits

Distance learning

- ESP512 Inclusion & Classroom Behavior Management3
- ESP680 Pedagogy in Reading & English Language Arts3

FALL 2 5 credits

Home state practicum site under a special educator with the appropriate license, under Cambridge College supervision.

ESP790 Practicum3

ESP790A Practicum (PreK-8) — 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities.

ESP790B Practicum (5-12) — 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate setting for students with moderate disabilities.

ESP791 Practicum Seminar in Moderate Special Needs2

- Exit Performance Portfolio required for credit.

SUMMER 1 15 credits

Residency required

- EUS691P Professional Seminar I in Special Education-Professional. . .0
Includes clinical journal, assessments, professional growth plan.
- EED705 Multicultural Diversity in Workplace & Classroom3
- ENG701 Integration of Reading & Writing With Children's Lit3
- ESP701 Students with Disabilities & the Visual Arts3
- ESP721 Using Multiple Intelligences & Accelerated Learning
Techniq in Teaching Eng Lang Arts, Math, History, Sci3
- MAT708 Diagnosis & Remediation of Learning Problems in Math . .3

FALL 16 credits

Distance learning

- EED710 Alternate Assessment Strategies Across Curriculum3
- EIT712 Using Educational Technol to Improve Teaching
& Learning in Math, Sci, & English Lang Arts3

SPRING 1 13 credits

Distance learning

- EUS692P Professional Seminar II in Special Education-Professional. .4
- ESP800 Independent Learning Project3

Spring courses—choose two

- EED628 Effective Schools3
- EED704 Seminar in Current Educational Issues3
- EIT703 Impact of Technology on Education3

Admission requirements:

- Bachelor's degree and other general requirements (see Admission).

And for professional licensure program:

- Initial license in special education.
- Three full years experience in the role of that license.

Path to licensure: Please contact the education authorities in your state for requirements, procedure, and recommendations.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program coordinator: Mary Garrity, EdD
617-873-0168 • Mary.Garrity@cambridgecollege.edu





Master of Education With Concentration Autism Specialist

36 credits, 3 terms • This program does not satisfy licensure requirements for K-12 public school teachers.

SUMMER program begins 15 credits

Residency required

| | | |
|---------|--|---------|
| ESP691S | Professional Seminar I in Special Education/ Autism Spectrum Disorders | 0 |
| ESP625 | Behavior Management (ASD) | 3 |
| ESP630 | Social & Psychological Perspectives for Students with Severe Disabilities | 3 |
| ESP635 | Teaching & Curriculum Development for Students with Severe Disabilities | 3 |
| ESP615 | Assistive Technology: Modifying Curriculum for Diverse Learning Styles | 3 |
| ESP695 | Special Education Laws & Regulations | 3 |

FALL 11 credits

Distance learning

| | | |
|---------|---|---------|
| ESP692S | Professional Seminar II | 4 |
| ESP800 | Independent Learning Project | 3 |
| ESP689 | Theories of Typical & Atypical Human Development | 3 |
| ESP610 | Autism: History, Prevalence, Diagnosis & Characteristics | 3 |

SPRING 8 credits

Distance learning

| | | |
|---------|--------------------------------------|---------|
| ESP693S | Professional Seminar III | 2 |
| ESP616 | Communication Disorders (ASD) | 3 |
| ESP621 | Assessment & Appraisal Process (ASD) | 3 |

Admission requirements: Bachelor's degree and other general requirements (see Admission). Master's degree required if enrolling in Certificate in Applied Behavior Analysis only.

12 transfer credits may be accepted: Courses must meet all general criteria for transfer (see Transfer of Credit) and current program requirements.

Cambridge College offers this program in collaboration with the Evergreen Center and Beacon Services. The Evergreen Center is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. Beacon Services is a private practice of behavioral educators founded on applied behavioral analysis principles.

Students are responsible for monitoring and understanding the requirements set by the Behavior Analyst Certification Board, and for ensuring that their program of study complies with all requirements for BCBA certification.

Program subject to change.

Program coordinator: Mary Garrity, EdD
617-873-0168 • Mary.Garrity@cambridgecollege.edu

Master of Education With Concentration

Autism/Behavior Analyst

MEd: 39 credits, 6 terms (45 credits with fieldwork)

Post-master's certificate: 15 credits (21 credits with fieldwork)

BCBA course sequence approved by the Behavior Analyst Certification Board.

SUMMER I program begins 15 credits

Residency required

| | | |
|---------|---|---------|
| ESP691S | Professional Seminar I in Special Education/ Autism Spectrum Disorders | 0 |
| ESP610 | Autism: History, Prevalence, Diagnosis & Characteristics | 3 |
| ESP615 | Assistive Technology: Modifying Curriculum for Diverse Learning Styles | 3 |
| ESP616 | Communication Disorders (ASD) | 3 |

Electives—choose two

| | | |
|--------|--|---------|
| ESP630 | Social & Psychological Perspectives for Students with Severe Disabilities | 3 |
| ESP635 | Teaching & Curriculum Development for Students with Severe Disabilities | 3 |
| ESP621 | Assessment & Appraisal Process (ASD) | 3 |

FALL 1- FALL 2 24 or 30 credits

Distance learning

| | | |
|---------|--|----------------|
| ESP692S | Professional Seminar II (4 credits) | Fall 1 |
| ESP693S | Professional Seminar III (2 credits) | Spring 1 |
| ESP800 | Independent Learning Project (3 credits) | Spring 1 |

Behavior Analyst Certificate



May be taken alone as a post-master's certificate, or as part of this master's degree.

BCBA Course Sequence 15 credits

All BCBA courses 3 credits @ 45 contact hours, one course/term.

| | | |
|--------|--|----------------|
| ESP622 | Basic Applied Behavior Analysis (ASD) | Fall 1 |
| ESP726 | Advanced Applied Behavior Analysis (ASD) | Spring 1 |
| ESP723 | Implementing Behavior Analysis in Educational Settings (ASD) | Summer 2 |
| ESP722 | Clinical Applications of Applied Behavior Analysis (ASD) | Fall 2 |
| ESP724 | Research Design & Ethical Considerations in Applied Behavior Analysis | Spring 2 |

Fieldwork Practicum (optional) 6 credits

ESP792 A,B,C BCBA Fieldwork Practicum —
3 terms @ 2 credits (1000 hours total)

Fieldwork, supervised by board certified behavior analyst (BCBA), is required for candidates to sit for the BCBA certificate examination. The fieldwork may be scheduled through Cambridge College at an approved placement or through alternative arrangements. Fieldwork is arranged according to the availability of the BCBA supervisor and the off-campus treatment setting.



Master of Education With Concentration
Interdisciplinary Studies

32 credits • 3 terms • This degree program does not satisfy licensure requirements for K-12 public school teachers.

SUMMER..... 15 credits
Residency required
 EUE691 Professional Seminar0

Five courses..... choose 15 credits
 Choose graduate courses from the NITE summer course schedule in consultation with professional seminar leader to support your academic and professional goals.

FALL..... 8 credits
Distance learning/regional centers
 EUE692 Professional Seminar II (online)2
 EUE800 Independent Learning Project3
 One coursechoose 3

SPRING..... 9 credits
Distance learning/regional centers
 Three courses.....choose 9

Admission requirements: Bachelor's degree and other general requirements (see Admission)

12 transfer credits may be accepted: Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

Program coordinator: JoAnn Testaverde, EdD
 800-877-4723 x1187 • JoAnn.Testaverde@cambridgecollege.edu



Master of Education With Concentration
School Nurse Education

32 credits, 3 terms • NITE • This degree program is for school nurses who seek professional advancement and does not satisfy licensure requirements for nurses or K-12 public school educators.

SUMMER..... 15 credits
Residency required

ESN691 Professional Seminar I: Professional Issues & Educational Research0
 ESN660 Principles, Process, Practc of School Health Mgt3
 ESN710 Dealing With Grief & Loss: Role of Educators & School Nurses.3
 ESN725 Legal Responsibilities & Ethical Issues for School Nurses .3
 ESN750 Evaluation of School Health Programs.3
 ESN780 School Nurse Leadership in School & Community.3

FALL..... 8 credits
Distance learning and/or regional centers
 ESN692 Professional Seminar II: Implementation & Presentation of Research2
 ESN800 Independent Learning Project3
 Open elective3

SPRING..... 9 credits
Distance learning and/or regional centers
 Two electives in education or nursing6
 Open elective3

Admission requirements:

- Bachelor's degree and other general requirements (see Admission).
- Registered nursing license (RN).

12 transfer credits may be accepted: Six credits must be in education or nursing. Six credits may be in any area of study. Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

Program subject to change without notice.

Program coordinator: Patricia Johnson, RN, EdD
 617-873-0347 • Patricia.Johnson@cambridgecollege.edu





Master of Education With Concentration
Literacy Education

32 credits, 3 terms • NITE • This degree program does not satisfy licensure requirements for K-12 public school teachers.

SUMMER program begins 15 credits
 Residency required

EUL691 Professional Seminar I 0

Literacy specialist options — choose one

Early Literacy Grades 1-5

EDU630 Emergent Literacy: Reading, Writing & Oral Development in the Early Grades 3
 ESL631 Second-Language Acquisition & Culture 3
 EDU632 Understanding Reading K-5 3
 EDU635 Developing Writing Skills in Early Childhood Years 3
 ELE620 Integration of Children's Literature in Early Childhood & Elementary Curriculum 3

Middle & Secondary Literacy Grades 6-12

EDU602 Theory & Practice of Teaching Reading Comp (8-12) ... 3
 EDU612 From Writing to Reading 3
 EDU622 Active Assessment for Active Reading 3
 EDU625 Reading Comprehension in the Content Areas 3
 EED669 Language & Literacy for Teachers K-12 3

FALL 8 credits

Distance learning and/or regional centers

EUL692 Professional Seminar II (online) 2
 Includes plan to implement in your classroom
 EUL800 Independent Learning Project 3
 With focus on literacy education
 One literacy elective 3

SPRING 9 credits

Distance learning and/or regional centers

One literacy elective 3
 Two literacy or education electives 6

Admission requirements: Bachelor's degree and other general requirements (see Admission).

12 transfer credits may be accepted: Courses must meet all general criteria for transfer (see Transfer of Credit) and current program requirements: Six credits must be in literacy education; six credits may be in other areas of education.

Program coordinator: Gloria Stanton, CAGS
 617-873-0226 • Gloria.Stanton@cambridgecollege.edu

Master of Education With Concentration

Teaching Skills & Methodologies

32 credits, 3 terms • NITE • This degree program does not satisfy licensure requirements for K-12 public school teachers.

SUMMER 15 credits
 Residency required

EUE691 Professional Seminar I: Professional Issues & Educational Research 0
 EED586 How to Teach & Reach All Students Using Multiple Intelligences 3
 EED623 Classroom Management Using Accelerated Learning ... 3
 EED704 Seminar in Current Educational Issues 3
 EIT640 Integration of Technology & Computer Applications in Classroom 3
 ESP512 Inclusion & Classroom Behavior Management 3

FALL 8 credits

Distance learning and/or regional centers

EUE692 Professional Seminar II: Professional Issues & Educational Research 2
 EED800 Independent Learning Project 3

Fall courses—choose one (selected courses will be offered)

EED704 Seminar in Current Educational Issues 3
 EED705 Multicultural Diversity Issues at Workplace & Classroom ... 3
 EED710 Alternate Assessment Strategies Across Curriculum ... 3
 ELE630 Classroom Management with Models of Teaching 3
 ESP512 Inclusion & Classroom Behavior Management 3

SPRING 9 credits

Distance learning and/or regional centers

Spring courses—choose three (selected courses will be offered)

EED560 Models of Teaching 3
 EED705 Multicultural Diversity Issues at Workplace & Classroom ... 3
 EED710 Alternate Assessment Strategies Across Curriculum ... 3
 EIT640 Integration of Technology & Computer Applications in Classroom 3

Admission requirements: Bachelor's degree and other general requirements (see Admission).

12 transfer credits may be accepted: Three credits must be in content courses; nine credits must be in teaching skills & methodology. Transfer courses must meet all general criteria for transfer (see Transfer of Credit).

Program coordinator: JoAnn Testaverde, EdD
 617-873-0187 • JoAnn.Testaverde@cambridgecollege.edu



Department of Educational Leadership Introduction & Policies

www.cambridgecollege.edu/edleadership

The Department of Educational Leadership is committed to making a systemic difference at the local, regional, and national levels of the educational system by developing a new generation of educational leaders who are able to work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems. The department offers a master of education in school administration, CAGS programs in school administration, curriculum & instruction, and special education administration, and a doctor of education (EdD) in educational leadership. All our programs are linked by three threads: transformational leadership, educational renewal, and social justice. All of our programs offer:

Cohort-Based Education

Our cohort-based instructional model provides you with a built-in network of committed educators. The sequenced courses allows your cohort to develop professional relationships, support systems, and partnerships that will help sustain your learning, research, and professional development. All cohorts are guided by expert advisors who help students link coursework, practicum, research design, the culminating project, and contemporary educational issues.

Master Practitioner-Scholars

Our programs are taught by outstanding faculty who have extensive scholarly and practical K-12 experience. Students take courses from expert researchers and practitioners who work collaboratively to support your growth and development.

Justice-Oriented Education

Cambridge College is committed to fostering equity and social justice at all levels of the educational system. Our graduates are making a difference at the classroom, school, district, state, and national levels.

Theory Into Practice

Our programs actively support the transformation of your research into meaningful change. Masters-level students complete a school improvement plan; CAGS-level students complete an action research project; and doctoral-level students complete (above and beyond their dissertation) a "white paper" that bridges dissertation research with concrete educational practice.

Program Objectives

- Develop an in-depth understanding of schools—their actual conditions, problems and potential.
- Understand the role of schools in a community and a democratic society.
- Work with parents, communities, and political structures to ensure quality instruction for children.
- Acquire quantitative and qualitative research skills needed to gather and analyze data surrounding a specific problem or set of problems.
- Develop and implement data-informed strategies for addressing deeply rooted, complex problems.
- Develop the capacity to organize and communicate knowledge.
- Develop ability to work cooperatively yet think and act independently.
- Emerge as educational leaders proud and confident of their skills.

Demographics

| | MEd | CAGS | EdD | | MEd | CAGS | EdD |
|-----------------------------|-----|------|-----|---------------------------------|-----|------|-----|
| Average age | 34 | 41 | 43 | Race/Ethnicity (percent) | | | |
| Gender (percent) | | | | Black | 36 | 39 | 57 |
| Female..... | 54 | 74 | 78 | White | 28 | 36 | 31 |
| Male | 46 | 26 | 22 | Unreported..... | 25 | 6 | 0 |
| Occupation (percent) | | | | International..... | 8 | 3 | 0 |
| Administrators..... | 5 | 12 | 33 | Hispanic | 3 | 12 | 7 |
| Teacher-leaders | 69 | 46 | 45 | American Indian | 0 | 2 | 3 |
| Other | 26 | 42 | 22 | Asian | 0 | 2 | 0 |
| | | | | Multi-ethnic..... | 0 | 0 | 2 |

Administrator Licensure

Administrator licensure may be earned in the MEd, CAGS, or EdD. Course work is structured in accordance with the Massachusetts common standards for administrators. These competencies are embedded throughout the course work, practicum, and research project. For general information about practicum, teacher tests and licensure, see the School of Education introduction.

Doctor of Education

The Doctor of Education in Educational Leadership equips practitioners to become more effective leaders and researchers. It develops community-oriented and culturally competent leaders. Our goal is to develop a new generation of educational leaders who are able to work collaboratively to find research-based solutions to the concrete and complex challenges facing K-12 school systems.

Education Theory & Research — Courses in advanced educational theory and research methodology provides the basis for developing the competencies needed to conduct meaningful research. Coursework is integrated with the white paper and dissertation research.

White Paper for Educational Reform — The white paper links theoretical and policy perspectives of educational reform to doctoral students' dissertation research. It provides opportunities for students to formulate and implement educational reform initiatives at the classroom, school, and district level based on individual research. It is the practical culminating outcome of students' dissertation research and findings and synthesizes the programmatic features of social justice, educational renewal, and transformational leadership.

Dissertation — The dissertation is based on the student's systematic inquiry into an area of educational leadership. All doctoral students have a primary dissertation advisor who provides personalized and intensive guidance throughout the doctoral program. Advisement begins in the first dissertation seminar to facilitate timely planning and implementation of student research activities. The dissertation advisor oversees the content and process of dissertation development from proposal to final submission and defense of the dissertation. A primary component of the dissertation is the summer research residency, when a dissertation proposal is developed. This proposal, once approved by the dissertation advisor and dissertation committee, serves as the academic roadmap for research and writing through the forthcoming terms.

Master of Education Leading to Massachusetts INITIAL LICENSURE



School Administration

For licensure: 37 credits, 4 terms • Without licensure: 32 credits, 4 terms • NITE

Program approved by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels)
• Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) • Supervisor/Director (at level of prerequisite license)

SUMMER 1 15 credits

Residency required

| | | |
|---|---|---|
| EUA691N | Professional Seminar I - Initial Level. | 0 |
| Includes clinical journal, assessments, professional growth plan. | | |
| EAD662 | Contemporary Issues & Topics in Educational Admin. | 3 |
| EAD684 | Selection, Development, & Supervision of Educational Personnel. | 3 |
| EAD712 | Curriculum Development, Assessment & Improvement for the School Administrator. | 3 |
| EAD782 | Reconceptualization of Schools. | 3 |
| EAD720 | Advanced Systems Theory — for Supt/Asst Supt <i>or</i> One Elective — for Princ/Asst Princ or Superv/Dir — graduate course in education, counseling psychology, or management that supports competency development for the license sought, or a course approved for transfer by program coordinator. | 3 |

FALL 1 7 credits

Distance learning/regional centers

| | | |
|---------|---|---|
| EUA692N | Professional Seminar II - Initial Level (DL) | 4 |
| EAD688 | Legal Aspects of School Administration (DL or regional centers). | 3 |

Practicum prerequisites

- Pass all teacher tests required by your state for this license.
- Pre-Practicum — 75 hours. 0
- Pass all Summer and Fall courses.

SPRING 1 10 credits

Distance learning

| | | |
|---------|--|---|
| EUA693N | Professional Seminar III - Initial Level (DL) | 2 |
| EAD690 | Finance & Business Admin for School Administrator (DL or regional centers). | 3 |

Practicum — 300 hours in role & level of license sought. 5

DL with home state practicum site under a school administrator with the appropriate license, with Cambridge College supervision.

| | |
|---------|---|
| EAD790A | Supt/Asst Supt (all levels) |
| EAD790B | Princ/Asst Princ (PreK-6) |
| EAD790C | Princ/Asst Princ (5-8) |
| EAD790D | Princ/Asst Princ (9-12) |
| EAD790E | Superv/Dir (at level of prerequisite license) |

- Professional Seminar III or IV required concurrently with practicum.
- Exit Performance Portfolio required for credit.

SUMMER 2 5 credits

Distance learning

| | | |
|---------|---|---|
| EUA694N | Professional Seminar IV - Initial Level (DL) | 2 |
| EAD800 | Independent Learning Project (DL) | 3 |

3-credit courses meet for 35 contact hours.

Non-licensure option

All program components are required except the Practicum and teacher tests. Program will total 32 credits. Non-licensure students must complete all course contact hours and pre-practicum hours embedded in the courses.

Admission requirements: Bachelor's degree and other general requirements (see Admission) and:

School Administration: Three full years of employment. (See ESE website for exact requirements for the license you want.)

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

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

Website: www.cambridgecollege.edu/edleadership/.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program contact: Tahia Bell-Sykes, MM
617-873-0669 • Tahia.Bell-Sykes@cambridgecollege.edu



CAGS in Educational Leadership

Certificate of Advanced Graduate Studies

36 credits, 39 credits for Superintendent/Ass't. Superintendent • 4 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education for • Superintendent/Assistant Superintendent (all levels)
 • Principal/Assistant Principal (PreK-6, 5-8, 9-12) • Supervisor/Director (at level of prerequisite license)

Research7 credits

- ECL800 Foundations of Social Science Research. 3
- ECL801 Advanced Graduate Research Seminar. 3
- ECL807 Action Research Project 1

Leadership Core 12 credits

- ECA725 Instructional Leadership: Supervision & Administration of Educational Personnel 3
- ECL802 Advanced Leadership. 3
- ECL803 Advanced Technologies in Education 3
- ECL804 Advanced Leadership in Policy & Practice..... 3

CAGS Courses 12 credits

School Administration

- ECA701 School Management & the Law 3
- ECA703 Managing Financial Resources 3
- ECC707 Meeting the Challenge of School Restructuring 3
- ECC710 Assess't & Developing & Evaluating Curriculum..... 3
- ECA720 Advanced Systems Theory (additional course for Supt/Asst Supt; program total 39 credits) 3

Special Education Administration

- ECS712 Advanced Psycho-Educ Assess't & Educ Planning 3
- ECS713 Administration of Special Education Programs 3
- ECS714 Collaboration & Consultation Techniques. 3
- ECS716 Philosophical & Psycho-Social Fndns of Education 3

Curriculum & Instruction (non-licensure)..... choose 12 credits

- ECA704 Effective Schools 3
- ECC705 Curriculum Design & Renewal for 21st Century 3
- ECC707 Meeting the Challenge of School Restructuring 3
- ECC708 Learning Theories & Instructional Design 3
- ECC710 Assess't & Developing & Evaluating Curriculum..... 3

More electives may become available; see website.

Practicum/Seminar I-II5 credits

Term I @ 3 credits • Term II @ 2 credits

Prerequisites:

- Licensure candidates: Pass all licensure courses and all teacher tests required by your state for this license, if not previously passed. Massachusetts: Communication & Literacy (MTEL).
- All students: Pass ECL800-801.

Practicum without licensure — Adapted to individual professional needs with approval of faculty advisor, who also provides practicum assignments. No on-site supervision required.

- ECA805N-806N School Administration
- ECC805-806 Curriculum & Instruction
- ECS805N-806N Special Education Administration

Practicum for licensure — 300 hours in role & level of license sought. Home state practicum site under a school administrator with the appropriate license, with Cambridge College supervision.

- ECA805A-806A Supt/Asst Supt (all levels)
- ECA805B-806B Princ/Asst Princ (PreK-6)
- ECA805C-806C Princ/Asst Princ (5-8)
- ECA805D-806D Princ/Asst Princ (9-12)
- ECA805E-806E Supervis/Dir (at level of prerequisite license)
- ECS805-806 Special Education Admin (all levels)

- Exit Performance Portfolio required for credit.

CAGS and EdS—A Certificate of Advanced Graduate Studies is comparable to an Education Specialist (EdS) degree, and many states consider them to be equivalent.

Admission requirements: Master's degree and other general requirements (see Admission) and:

School Administration: Three full years of employment. (See ESE website for exact requirements for the license you want.)

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

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

Special Education Administration:

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

Website: www.cambridgecollege.edu/edleadership/.

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program.

Program contact: Tahia Bell-Sykes, MM
 617-873-0669 • Tahia.Bell-Sykes@cambridgecollege.edu



Doctor of Education in Educational Leadership

70 credits: 47 credits course work, 23 credits research • Up to 33 prior post-master's transfer credits accepted
This degree program may satisfy licensure requirements for K-12 public school educators.

EdD Degree & Concentration Options

| Concentration | Licensure Available | Credentials Earned | Transfer Credit Limits |
|--|---------------------|----------------------|------------------------|
| • School Administration | yes | CAGS & EdD | 12 |
| • Special Education Administration | yes | CAGS & EdD | 12 |
| • Curriculum & Instruction | no | CAGS & EdD | 12 |
| • No concentration | no | EdD only | 33 |

Year 1 36/33 credits

Research & Leadership Core 19 credits

| | | |
|--------|--|---|
| ECA725 | Instruct'l Leadership: Supervision & Administration of Educational Personnel | 3 |
| ECL800 | Foundations of Social Science Research | 3 |
| ECL801 | Advanced Graduate Research Seminar | 3 |
| ECL802 | Advanced Leadership | 3 |
| ECL803 | Advanced Technologies in Education | 3 |
| ECL804 | Advanced Leadership in Policy & Practice | 3 |
| ECL807 | Action Research Project | 1 |

Practicum/Seminar 5 credits

- **With concentration:** See CAGS program chart.
- **No concentration:** Do applicable non-licensure practicum/seminar (see CAGS program chart); adapted for individual professional needs.

CAGS/Licensure Courses

See CAGS program chart. 12 credits
(Additional course for supt/asst supt; program total 73 credits.)

Year 2 34/37 credits

Doctoral Electives choose 6 credits

Students who complete the research and leadership core at Cambridge College are waived out of one doctoral elective. More electives may become available; see website.

| | | |
|--------|---|---|
| EDL810 | Transformational Leadership | 3 |
| EDL820 | Collective Bargaining & Conflict Resolution | 3 |

Doctoral Required Courses 15 credits

| | | |
|--------|--|---|
| EDL830 | Schools & Social Justice | 3 |
| EDL840 | Social & Cultural Foundations of Educational Leadership | 3 |
| EDL850 | Using Quantitative and Qualitative Research for School Improvement | 3 |
| EDL860 | Advanced Qualitative Research Skills | 3 |
| EDL870 | Advanced Quantitative Research Skills | 3 |

Dissertation & White Paper Advising 16 credits

| | | |
|-----------------------|--|----|
| EDL900 | Introduction to the Dissertation | 1 |
| EDL905 | White Paper for Education Reform | 3 |
| EDL910, 920, 930, 940 | Dissertation — 4 term sequence | 12 |

Transfer credit: First year work (above, up to 33 credits) may be covered by transfer credit.

Post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer and current program requirements (see Transfer of Credit).

Acceptable transfer credits are determined as part of the admission process, based upon the content of prior course work and whether applicants seek a CAGS and/or licensure as part of the doctoral program.

Website: www.cambridgecollege.edu/edleadership/.

Program subject to change: The EdD is an emerging program. Changes may be expected as the College responds to the approval/accrediting authorities and to students' needs.

Admission to the EdD is a competitive process for one of the limited number of slots available. Therefore, meeting minimal standards does not guarantee admission.

Admission requirements: Master's degree in education or a closely related field, and other general requirements (see Admission). Further requirements as follows:

- Licensure candidates please see CAGS/chart.
- Five years of progressively responsible professional experience.
- Comprehensive evaluation of your application.

Program contact: Tahia Bell-Sykes, MM
617-873-0669 • Tahia.Bell-Sykes@cambridgecollege.edu



Course Offerings Plan for CAGS & EdD

YEAR 1 • CAGS

SUMMER..... Location

| | | |
|--------|--|------------|
| ECA725 | Instructional Leadership | NITE |
| ECL800 | Foundns of Social Sci Research | Camb, NITE |
| ECL801 | Advc Research Seminar (req. ECL800) | Camb |
| ECL802 | Advc Leadership | NITE |
| ECL803 | Advc Technol in Education | NITE |
| ECL804 | Advc Leadersp in Pol & Pract | NITE |
| | Practicum/Seminar I (preqs. on program chart) | Camb |
| | Practicum/Seminar II and Research Project | Camb, NITE |

| | | |
|--------|------------------------------|------|
| ECA703 | Managing Financial Resources | Camb |
| ECC707 | School Restructuring | NITE |
| ECC710 | Assess Dev Eval Curric | NITE |
| ECS713 | Admin of Special Educ | NITE |
| ECS714 | Collab & Consult Technq | NITE |
| ECA720 | Advc Systems Theory | NITE |

FALL

| | | |
|--------|--|----------|
| ECA725 | Instructional Leadersp | Camb |
| ECL800 | Foundns of Social Sci Research | Camb |
| ECL801 | Advc Research Seminar (req. ECL800) | DL, Camb |
| ECL802 | Advc Leadersp | Camb |
| ECL803 | Advc Technol in Education | Camb |
| | Practicum/Seminar I (preqs. on program chart) | Camb |
| | Practicum/Seminar II and Research Project | Camb |

| | | |
|--------|--------------------------------------|----------|
| ECA701 | School Mgt & Law | DL |
| ECA703 | Managing Financial Resources | Camb |
| ECC708 | Learning Theories & Instructl Design | DL |
| ECC710 | Assess Dev Eval Curric | Camb |
| ECS716 | Philos & Psycho-Social Foundns | DL, Camb |

SPRING

| | | |
|--------|--|----------|
| ECL800 | Foundns of Social Sci Research | Camb |
| ECL801 | Advc Research Seminar (req. ECL800) | Camb |
| ECL803 | Advc Technol in Education | Camb |
| ECL804 | Advc Leadersp in Pol & Pract | Camb |
| | Practicum/Seminar I (preqs. on program chart) | DL, Camb |
| | Practicum/Seminar II and Research Project | Camb |

| | | |
|--------|------------------------------|----------|
| ECA701 | School Mgt & Law | Camb |
| ECA703 | Managing Financial Resources | DL |
| ECA704 | Effective Schools | DL, Camb |
| ECC705 | Curriculum Design & Renewal | Camb |
| ECC707 | School Restructuring | Camb |
| ECS712 | Advc Psycho-Educ Assess't | DL, Camb |

YEAR 2 • doctoral

SUMMER..... Location

| | | |
|--------|---|------|
| EDL810 | Transformational Leadership | NITE |
| EDL820 | Collective Bargaining & Conflict Resolution | NITE |
| EDL840 | Social & Cultural Foundns | NITE |
| EDL850 | Quantitative & Qualitative Research | NITE |
| EDL900 | Intro to Dissertation | NITE |
| EDL905 | Educ Reform & White Paper (final summer) | NITE |
| EDL910 | Dissertation I (req. EDL900) | NITE |
| EDL940 | Dissertation IV (req. EDL930; final summer) | NITE |

FALL

| | | |
|--------|--|---------------|
| EDL810 | Transformational Leadership | Augusta |
| EDL830 | Schools & Social Justice | Camb |
| EDL860 | Qualitative Research Skills (req. EDL850) | Camb |
| EDL870 | Quantitative Research Skills (req. EDL850) | Camb |
| EDL900 | Intro to Dissertation | Augusta, Camb |
| EDL920 | Dissertation II (req. EDL910) | Camb |

SPRING

| | | |
|--------|--|---------------|
| EDL810 | Transformational Leadership | Camb |
| EDL830 | Schools & Social Justice | Augusta |
| EDL860 | Qualitative Research Skills (req. EDL850) | Camb |
| EDL870 | Quantitative Research Skills (req. EDL850) | Camb |
| EDL900 | Intro to Dissertation | Augusta, Camb |
| EDL930 | Dissertation III (req. EDL920) | Camb |

Locations

- Camb-Cambridge main campus ● NITE-summer site
- DL-Distance Learning ● Augusta, GA regional center

Course offerings plan subject to change. See website.

Website: www.cambridgecollege.edu/edleadership/.

Resources

Academic Resources & Services

Disability Support

In compliance with Cambridge College policies and the Americans with Disabilities Amendments Act, Disability Support Services arranges access to facilities and academic programs for students with physical, psychological, or learning disabilities. Accommodations are determined on an individual basis and include, but are not limited to, note takers, sign language interpreters, accessible texts, classroom modifications, and parking. Any student who feels s/he may be eligible for accommodations that provide equal access to educational programs at Cambridge College should contact the Coordinator of Disability Support Services at 617-873-0470 or disabilitysupport@cambridgecollege.edu for an appointment.

Students with disabilities are responsible for identifying themselves, and for providing documentation from qualified and licensed medical or testing personnel. Any expense incurred in obtaining such documentation is the student's responsibility. This documentation must present a specific diagnosis of the disability, explain its limiting effects, and make recommendations for accommodations. It is important to provide this documentation as early as possible so that timely and appropriate arrangements can be made. New students must contact us at least three weeks prior to the beginning of the term, since many services must be arranged far in advance.

Each term, faculty are notified of any students with disabilities in their courses and are told of the accommodations required. 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 see the Handbook for Students with Disabilities, available at any Cambridge College center or on the Cambridge College website under Student Services.

Cambridge College Online Library

www.cambridgecollege.edu/library

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

Cambridge College Online Library services include:

- *Ask a Librarian* provides 24/7 live reference librarian service for individual research assistance using online chat.
- *Databases* provide hundreds of thousands of full-text scholarly articles and documents appropriate for academic research in the fields of education, counseling, psychology, management, health, and other academic areas. Our collection includes EBSCOhost Academic Search Premier, Wilson Select Plus, PsycArticles, PsycInfo, Education Research Complete, MEDLINE with Full-text, EBSCOhost Business Source Premier and much more. Citation-only results link conveniently to the WorldCat database for location of local libraries which have print versions. Cambridge College is not responsible for the content of these sites or of any sites to which they may link.
- *Ebrary Electronic Books* collection provides more than 35,000 recent, academic full-text books in all subject areas.
- *Research Guides, Subject-Area Handouts, and Program Resources* teach how to find key information by subject area, both online and in traditional libraries.
- *Online Tutorials* teach how to research effectively.
- *Live Technical Support* is available.

Other Libraries

Cambridge College provides borrower's privileges at affiliated academic libraries in Cambridge, as well as near NITE and some regional centers. At other regional centers, academic and other research libraries open for public use are recommended.

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



Go to www.cambridgecollege.edu/library/research.cfm and scroll to the Traditional Library Skills section for library information for Cambridge and all Cambridge College regional centers.

Cambridge, MA

Gutman Library at the Graduate School of Education at Harvard University is available to Cambridge College students doing research in education and counseling. This library is in Harvard Square, a short walk from Cambridge College and two blocks from the Harvard Square subway station.

Be sure to let the Gutman librarians know that you are a Cambridge College student, because you are eligible for services including individual consultations with education reference librarians, which can be made by calling in advance to 617-495-3421.

You do not need a special card to use the library during open hours including evenings and weekends, but you must present your Cambridge College ID card to gain entry. If you want to borrow books, you will need a borrower's card. It takes one month to process a borrower's card application. For an application, please see the Traditional Library Skills section of www.cambridgecollege.edu/library/research.cfm/.

NITE — Summer Study

- For the summer term, Cambridge College students have access to and borrowing privileges at our host college's library, including reference librarian services.
- Students may also use Gutman Library at the Harvard Graduate School of Education (see Cambridge information above.) If you want to borrow books, please apply for a borrower's card as soon as you are registered for NITE, as it takes one month to process a borrower's card application. For an application, please see the Traditional Library Skills section of www.cambridgecollege.edu/library/research.cfm/.

Writing & Research Support

Writing is a primary tool for academic work at Cambridge College. During the NITE summer term, group instruction and individual tutoring are available in writing, research, computer and online training. Topics include developing and organizing ideas, doing online research, critical analysis of texts, APA style and documentation, and writing your Independent Learning Project. A writing evaluation will give you early feedback on your writing strengths and areas to improve. If your writing evaluation indicates need, please take advantage of this resource.

NITE Text Books & Course Materials

Reading materials are at the discretion of faculty. Text books will be available for purchase online. Instructors may provide books or copied materials and charge students for the cost.

Career Resources

The Cambridge College Online Library has a career development feature. On the Cambridge College website, go to www.cambridgecollege.edu/students/career.cfm/. The College has no job placement service.

Computers, Network & Information Systems

Information Technology Resources, Services, & Policy Highlights

Recognizing that computer technology is becoming a more critical resource for education and for workplaces, Cambridge College uses technology-based learning in some of our coursework. Thus, technology-based learning adds a rich dimension of learning to Cambridge College's tradition of dynamic conversations and personal interactions of our adult classroom experience.

Students are responsible to provide their own computers.

Computer Requirements

All students must have access to a computer that meets the minimum requirements below in order to fully utilize the tools and services that Cambridge College has to offer such as MyCC, the on-line library, e-mail, e-help desk etc.

Hardware & Software Minimum

| <i>Microsoft Windows</i> | <i>or</i> | <i>Macintosh OS</i> |
|---|-----------|---|
| Windows XP (or higher) | | Mac OS 10 |
| Microsoft Internet Explorer 7.0 or higher OR Mozilla FireFox 1.3-1.7 or higher | | Apple Safari 1.2 or higher OR Mozilla FireFox 1.3-1.7 or higher |
| 1 MB RAM or greater highly recommended | | |
| 56k modem (broadband DSL or cable-modem highly recommended) | | |
| Wireless capability (most laptops have a wireless card) | | |
| Sound card and speakers | | |
| Anti-virus software and spyware protection required (Norton and McAfee are common brands) | | |
| Software — Microsoft Office required (Office 2007 recommended) | | |

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

Access to a Computer

- Cambridge College computer lab
- Local public libraries
- Purchase

Purchasing a Computer

- The Cambridge College Information Technology website can provide basic information about resources available to enrolled students.
- The cost may be included in your federal student loan application. ***Do not buy a computer until you receive your award notice.***

Technical Support

Contact the E-Help Desk or call the IT Help Desk for technical information about:

- Personal laptop computer requirements
- MyCC web portal • E-mail • Cambridge College website
- College network & connectivity problems
- College web applications

For hardware and software issues, please contact the manufacturer.

IT HELP DESK 617-873-0159

Monday-Thursday 10am-10pm EST

Friday 10am-9pm EST

Saturday 9am-5pm EST • Sunday
12noon-5pm EST

E-HELP DESK

<http://helpdesk.cambridgecollege.edu>

E-Helpdesk service is a web application that allows the Cambridge College community to request technical support any time, anywhere.

To Log on, type in your user name and password (the same user name and password that you use to check your e-mail or log on to the network) Note: Do not check the "Keep me signed in" box if you are using a public computer.



IT WEBSITE <http://www.cambridgecollege.edu/it>

This Cambridge College website provides current information about the College's IT resources and services for students and faculty, including a technology orientation package and unabridged policies.

MyCC Web Portal <http://mycc.cambridgecollege.edu/>

Enrolled Cambridge College students can log in to MyCC with their own user ID and password to register for courses each term, and to view personal information such as their academic record, student account, current course schedule, syllabi and other course information. Distance learning courses, the Online Library, and online forums are accessed through the portal. General College information may also be viewed through the portal.

E-Mail & Passwords

The IT department sends e-mail with account information and passwords to newly registered students. Passwords are confidential and should not be shared. Passwords allow access to individual records and business accounts. You can change your password if needed.

E-Mail Responsibilities

- You are legally responsible for all activity on your account.
- College offices and faculty communicate with students via Cambridge College e-mail. Important information may be lost if your Cambridge College e-mail account is not checked regularly.
- Federal laws governing governing the activities of educational and non-profit organizations prohibit political and for-profit activities, including consulting for personal gain.

SPAM

The College takes very seriously its obligation to provide an environment free of sexual harassment or any other form of harassment. When the College selected its communications software, one of the main considerations was its ability to filter out spam. Please know that the College and, particularly, its IT staff, are available to work with individuals who are receiving spam, to adjust the filtering mechanisms of the software to its maximum protective level and to provide training in this area.

We regret the intrusion and discomfort that these objectionable communications cause. However, please know that, given the current state of technology, the College cannot promise that an individual will not receive spam from anonymous sources.

Internet Access

Students can use free wireless connectivity while at Cambridge College locations. If you need help to access to our wireless network please contact the IT helpdesk.

NITE Summer term — Most classrooms offer wireless Internet access. Please bring an Ethernet cable, so you can connect to the Internet in your room.

Computer Labs

Computer labs are available at the Cambridge campus and at regional centers for students to conduct research and complete projects. Users can access the Internet, do word processing, spreadsheets, and presentations. Specialized applications may be provided for selected courses. Some labs have staff on duty to assist students with using the computers (see hours posted in each lab). Lab users must comply with all information technology policies.

Computer Lab Policies

- Computers and printers are for registered Cambridge College students and alumni only.
- Children are not allowed to use the computers. Unsupervised children are not allowed in the labs please.
- Lab assistants provide technical support with Cambridge College applications only.
- No food or beverages allowed at computers.
- Kindly take all cell phone conversations outside the lab.
- Loading, installing or manipulating software (including games and music software) is not allowed.
- Do not shut down machines.
- Do NOT leave valuables unattended.
- Offensive, harassing or sexually explicit sites or communications are not permitted.
- No chat, e-mail or messenger is permitted other than Cambridge College e-mail and the MyCC portal.
- **Printing: \$.10/page.** Go green; please think before you print.
 - A pop-up will appear when the print bottom is selected.
 - Enter your user name and password from your Cambridge College network account.
 - Students at all centers will be charged \$.10/page.
 - Print charges will appear on your student account at the end of each term.

Students in violation of these policies will be asked to leave the Computer Lab (length of time at the discretion of the IT Office). Please see other information technology policies below (details at www.cambridgecollege.edu/it).

IT Training

The IT staff offer free training to help students get the most from the Cambridge College electronic communication systems, and from learning activities supported by computer technologies.

Topics include using the MyCC portal, e-mail, the IT website and help-desk, program-related applications, online library research strategies, and the Internet. See the IT website.

All Users Subject to IT Policies & Laws

All users of the Cambridge College electronic communications systems, including those who rely on remote or off-campus access, are subject to all Cambridge College IT policies. Your use of our systems implies your consent to these policies, as well as to other applicable College policies and local, state and federal laws. (For employees whose network accounts are primarily utilized for representing special units or projects, further policies may apply.)

All members of the College community are also bound by federal, state and local laws relating to civil rights, harassment, copyright, security, pornography, privacy, and other statutes relating to electronic media.

Network & Computers Acceptable Use Policy

Cambridge College encourages the creative and innovative use of information technology to enhance its teaching, research, and public service mission. The College respects intellectual labor and creativity and seeks to protect the free and peaceful expression of ideas. All members of the College share responsibility for maintaining an environment where actions are guided by mutual respect, integrity and reason.

Cambridge College provides computers, software, and electronic resources for learning and teaching, research, communication, and public service. All members of the College learning community are expected to use these resources with proper regard for the rights of others, the



College, and federal, state, and local laws. All users, on-site and remote or off-campus, must abide by all policies of the Cambridge College IT Office.

Access will not be denied or abridged in violation of equal opportunity policies (see Equal Opportunity).

(For more about individual privileges and responsibilities, and how IT staff implement these policies, see Network & Computers Acceptable Use Policy, available at www.cambridgecollege.edu/it).

Acceptable Use Agreement

By using the account issued to you by the IT Department, you agree to use it only as described below. Violations may be cause for referral of the matter to the appropriate College authorities.

- Only the person to whom it is issued shall use the account. You are responsible for the actions of anyone using your account. Your password is to be held privately and securely. Be responsible for all use of your account and for protecting your password. In other words, do not share computer accounts. If someone else learns your password, you must change it.
- Your account shall be used for academic and administrative purposes pertaining to Cambridge College only. You may send and receive electronic mail and maintain personal information as long as you observe the rules of etiquette, including refraining from obscenities and profanity. You may NOT conduct business transactions on the Cambridge College system or through its networks. This prohibition extends to consulting for private gain.
- The account shall not be used for unauthorized access or attempts to access computers, computer software, computer data or information, or networks without proper authorization, regardless of whether they are owned by the College. (That is, if you abuse the networks to which the College belongs or computers at other sites connected to those networks, the College will treat this matter as an abuse of your Cambridge College computing privileges.)
- You shall not take advantage of another's inexperience or negligence to gain access to any computer account, data, software, or file for which you have not received explicit permission to access.
- You shall not send fraudulent computer mail, break into another user's electronic mailbox, or read someone else's e-mail without his/her permission.
- You shall not use the College's computing resources to harass or threaten other users.
- You shall not copy software (other than freeware/shareware) without written permission of the system administrator.
- You are responsible for maintaining the security of your own electronic documents and for making backups of your work.
- You shall not encroach on others' use of College computers. Examples include: disrupting others' computer use by excessive game playing; sending excessive messages; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a College computer; damaging or vandalizing College computing facilities, equipment, software, or computer files.
- You should report any abuse of the above to the appropriate project director, instructor, supervisor, system administrator, or other College authority.

Intellectual Property Policy

(Reference Intellectual Property Policy, available at www.cambridge-college.edu/it).

This policy defines the rights of Cambridge College, its faculty, staff and students with regard to the intellectual property rights and copyright ownership of works that they may create while carrying out their responsibilities to the College, or in class activities and assignments.

Cambridge College faculty, staff, and students shall retain the intellectual property rights and/or copyright to any works they produce, except works covered by a contract with the College or produced as part of job responsibilities. Accordingly, all intellectual property rights to such works vest in Cambridge College.

Cambridge College remains legally responsible for all information stored on computers owned or leased by the College (in compliance with FERPA and other notification requirements where applicable), and will honor all subpoenas or court orders for the College to release information stored on any computer owned or leased by the College, to an individual, agency, court or agent stipulated by the subpoena or court order.

Policy on Use of Software

(Reference Policy on Use of Software, available at www.cambridge-college.edu/it).

Cambridge College provides licensed copies of legally acquired software on all College computers to meet all legitimate academic and administrative needs.

Responsibility — Persons who install personal copies of commercial software, shareware, or freeware on their computer, as permitted above, are responsible to install only licensed copies of legally acquired software; to keep a printed copy of the software license; and to comply with all requirements of the license. Cambridge College will not assume responsibility (financial or otherwise) for any software not installed by the College IT staff.

Violations & Discipline

Reporting Possible Violations — If a user believes that a violation of the IT policy or criminal act has occurred, the user should contact the IT Office. College officials will take appropriate action in accordance with established College procedures. Infractions that may be violations of federal, state, or local laws will be reported by College officials to the appropriate authorities.

In some situations, it may be necessary to suspend account privileges or limit access, to prevent ongoing misuse while the alleged violation is under investigation. The system administrator reserves the right to immediate temporary suspension of the account(s) of anyone suspected of a violation, pending the outcome of investigation by the appropriate office. In the case of minor, first time offenses, the system administrator may choose to resolve the situation informally without reporting the violation to other College officials. Appeals of any disciplinary decision will be handled according to existing law, College policies, and disciplinary procedures.

Disciplinary Action — Abuse of computer/network privileges, equipment, software, and accounts is subject to disciplinary action. System administrators are authorized to take any actions deemed necessary to preserve the integrity of the system in response to evidence of possible violation, including immediate temporary suspension of access by any user allegedly involved, pending the outcome of an investigation. Violation may result in disciplinary action ranging from a verbal warning, to loss of account and access privileges, and disenrollment.

Due Process — The College will use due process in cases of discipline resulting from violations. The College's administrative procedures aim to promote fundamental fairness, although they do not follow the adversarial method of a court of law.

However, disciplinary action by the College does not preclude law enforcement by federal, state, and local authorities. Infractions that may be violations of law will be reported by College officials to the appropriate authorities, and you may be prosecuted to the full extent of the law.

Classroom Technology Services

Classroom technology services typically include wireless labs and audiovisual equipment. These services may be requested only by Cambridge College faculty and staff; students are not permitted to request classroom technology services.

If assistance is needed with equipment in any classroom, please contact the IT Helpdesk. Do not attempt to resolve the problem yourself. Do not tamper with, mistreat, or remove any computer or audiovisual equipment from any classroom.

Online Library See Library Services.

Admission & Policies

Admission—Welcome

Cambridge College welcomes adult learners based on motivation, prior life achievement, and commitment to realizing life goals, rather than on the results of standardized entrance exams. An admissions counselor talks with you and helps you collect all required materials. An interview with your admissions counselor and review of your file establish whether or not Cambridge College is right for you, and whether or not you are ready for Cambridge College. Some programs have specific assessment and admission requirements.

Equal opportunity — Cambridge College is an equal opportunity institution committed to providing a diverse academic environment for its students, faculty, and staff regardless of race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status.

Admissions counseling — For more information, please speak with your admissions counselor. International students, please also talk with Cambridge College's international student advisor.

Rolling admission — Applicants are admitted for the upcoming term when applications and supporting materials are received and processed, no later than the add/drop deadline each term. Terms begin in September, January, and June. Some specialized programs have different schedules and deadlines. Information is available from your admissions counselor.

Make an informed decision — Applicants are responsible for reading the Academic Catalog to get all the information needed to make an informed decision. Applicants pursuing licensure are responsible to get current information from their state licensing authorities and meet their requirements.

Educators, Choose Your Program Carefully

Before enrolling, students who may wish to get a license (certificate) must get current information from the state education dept. where they seek licensure or licensure status upgrade, comply with its requirements, and follow its procedures. All applicants are responsible for:

- Being thoroughly informed about licensure requirements.
- Understanding Cambridge College education programs and policies, and how differences between non-licensure and licensure programs may affect plans for licensure.
- Checking with the state education dept. before enrolling, to verify acceptability of their Cambridge College program chosen for the license sought. State requirements may impact program choice.

Important Tips

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

A complete admission file, with all supporting materials listed, is required. If at least the **official transcript** of your prior degree is in your file, you may register for your first term's classes before the file is complete. However, you may not register for your second term until the file is complete.

Your admission file must be COMPLETE before:

- Financial aid may be awarded.
- Transfer credit may be evaluated.
- You may register for a second term.

International transcripts must be translated and evaluated by an authorized agency. Applicants must obtain this service. Suggestions include:

- Center for Educational Documentation, 617-338-7171, www.cede-valuations.com/.
- World Education Services, 212-966-6311, www.wes.org/.
- American Association of Collegiate Registrars & Admissions Officers, www.aacrao.org/.

If original documents are located in countries where there are extenuating circumstances, a notarized copy of the original transcript may be acceptable. International transcripts with translation and evaluation, documenting degrees earned at international institutions, must be received before applicants may enroll.

All application materials become part of Cambridge College records and will not be returned. Access to this material is limited under the Family Educational Rights and Privacy Act of 1974. A complete admission file is required. In some cases, new students may register for their first term's classes before all admissions items have been received.

If applying for a second Cambridge College degree program, all new documents are required. Please contact the Registrar's Office to release an official transcript of your prior degree.

Admission requirements

Education—MEd & CAGS

Application Form—Read & Complete Carefully

- Complete all items and sign your application.
- Include application fee of \$30 (non-refundable).
- If you have a U.S. permanent resident card, a copy of both sides is required.
- International students, please attach international student form and all required documents listed.

Official Transcripts Documenting Your Education

Degree earned at a regionally accredited college or university:

- MEd applicants — Bachelor's degree required.
- CAGS applicants — master's degree in education or a closely related field *and* bachelor's degree required.

You must request an official transcript from the college that awarded your degree, to be mailed directly to Cambridge College; we must receive it **sealed and unopened**. Only official transcripts are accepted.

Documents for Transfer Credit Evaluation

If you want prior graduate course work evaluated for transfer credit, please send to the Transfer Credit Office:

- **Official transcripts** (only official transcripts are evaluated).

AND if you wish to transfer specific required courses, send also:

- **Transfer credit request form** (provided).
- **Course descriptions or syllabi** — Photocopies must clearly show the college's name; write your name and social security number on the copies.

Interview (*candidates for licensure programs*)

Please be ready to demonstrate:

- Appropriate competencies and knowledge in the subject area and at the level of licensure sought.
- Strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English.
- Enthusiasm, sincerity, and serious intent to become a licensed educator.

Current Résumé Documenting Your Experience

- All programs — Five years of work experience recommended.
- Professional and administrator licensure programs — Specific experience required (see program charts). Please provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the experience required.

Documentation of Licensure

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

Written Personal Statement/Essay

Write a short essay (about four typed, double-spaced pages), describing your professional experience: What are you most proud of? What do you want to improve? How do you best learn? What are your goals and objectives for graduate study and for educator licensure? How do you expect your graduate studies to apply to your school and enhance your future career? ***If seeking licensure, make your response specific to the area and level of licensure you seek.***

Please keep an electronic copy of your statement to share with your professional seminar leader (academic advisor) and post on your MYCC web page. It will also become the first entry in your portfolio of learning at Cambridge College. This portfolio may be used for program assessment.

Two Professional References

See instructions on form provided in the application booklet.

Additional Requirements

- Math initial licensure (5-8, 8-12) — Math placement test.
- School Nurse Education — Registered nursing license (RN); proof required.

Health Insurance

Required by law for Massachusetts locations, including NITE summer residency.

Immunizations Form

Massachusetts — Immunizations are required by law for:

- Full-time study in any degree program.
- Programs and courses that include work at a health care facility.
- International students.

Please see the immunizations form in the application booklet for policy and instructions.



Admission Requirements

Education—Doctor of Education

Admission into the EdD program is a competitive process for one of the limited number of slots available. Therefore, meeting minimal standards does not guarantee admission.

Application Form—Read & Complete Carefully

- Complete all items and *sign* your application.
- Include application fee of \$100 (non-refundable).
- If you have a U.S. permanent resident card, a copy of both sides is required.
- International students, please attach international student form and all required documents listed.

Ask for doctoral application booklet and form (do not use NITE application).

Official Transcripts Documenting Your Education

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

You must request official transcripts from the colleges you attended, to be mailed directly to Cambridge College's Dept. of Educational Leadership; we must receive them **sealed and unopened**.

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

Documents for Transfer Credit Evaluation

So that we can evaluate your post-master's course work for transfer credit, please submit:

- **Course descriptions or syllabi** — of courses completed at other colleges (syllabi not needed for Cambridge College courses).
- **Transfer credit request form** — provided

Photocopies must clearly show the college's name; write your name and social security number on the copies.

Two Letters of Recommendation

See instructions on form provided in the application booklet.

Please submit two recommendations that directly address your candidacy for admission to the Ed.D. program at Cambridge College. The recommendations will provide an auxiliary review of your academic and professional achievements.

- **Letter from a faculty instructor** who taught or advised you in graduate school, who is well acquainted with your academic work and able to write a confident assessment for you.
- **Letter from an administrative supervisor at your current or most recent professional employment** who has had enough contact with you to be able to comment.

Letters must be recent, no more than 12 months old.

Recommendations should not be written by friends or family members.

Tips for Obtaining Your Recommendation Letters

- Ask at least two months before the application deadline.

- Give your recommender a current résumé and plenty of context for the letter.
- Send a "gentle reminder" a week before the due date if necessary.

Résumé Documenting Your Experience

- Five years of progressively responsible professional experience. Your résumé is a summary of your education and work experience and may include publications and presentations (including dates); grants, fellowships, awards, and honors; and professional associations, licenses and affiliations.
- **Administrator licensure candidates** — Specific experience required (see program charts). Please provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the experience required. Students who do not submit this letter may be admitted by signing a waiver stating that they understand that **they will not be eligible for licensure at the completion of the program**.

Short Essay Describing Your Purpose in applying to the Ed.D. program. Your statement should be written by you alone and represent your original work. The statement should be typed, double-spaced, and no more than 1,000 words. In your statement, please discuss:

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

Applicants seeking a CAGS — Please keep an electronic copy of your statement to share with your professional seminar leader (academic advisor) and post on your MYCC web page. It will also become the first entry in your portfolio of learning at Cambridge College. This portfolio may be used for program assessment.

Portfolio of Scholarly & Professional Work

The portfolio is a visual representation of your experience and excellence in the field of education. It should consist of documents that you have written or that record your direct involvement in real work situations. These documents should demonstrate the following set of competencies:

- Clear and coherent writing ability.
- Ability to think critically, problem-solve, and deal with complex situations.
- Experience with data analysis and data-driven decision making.
- Understanding of advanced graduate-level research (qualitative and quantitative).
- Effectiveness as an educator.

- Situational leadership (e.g., collaborative practice, interpersonal skills, oral and written communication skills, creativity, decisiveness, flexibility).
- Knowledge of and commitment to a broad range of contemporary school issues (e.g., curricular reform, instructional technology, cultural competence, equity).
- Commitment to ethical and accountable behavior.

For each document that you include, please attach a short description of the context within which the document lies, your role in the situation, and which of the above competencies it demonstrates about you.

The admissions committee is particularly interested in seeing **a few in-depth examples** that demonstrate such competencies and development as an educational leader. A portion of your action research project, thesis paper, or other academic writing could demonstrate many of these competencies, as could a brief write-up of your leadership development with attendant documentation such as a created curriculum, school report, or conference presentation. Any material providing evidence of your skills, experience, and potential to perform at the doctoral level is welcome so long as the write-up clearly articulates how this material is relevant.

Formatting & binding — The front cover should include your name and date of application. Print all documents to standard size paper and take to your local copy center for spiral or tape binding. Do not use folders or 3-ring binders, staples or plastic sleeves, loose sheets, or items that do not fit into the bound portfolio.

Quality is more important than quantity, so your submissions should not be excessive. The thickness of the bound portfolio should not exceed one inch. Submit copies of items only, because your portfolio will not be returned to you.

Qualifying Assessment (QA)

The qualifying assessment evaluates the following, in lieu of a standardized test:

- Your applied knowledge of your graduate coursework in education.
- Your facility with the analysis, use, and presentation of data.
- Your writing, critical thinking and problem-solving skills under time constraints and in complex situations.
- Your capacity for effective leadership.

Format — The QA will ask you to read, analyze and respond to questions about a series of case studies, contemporary issues and data sets. It is completed and submitted electronically, which means you will need a computer with a reliable internet connection and Microsoft Office software (including Word, Excel and PowerPoint).

Process — Upon receipt of your application, we will contact you to arrange for your QA and give you detailed instructions. Please make sure your application lists a phone number and e-mail address where you can easily be reached, and check your messages often.

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

Phone Interview

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

If seeking licensure, please be prepared to demonstrate:

- Appropriate competencies and knowledge in the subject area at the level of licensure sought.
- Strong oral and written communication skills including organization and clarity of thought, ability to communicate ideas, and correct use of English.
- Enthusiasm, sincerity, and serious intent to become a licensed educator.

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

Documentation of Licensure

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

Health Insurance

Required by law for all doctoral students.

Immunizations Form

Required by law for all doctoral students (Please see the immunizations form in the application booklet for policy and instructions.)



Financial Aid

Financial aid is available for our students who qualify, to assist in financing educational expenses at Cambridge College. Visit www.cambridgecollege.edu/financialaid/ to begin the financial aid process.

Eligibility

To be eligible to receive federal or state financial aid, students must:

- Be U.S. citizens or permanent residents; international students are not eligible.
- Enroll in a degree or eligible certificate program; individual courses and most certificate programs are not eligible.
- Maintain **at least half-time** enrollment status. Graduate students must be enrolled in at least four credits/term; undergraduate students must be enrolled in at least six credits.
- Make satisfactory academic progress toward achieving a degree.
- Undergraduate students must have a high school diploma, GED, or pass an approved ability to benefit test. Graduate students must have a bachelor's degree from an accredited institution.
- Male students ages 18-25 must be registered for Selective Service.
- Not be in default on a student loan or owe a balance on federal funds.

Educational Expenses Eligible for Financial Aid

Students may receive federal financial aid for direct costs which include tuition and fees. Financial aid can cover the full number of credits of the degree program (i.e. total credits required minus transfer credits). **Courses taken beyond the degree requirements are not eligible for financial aid.**

Undergraduate students — If you wish to take CLEP or other standardized exams for credit, or earn credits by portfolios, you may apply for financial aid to cover the cost **after** you have completed them and the credit award appears on your academic audit.

Computer — New 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 & 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.

Continuing students (second year or beyond), if you 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.

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 — 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.

Application Process — New Students

To apply for financial aid, you must complete these five steps. Failure to complete all steps will delay your receiving financial aid.

STEP 1 Cambridge College Financial Aid Application. This may be done while you are finishing your admission file. Use the application form on our financial aid website or in your admission packet.

STEP 2 PIN (Personal Identification Number). A PIN will allow you to electronically sign your Free Application for Student Aid (FAFSA) and Master Promissory Note (MPN). To apply for a PIN, go to www.pin.ed.gov/. You will need to provide your name, address, Social Security number and date of birth. You will also select and answer a challenge question. You will receive your PIN in about three to four days by e-mail or postcard. (Do not confuse this PIN with the PIN that gives you access to MyCC.)

STEP 3 Free Application for Federal Student Aid (FAFSA). Go to the FAFSA home page, www.fafsa.ed.gov/, to complete the FAFSA form for the current award year. You will need information from your federal tax return and W-2 forms to complete this application:

| First term of study | FAFSA year | Federal Income tax return for year | Submit FAFSA by |
|---------------------|------------|------------------------------------|-----------------|
| Fall 2009 | 2009-10 | 2008 | Aug. 15, 2009 |
| Spring 2010 | 2009-10 | 2008 | Dec. 15, 2010 |
| Summer 2010 | 2009-10 | 2008 | May 1, 2010 |

For assistance with the FAFSA, please call the **FAFSA hotline at 800-433-3243**. Cambridge College's school code is **021829**.

Warning—Do not use any other website or pay a fee! The federal website is free of charge.

STEP 4 Mandatory Entrance Loan Counseling — All new students must complete entrance loan counseling prior to loans being disbursed to their account. Go to www.cambridgecollege.edu/financialaid/, click on Apply for Financial Aid, click on Step 4 link to www.mappingyourfuture.org, and follow instructions.

Click the first menu item, Student Loan Counseling Interview. This will give you another menu where you will again click the first item, **Stafford Entrance Counseling**. At the bottom of the first page, select the state, Massachusetts and then select Cambridge College. The session will take about 25 minutes to complete, and the Financial Aid Office will receive electronic confirmation.

This entrance counseling is a federal requirement. Even if you have borrowed at other schools, this step is required.

STEP 5 Master Promissory Note for the Federal Stafford Loan

— Whether you have borrowed before at other schools or not, you must complete a new promissory note.

Lenders & Disclaimer

See list of preferred lenders below or on our web page, (Apply for Financial Aid step 5), to compare the benefits they provide. OR you may find a different lender.

Cambridge College does not endorse any lender, but we believe these give excellent benefits and customer service. You may choose any lender that is willing to make Stafford loans to students at Cambridge College. Please contact the lender directly if not on this list. Benefits are subject to change; contact lenders for current benefits.

Preferred lenders & lender codes— subject to change

| | |
|---------------------------------|------------------------------------|
| Citibank826878 | Access Group . .808851 |
| Citizens81772 | Ed America831453-60 |
| Chase803000 | |

Once you have chosen your lender, go to American Student Assistance's website, www.amsa.com/. Click on ASA Direct and complete the master promissory note for the federal Stafford loan. As a first time user, you will be instructed to create a user name and password. Please be sure to complete the application thoroughly. If you do not, it will delay processing of your loans. If you have an issue completing the MPN, call ASA at **800-999-9080**. You will need your FAFSA PIN to act as your electronic signature.

You may be asked to submit additional documents. You can find most of our documents on our website under Financial Aid Forms, at the left side of the Financial Aid web page.

Verification Process

Some students are selected for a process called **verification**. This means that the Financial Aid Office must verify certain information using your federal tax returns and a verification worksheet. The Financial Aid Office will notify you if these documents are needed. If you are selected and do not provide us with the documents requested, you will not be eligible for financial aid.

Application Process — Continuing Students

Continuing students **MUST reapply** every academic year to be considered for continuing financial aid. Only steps 1 and 3 are needed. However, if you have not taken out a federal student loan in prior years at Cambridge College, you will need to complete all steps, as a new student.

STEP 1 Cambridge College Financial Aid Application. Use the application form here on pages 3-4 or download from our website.

STEP 3 Free Application for Federal Student Aid (FAFSA). If you applied in the previous year, complete the **Renewal FAFSA**. Your PIN will bring up your file and you will update your financial information.

Financial Aid Award Letter

Once your file has been reviewed, you have been officially accepted into Cambridge College, and you have enrolled as a new student, your financial aid award package will be determined. Your award letter will be mailed to your home address, and you can view your award information on the myCC portal.

Grant Programs for Undergraduate Students — No Repayment Required

Federal Pell Grants are awarded to undergraduate students based on criteria established by the U.S. Department of Education.

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.

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.

Loan Programs for All Students — Repayment Required

Federal Stafford Loans, subsidized and unsubsidized, are available to all students who are enrolled at least half time. Federally subsidized Stafford Loans are based on financial need. Unsubsidized Stafford Loans are available to students who do not qualify for subsidized loans.

The interest on subsidized Federal Stafford Loans is paid by the federal government while students are enrolled. Students may pay the interest on Federal Unsubsidized Stafford Loans while enrolled or allow the interest to accrue. Accrued interest will increase the principal amount of the loan and result in higher monthly payments. Repayment begins six months after a student is no longer enrolled at least half time. Current rates for 2009/2010 are:

| | |
|---|------|
| Undergraduate Subsidized Stafford Loan | 5.6% |
| Undergraduate Unsubsidized/Graduate Subsidized & Unsubsidized | 6.8% |

Federal Perkins Loans are low interest (5%) federal loans available to low income students with exceptional need. Average loans are \$1,000-\$1,500. Repayment begins nine months after a student is no longer enrolled at least half time. Funds are limited and will be awarded first to students with greatest need.

Grad Plus for graduate students — Grad Plus loans, with a fixed rate of 8.5%, 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 subsidized and unsubsidized Stafford loan.

Scholarships

Cambridge College has a variety of scholarships available to our students. Information is available on the financial aid web page.

To be considered for a scholarship, you must complete:

- One term's course work at Cambridge College.
- FAFSA (see Financial Aid Application Process).
- Cambridge College scholarship application (form available on website; submit to Financial Aid Office).

Applications are reviewed by the Cambridge College Scholarship Committee once each term.

Scholarship Resources on the Internet

FastWeb Scholarship Searchwww.fastweb.com
 Next Student Scholarship Search Engine.www.nextstudent.com
 Peterson's Education Center (find scholarships under the "Pay for School" tab)www.peterson's.com

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

Other Financial Resources

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

Alternative Loan Programs — Students may use alternative loans to pay for college expenses. Please visit the website for additional information: www.cambridgecollege.edu/financialaid/.

Veterans may be eligible for G.I. Bill assistance. Information is available from the Bursar's Office or from the regional Veteran's Administration Office.

Students Without a High School Diploma

You may be eligible for financial aid if you document your ability to benefit from undergraduate education in one of the following ways:

- Submit an official copy of a General Education Development Certificate (GED).
- Complete the College Board's nationally standardized Computerized Placement Tests (Accuplacer) to establish your ability to benefit from the courses ahead. This assessment must be taken at an authorized test center independent of Cambridge College.

In-School Deferment of Prior Student Loans

Students enrolling in eligible degree programs may be eligible for a deferment on prior student loans.

Awards & Disbursement

In accord with federal policy, financial aid awards are posted to students' accounts at Cambridge College, not directly to students themselves.

Disbursement of Student Loans — Loans are disbursed by the number of terms enrolled. Upon receipt of the loan disbursement, the student's account is credited. 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.

Refund of Excess Funds

- Loans are disbursed by the number of terms enrolled.
- Students must wait for awards to be credited to their student accounts.
- Any federal funds in excess of current charges may be refunded to student after term charges have been paid, pending any change of enrollment.
- Any excess funds are refunded within 14 business days after the disbursement is credited to a student's account (14 days after the add/drop deadline, if credited earlier).
- The Bursar's Office will automatically mail refunds to students.
- Before making a call to the Financial Aid or Bursar's Offices, students may access their accounts on the website by logging on to the myCCportal. Student ID and PIN number will be needed.

Maintaining Eligibility for Student Loans

In order to apply for student loans, students must be enrolled **at least half-time** and work consistently toward completing the degree in a timely manner, making **satisfactory academic progress**.

Course Load & Financial Aid

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

| Enrollment Status | Credits per term | |
|---------------------|------------------|-------------|
| | Undergraduate | Graduate |
| Full time | 12 or more | 8 or more |
| At least half time | 6 or more | 4 or more |
| Less than half time | less than 6 | less than 4 |

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

Students who are enrolled less than half time do not qualify for student loans. Undergraduate students may qualify for a small Pell Grant.

Enrollment Data

Student enrollment data (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.

Determining Grade Level

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

Satisfactory Academic Progress

Satisfactory academic progress (SAP) is a measure of progress toward the completion of your course of study according to Cambridge College standards and required federal regulations. You must meet these standards to retain eligibility for financial aid. The standards apply to all financial assistance programs and to all students: full-time and part-time, degree and certificate candidates.

Annual Review — The Financial Aid Office measures your academic progress by calculating your completed credits as a percentage of your attempted credits each academic year, after the spring term.

All attempted credit hours are counted, including transfer credits, whether or not financial aid was received or the course work was successfully completed.

SAP Standard — Undergraduate

- Credits earned: a minimum of 67% of the credits you attempt must be completed satisfactorily each year.
- Maximum time frame: You must complete your program within 150% of the published completion time. For example, if you begin a full-time, four-year bachelor's degree at Cambridge College, you must complete your degree in a maximum of six years. If you go beyond six years, you will no longer be eligible for aid.

SAP Standard — Graduate/Post-graduate

- Credits earned: a minimum of 50% of courses you attempt must be completed satisfactorily each year.
- Maximum time frame: You must complete your program of study within 200% of the published completion time. You will not be eligible to receive financial aid once you have attempted more than 200% of the credits normally required for the degree or certificate.

Satisfactory grades: credits attempted and earned

- Undergraduate: grades A, B, C, D, and/or Credit.
- Graduate: grades of Credit and/or letter grades A, B (B-minus is not satisfactory).
- Credit [for Cr/NCr courses].
- Late ILP/IRP or dissertation continuation courses: Incomplete.

Unsatisfactory grades: credits attempted but not earned

- Withdrawal.
- No Show.
- Incomplete.
- No Credit/Incomplete.
- No Credit.
- Undergraduate: letter grade F.
- Graduate: letter grades below B.

Repeated courses — Courses, if repeated, are counted again. Students are allowed to repeat a course only twice.

Transfer credits

- Prior transfer credits accepted by Cambridge College are included in the percentage of credits earned in your first academic year.
- The length of time allowed to complete your program is correspondingly reduced.)

Probation — If at the annual review you do not meet the SAP standards, the Financial Aid Office will review your situation and notify you of the outcome. If eligible, you will be placed on financial aid probation for one academic term. You will not lose your financial aid eligibility for this probationary term.

Loss of Eligibility — If the SAP standards have not been met by the end of the probationary term, you will lose eligibility for further financial aid payments until you once again meet the SAP standards.

Appeals — You have the right to appeal your loss of eligibility due to not making satisfactory academic progress, and have your situation reviewed by Financial Aid SAP committee. Approval of your appeal will be based on extenuating circumstances outside the normal school activities that have an impact on your ability to achieve the minimum standards of satisfactory academic progress, including:

- You become seriously ill or are severely injured.
- Your relative dies.
- Other circumstances may be considered if they are determined to have caused you physical or psychological stress. Each situation is reviewed on a case-by-case basis.

You must submit a written statement to the Financial Aid Office describing the time-frame and consequences, to be kept in your financial aid file. Your eligibility for all aid will be lost in the next term if you do not meet the requirements in the period stated.

Regaining Eligibility — Students may regain eligibility for aid during the academic year if they reach the minimum standards of satisfactory progress within the same period of enrollment. Students may continue to attend courses at Cambridge College without the assistance of federal, state or College funding. Students are determined to be eligible for funds based on the timing in which they reach the minimum standards. The Department of Education's standards outline different eligibility criteria for students who meet satisfactory progress standards within the current period of enrollment versus those who regain eligibility in a later period. The Financial Aid Office will award appropriate aid as specified by the Department of Education.

Exit Interview Counseling

All borrowers of federal student loans must complete federally mandated exit interview counseling when graduating or dropping to less than half-time enrollment status. Exit interviews are conducted to assist students in preparing for re-payment. Students must complete the exit interview 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.collegexit.com, click on Loan Counseling, scroll down to Cambridge College, and follow directions on screen.

Responsibility as a Student Loan Borrower

According to federal tax laws, any monies received beyond the cost of eligible educational expenses are regarded as taxable income. Careful records should be kept and all taxable income must be reported on the appropriate tax form.

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

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

Federal Loan Rehabilitation

Defaulted Stafford and Perkins loan borrowers are eligible for rehabilitation and restoration of Title IV eligibility. Borrowers may regain eligibility after six on-time consecutive monthly payments; however, the loan is still in default. Once twelve such payments have been made, a 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.

Transfer of Credit

Transfer credit requests are evaluated on the basis of official transcripts only. Once all transcripts have been received, student files are forwarded to the Transfer Credit Office. Evaluation is typically a two-step process:

- The Transfer Credit Office reviews official transcripts and identifies the courses which meet general criteria and may be eligible for transfer.
- For licensure programs, specialized concentrations, CAGS and EdD programs, the program coordinator reviews the content and approves courses that meet program-specific criteria.

Students are typically notified of transfer credit awards during their first term, before registration for their second term.

How to Get Timely Evaluation

Transfer credit evaluation is student-initiated. As soon as you apply to Cambridge College, please:

- Request official transcripts as soon as possible.
- If you have any grades not on the ABC scale, such as P or S, get a letter from the course instructor stating the letter grade equivalent.
- If requesting transfer of required courses into an MEd, CAGS, or EdD, fill out form (available in application booklet) and attach course descriptions or syllabi. Photocopies must clearly show the course number, title and description; name of the college, your name and social security number.
- **Have International transcripts translated by an authorized translation agency and evaluated** by the Center for Educational Documentation, 617-338-7171, www.cedevaluations.com; or World Education Services, 212-966-6311, www.wes.org.

In Your First Term

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.

Transfer Credit & Time Limits

The number of credits that may be accepted in transfer is limited. Courses must have been completed within a specified number of years before you enroll in a Cambridge College degree program (more recent content may be required).

| Degree Program | Credit Limit | Time Limit |
|---|--------------|------------|
| Education programs (MEd, CAGS, EdD) | | |
| MEd programs without licensure | 12 | no limit |
| MEd licensure programs, CAGS, & EdD with concentration (except as listed below) | 12 | 10 years |
| Instructional Technology | 12 | 3 years |
| Technology, law, finance courses for licensure | | 3 years |
| EdD without concentration | 33 | 10 years |

Master’s, CAGS & EdD Transfer Credit

- Grade required: B or better (B-minus not accepted). Any other indications, such as P, CR, or S, must be confirmed as equivalent to B or better.
- Courses completed at regionally accredited institutions authorized to grant graduate/post-graduate degrees.
- Degree credit-bearing graduate courses.
- Courses must meet current program requirements.

Please Note:

- Professional development and continuing education courses not accepted.
- Professional licensure programs, CAGS & EdD: transfer courses must be advanced graduate level.
- Professional licensure programs: courses used for initial licensure or open to undergraduates are not accepted.
- Master of Management: bachelor’s degree required to transfer graduate credit.
- Cambridge College courses (including outreach and school collaborative courses) taken as a non-degree student are evaluated and counted as transfer credit. The transfer credit limit for your program may not be exceeded.



NOT Acceptable for Master's, CAGS or EdD Credit

- Professional development and continuing education.
- A course that duplicates a course already completed at Cambridge College. Therefore: do not take any specific required course that you expect to be covered by a corresponding transfer course, until your transfer credit evaluation is complete.
- Course work taken at other institutions after enrollment in a degree program or during an absence from the College.

NOT Acceptable for Master's or CAGS Credit

- Field experiences, practica, internships.
- Independent learning, research, and applied action projects (final projects cannot be replaced by transfer credit).
- Courses credited toward another degree.

Licensure Course Transfer (or "Waiver")

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. (Program coordinators reasonably attempt to keep informed.)

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. Dept. of Elementary & 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 Mass. ESE. These records will be required when you apply for licensure.

Re-Evaluation of Transfer Credit

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

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

Transfer to Another College

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

Course Registration

Web Registration

Course registration is done online through the Cambridge College website, www.cambridgecollege.edu. At the home page, click on MyCC Web Portal. This system allows enrolled students to register for courses, add and drop courses, and access academic, student account, and personal information.

For assistance, please call the Registrar's Office at 617-873-0101.

In order to register online, the College requires that you be informed and agree to specific policies governing student accounts. When you first connect to the portal, the student account agreement page will appear. When you click on "I agree," you are providing an official signature to your registration transactions.

Your Cambridge College ID number and PIN number are required to register online. The Admissions Office provides your number and ID card. The PIN number is mailed to you. If you forget your PIN number or do not receive one, call the Registrar's Office. To protect you and your records, the College does not e-mail PIN numbers.

The public components of the portal are also open to guest viewers. Follow on-screen instructions to log in and view the current course schedule.

New Students Registration & Orientation

A registration packet is mailed to newly accepted students, with registration and advisement information. If any information is not in your packet, the instructions will direct you where to find it on the web site. You will be notified when new student registration is open. The registration period ends on the last day of Add/Drop (See Academic Calendar).

Orientation/registration sessions are held shortly before each term begins. Ask your admissions counselor for the date of your program orientation. Please attend to **get academic advising** before registering for your first term courses. If you miss orientation, your admissions counselor can put you in touch with a faculty advisor and assist you with registration.

Registration is done online and may be completed at your program orientation. Ask your admissions counselor to help you get started or visit or call the Registrar's Office for assistance.

NITE — Adjust Your Summer Course Registration

When you arrive for the Summer Institute, your seminar leader will provide academic advising. You can adjust your course registration, if needed, at the on-site Registrar's Office or online during the announced Add/Drop period.

Steps to Registering

- Pay or clear all tuition charges with the Bursar's Office.
- Complete your admissions file.
- Register online.

Official course rosters are prepared from the registration forms, and are available to instructors prior to the first class session. *You must officially register for a course to have your name appear on the official course roster and receive credit.*

Registration is first come first served. Courses or sections may be canceled due to under-enrollment or closed because of class size limits. Register early to get best choices.

Bursar's Office Clearance

In order to register for each term, you must receive clearance from the Bursar's Office (see Tuition & Fees, Payment & Refunds). If satisfactory arrangements for tuition payment are not made, a *business hold* will be applied to your student account (see below).

Complete Admissions File

All students are required to have a complete admissions file. All your admissions materials must be received by the Student Records Office before you can register for your second term.

Student Holds & Notification

A *hold* may be placed on your student record for a variety of reasons:

- Academic (e.g. two or more incomplete grades).
- Admission (e.g. missing documents).
- Business office/student accounts.
- Financial aid.
- Graduation (a *graduation clearance pending* hold is added to students who submitted an intent to graduate. The hold is removed once the student's academic record is reviewed by the Registrar during the graduation clearance period.)

A hold will prevent you from registering. Before continuing students' web registration opens for the following term, watch your mail for a notice informing you of any holds on your account. If there is a hold on your account, ***you will see a description of the hold, and contact information so that you can remedy the situation. You will not be able to register until all holds are reconciled and removed.***

Continuing Students Registration

Online registration for the upcoming term begins in the preceding term. You may register at any time, once registration is open, until the Add/Drop deadline. (See dates on the current Academic Calendar).

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

Add a Course

You may register for additional courses up to the first class session, if space is available and department policies are followed. If the add/drop period is open, you may add the courses online. After the add/drop period, you must submit to the Registrar's Office a paper add form by the first class session. Go to the portal and follow instructions online.

Drop a Course

Go to the portal and follow online instructions to drop the course. ***No verbal or telephone "drops" are accepted.***

Tuition — You must pay the full tuition for all courses for which you have registered, unless the course is correctly dropped online before the add/drop deadline. If you do not attend class and do not submit the form, you must pay the full tuition.

Your student account is credited for the tuition charges for dropped courses, only as outlined under Payment and Refunds.

Grade — If the course is correctly dropped online, the course is "dropped" from your student record. If notification is received after the deadline, the course appears on your student record with a grade of *Withdrawn*. If the Registrar's Office is not officially informed of the drop, a grade of *No Show* will be issued.

After the add/drop deadline, you may still officially withdraw at any time before the end of the course. Tuition liability is as outlined under Payment & Refunds.

In exceptional circumstances, you may write a letter to the Chief Financial Officer, explaining the circumstances compelling the withdrawal, including dates. The CFO's office informs other offices of the decision made.

Non-Degree Students Course Registration

Non-degree students (special students) are welcome to take courses at Cambridge College for credit, without enrolling in a degree program. All course prerequisites must be met. See Admission for admission requirements and other information for non-degree students.

Non-degree students must complete a **paper registration form**, available from the Registrar's Office or on the website.

The College reserves the right to restrict access by special students to particular courses, depending on the nature of the course.

General Information & Policies

Summer Housing

Living and dining with educators from many states and other countries is an unparalleled opportunity to exchange ideas, educational perspectives, and methods. Residence with these new friends will enhance your classroom learning. This is an essential and rich dimension of the NITE educational experience. Therefore **summer residence on-site is required** for all NITE students (not required for local students attending NITE courses).

Students are required to comply with all policies and procedures of Cambridge College and of our host site.

Housing information will be posted on the web for your convenience at www.cambridgecollege.edu/nite.

On-site Accommodations Arranged by the College

Cambridge College contracts with area colleges, hotels and/or conference centers to provide basic accommodations for NITE students. Summer residence at the host site is required.

Room assignments — Rooms are assigned on a first-come-first-served basis. Priority is given to students with medical conditions requiring such features as wheel-chair access, or single occupancy. A written letter from your physician is required at least a month before check-in day. Single rooms may be scarce; priority must be given to students with medical needs. Different rates are charged for the different kinds of rooms available.

Directions to register online for residence will be provided in your acceptance packet.

Room Changes & Refunds — If, after having arranged for room and board on-site, a change of plans becomes necessary, the College must receive your written request no later than one calendar month before check-in day. No changes or refunds will be made after you arrive.

No spouses, children, or significant others are allowed on site (Cambridge College or any other facilities used) unless they are enrolled in a Cambridge College program. Married couples may share a room only if both are enrolled.

Please make arrangements for child care off-site, as children are not allowed on-site at any time. Parents/guardians are responsible for child care and supervision at all times.

No pets of any kind are allowed in the rooms or on-site.

Damage and loss — Students will be charged for the cost of all damage to rooms, including lost room keys and clean-up of smoke.

Early Arrival

If you arrive before check-in day, you must arrange and pay for your accommodations.

Other Accommodations Arranged by Students

Students with extenuating circumstances may ask the housing manager for written permission to stay off-site and commute to classes and activities. Only medical and family reasons will be considered; documentation is required. Students must make their own arrangements for housing, transportation, and payment. Cambridge College is exempt from all liability for students who stay off-site. The College will not guarantee payment or make direct payments on behalf of students.

Commuting — *Students staying off-site are responsible for their own transportation* to the place they are staying, and for daily transportation to and from NITE classes and activities. (Local Cambridge College students taking summer courses are responsible for their own transportation.)



Financial Aid

Students may receive federal financial aid for room and board if residency is required to attend their academic program.

- NITE summer accommodations arranged by Cambridge College — The reasonable cost of basic accommodations may be included in the student's Stafford loan.
- Arranged by students — Students who stay elsewhere must pay all their expenses. They may submit receipts to be considered for reimbursement with a federal Stafford loan.

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 a loan may be written.

Please remember that all students are required to stay on-site unless they get written permission to arrange their own accommodations. *Only medical and family reasons will be considered.* For more information contact the NITE Housing Office.
617-873-0175 • residence@cambridgecollege.edu

Dining Facilities & Meal Plan

A meal plan, providing for meals in our host site's dining room, is included in the room and board charge and is not optional. All members of the Cambridge College/NITE community are required to comply with our host site's dining room policies, hours, and menu.

- **If a special diet is required for medical reasons** (e.g. food allergies, diabetes), **a detailed written request from your physician is required for our host site so that we may accommodate you within reason.**
- **Some vegetarian diets may** be accommodated.
- **Weight-loss diets cannot** be accommodated.
- The meal plan is optional for commuting students. If students eat outside the provided dining room facilities, they are responsible for the cost.

Health & Medical Concerns

Cambridge College is for working adults; students are responsible for their own medical and health care. During the NITE summer term a registered nurse is on duty to provide limited health care services. Hours (weekdays only) are posted. **Cambridge College does not provide any other medical or health care services.**

Medical care — Please check with your home physician and arrange for any medical care needed during the summer term.

Prescription medications and medical supplies — Bring in your carry-on bag at least five weeks' supply. (Do not ship or put in checked luggage.)



Transportation to medical and health services — In the event of a medical emergency, staff on site will call an ambulance to take you to the nearest emergency room (at your own expense if not covered by your health insurance). Please call a taxi at your own expense for transportation to other medical and health services, and pharmacy.

Immunizations & health insurance — Massachusetts law requires health insurance and certain immunizations before arriving on campus. See instructions and policy on the forms, available on the website.

Recreational & Athletic Facilities

Our host site may provide recreational and athletic facilities. You are expected to abide by all the host site's rules and regulations, and to pay any fees charged.

These facilities may not be available to commuting NITE students and local Cambridge College students.

Field Trips & Cultural Activities

Extracurricular trips to interesting places and cultural events are scheduled during the summer term. Fees may be charged to cover the cost. Information will be available in the summer at NITE.

Students may arrange their own trips and tours to museums and historical sites, etc. Consult travel books and the Internet. Students are responsible for the cost of all such activities. Cambridge College is responsible only for trips and activities arranged by the College. The College is not responsible for activities and trips organized by students.

Parking

Parking for resident students is provided by our host site. Parking for commuting students may be limited. You are expected to comply with the host site's parking rules and procedures. Commuting students need to make their own arrangements for parking. You are responsible for paying any parking tickets issued by the host site or local authorities. Unpaid tickets will be charged to your student account.

No motor homes or campers are allowed at the host site or its parking areas.

Getting Around the Local Area

You are responsible for your own transportation when residing or going off-site. The cost of transportation for College-sponsored field trips is included in the ticket price charged for the trip.

Some Do's & Don'ts

All members of the Cambridge College community are expected to comply with Cambridge College policies and procedures, as well as the policies and procedures of our host site; and with all local, state, and federal laws.

This section provides a brief sketch of some laws and regulations that safeguard the welfare of individual students and the learning community.

Alcohol, Drugs, Tobacco, and Firearms

Alcohol & Drugs — 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.

Smoking — Smoking is permitted only as allowed by the state and local laws governing smoking in public places and on college campuses, and by the policies of our host site.

Massachusetts: All indoor smoking is prohibited at college campuses and off-campus classroom locations, including bathrooms and stairwells. Outdoors, smoking is allowed only 25 feet or more from all campus buildings.

Firearms & Weapons — All firearms, knives, and all objects that can be used as 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 disenrollment.

Harassment & Sexual Harassment

Conduct that subjects a person to offensive or unsafe treatment and any implicit or explicit sexual conduct that diminishes, offends, or abuses another member of the College community will not be tolerated. Sexual harassment and harassment based on race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status is recognized as violations of law and are strictly prohibited at Cambridge College.

Hazing Policy

In 1985, the Massachusetts House of Representatives passed legislation that prohibits any form of hazing on campuses throughout the Commonwealth. The College, as well as the Commonwealth of Massachusetts, forbids the hazing or harassment of any student on or off the campus. Any student who organizes or participates in hazing will be subject to dismissal from the College.

From Massachusetts General Law:

269:17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under the action.

269:18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and it at the scene of such a crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars (\$1,000).

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).

For More Information

For more complete policies, see the Cambridge College Academic Catalog, available on the website.

NITE Tuition & Fees Summary

Summer 2010 rates as of November 2009 • Subject to change without notice • For more information, please call 617-868-1000 x1326.

Admission

| | |
|--|-------|
| Application fee (non-refundable) | \$30 |
| Application fee - IMEd (non-refundable) | \$50 |
| Application fee - EdD (non-refundable) | \$100 |
| Tuition deposit (non-refundable) | \$100 |

Due prior to registration; confirms your intention to attend a Cambridge College degree program.

Tuition Rates are set by the Board of Trustees and are subject to change. Current rates apply to all students.

| | |
|---|---------|
| BA (per credit) | \$400 |
| MEd (per credit) | \$500 |
| CAGS (EC prefixes, per credit) | \$605 |
| EdD (ED prefixes, per credit) | \$1,150 |
| Dissertation extension courses (per credit) | \$525 |

Courses offered in collaboration with other institutions: Tuition and other fees may differ from standard Cambridge College rates. Call Bursar's Office, program director, or admission counselor for information.

Other Charges & Expenses

| | |
|---|------------------------------|
| Check returned by bank | \$35 |
| Course materials fee (for materials provided in class) | variable |
| Counseling Psychology internship/practicum fee (MEd and CAGS; charged when internship/practicum is taken; course tuition additional) | \$500 |
| EdD research fee (charged in first term) | \$350 |
| Financial aid late fee | \$50 |
| May be charged if financial aid file is not completed by add/drop deadline. | |
| Payment plan service charge (per term) | \$60 |
| Student Injury and Sickness Insurance Plan — Required of all matriculated students by Massachusetts state law. | |
| Test administration fee (CLEP and DSST; additional fees charged by the external testing agencies) | \$30 |
| Undergraduate portfolio evaluation fee | \$100 |
| Per credit attempted (\$300 for a 3-credit course) | |
| Late payment fee | \$100 |
| May be charged if payment arrangements are not made by June 13. | |
| Lost room key (Summer Institute rooms at host site) | \$225 |
| Room damage & loss | as charged by NITE host site |

Summer Room & Board

Cambridge College selects a summer site with basic accommodations for students and the facilities and services needed to support academic activities. Charges are set accordingly.

Air conditioned rooms are limited. Please apply early.

| | CAGS 4 weeks | MEd, EdD 5 weeks | Per week |
|--------|-----------------|---------------------|----------|
| Double | TBD | TBD | TBD |
| Single | TBD | TBD | TBD |

Double occupancy rates are per person.

Check website for updated information: www.cambridgecollege.edu/residence/.

Graduation & Transcripts

| | |
|---|-------|
| Degree processing fee | \$110 |
| Charged in last term, for processing records. | |
| Official transcripts (request in writing from Registrar) | \$5 |
| Transcript with rush service | \$30 |
| Additional charge for express shipping, if desired. | |
| Unofficial transcript (given to student) | \$2 |

Late Degree Completion Fees

| | |
|--|-------|
| Active candidacy fee | \$100 |
| Per term with registration as a late degree completion student. | |
| Late Capstone fees (BA, BS) | |
| Second & third terms, per term | \$200 |
| (includes active candidacy fee); no charge if completed in the next term after the first attempt. | |
| Each additional term until completed | \$100 |
| Late Independent Learning/Research Project fees (MEd, MM, CAGS) | |
| Second & third terms after first registration (must register with final seminar) | \$400 |
| Per term (includes active candidacy fee) | |
| Each additional term until completed | \$100 |

Payment & Refunds—Highlights

Payment

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

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

All checks should be made payable to Cambridge College, and may be mailed or delivered to the Bursar's Office. The College also accepts Visa and MasterCard.

Payment plan — A deposit is required at the beginning of the term, and the remainder of current charges is paid in installments. All prior charges must be paid before a payment plan may be made for a subsequent term. Contact the Bursar's Office or go directly to Sallie Mae for a "TuitionPay" plan.

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

Tuition Credit & Liability for Courses Dropped

To receive tuition credit, a completed Add/Drop Request form or Leave of Absence/Withdrawal form is required; verbal notification is not accepted. The "received" date on the form determines the tuition liability. **Students who do not attend classes for which they have registered, and do not submit the appropriate form, remain liable for full tuition.**

Date Add/Drop Form is Received Tuition Credit

Summer NITE courses:

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

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

Refunds & Repayment

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

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

Federal guidelines mandate that tuition, fees, and other related charges are prorated based upon each student's enrollment status. Tuition and fees may be refunded. No other charges are refundable.

College Refund Policy

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

| Withdrawal Date | 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% |

Title IV and state scholarship recipients are subject to different refund/repayment calculations.

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.

For more information about payment and refunds, see the Cambridge College Academic Catalog or call the Bursar's Office at 1-800-877-4723 ext. 1326.

May We Help You?

The switchboard is open 24/7 at 617-868-1000
Office hours are 9:00 am-5:00 pm EST unless otherwise listed below.

College Services

Bursar • 617-868-1000 x1326
bursar@cambridgecollege.edu

Financial Aid • 617-873-0440
financialaidweb@cambridgecollege.edu

- Apply online at:
www.cambridgecollege.edu/financialaid
- Call for individual assistance.

International Student Services

Anna Shanley • 617-873-0142
international@cambridgecollege.edu

IT Help Desk

• 617-873-0159
Mon-Thurs 10am-10pm EST • Fri 10am-9pm
Sat 9am-5pm • Sun 12noon-5pm

Technical assistance and information about:

- Personal laptop computer requirements
- MyCC web portal • E-mail • Website
- College network & connectivity problems
- College web applications
- Computer purchase

For hardware and software issues, please contact the manufacturer.

Library Services

Maida Tilchen, MA, Project Manager
617-868-1000 x1730 (voicemail)
Maida.Tilchen@cambridgecollege.edu

Once you are registered
and have MyCC portal access, go to:
www.cambridgecollege.edu/library

NITE Admissions

Phone 800-380-1218

Fax 617-868-1124

Stephen H. Lyons, MM, MEd, Director
Stephen.Lyons@cambridgecollege.edu

NITE Director • 617-873-0187
JoAnn Testaverde, EdD • Acting Dean
JoAnn.Testaverde@cambridgecollege.edu

NITE Housing • 617-873-0175
residence@cambridgecollege.edu

Registrar • 617-873-0101
Mon-Thurs: 9am-7pm • Fri 9am-5pm
registrar@cambridgecollege.edu

Student Records • 617-873-0447
fax 617-868-1124
studentrecords@cambridgecollege.edu

Student Affairs • 617-873-0120
Barbara Fienman, PhD, Executive Director of
Enrollment Management & Student Affairs
Barbara.Fienman@cambridgecollege.edu

Academic & Disability Support
Susan Antonelli, EdM • 617-873-0470
disabilitysupport@cambridgecollege.edu

Transfer Credit
Ludmilla.Lewis, MEd • 617-873-0181
transfercredit@cambridgecollege.edu

On the Web

www.cambridgecollege.edu/nite

- NITE website**
- Programs, resources, general information.
 - Find information sessions in your area.
 - Apply electronically.
 - Download application and other forms.
 - Register for housing.

www.cambridgecollege.edu

- Main Cambridge College website**
- College information, resources, offices.
 - Register for courses.
 - E-help desk <http://helpdesk.cambridgecollege.edu>

Programs

School of Education

Acting Dean, School of Education
JoAnn Testaverde, EdD • 617-873-0187
JoAnn.Testaverde@cambridgecollege.edu

Kathy Blackwood, MEd, Staff Assistant
617-873-0130
Katherine.Blackwood@cambridgecollege.edu

Certificate of Advanced Graduate Studies Doctor of Education

Office Manager
Tahia Bell-Sykes, MM • 617-873-0669
Tahia.Bell-Sykes@cambridgecollege.edu

Early Childhood • Elementary Teacher

Gloria Stanton, CAGS • 617-873-0226
Gloria.Stanton@cambridgecollege.edu

Educational Leadership—MEd, CAGS, EdD

Office Manager
Tahia Bell-Sykes, MM • 617-873-0669
Tahia.Bell-Sykes@cambridgecollege.edu

Practicum Coordinator
James Horn, PhD • 617-873-0849
James.Horn@cambridgecollege.edu

General Science
John Papadonis, CAGS • 617-873-0292
John.Papadonis@cambridgecollege.edu

Interdisciplinary Studies
JoAnn Testaverde, EdD • 617-873-0187
JoAnn.Testaverde@cambridgecollege.edu

Instructional Technology
Hormoz Goodarzy, MBA • 617-873-0269
Hormoz.Goodarzy@cambridgecollege.edu

Licensure/Certification Office
Ryan Lovell, JD • 617-873-0259
Ryan.Lovell@cambridgecollege.edu

Literacy Education
Gloria Stanton, CAGS • 617-873-0226
Gloria.Stanton@cambridgecollege.edu

Mathematics
Nick Rubino, PhD • 617-873-0188
Nicholas.Rubino@cambridgecollege.edu

School Administration
Office Manager
Tahia Bell-Sykes, MM • 617-873-0669
Tahia.Bell-Sykes@cambridgecollege.edu

School Nurse Education
Patricia Johnson, RN, EdD
617-873-0347
Patricia.Johnson@cambridgecollege.edu

Special Education • Autism
Mary Garrity, EdD • 617-873-0168
Mary.Garrity@cambridgecollege.edu

Teaching Skills & Methodologies
JoAnn Testaverde, EdD • 617-873-0187
JoAnn.Testaverde@cambridgecollege.edu



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