CAMBRIDGE COLLEGE

for working adults

Academic Catalog
2007-2008

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

www.cambridgecollege.edu

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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 Education and are subject to its regulations and standards.

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

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 two regional centers:
- 1403 Greenbriar Parkway, Suite 300, Chesapeake, VA.
- Southern Virginia Higher Education Center, 820 Bruce Street, South Boston, VA.

The following programs are approved: bachelor's degrees in Multidisciplinary Studies, Psychology, Human Services, and Management Studies; Master of Education programs in Early Childhood Teacher, Education, Elementary Education, Mathematics (5-8), Mathematics Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration; and C.A.G.S. programs in Curriculum and Instruction and in School Administration; and Master of Management.

California — Cambridge College is approved by the Bureau for Private Post-Secondary and Vocational Education to offer the following programs in the state of California: B.A. in Multidisciplinary Studies, B.S. in Management Studies; M.Ed. in Education, Early Childhood Teacher, Elementary Teacher, School Administrator, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Nurse Education; Master of Management; C.A.G.S. in Educational Leadership.

Georgia — Cambridge College is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. The College meets the requirements of the Nonpublic Postsecondary Education Commission to offer selected programs in the state of Georgia: B.A. in Multidisciplinary Studies, B.S. in Management Studies; M.Ed. in School Administration, School Guidance, School Library, and Special Education; C.A.G.S. in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administrator; Master of Management in Health Care Management.

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, Mathematics (1-6, 5-8), Teacher of Students with Moderate Disabilities, School Administration, School Guidance; C.A.G.S. in Educational Leadership with concentrations in Curriculum and Instruction, School Administration, and Special Education; Master of Management in Health Care Management.

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; Health, Family and Consumer Sciences; Instructional Technology; Library Teacher; Mathematics Education, School Administration, Special Education, Teacher of English as a Second Language, Workforce Education; Addiction Counseling, Forensic Counseling, Marriage & Family Counseling, and School Counseling.

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College Calendar

FALL 2007/2008

September
03	Labor Day — no classes, offices closed
10	ED & CP — new students orientation
17-21	New students registration/orientation
20,21	Management registration & seminar
24	Fall Term begins

October
08	Columbus Day — classes held, offices closed
09	Deadline: Drop/Add courses, indep/focused study, late ILP/IRP, Capstone
19	Deadline: loan submission for loan year ending 1/08
20	Graduate Workshops

November
01	Satisfactory Academic Progress Incomplete Grade Notices
12	Veterans Day observed — classes held, offices closed
Nov. 12-Dec. 07	Online exit interview counseling: students with loans, completing program 1/08
14	HOLD notices
17	Graduate Workshops
22-23	Thanksgiving Holiday — no classes, offices closed

December
01	Continuing students web registration opens for Spring
14	Independent Learning/Research Project due to faculty
Dec.24-Jan. 01	Winter Recess — no classes, offices open

January
01	New Year's Day — no classes, offices closed
02	New students accepted for Spring may register
02	Classes resume
07	Fall Term ends — graduate
14	Fall Term ends— undergraduate
21	Martin Luther King, Jr. Day — classes held, offices closed
28	Fall degree conferral date

SPRING 2008

January
26	ED & CP — new students orientation
28-30	New students registration/orientation

February
1/31, 2/2	Management registration & seminar
02	Spring Term begins — all programs
10	Savannah, GA Commencement & Celebration
15	Deadline: Drop/Add courses, indep/focused study, late ILP/IRP, Capstone
18	Presidents' Day — classes held, offices closed

March
03	Satisfactory Academic Progress Incomplete Grade Notices
Mar. 10-May 06	Online exit interview counseling: students with loans, completing program 5/08
13	HOLD notices
14	Deadline: loan submission for loan year ending 5/08
15	Graduate Workshops

April
01	Continuing students web registration opens for Summer
14	Patriots' Day — classes held, offices closed
14-19	Spring break — offices open, some classes held
23	Independent Learning/Research Project due to faculty
23-24	Cap & gown distribution, graduation materials 5-8 pm
26	Graduate Workshops
28	New students accepted for Summer may register

May
13	Deadline: loan submission for loan year ending 8/08
17	Spring Term ends — graduate
24	Spring Term ends— undergraduate
26	Memorial Day observed— no classes, offices closed

June
08	Commencement Exercises — Boston

SUMMER 2008

May
31	ED & CP — new students orientation

June
02-04	New students registration/orientation
09	Summer Term begins — undergraduate
12,14	Management registration & seminar
14	Summer Term begins — graduate programs
June 14-July 17	Online exit interview counseling: students with loans, completing program 8/08
16	Undergraduate deadline: Drop/Add courses, indep/focused study, late Capstone
21	Graduate deadline — Drop/Add courses, late ILP/IRP
21	NITE programs begin (students arrive)

July
01	Satisfactory Academic Progress Incomplete Grade Notices
04	Independence Day observed — no classes, offices closed
14	HOLD notices
21	Independent Learning/Research Project due to faculty

August
01	Continuing students web registration opens for Fall
02	NITE Summer Institute ends (week 6)
02	Summer Term ends — graduate
09	Summer Term ends — undergraduate
25	Summer degree conferral date
29	New students accepted for Fall may register

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Welcome

It is with great hope and pride that I welcome you to our shared journey. Since 1971, Cambridge College has made the dream of higher education a reality for more than 22,000 talented and motivated working adults. We are honored to include you in that group, and know that you have come to us with much to teach, as well as much to learn.

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

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

The very best of luck to you,
Eileen Moran Brown
Chancellor/Founder
Cambridge College

About This Catalog

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

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Cambridge College

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 for an intensive summer institute. They share experiences and resources, and learn new ways to create supportive and stimulating learning environments in which diversity is welcomed and each student's learning style and learning experience is supported. Students return to their school systems renewed and empowered, continuing their academic programs at home.

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 since. 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.

Cambridge College

Teaching & Learning at Cambridge College

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

The College believes that each person can learn, notwithstanding one's age, life history, current circumstances, or past academic experience. The College works with students to build the skills needed for academic and career success, providing experiences of genuine learning that make new learning possible. Students are expected to meet high academic standards by the end of the program.

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

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

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

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

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

Our students bring many roles and perspectives to class, providing rich material for classroom discussion. They are individual adults, family members, working professionals, and community members. Our programs support working adults' efforts to advance in their careers, change directions, and improve their lives and communities. Students report that our programs and course work are highly applicable in their work environments and of greater value to their professional growth.

Time-efficient, flexible programs, course schedules, and credit awards fit into busy adults' work schedules; intensive courses can be completed in a short time. Students' life and professional experiences are used to accelerate classroom learning. Undergraduate credit may be awarded for documented academic learning drawn from experience (no life experience credit is awarded). Academic programs can often be tailored for individual needs. Liberal transfer credit policies recognize adults' past academic accomplishments.

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

Program Goals & Outcomes

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

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

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

About Our Students & 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.

2006-2007 Academic Year Statistics

- More than 7,400 full-time and part-time degree and certificate-seeking students enrolled annually, including:

  3,400 in Cambridge, MA.

  800 in the National Institute for Teaching Excellence.

  525 in Springfield, MA.

  500 in Lawrence, MA.

  750 in Chesapeake, VA.

  45 in South Boston, VA.

  650 in Augusta, GA.

  480 in Puerto Rico.

  250 in California.

- More than 1,700 undergraduate students and 5,600 graduate students.
- 46% full-time students, 52% part-time students.
- Average age: undergraduate: 34, graduate: 38, overall: 37.
- Gender: 72% female, 27% male.
- Minority students comprise 62% of undergraduate students, 48% of graduate students, and 51% of the overall student body.
- 52% received private, federal, or state financial aid.
- 26% of students who received aid have annual incomes below $25,000.
- Student/faculty ratio of 11:1.
- Over 25,000 graduates.

Our students are adults and 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 (All Locations)	Overall	Under-graduate	Graduate
International Students	3%	3%	3%
Black/African American	32%	33%	32%
Native American	0%	0%	0%
Asian/Pacific Islander	2%	3%	1%
Latino/Hispanic	15%	23%	12%
White	31%	17%	35%
Unknown	18%	21%	17%

Faculty & Staff (All Locations)	Faculty	Staff
Female	59%	63%
Male	41%	37%
Asian/Pacific Islander	3%	8%
Black/African American	14%	24%
White	68%	57%
Native American	0%	0%
Latino/Hispanic	15%	11%
Unknown	0%	0%

Student Activities & Residence

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

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

An Academic Calendar for Adults

Three Terms/Year — see *College Calendar*

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

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

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

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

Cambridge College

One Cambridge College, Many Locations

Main campus — Cambridge, MA

Cambridge College's main campus is in the heart of Cambridge, Massachusetts. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

- **The main building, with student services, main offices and Undergraduate Programs,** is at 1000 Massachusetts Avenue between Harvard Square and Central Square. Look for the bright blue flags.
- **The School of Education** is in Central Square at 80 Prospect Street, is a 10-minute walk down Massachusetts Avenue from the main building.
- **Admissions** is at Broadway & Prospect Streets, two blocks from the School of Education.
- **The School of Management** is located at 17 Msgr. O'Brien Highway. This new location is opening in the fall 2007.

Satellite sites — Classes are offered at other locations in greater Boston and across eastern Massachusetts.

Hospital/Medical locations — Selected Cambridge College courses and programs are offered at cooperating hospitals in Massachusetts. See *Hospital/Medical Locations* under *Practical Information*.

All Cambridge College offices and student services are located at the Cambridge campus, not at hospitals or satellite sites.

Guide to the Cambridge Main Campus

Cambridge, MA
Lawrence, MA
Springfield, MA

South Boston, VA Chesapeake, VA

Memphis, TN

Ontario, CA

Augusta, GA
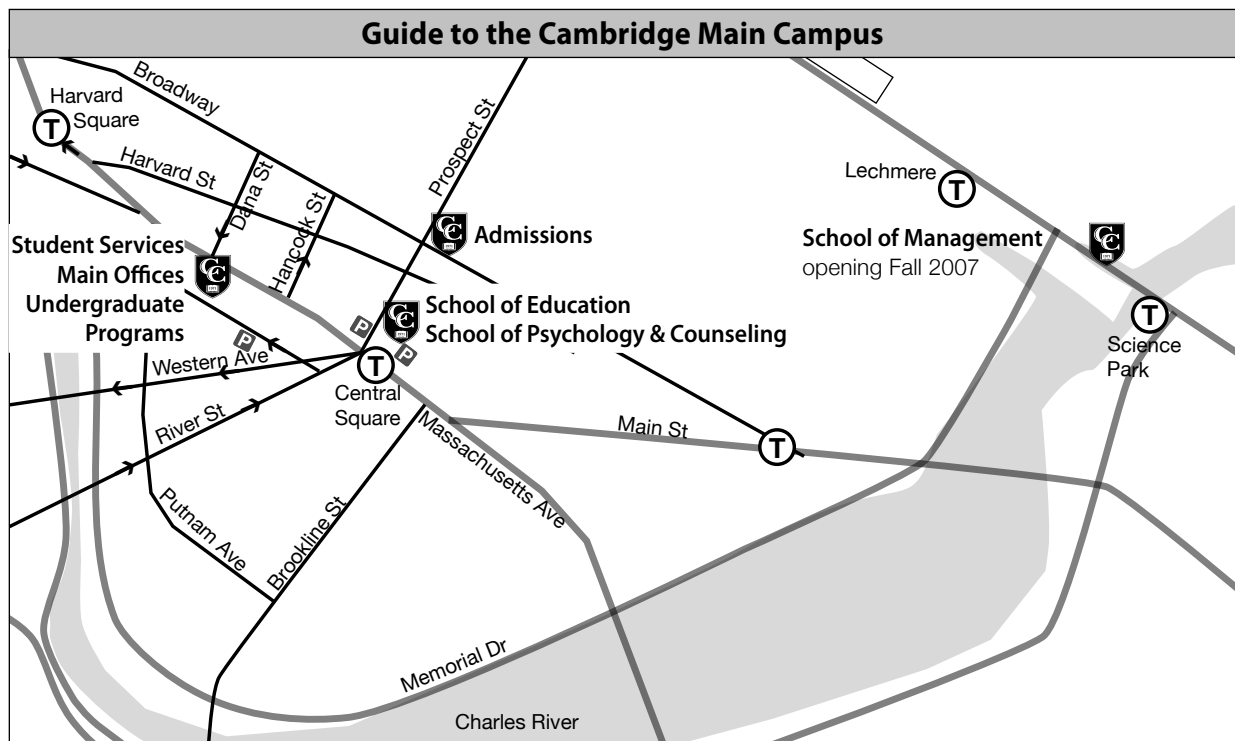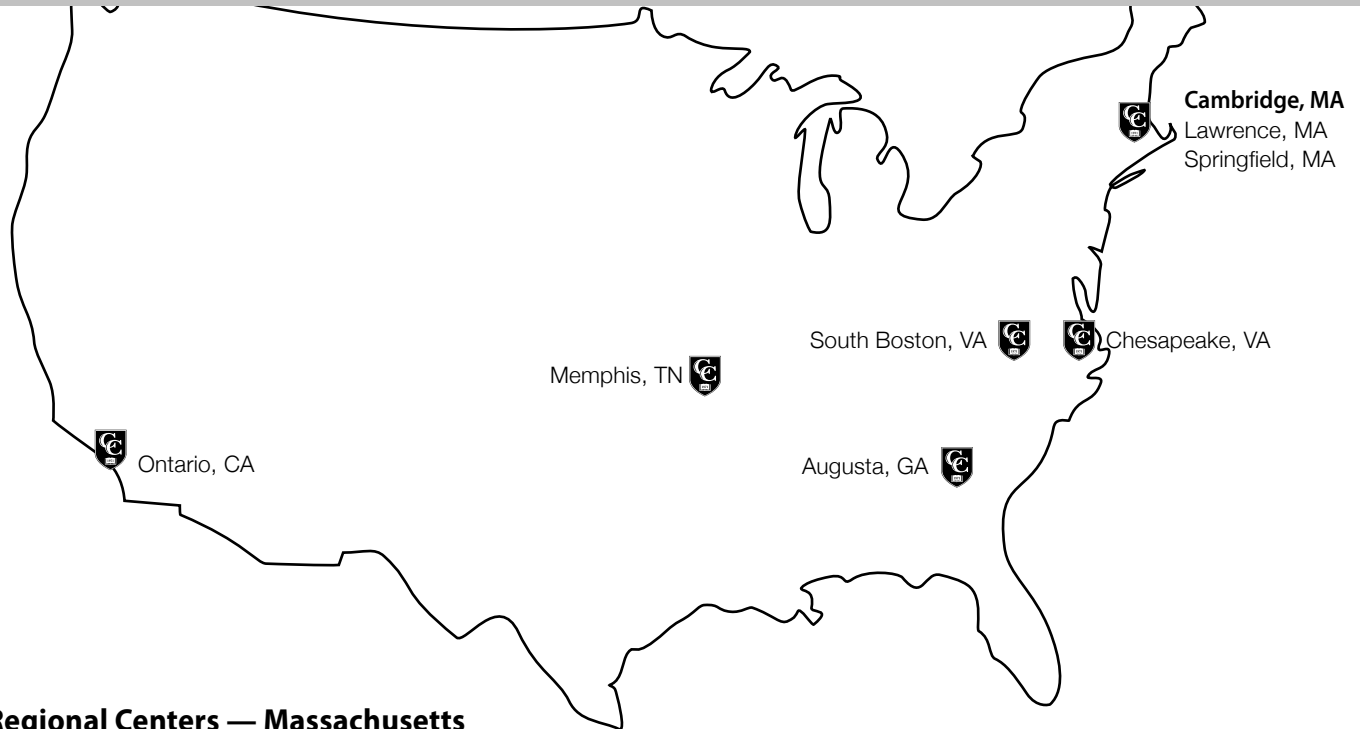
Regional Centers — Massachusetts

Lawrence, MA —Cambridge College Lawrence is an outstanding and on-going collaboration with the people and city of Lawrence. The College maintains "win-win" partnerships with local communities throughout the Merrimack Valley. The College's location in a beautifully renovated mill building on the banks of the Merrimack River connects working people with higher education: both the people whose immigrant great-grandparents worked in that mill, and people who have recently immigrated. From programs such as Ladder to Language that help English language learners adapt to their new country's language, to graduate degrees, Cambridge College Lawrence is a true community asset.

Springfield, MA — Established in 1972, Springfield is Cambridge College's oldest regional center, serving communities in western Massachusetts and the Connecticut River Valley east of Waterbury, CT.

Regional Centers — Nation-wide

Our students and alumni across the nation have urged Cambridge College to bring its academic programs and culture of adult learning to the working people of their own cities and states. Regional centers now serve the communities of:
● Chesapeake & South Boston, VA   ● Memphis, TN
● San Juan, PR   ● Augusta, GA   ● Ontario, CA

Chesapeake & South Boston, VA — Cambridge College Chesapeake is our largest regional center, serving the Hampton Roads region of Virginia, numerous military installations in the area, and nearby northeastern North Carolina. The South Boston center, a three-hour drive west, serves south central Virginia and northern North Carolina. Video teleconferencing facilities make the programs of each center available to students at the other.

San Juan, PR — With a wide selection of master's degrees for teachers, coursework at Cambridge College Puerto Rico is in Spanish. The Center also serves the Spanish-speaking Caribbean and Central America.

San Juan, PR

Augusta, GA — For years, many teachers from the Southeast traveled to Boston for the summer to earn their master of education at Cambridge College's NITE program. Now a regional center serves them closer to home. Cambridge College Georgia has gained a strong reputation for educating quality teachers for the children and communities of Georgia and nearby South Carolina.

Memphis, TN — Our newest center is opening in the fall 2007, providing master's degrees for teachers across Tennessee and nearby Mississippi and Arkansas.

Ontario, CA — Cambridge College California is located east of Los Angeles, in the "inland empire" at the foot of the San Gabriel mountains. The center serves a highly diverse, fast-growing community.

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Support & Communication with Cambridge

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

On-site administrative and enrollment services are limited. An extensive technology collaboration program enables students to communicate with Admissions, Student Records, the Bursar, and the Registrar in Cambridge. Students register, view their records, and stay in touch with faculty, program coordinators, and deans online. Web conferencing between the regional centers and Cambridge maintains our close affiliation and insures consistency. We have state-of-the-art distance learning that students access from their computers.

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

National Institute for Teaching Excellence (NITE)

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

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UNDERGRADUATE PROGRAMS

Introduction & Policies

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

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

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

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

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

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

Major electives may be grouped in a particular concentration or area of study (for example, Community Building, Juvenile Justice, Finance, History, etc) or may be an eclectic mixture that reflects the student's unique interests.

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

Advising
Admissions counselors give applicants an overview of the College's academic programs and assist with the application process. Program directors are available for further academic counseling. Faculty Admission Committee recommendations are communicated to applicants.

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

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Initial advising — Entering students take an academic-skills and advising course, Principles and Processes of Adult Learning (LRN175). With the assistance of the course leader, each student develops an academic plan that reflects his or her prior learning experiences and assessed academic skills. Students become independent learners who can effectively manage the structures, processes, and expectations of undergraduate education.

Ongoing advising — Following their first-term academic-skills and advising course (LRN 175), students receive advising from the Student Academic Support Services (SASS) office.

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

Writing Courses & Support

Skill development courses are available for undergraduate students to develop the level of proficiency needed for college level work. WRT090 Effective Writing Skills is free of charge; it may be taken more than once, as needed. WRT101-102 College Writing I-II may be waived if students demonstrate equivalent skills. Contact the Student Academic Support Services Office for information. All students are encouraged to improve their writing skills and research papers at the Academic Support Center.

Taking Graduate Courses

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

Focused Study

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

Cost — The standard undergraduate tuition per credit is charged.

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

Independent Study

Self-motivated students may earn undergraduate credit through individually designed courses, which may be appropriate in the following situations:
- The field or topic is not offered by Cambridge College.
- A unique learning environment provides opportunity for college-level learning (for example, international travel, participation in a cultural exchange program, involvement in a social of political action project).
- Level of student's prior knowledge in subject area is sufficient preparation for advanced study.

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

Cost — The standard undergraduate tuition per credit is charged.

Portfolios & Exams for Credit

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

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

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

Guide to Undergraduate Programs

Programs of Study

Offered in Cambridge & Selected Regional Centers

Bachelor's Degrees	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Bachelor of Arts in Multidisciplinary Studies	●	●	●	●	●			●	
(concentration option in Early Education & Care)	●	●	●					●	
Bachelor of Science in Management Studies	●		●					●	
Bachelor of Arts in Psychology	●		●					●	
Bachelor of Science in Human Services	●	●							

Certificates

	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Early Education & Care	●	●	●						
Juvenile Justice	●		●						
Medical Interpreter	●		●						
Mental Health Interpreter	●		●						
Human Service Interpreter	●		●						
Human Service Interpreter & Case Manage	●		●						
Human Service Assistant & Case Manager	●		●						
Medical Administrative Assistant	●		●						

Take a certificate for credit, and you may include it in a related bachelor's degree (see program charts). Or you may take a certificate for professional development (non-credit).

Programs offered as of July 2007; subject to change. See your regional center's web page for their current program list.

Regional centers will offer only programs authorized by their state education authorities, and there must be sufficient enrollment. If you are interested in a program not offered at your regional center, please see the program outline on the College website or main academic catalog, and speak with the director of your regional center.

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

Undergraduate Certificates

Degree Credit Option — Credits may be applied to a Cambridge College undergraduate degree as program requirements allow (see degree program charts).

Certificates with academic content and career development goals appropriate to a particular major may count as major electives (see program charts). Certificate credits may also count as open electives.

Professional Development Option — non-credit.

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Undergraduate Faculty

James S. Lee, M.A. Harvard University; Assistant Dean for Undergraduate Programs; Coordinator, Undergraduate Math and Science Programs

Full-time Faculty

Gitte W. Butin, Ph.D. University of Virginia; Coordinator, Multidisciplinary Studies

Basil H. Cleveland, M.A. Boston University; Ph.D. (c) Boston University

William D. McMullen, Ph.D. Boston University

Carol Pepi, M.Ed. Cambridge College; Coordinator, Juvenile Justice

Barbara Koffske Reid, M.Ed. Cambridge College; Coordinator, Human Services, Family Studies

Anne Lee Scott, M.A. University of Massachusetts; Professor

Richard Seymour, Ed.D. Harvard University; Professor

Michael Siegell, Ph.D. Union Institute; Coordinator, Psychology

Lucilia M. Valerio, M.A. Tufts University, Coordinator, Writing Assessment

Part-time Faculty

Justin Andrews, M.A. University of Maine

Louise Andrews, M.S. SUNY Buffalo

Monica Lynn Andrews, Ed.D. Harvard University

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Linda R. Barlow, M.A. Boston College

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Marianne E. Everett, Ed.D. University of Massachusetts/Amherst

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Stephen Wolf Foster, Psy.D. Massachusetts School of Professional Psychology

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Yaacoub Nicholas Hallak, Ph.D. Union Institute and University

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David J. Harris, Ph.D. Harvard University

Francis X. Holt, M.Ed. Hofstra University (NY)

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Andy Joseph, M.A. Harvard University

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Claire P. Laidlaw, M.S. Boston State College

Julia M. Legas, M.A. CSULB

Che C. Madyun, MSM Lesley University

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Springfield, MA — Part-time Faculty
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Barbara A. Baker, Ed.D. University of Massachusetts
John A. Brennan, M.A. Pace University
Michael E. Denney, M.A. University of Massachusetts Amherst
James A. Grant, M.A. Providence College
Sabrina Lewis, M.S.W. Smith College
Tracy Little-Sasanecki, M.S.W. University of Connecticut
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Tammy Sharif J.D. Western New England College
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Lawrence, MA — Part-time Faculty
Elizabeth Arbelo, M.D. Inter American University
Jada S. Carlson, M.Ed. Wheelock College
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Loretta Christoforo, M.Ed. Boston University
Ralph Covino, Ph.D. Nova Southeastern University
Ethel M. Cruz, M.Ed. University of Massachusetts Lowell
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Kathryn Ellison, M.S. University of Pennsylvania
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Veronica Harris, M.Ed. Lesley University
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Sabrina Lewis, M.S.W. Smith College
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Linn Allen Morrill, M.A. Worcester State College
Marianne Moran, M.Ed. M.A.T. Salem State College
Robert F. Moran, Ph.D. Pacific Western University
Mary C. Morrissey, J.D. Suffolk University
Ruben Nieves, M.A. University of Southern New Hampshire

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Isa Perez, M.B.A. Suffolk University
Perez, Jony M. M.B.A. University of Massachusetts Lowell
Donnamarie K. Pignone, M.Ed. Cambridge College
Hilda Ramirez, M.Ed. Harvard University
Rice, Anna M., J.D. Massachusetts School of Law
Richard Rodriguez, J.D. Massachusetts School of Law
Eneida A. Roman, J.D. New England School of Law
Carolyn A. Romano, J.D. Boston University School of Law
Rosemarie Romano, M.Ed. Salem State College
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Salvatore Testaverde, Ph.D. University of New Hampshire
Andrew J. Wildes, M.S.T. University of New Hampshire

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Tanya Byrd-Robinson, L. M.Ed. Cambridge College
Andrea Leigh Ellyson, M.S. Old Dominion University
Shelley G. Herochik, Ed.D. Rutgers University
Daniel Allen Houtz, M.S. Duke University
Steven J. Mings, M.Ed., Cambridge College
Kathleen McKie Vuono, M.Ed. Cambridge College

California — Part-time Faculty
Marie E. Zaiens, M.A. Claremont Graduate School
See also education faculty.

Interpreter Faculty
Diane T. Lolli, C.A.G.S. Boston State College; Academic Coordinator; Associate Director, Institute for Life Long Learning & Community Building
Norma Green, M.Ed. Cambridge College; Program Coordinator
Izabel S. Arocha, M.S. Boston University
Eduardo H. Berinstein, B.A. Berklee College of Music
Dolores C. Calaf, M.A. Emerson College
Dharma Cortés, Ph.D. Fordham University
Patricio Gonzalez, B.A. Chilean-British Institute of Culture
Claire P. Laidlaw, M.S. Boston State College
Yilu Ma, M.S. River College, M.A. Tufts University
Estela McDonough, B.A. Buenos Aires University
Emma Mendez, Ph.D. New York University
Lisa M. Morris, M.S. Leslie University
Jamal A. Nazzal, M.D. Stavropol Medical Institute, Russia
Maria Pia Terra, B.A. University of Massachusetts
Isabel Pinto-Franco, B.A. University of Coimbra, Portugal
Clarissa Valim, M.D. University of the State of Rio de Janeiro, Brazil

Cambridge College

Lawrence, MA — Part-time faculty

Maria Arostegui, M.P.H. Boston University; Career Counseling Coordinator

Guilmo Barrio, B.A. University of Concepcion, Chile

Viola Amy MacDougall, M.M. Cambridge College

Vidal Primiterio, M.D. Universidad Autonoma de Santo Domingo, M.S. Massachusetts College of Pharmacy, Health & Science

Ladder to Language Faculty (part-time)
Lawrence, MA

Sandra A. Blanes, Community College (Sao Paulo, Brasil): TESOL and PSL courses

Mario L. Espinosa, MM. Cambridge College

Marlene Faulkner-Hussein, Bernard M. Baruch College

Year Up Faculty (part-time)
Cambridge, MA — Part-time faculty

Michael J. Boyle, B.A. University of Michigan

Karen J. Crane, B.S. York College of Pennsylvania

William M. Davidge, M.S. Northeastern University

Melissa K. Falcon-Field, B.A. Texas State University

Bella Graffam, B.A. Webster University

Melanee Grondahl, M.A. California State University

Harry Lindor, B.S. State University of Haiti

Kelly L. Parrish, M.Ed. Boston University

Melinda A. Rhone, B.A. Harvard University

Damien J. Rudzinski, B.S. Keene State College

Kayvan Sabery, B.S. Boston University

Chesapeake, VA — Part-time faculty

Eddy M. Ceballos, B.A. Loyola Polytechnic Institute

Nancy Swift, B.A. George Washington University

Bachelor of Arts in
MULTIDISCIPLINARY STUDIES

The baccalaureate program in multidisciplinary studies at Cambridge College is an exciting avenue for students wishing to acquire lifelong learning skills, competency in multiple areas of study, and wide-ranging literacy skills. It is ideally suited for students with broad academic interests and a passion for sharing knowledge, especially those who expect to work in content-rich fields like education. Whether attending college for the first time or completing a non-traditional learning path, multidisciplinary studies students benefit from the program's highly flexibly concentration offerings and individually-tailored academic plans. Students acquire the skills necessary to navigate and manage complex systems, whether scientific or artistic in nature, and the ability to express themselves persuasively orally and in writing.

Concentration Options

General Studies is the most flexible degree path in the undergraduate college. With the aid of an academic advisor, students select 30 credits of coursework reflecting their past learning experiences, personal interests, and professional goals.

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

Education — Students take an equal number of educational methods courses and content courses. The methods courses prepare students for teaching in a wide range of classroom environments, while the content courses provide students with a strong knowledge base in the areas in which they aim to teach.

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

Certificates — See certificate program charts.
Juvenile Justice
Medical Coding

Bachelor of Arts in
MULTIDISCIPLINARY STUDIES
120 credits

General Education . . . . 60 credits

Learning to Learn

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

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

Knowledge to Gather Knowledge

Arts & Humanities 9
Natural & Physical Sciences 9
Social Sciences 9
Open Electives 9

Multidisciplinary Major . . . . 30 credits

Upper level courses distributed by area:

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

Entrance requirements:

● High school diploma or equivalent and other general require-ments (see Admission).

● Three years of work experience recommended (including employ-ment, volunteer work, training, community involvement, etc.).

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

Concentration Options . . . . choose 30 credits

EDUCATION

This program does not satisfy licensure requirements.

EMC300 Classroom Management & Discipline 3
EMC301 Integrated Language Arts & Reading 3
EMC318 The Successful Inclusion Classroom 3
EMC401 Teaching Math in the Elementary Grades 3
EMC420 Strategies for Teaching 3
PSY310 Psychology of Learning 3
(new) Classroom Assessment & Testing. 3
(new) Social Foundations of Education 3
Electives in education, psychology, human services. 6

EARLY EDUCATION & CARE

This program does not satisfy licensure requirements.

EMC210 Introduction to Early Education & Care 3
EMC301 Integrated Language Arts & Reading 3
EMC302 Questions in Math & Science 3
EMC315 Developing Curriculum for Young Children 3
EMC316 Creating Positive & Effective Learning Environments in Early Education Classrooms 3

EMC317 Early Childhood Growth & Development **OR**
PSY251 Infant & Toddler Development 3

EMC307 Teaching Early Education Special Needs **OR**
EMC318 The Successful Inclusion Classroom 3

EMC308 Observing & Recording in Early Educ. Classroom. . 3
Electives in education, psychology, human services. 6

GENERAL STUDIES

Upper level courses selected to support professional and academic goals and personal interests 30

HUMANITIES

Upper level humanities courses 24
Electives 6

CERTIFICATES See certificate program charts
Juvenile Justice 18
Medical Coding. 18

Cambridge College

Bachelor of Science in

MANAGEMENT STUDIES

Management studies equip adult students with broad-based marketable and transferable skills that focus on the management of people and systems within profit and not-for-profit organizations. Students can become more valuable individual contributors, outstanding team members, and managers of organizations.

Program Outcomes

Students gain theoretical and practical understanding of business processes and organizational systems. They learn to analyze complex managerial and organizational situations, taking into account the larger context and strategy, policy, and ethics. Students gain the critical management skills of communication, human relations, teamwork, and negotiation.

They gain knowledge of information systems, databases and Internet technology as management tools. They gain business skills such as accounting, economics, ethics and finance. They grow to understand the importance of diversity in today's global business environment.

Major Electives

Choose among a wide variety of management studies electives to meet career and academic goals.

Training program offered by Year Up
in collaboration with Cambridge College
YEAR UP
18 credits • 1 year

Non-degree program offered by the Olin Center
in collaboration with Cambridge College
INTERNATIONAL BUSINESS DIPLOMA
Four courses

YEAR UP CORE

BSM101 Business Writing 3
CMP130 Introduction to Computer Applications 3
BSM130 Customer Service Essentials 3
BSM125 Computer Networking & Support Internship 3

CONCENTRATION OPTIONS

Information Technology
CMP310 Computer & Network Support I 3
CMP320 Computer & Network Support II 3
Investment Operations
BSM225 Fundamentals of Investment Management 3
BSM226 Introduction to Personal Finance 3

One-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, college credits, and corporate apprenticeships.

For more information (entrance requirements, non-credit program components, schedule, etc.), contact YearUp admissions or visit www.yearup.org/.
Sara Caimi, Director of Enrollment • 617-542-1533 •
scaimi@yearup.org
Boston/Cambridge, MA • 617-542-1533 • tmartinez@yearup.org
New York, NY • 718-923-1400 ext.239 • lnieves@yearup.org
Providence, RI • 401-421-7819 • jholloway@yearup.org
Washington, DC • 703-312-7983 • tboyea@yearup.org

One Olin Center course
• Business Communications

Choose three areas of study, and take one course in each.
• Management
• Marketing
• Global Business
• Management Information Systems

Select your three courses from the current course schedule.

Students who successfully complete the International Business Diploma and the Olin Center's highest level of English may apply to a Cambridge College degree program:
• Bachelor of Science in Management Studies.
• Students who have not earned a bachelor's degree but have considerable professional experience may be considered for the Master of Management-Access (MM-55).
• Students who have earned a bachelor's degree may apply for the Master of Management.

The courses of the diploma program may be evaluated for transfer into a Cambridge College degree program.

For more information (entrance requirements, non-credit program components, schedule, etc.), contact the Olin Center for International Study in Boston or visit www.olincenter.com/.
617-247-3033 • info@olincenter.com.

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Cambridge College

Bachelor of Science in
MANAGEMENT STUDIES
120 credits

General Education . . . . 60 credits
Learning to Learn

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

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

Knowledge to Gather Knowledge

Arts & Humanities   9
Natural & Physical Sciences 9
Social Sciences 9
   BSM200 Introduction to Business — recommended
Open Electives 9

Management Studies Major
Required Courses . . . . 39 credits
BSM300   Economics for Managers 3
BSM305   Principles of Managing Organizations. 3
BSM310   Organizational Theory & Behavior. 3
BSM315   Diversity Issues in the Workplace 3
BSM320   Operations Management 3
BSM325   Marketing 3
BSM330   Financial Accounting 3
BSM332   Financial Management 3
BSM333   Statistics for Business 3
BSM335   Human Resources Management 3
BSM340   Information Systems & Database 3
BSM345   Business Ethics 3
BSM490   Management Capstone Project 3

Entrance requirements:
- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).

Management Studies Major
Electives . . . . choose 21 credits
Choose among a wide variety of management studies electives to meet career and academic goals.

General Management

BSM326   Strategies for Sales Management. 3
BSM407   International Business 3
BSM410   Entrepreneurship 3
BSM413   Strategic Business Planning. 3
BSM415   Leadership Models 3
BSM430   Non-Profit Organization Management. 3
BSM402   Grant Writing & Fund Raising 3
(new)   Business Law 3

Finance

BSM403   Personal Finance 3
BSM405   Investments 3
BSM409   Managerial Accounting 3
BSM411   Business Planning & Budgeting 3
BSM412   Money & Banking. 3

Information Technology & E-Business

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

Human Resource Management

BHS330   Methods for Effective Group Leadership. 3
BSM465   Negotiation & Conflict Resolution 3
PSY110   Systems Thinking in Psychology 3
PSY311   Group Dynamics & Diversity. 3
PSY410   Theories of Motivation 3

Health Care Management

BSM350   Health Care Systems In the U.S. 3
BSM401   Health Care Management Fundamentals 3

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Cambridge
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Bachelor of Arts in
PSYCHOLOGY

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

Psychology students acquire a comprehensive grounding in basic knowledge and understanding of major psychological theories, concepts and processes. Students learn how these are related to mental processes and behaviors, and to the professions. Students acquire new skills and competencies in the application of psychological insight to personal and interpersonal contexts.

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

Features

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

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

Concentration Options

Students choose among a wide variety of psychology concentrations (below) according to their interests and professional needs.

Holistic Studies is an integrated approach to psychology that addresses the relationship between mind, body and spirit. It draws from multidisciplinary, theoretical and cross-cultural sources including contemporary mind-body approaches to healing. Holistic Studies includes expressive art therapies and views the transformative nature of the arts as an important aspect of holistic psychology. Holistic perspectives are applied to human growth and development, psychological disorders and clinical practice, wellness, and the nature of human potential.

Family Studies courses provide in-depth knowledge and effective skills in working with families in their many forms for practitioners and for graduate study in fields such as human services, family and community studies, psychology, and counseling.

Organizational Psychology combines psychology and management. It focuses on organizational and institutional behavior; the psychology of work and working systems, leadership and management styles; and the shifting relationships between individuals and groups. Topics include communication styles and skills, enhancing work environments, mediation and conflict resolution, and valuing human diversity in the workplace.

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

Psychological Studies is the most flexible option for students to explore their own areas of interest by taking any psychology electives, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the Psychology Coordinator and the student advising office is advised.

Interpreter and related training programs — Bilingual students learn the skills necessary to provide effective interpretation in medical, health, or human service settings. Along with basic terminology, students examine diverse cultural beliefs and values of both patients/clients and providers to assist in building more effective treatment alliances.

Other certificates support related entry-level jobs in medical, health and human service settings.

Cambridge College

Bachelor of Arts in
PSYCHOLOGY
120 credits

General Education .... 60 credits
Learning to Learn
LRN175   Principles & Processes of Adult Learning 3
WRT101   College Writing I 3
CTH225   Foundations of Critical Thinking   3
MAT101   Comprehending Math: An Applied Approach 3
CMP130   Introduction to Computer Applications   3
WRT102   College Writing II 3
CMP230   Information Literacy 3
MAT102   Communicating Math. 3

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

Knowledge to Gather Knowledge
Arts & Humanities   9
Natural & Physical Sciences 9
Social Sciences 9
Open Electives 9

Psychology Major Required Courses ..... 36 credits
PSY120   Formative Ideas in Psychology 3
PSY130   Groups & Social Psychology 3
PSY210   Developmental Psychology 3
PSY310   Psychology of Learning 3
PSY315   Research in Psychology. 3
PSY325   Theories of Personality. 3
PSY402   Themes in Adult Development 3
PSY412   Perspectives on Psychopathology 3
PSY490   Psychology Capstone 3
Psychology Electives. 9

Entrance requirements:
- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).

Concentration Options .... choose 24 credits

Holistic Studies (partial list)
PSY345   The Spiritual Dimension: Psychological
              & Educational Issues 3
PSY316   Cross-Cultural & Holistic Perspectives
              in Psychology 3
PSY376   Psychological & Therapeutic Dimensions of the Arts 3
PSY428   Integrating Body-Mind-Spirit: New Perspectives
              in Healing 3

Family Studies (partial list)
BHS400   Family Life Cycle 3
BHS430   Families With Special Needs 3
BHS365   Ethical Issues in Working With Families 3
BHS366   Family Interventions 3

Organizational Psychology (partial list)
PSY110   Systems Thinking in Psychology 3
PSY421   Psychology & Work Today 3
BSM310   Organizational Theory & Behavior. 3
BSM315   Diversity Issues in the Workplace 3
BSM465   Negotiation & Conflict Management 3

Psychological Studies
Any psychology electives, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the Psychology Coordinator and the student advising office is advised. 24

Certificate programs   See certificate program charts
Juvenile Justice 18
Human Service Interpreter 18
Human Service Interpreter & Case Manager
    (24 credits & one 3-credit open elective) 24
Human Service Assistant & Case Manager 15
Medical Interpreter 18
Mental Health Interpreter. 6
Medical Administrative Assistant 15
Medical Interpreter & Medical Administrative Assistant
    (24 credits & one 3-credit open elective) 24

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Bachelor of Science in

HUMAN SERVICES

The Bachelor of Science in Human Services at Cambridge College is a unique program that recognizes that training and education can increase human service providers' ability to effect positive change—in their own lives and the lives of those they serve. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society. We do this by providing opportunities for our students to increase their knowledge and skills while recognizing the valuable contributions they make in their work and in their communities. We aim to change the way services are delivered, and to help individuals, families and communities reach their goals for their own lives.

Guiding Principles

The Human Services Major is guided by principles such as systemic and holistic thinking, the importance of valuing culture, and identifying and working with the strengths inherent in all individuals, families and communities. These principles, along with an appreciation of research and how it informs practice, and the consideration of historical and multicultural perspectives, are embedded in all of the human services courses. A collaborative model of teaching and helping, along with practical knowledge and skills, creates an environment where all students are encouraged to reach their potential.

Careers

The need for a well prepared workforce has never been greater. Needs are increasing, problems are more complex, resources are limited, and the field is growing. Health and human services has been identified by the Bureau of Labor Statistics as one of the most rapidly growing occupations.

Students majoring in human services are committed to making a difference, and they work in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors or as outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs, they include upper level managers and case managers. The human services program's unique strengths-based, systemic and culturally relevant approach to working with people prepares students for work in the constantly changing and ever widening field known as human services, and provides a solid base for further studies in a wide variety of graduate programs.

Major Electives & Concentration Options

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

Family Studies courses provide in-depth knowledge and effective skills in working with families in their many forms for practitioners and for graduate study in fields such as human services, family and community studies, psychology, and counseling.

Addiction Studies is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences. The curriculum has been designed to meet the criteria for the Certified Alcohol and Drug Addiction Counselor (CADAC) certification.

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

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

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

Interpreter and related training programs — Bilingual students learn the skills necessary to provide effective interpretation in medical, health, or human service settings. Along with basic terminology, students examine diverse cultural beliefs and values of both patients/clients and providers to assist in building more effective treatment alliances.

Other certificates support related entry-level jobs in medical, health and human service settings.

Bachelor of Science in
HUMAN SERVICES
120 credits

General Education .... 60 credits
Learning to Learn

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

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

Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9

   PSY110 Systems Thinking in Psychology — required

Open Electives	9

Human Services Major
Required Courses............................ 36 credits

BHS305	Introduction to Human Services	3
BHS315	Understanding Family & Community Systems	3
BHS320	Community Building Principles & Strategies	3
BHS420	Strategies for Change	3
PSY210	Multicultural Developmental Psychology	3
PSY426	Self-Care for Helping Professionals	3
BHS490	Human Services Capstone	3
Human Services Electives		15

Entrance requirements:

- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).

Human Services Major Electives .. choose 24 credits
Choose among a wide variety of human services and related electives to meet career and academic goals, or cluster electives in a concentration.

Addiction Studies (partial list)

BHS401	Introduction to Addictions	3
BHS411	Family Systems & Addictions	3
BHS421	Mental Health & Substance Abuse	3
BHS360	Ethical Issues in Substance Abuse	3

Community Building (partial list)

BHS322	Dynamics of Power & Change in Communities	3
BHS445	Leadership for Community Builders: Theory & Skills	3
(new)	Community Building Across Disciplines	3
(new)	Community Building and the Impacts on Community Planning & Development	3

Family Studies (partial list)

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

Holistic Studies (partial list)

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

Certificate programs   See certificate program charts

Juvenile Justice	18
Human Service Interpreter	18
Human Service Interpreter & Case Manager (24 credits & one 3-credit open elective)	24
Human Service Assistant & Case Manager	15
Medical Interpreter	18
Mental Health Interpreter	6
Medical Administrative Assistant	15
Medical Interpreter & Medical Administrative Assistant (24 credits & one 3-credit open elective)	24

Cambridge College

Undergraduate certificate
EARLY EDUCATION & CARE
18 degree credits or professional development

non-credit	degree credit	TERM 1	
LLIC040	EMC210	Introduction to Early Education & Care	3
LLIC045	EMC306	Mathematics for the Early Education Classroom	3
LLIC044	EMC307	Teaching Early Education Students With Special Needs	3
LLIC042	EMC315	Developing Curriculum for Young Children	3
LLIC043	EMC316	Creating Effective & Positive Learning Environments in Early Education Classrooms	3
LLIC041	EMC317	Early Childhood Growth & Development	3

- Students who have previously taken equivalent courses may substitute other related courses with coordinator approval.
- Course list may be adapted to meet educational needs of contracting organizations.

Undergraduate certificate
MEDICAL CODING
1 year ● 18 degree credits or professional education

non-credit	degree credit	TERM 1	
LLIC019	SOC214	Medical Office Procedures	3
LLIC022	CMP231	Computers for the Medical Office	3
		Degree students: please also take in Term 1:	
	LRN175	Princ. & Proc. of Adult Learning	3
		TERM 2	
LLIC010	SCI100	Anatomy & Pathophysiology	3
LLIC023	COM205	Business Communication for Health Care	3
		TERM 3	
LLIC024	SCI306	CPT Coding	3
LLIC025	SCI305	ICD Coding	3

Entrance requirements:
- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).

Degree Credit Option — Credits may be applied to a Cambridge College undergraduate degree as program requirements allow (see degree program charts).

Professional Development Option — non-credit.
Courses cannot be applied to a degree program.

Undergraduate certificate
HUMAN SERVICE INTERPRETER & CASE MANAGER
18 months • 27 degree credits or professional development

non-credit	degree credit	TERM 1	
LLIC026	BHS305	Introduction to Human Services	3
LLIC011	SOC415	The Role of the Interpreter	3
LLIC090	COM090	Essential Communication I: Immigrant (required for students needing increased fluency in English)	0

Degree students: please also take in Term 1:

	LRN175	Princ. & Proc. of Adult Learning	3

		TERM 2	
		Interpreting Skills I	3
LLIC013	COM350	Spanish	
LLIC014	COM351	Portuguese	
LLIC015	COM352	Multilingual	
(new)	(new)	American Sign Language	
LLIC012	SOC412	Cross Cultural Communication	3
LLIC091	COM091	Essential Communication II: Patient (required for students needing increased fluency in English)	0

		TERM 3	
LLIC027	BHS315	Understanding Families & Community Systems	3
LLIC028	BHS420	Strategies for Change	3
LLIC092	COM092	Essential Communication III: Provider (required for students needing increased fluency in English)	0

		TERM 4	
		Interpreting Skills II	3
LLIC016	COM353	Spanish	
LLIC017	COM354	Portuguese	
LLIC018	COM355	Multilingual	
(new)	(new)	American Sign Language	
LLIC029		Case Management	3

		TERM 5	
LLIC030	INT300	Interpreter Internship	3

Undergraduate certificate
HUMAN SERVICE ASSISTANT & CASE MANAGER
1 year • 15 degree credits or professional development

non-credit	degree credit	TERM 1	
LLIC026	BHS350	Introduction to Human Services	3
LLIC027	BHS315	Understanding Families & Community Systems	3

Degree students: please also take in Term 1:

	LRN175	Princ. & Proc. of Adult Learning	3

		TERM 2	
LLICO28	BHS420	Strategies for Change	3
LLIC029	(new)	Case Management	3

		TERM 3	
LLIC030	INT300	Allied Health Internship	3

Entrance requirements:

- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).
- Proficiency in English and one target language required, demonstrated by oral and written screening.

Degree Credit Option — Credits may be applied to a Cambridge College undergraduate degree as program requirements allow (see degree program charts).

Professional Development Option — non-credit. Courses cannot be applied to a degree program.

Cambridge College

Undergraduate certificate
JUVENILE JUSTICE
18 degree credits

Required Courses...........................**12 credits**
PSY330   Adolescents in Search of Belonging 3
PSY350   Introduction to Juvenile Justice 3
PSY359   Contemporary Perspectives on Child Abuse
         & Neglect 3
PSY430   Global Justice for Youth 3

Juvenile Justice Techniques . . . . **choose 6 credits**
BHS376   Internet Research Methods of Juvenile Justice 1
BHS377   Legal Processes in Reporting Suspected
         Abuse & Neglect 1
MAN350   Principles of Supervision 1
MAN360   Risk Management for Residential Programs 1
PSY343   Youth & Gangs. 1
PSY351   Adolescents & Addiction 1
PSY352   Sexual Activity as At-Risk Behavior 1
PSY353   Suicide Assessment. 1
PSY354   Crisis Intervention 1
PSY357   Introduction to Circle Conferencing 1
PSY358   Bullying Behavior: Shifting the Power 1
PSY360   Adolescent Females & Cutting 1
PSY409   Family Mediation Techniques 1
PSY425   Program Models for Adjudicated Youth 1

Juvenile Justice elective courses

One 3-credit course below may be substituted for three
techniques courses.
PSY225   Introduction to Social Justice 3
PSY342   Girls & Delinquency 3
PSY356   Youth & the Law 3
PSY415   Violence in American Society 3
PSY435   Restorative Justice & Victim-Offender
         Reconciliation 3
MAN424   Program Planning & Proposal Writing for Agencies,
         Schools & Communities. 3
BHS470-471   Human Services Internship I-II
         one or two terms @ 3 credits . . . . .3 or 6

Other electives may be substituted with approval of program
coordinator.

The Juvenile Justice Certificate provides students
interested in working with adolescents and the juvenile justice
system with a solid introduction to the history of youth services;
current theories of adolescent development; and the impact of
community disadvantage, child abuse and neglect on behavior.
Additionally, students develop skills in vital areas such as suicide
assessment, crisis intervention, and family mediation. Students
gain understanding of the complex factors that contribute to
adolescent behavior, its impact, and societal responses. Par-
ticular emphasis is given to current practices and research of
successful treatment models. Gender-specific concerns related
to female status offenses and delinquency are explored across
the continuum of courses. Students gain skills to address youth
issues in the context of government agencies and community
organizations.

In order to apply concepts learned in class, students may partici-
pate in an elective internship providing service in youth facilities,
community programs, and probation offices. Students can earn
three credits working with youth in a broad range of supervised
settings.

Entrance requirements:
● High school diploma or equivalent and other general require-
  ments (see Admission).
● Three years of work experience recommended (including employ-
  ment, volunteer work, training, community involvement, etc.).

Degree Credit — Credits may be applied to a Cambridge Col-
lege undergraduate degree as program requirements allow (see
degree program charts).

Interpreter Training Programs

Interpreter training programs give bilingual students the knowledge and skills necessary to provide effective interpretation in medical, health, or human service settings. Students learn how to meet the communication needs of both patients/clients and providers by becoming fluent in English, the terminology of the field, and one other language.

Students develop interpreting skills by performing and analyzing role plays in the classroom. In addition, they practice ethical decision making, patient/client advocacy and conflict mediation through simulated exercises in preparation for their being assigned to an internship site where they perform live interpreting under the direct supervision of a professional interpreter and mentor.

Providers and representatives of community organizations participate in course instruction so that students can experience the profession from various points of view, while at the same time establishing relationships and networking within the field of medical, human service, and mental health interpreting.

Medical Interpreter training is a one-year program that gives bilingual students the knowledge and skills necessary to provide effective interpretation in medical settings. Students learn about anatomy, diagnoses, laboratory tests, prescription medicines and medical treatments. They learn about the importance of respecting the cultural beliefs and values of all parties as well as about the role of the medical interpreter, the history of medicine in the United States, and the medical insurance industry.

Human Service Interpreter training is a three-term program wherein students learn how to meet the communication needs of both clients and providers. By taking a series of six specialized courses, students will become familiar with the history, systems, philosophies, structures, and delivery of the human service field. Special topics addressed include the impact of poverty, culture and ethnicity; identifying and responding to the needs of special populations; and service integration for individuals and families with multiple problems.

Mental Health Interpreter training is considered advanced interpreter training. Students who are either alumni of the Medical Interpreter program or working interpreter professionals take two specialized courses, Mental Health Interpreting Skills I and II. Students become familiar with the DSM, frequent and less common mental health diagnoses and treatment options, commonly-prescribed psychopharmaceuticals, and appropriate modes of communication for interacting with mental health patients. Both consecutive and simultaneous interpreting are practiced as well as clarification of the role of the mental health interpreter.

Target Languages Supported — When enough students who speak a single language enroll in Interpreting Skills I-II, a separate section of these courses will be provided for them. Otherwise, students take Interpreting Skills Multilingual I-II, which welcomes and accommodates students who speak other languages.

Scholarships — Current information and an application can be obtained from the program coordinator.

Undergraduate certificate
MEDICAL INTERPRETER
1 year • 18 degree credits or professional development
Financial aid is available for eligible students

non-credit	degree credit	**TERM 1**	
LLIC010	SCI100	Anatomy & Pathophysiology	3
LLIC011	SOC415	The Role of the Interpreter	3
LLIC090	COM090	Essential Communication I: Immigrant (required for students needing increased fluency in English)	0
		Degree students: please also take in Term 1:	
	LRN175	Princ. & Proc. of Adult Learning	3
		TERM 2	
		Interpreting Skills I	3
LLIC013	COM350	Spanish	
LLIC014	COM351	Portuguese	
LLIC015	COM352	Multilingual	
(new)	(new)	American Sign Language	
LLIC012	SOC412	Cross Cultural Communication	3
LLIC091	COM091	Essential Communication II: Patient (required for students needing increased fluency in English)	0
		TERM 3	
		Interpreting Skills II	3
LLIC016	COM353	Spanish	
LLIC017	COM354	Portuguese	
LLIC018	COM355	Multilingual	
(new)	(new)	American Sign Language	
LLIC030	INT300	Interpreter Internship	3
LLIC092	COM092	Essential Communication III: Provider (required for students needing increased fluency in English)	0

Undergraduate certificate
MENTAL HEALTH INTERPRETER
2 terms • 6-credit certificate or professional development

non-credit	degree credit	**TERM 1**	
LLIC020	COM356	Mental Health Interpreting Skills I	3
LLIC021	COM357	Mental Health Interpreting Skills II	3

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Undergraduate certificate
HUMAN SERVICE INTERPRETER
1 year • 18 degree credits or professional development

non-credit	degree credit	**TERM 1**	
LLIC026	BHS305	Introduction to Human Services	3
LLIC011	SOC415	The Role of the Interpreter	3
LLIC090	COM090	Essential Communication I: Immigrant (required for students needing increased fluency in English)	0
		Degree students: please also take in Term 1:	
	LRN175	Princ. & Proc. of Adult Learning	3
		TERM 2	
		Interpreting Skills I	3
LLIC013	COM350	Spanish	
LLIC014	COM351	Portuguese	
LLIC015	COM352	Multilingual	
(new)	(new)	American Sign Language	
LLIC012	SOC412	Cross Cultural Communication	3
LLIC091	COM091	Essential Communication II: Patient (required for students needing increased fluency in English)	0
		TERM 3	
		Interpreting Skills II	3
LLIC016	COM353	Spanish	
LLIC017	COM354	Portuguese	
LLIC018	COM355	Multilingual	
(new)	(new)	American Sign Language	
LLIC030	INT300	Interpreter Internship	3
LLIC092	COM092	Essential Communication III: Provider (required for students needing increased fluency in English)	0

Entrance requirements:

- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).
- Proficiency in English and one target language required, demonstrated by oral and written screening.
- *Mental Health Interpreter* also requires completion of a medical interpreter program or professional employment as an interpreter.

Degree Credit Option — Credits may be applied to a Cambridge College undergraduate degree as program requirements allow (see degree program charts).

Professional Development Option — non-credit.
Courses cannot be applied to a degree program.

Cambridge College

Undergraduate certificate
MEDICAL INTERPRETER & MEDICAL ADMINISTRATIVE ASSISTANT
18 months ● 27 degree credits or professional development

non-credit	degree credit	
		TERM 1
LLIC010	SCI100	Anatomy & Pathophysiology 3
LLIC011	SOC415	The Role of the Interpreter 3
LLIC090	COM090	Essential Communication I: Immigrant (required for students needing increased fluency in English) 0
		Degree students: please also take in Term 1:
	LRN175	Princ. & Proc. of Adult Learning 3
		TERM 2
		Interpreting Skills I 3
LLIC013	COM350	Spanish
LLIC014	COM351	Portuguese
LLIC015	COM352	Multilingual
(new)	(new)	American Sign Language
LLIC012	SOC412	Cross Cultural Communication 3
LLIC091	COM091	Essential Communication II: Patient (required for students needing increased fluency in English) 0
		TERM 3
		Interpreting Skills II 3
LLIC016	COM353	Spanish
LLIC017	COM354	Portuguese
LLIC018	COM355	Multilingual
(new)	(new)	American Sign Language
LLIC022	CMP231	Computers for the Medical Office 3
LLIC092	COM092	Essential Communication III: Provider (required for students needing increased fluency in English) 0
		TERM 4
LLIC023	COM205	Business Communications for Heath Care 3
LLIC019	SOC214	Medical Office Procedures 3
		TERM 5
LLIC030	INT300	Interpreter Internship 3

Undergraduate certificate
MEDICAL ADMINISTRATIVE ASSISTANT
3 terms ● 15 degree credits or professional development

non-credit	degree credit	
		TERM 1
LLIC010	SCI100	Anatomy & Pathophysiology 3
LLIC022	CMP231	Computers for the Medical Office 3
		Degree students: please also take in Term 1:
	LRN175	Princ. & Proc. of Adult Learning 3
		TERM 2
LLIC023	COM205	Business Communications for Heath Care 3
LLIC019	SOC214	Medical Office Procedures 3
		TERM 3
LLIC030	INT300	Allied Health Internship 3

Entrance requirements:
- High school diploma or equivalent and other general requirements (see Admission).
- Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).
- *Medical Interpreter* also requires proficiency in English and one target language required, demonstrated by oral and written screening.

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Degree Credit Option — Credits may be applied to a Cambridge College undergraduate degree as program requirements allow (see degree program charts).

Professional Development Option — non-credit.
Courses cannot be applied to a degree program.

Cambridge College

Undergraduate Course Descriptions

LEARNING TO LEARN

LRN175   Principles and Processes of Adult Learning - 3 credits
Students explore theories of adult learning. They clarify the fit between their academic program and their learning and career needs, and see how their prior learning fits in. They assess their academic skills of critical thinking, mathematics, writing, and computer literacy. Students become independent learners who can effectively manage the structures, processes and expectations of undergraduate education.

WRT090   Effective Writing Skills - 0 credit
Skill development course.
Learners build skills to engage critically in reading and communicate clearly in writing, and become comfortable with the essay form. Topics include vocabulary, grammar, spelling and punctuation, good sentence to paragraph structure, and the skills needed to build a coherent essay. Effective reading, listening, and speaking skills are developed.

WRT101   College Writing I - 3 credits
Through challenging readings, class discussion, small group collaboration, and different forms of writing, students learn the skills and process of "thinking on paper." They learn to construct an argument or discussion that supports a clear thesis and present it effectively in a well-organized essay that observes the conventions of written English. They write academic papers that analyze and synthesize the issues suggested in two or more readings. Critical reading, critical thinking, research skills, and forms of documentation are also introduced.

WRT102   College Writing II - 3 credits
WRT102 acquaints students with the academic research paper as both process and product. The course begins with an intensive review of the strategies and techniques for writing an academic essay that are covered in WRT101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 10-15 page research paper. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. Students learn how to use APA documentation for in-text citations and references.

CTH225   Foundations of Critical Thinking - 3 credits
We learn to engage in reasoned thinking. We learn to formulate hypotheses; conceive and state definitions, and understand logical consistency and inconsistency. We explore the differences between claims of fact, value, and policy; what constitutes credible evidence; the nature of assumptions. We learn what constitutes a persuasive argument as opposed to an emotive and propagandistic one, and critically examine them. Students learn to present clear, well thought out critical arguments in writing and oral presentations. We look at the relationships among thinking, writing, speaking and listening, laying a strong foundation for improving our capacity to write, speak, and listen well.

MAT101   Comprehending Mathematics: An Applied Approach - 3 credits
In a learning climate that reduces "math phobia," this course combines a self-diagnostic approach to teaching and learning mathematics. Students will acquire good mathematic study skills, learn anxiety reduction techniques, and practice visualization processes in problem solving. They will also attain skills such as pattern recognition and sequencing, and will explore how mathematic concepts impact everyday life. This course helps adult learners discover the beauty of mathematics as a language, and apply what they have learned to their careers and educational goals.

MAT102   Communicating Mathematics - 3 credits
Prerequisite: MAT101 if assessment indicates need
Challenge exam available.
This course assists students in thinking and communicating in mathematical terms. We study qualitative and quantitative analysis, the basics of number theory, arithmetic operations, ratio and proportion, percent theory and practice, probability and statistics, linear algebra and other topics. Emphasis is placed on the algebraic world-problem solution process by using real-world problems. This course is a helpful bridge to MAT 200.

CMP130   Introduction to Computer Applications - 3 credits
Assessment available.
This course provides a hands-on introduction to the personal computer, Windows, word processing, spreadsheet, presentation software, the Internet, and an overview of Word, Excel and PowerPoint uses. Students overcome fears and imagined limitations, such as computer phobia, returning to school, and learning the keyboard. Students begin with the basics of each application and progress through intermediate level.

CMP230   Information Literacy - 3 credits
Prerequisite: CMP130 (course or portfolio), familiarity with Windows and/or Mac operating system, or permission of instructor.
Information literacy is necessary for lifelong learning and career advancement. It is the ability to analyze problems, research and select relevant information, create an effective presentation from that information, and, when appropriate, publish it in print or electronic formats. Students acquire the knowledge, skills, and abilities to apply principles of information literacy to their academic and professional lives. A problem-centered approach is used. Students use the Internet and e-mail news groups, file transfer and Netscape, and search engines. They learn to evaluate the credibility of information and use problem-solving paradigms.

Cambridge
College

ADDICTION STUDIES

See also Family Studies, Juvenile Justice, and Psychology.

BHS302   Women and Addictions - 3 credits
This course explores addictions that women have struggled with historically and some now common to women. We discuss the relevance of gender-specific treatment for women, the "real life" complexities of women's lives, the barriers that keep them from receiving the treatment they need, and the most common co-occurring disorders faced by women who experience addictions problems. The impact of the media is also considered. Students examine various theories in relation to treatment of substance-abusing women. A systemic approach is taken to the complex circumstances of these women's lives.

BHS307   Substance Abuse and the Law - 3 credits
Students learn about the use of the courts, law enforcement, and other measures in the legal and criminal justice systems to prevent, intervene and treat substance abuse. Topics include: therapeutic jurisprudence, prohibition, supply-side versus demand-side interventions, and concerns of special populations. Special effort is directed toward understanding the impact of the legal and criminal justice approach to addiction problems, interacting with these systems, and improving communication between the legal and treatment systems.

BHS360   Ethical Issues in Substance Abuse - 3 credits
Prerequisite: BHS401 or experience in the field of addictions (permission from the instructor).
This course explores current ethical issues common among a substance abusing population, such as mandatory treatment, involuntary treatment, duty to warn requirements, criminalization, and perinatal addiction. The course also covers professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand the ethical debates and the foundations the arguments are based on. This course uses as a foundational code of ethics the *Principles of Professional Standards for Substance Abuse Professionals*. Students gain increased awareness of the ethical issues in the field and a broader understanding of the debates; they can address client needs more holistically and engage in public discourse on the issues.

BHS361   Adolescent Drug Prevention - 3 credits
Prerequisite: BHS401 recommended.
This course provides a wide range of practical and theoretical information about adolescent drug prevention programs. Students learn about the adolescent substances of choice, extent of their drug use and abuse, and types of school-based and community-based interventions. Multicultural considerations in the development and assessment of prevention programs are also examined.

BHS401   Introduction to Addictions: Theory and Practice - 3 credits
This course provides a solid understanding of addiction theory, and the practical skills necessary for substance abuse prevention, intervention, and treatment. Students learn about substance use, abuse and addiction in our society, and methods of prevention, recognition, and treatment. Special topics may include: the impact of culture and ethnicity on substance use and abuse, identifying and responding to the needs of special populations, and multiple problems such as both mental illness and addiction. Students gain knowledge of resources for dealing with alcohol and drug problems in schools, treatment/counseling programs, health clinics, and within personal relationships.

BHS411   Family Systems and Addictions - 3 credits
This course provides an overview of family systems, family therapy, and the history of efforts to deal with substance abuse/alcoholism in recent decades. Topics covered include theoretical models of working with families, terminology, the impact of various family members' substance use, agencies, the process of recovery, and treatment programs. We identify methods of working with families affected by substance abuse, considering social, cultural, and environmental factors. Students learn to work systemically with parents, spouses, and children. They learn what constitutes comprehensive family treatment and the resources that are available to families, including but not limited to Al-Anon. Current research is reviewed.

BHS421   Mental Health and Substance Abuse - 3 credits
Prerequisite: PSY335 or experience (permission of instructor); PSY412 recommended.
This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, and personality disorders. Students begin to understand major symptoms, and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. We cover dual diagnosis and the multiplicity of problems that individuals with addictions face such as HIV/Aids, homelessness, etc. The course develops a heightened awareness of mental health issues and a broad understanding of co-occurring disorders, enabling students to address client needs more holistically with a focus on their strengths.

ARTS

ART200   Introduction to Studio Arts - 3 credits
This course provides essential, hands-on familiarity with the materials of art and principles of design. While derived from the Massachusetts Frameworks for K-12 teachers in visual arts, it is valuable for K-8 teachers in all subject areas because it provides basic methods and principles for learning that integrate visual and spatial literacy with written and spoken communication. It focuses on the "grammar" of visual arts and art materials: line, color, texture, scale and composition, and does so especially in the media of painting, drawing and collage. It enhances your frame of reference for evaluating criteria of beauty and your ability to use and understand visual art as an expressive means of communication within and between cultures.

ART211   Experiencing the Visual and Performing Arts - 3 credits

This course provides content knowledge of the arts, of various artistic practices, materials and methods of teaching art and using art to enhance literacy. Students gain understanding of the historic development, formal principles and techniques of visual art, with some attention to music and dance.

ART215   Introduction to the Theater - 3 credits

This course surveys major aspects of theatre from ancient Greece to the present. It includes study of significant playwrights, plays, theatre design, dramatic methods and principles. Drama is a public medium, so the relationship between dramatic works and cultural context is considered.

ART217   Storytelling Through Video and Film - 3 credits

This course is designed for people who want to become better film and video storytellers. It is also geared towards those who like movies and television and just want to increase their appreciation of those forms. The course will introduce you to the basic building blocks of film and video language- namely shot composition and framing, editing, sound and dialogue, and narrative structure.

ART220   Creativity and Analysis in the Arts - 3 credits

Students learn how artists, art critics and philosophers think about and create visual arts, theatre, music and other arts. We examine the lives and works of artists, theories of creativity, and criteria for defining beauty and assessing quality. Students get direct experience of the arts through art exhibits, films, interviews, performances and other media.

ART230   Western Arts I: A Survey of Art From Ancient to the Renaissance - 3 credits

Beginning with reference to ancient Minoan and Mycenaean art, this course surveys the development of Greek art to and beyond the classical period, the phases of Roman art, the Romanesque, early and late Gothic Art and the Renaissance in Europe. Students develop vocabulary and skills for the analysis of painting, sculpture and architecture, and an ability to communicate about them orally and in writing. The course examines style, technique, and iconography in their historical and cultural context, considering the religious, political, and intellectual climates expressed through the arts. We learn criteria for evaluating quality and beauty, examine how an object was made, for what purpose and audience. This course may be taken independently of ART231, Western Arts II.

ART231   Western Arts II: A Survey of Art From the Renaissance to Post-Modernism - 3 credits

Beginning with the Renaissance, this course surveys the exciting proliferation of styles, symbolism and techniques in western visual arts during the past five hundred years. Major styles and periods include Mannerism and the Baroque, Neo-Classicism, romanticism, Realism, Impressionism and the many forms of Modernism, among them, Expressionism, Surrealism, Abstraction and Pop Art. Students strengthen their vocabulary and skills for the analysis of painting, sculpture, architecture, and others, and

gain enhanced ability to communicate about them in writing and speaking. The course examines style, technique, and iconography in historical and cultural context, considering the religious, political, social and intellectual climates articulated in the arts, including new systems of patronage and attitudes toward the public. We learn criteria for evaluating quality, beauty and accomplishment in the arts, and examine how an object was made, for what purpose and audience. ART230 Western Arts I is useful preparation but is not required.

ART 235   Arts of Asia - 3 credits

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

ART303   Modern Theatre and Public Consciousness - 3 credits

At the dawn of the 20th Century, the idea of theatre and its role in society changed. Public spectacle about the lives of kings and queens, as well as the overheated melodramas so popular in the mid-1800s, were increasingly replaced by a subversive theatre that challenged audiences to consider their own role in society, whether "realistically," "absurdly," or "magically." Ibsen's defiant heroes and Chekhov's waning aristocrats gave rise to American working-class heroes (and losers) in Cliffords Odets and Arthur Miller, the militant theatre of Bertolt Brecht, the absurd theatre of Ionesco and Beckett. Finally, the contemporary theatre must contemplated in considering what such works as Tony Kushner's *Angels in America* and *Homebody: Kabul*, and the public reception of them, have to say about us, our culture, our art, and our vision of humanity.

COMMUNICATION

COM322   Effective Oral Presentations - 3 credits

Prerequisite: WRT101.

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Learners gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language, and audience engagement. Learners research an interesting topics and prepare

a research papers for oral presentation. Presentations are video-taped to permit more complete and immediate assessment and support of student learning. They expand their communication skills that support work in other courses.

COMMUNITY BUILDING

See also Family Studies, Human Services, Juvenile Justice, and Psychology.

BHS321   School, Family and Community Partnerships - 3 credits

Students who are working or preparing to work in education and human services are engaged through interactive learning experiences to understand the development of partnerships with schools to reach, engage, and support families. The model for community success includes building partnerships and providing supports and opportunities that promote active and positive working relationships. Students gain a vision and practical knowledge of what effective partnerships look like and how to tap into community resources. Each student designs a plan to promote school and community partnerships.

BHS322   Dynamics of Power and Change in Communities - 3 credits

Understanding the theory and how power is used in communities is a key factor for community builders. Developing networks, relationships and strategies must be based on knowing what the forces are and how they interact. This course takes a close look at the underlying connections among the economic, social, political and personal forces of communities as to how they relate to power and change. The course will look at political structures and systems in families, workplaces, institutions and other organizations that make up a community, and the dynamics that occur in terms of decision making and the process of change.

BHS335   Using Dialogue to Transform Communities - 3 credits

Dialogue is shared exploration to develop greater understanding, connection, or possibility between people. For community change to occur it is critical to have an understanding of the fundamental concepts of dialogue, and what constitutes dialogue for the purpose of making change. The large group dialogue process is an important component of community change whereby people come together to assess situations and develop strategies. Large group meetings offer opportunities for community builders to work with community members. Such groups pose challenges in terms of engaging and including people who are not members of ongoing groups, but still can be instrumental in sharing ideas and experiences to develop strategies to address community change. These occasions enable people to come together for brief encounters to offer recommendations and to develop actions that are offered to more formal structures of the community. Essential to this process is the dialogue that occurs in such sessions. The course is designed for students to learn the theories of dialogue, how dialogue is applied to large groups, and to prepare them to

understand the potential changes in a community that can be sparked through specific kinds of large group formats.

BHS323   Creating the Culture of Caring in Communities - A Focused Study - 3 credits

There are aspects of community life that are invisible and under-valued, that operate on a different set of principles from the tradition of paying for services, or of volunteering one's time without reciprocity. The course focuses on how communities can create a culture of caring, and can be strengthened through the sharing of people's resources. This is done without money, but through the exchange of time, skills and compassion. People who have neither money nor marketable skills — the poor, the frail, the under-educated, the elderly — can still participate as full and valued members of a community.

BHS324   Building Community Through Media - 3 credits

Understanding the potentials and functions of media, particularly media that is available at the grassroots level, offers community people ways to reach and engage one another. In collaboration with Cambridge Community Television (CCTV) a "rigorous" emphasis will be made on the use of media for building community. The course aims to broaden students' understanding of media in general, and community media in particular, and how such media can impact a community's understanding of, and involvement in local issues. The course provides a hands-on, multimedia approach coupled with theory to help students gain a strong appreciation for what media is, how it addresses a diverse audience, how it is used and by whom, and its powerful effect upon communities depending upon who's making it and for what reason.

BHS325   Community Planning and Development in an Urban Environment - 3 credits

The course will focus on community planning and development and how the process is continuous, guided, and ideally adheres to principles of community building. This course focuses on specific issues of community development where the physical and economic vitality of communities is improved through stakeholder interaction. The literature and activities used in this course will ground students in the issues and tools used to critically examine various community development approaches and projects through a community building lens. Students will be introduced to core theories and methods of city and neighborhood planning, will formulate a research design and scope of services to investigate existing conditions, and will learn how to collect and use data as part of the process of building on local assets to design effective and inclusive solutions to local needs.

BHS330   Group Facilitation for Community Building – 3 credits - 3 credits

Students who work with groups whose purpose is to strengthen the capacity of communities and other structures will learn how to work with groups to address issues and reach agreement. Skills associated with group development will be covered. The course is structured to provide students with an understanding of how facilitation skills and methodology that can be used in their practice working with groups and community building initiatives. Partici-

pants will learn how to apply group facilitation theory and use interactive methods to engage the hearts, minds, and energies of diverse groups of people in finding and implementing solutions to difficult problems.

BHS335   Using Dialogue to Transform Communities - 3 credits

Dialogue is essential to all relationship building. The course is designed for students to learn the theories of dialogue, how dialogue is used to engage large groups, and to prepare students to understand the potential changes in a community that can be sparked through specific kinds of dialogue. For community change to occur it is critical to have an understanding of the fundamentals concepts of dialogue, and what constitutes dialogue for the purpose of making change. The large group dialogue process is an important component for community change whereby people come together to assess situations and develop strategies.

BHS340   Youth Development and Community Practice - 3 credits

This course prepares students to work with youth in a variety of programs and environments. They will learn key concepts of youth development and explore strategies that can have an impact on individual and organizational practices, and in particular, how workers include youth in decision-making, leadership initiatives, and organizational structures. Students will learn what promotes and what hinders positive engagement with young people, and how to increase youth participation and partnership in projects, programs and, especially in the community.

BHS434   Community Building Across Disciplines: "Portraits of Practice" – 3 credits

Given the multiple dimensions of community life students should be prepared to work with multiple disciplines, bringing community building principles and practices to these arenas. This course will bring together and focus on the potentials for various disciplines impacting community change, providing highly interactive and real world experiences to explore and understand the exciting possibilities of multidisciplinary practice. In teams, students will develop a project that has a potential impact on a community.

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

This course will be an intensive exploration of leadership and power from personal, theoretical and historical perspectives. Class participants will reflection their own leadership experiences, strengths and challenges. They will also develop their analytical understanding of economic, political and social forces at play nationally and locally. This course focuses on developing the skills for the 21st century collaborative and participatory leader whose job is to create the conditions for self-empowerment and leverage the wisdom and resources of multiple constituencies.

CRITICAL THINKING

CTH300   Critical Thinking Through Cinema - 3 credits

This course examines the development of film as a medium for recording and shaping history, for re-telling primal myths and archetypes, for entertainment, politics, and commerce. We consider the vocabulary and methods of film and its limitations, especially when it transfers literature from the page to the screen.

EDUCATION, EARLY EDUCATION & CARE

EMC200   Science in Elementary School - 3 credits

This course introduces day to day curriculum planning for sciences. Students learn the rationale, language, and ways of planning effective elementary classroom science teaching. Techniques, strategies and resources are addressed in an experiential class to develop skills that are immediately applicable in many courses 1-6.

EMC201   Curriculum Development: Social and Cultural Studies for Elementary School - 3 credits

Students master the basics of developing their own social studies unit. They study essential topics and skills as stipulated in DOE frameworks. We analyze published curricula and textbooks. The skills to be developed include library skills, field trips, map-making, and neighborhood-based projects.

EMC210   Introduction to Early Education and Care - 3 credits   (LLIC040 non-credit course code)

This course provides an introduction to early childhood education. Topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to 5 years of age) are integrated in the course of daily life. Students will receive information and experience in understanding the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth, as this relates specifically to Massachusetts.

EMC300   Classroom Management and Discipline - 3 credits

This course is designed to support prospective teachers in the exploration of student differences in the classroom and how it impacts teaching and learning, specifically in regards to issues of classroom management and discipline. The course will focus on issues such as classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. A primary objective is to examine how well-organized and managed classrooms set the stage for student learning and achievement. This course, as such, explores both the theory and practice in the field of classroom management to provide students with a theoretical foundation and personal strategies that can be effectively implemented in the elementary classroom.

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EMC301   Integrated Language Arts and Reading - 3 credits
 Students investigate the reading process and the rationale for integrating listening and speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition. Students become familiar with rudimentary activities that encourage creativity and form in composition, methods of developing, linking and expanding a child's encounters with literature.

EMC302   Questions in Math and Science - 3 credits
Students learn applications of the discovery approach and suitable materials and experiences for developing concepts in mathematics and science appropriate for children three to eight years old. Students learn to guide readiness activities in math that are developed intuitively and informally with children. Biological, physical and earth science topics are developed through inquiry and experience.

EMC304   Language Arts, Art and Music for Young Children - 3 credits
Students investigate methods of developing, linking and expanding children's encounters with literature. The course also integrates art, music and drama into the curriculum of early childhood classrooms. The course includes a weekly lab in which students design and present lessons in the creative arts. Students learn many reading, art and music activities that are age-group appropriate, and how to present them to children.

EMC305   Creative Drama for Learning - 3 credits
This course provides practical experience in the techniques of creative dramata such as pantomime, improvised dialogue, dramatization of children's literature and role playing. The course is designed to develop student's own creativity and also to teach them to lead children in these art forms.

EMC306   Mathematics for the Early Education Classroom - 3 credits (LLIC045 non-credit course code)
This course is directly connected to the Massachusetts Frameworks. Students will learn how to creatively teach number concepts, patterns, shapes, space, measurement, data collection, and how mathematics connects across disciplines. Mathematical experiences can be embedded in daily activities inside and beyond the classroom, challenging teachers to be alert to opportunities for facilitating mathematical understanding. Mathematical thinking can be incorporated into block play, dramatic play, sand and water play, and outdoor play. Children make connections between mathematics and musical experiences or art when they explore rhythmic or visual patterns or symmetry. They learn to recite numbers in order, compare quantity, comprehend position, and match objects in one-to-one correspondence. Number concepts become significant to children when they learn out of experiences that are functional in their world.

EMC307   Teaching Early Education Students With Special Needs - 3 credits (LLIC044 non-credit course code)
This course will cover the issues related to practices and policies appropriate to the needs of preschool children who are disabled and/or "at risk" in educational settings. Topics will include legislation that has impacted the field, philosophy, intervention strategies, working with families and service providers, inclusion and developing lesson plans.

EMC308   Observing and Recording in Early Education Classrooms - 3 credits
This course covers the techniques used in early childhood education to understand the progress of children ages birth to eight and what programming is needed as result. Students will understand terminology such as "assessment," "evaluation," "statistical analysis," and "progress monitoring," and how such information is applied in classrooms. In addition, students will learn about the various acronyms used in the assessment community (DIBELS, PPVT, PALS, DECA) and understand the potential inaccuracies and misuse of data. Gathering and analyzing data on student strengths and needs are essential practices for making decisions on students' academic and social plans. However, judgments about children and the corresponding decisions must be made carefully. Teachers use this information to adapt their learning environments and activities to the specific needs of their children.

EMC315   Developing Curriculum for Young Children - 3 credits (LLIC042 non-credit course code)
Teachers use child development knowledge to identify the range of appropriate behaviors, activities and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the appropriate curriculum and learning environment. The course will focus on planning and implementing an integrated, comprehensive curriculum in a supportive physical and social setting for children three to six years old. Students will be able to demonstrate their ability in organizing the environment and planning developmentally appropriate curriculum to facilitate children's learning.

EMC316   Creating Effective and Positive Learning Environments in Early Education Classrooms - 3 credits
(LLIC043 non-credit course code)
The emphasis of this course is on understanding the impact of a discipline system on the self-esteem of the developing child and methods of teaching pro-social skills. What is critical is for students to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Ultimately there are reasons for why children behave the way they do, and so appropriate techniques need to be explored and used that nurture a child's self-esteem and abilities. Students will focus on theoretical underpinnings of discipline approaches from internal control models to external control models. They will be presented with an overview of discipline models and encouraged to become competent practitioners of certain techniques that match the student's personality and philosophy of learning as well as what is appropriate for the developing child. A holistic approach will be used whereby the effective teacher develops inter-related skills of positive motivation, planning, executing lessons for mastery, and managing the learning environment/educational community. The course will offer an understanding of how to arrange the classroom, implement rules and procedures, address problem behavior and work with special student groups in a learning environment for students in grades P-K.

EMC317 Early Childhood Growth and Development - 3 credits (LLIC041 non-credit course code)
The course covers infant, toddler and preschool development with the resulting implications for creating optimal learning environments in early education settings. The course covers theories of child development and the developmental sequences critical for early education with an emphasis placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Key to a child's development are the relationships with caregivers, siblings, peers, early friendships, and others that have significance. As such the course includes the study of the implications of early relationships on children's social and cognitive growth and development. Upon completion, students should be able to identify developmental milestones and understand what needs to be included when planing experiences to enhance development.

EMC318 Successful Inclusion in the Classroom - 3 credits
Students will learn about different techniques and models that promote the successful inclusion of all students in elementary and early education classrooms. Students will gain knowledge about existing federal and state laws, how to adequately understand and develop individualized education plans, plan collaboratively with other teachers to meet students' needs, and enrich the learning environment for all. Students will construct an image of a successful inclusionary environment and develop plans for implementation through reading current literature, sharing experiential knowledge and engaging in collaborative activities.

EMC319 Social Foundations of Education - 3 credits
The social foundations of education course is an exploration and analysis of the underlying issues within contemporary educational policies, practices, and theories. It is an attempt to ground the day-to-day realities of the classroom within larger philosophical, historical, anthropological, political, legal, and sociological contexts. Such an interdisciplinary perspective will allow students to begin to reflect upon the structures and practices of American education and provide a foundation from which to continue becoming reflective and critical educational practitioners.

EMC330 Literature for Children - 3 credits
Examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child's development, assess the quality of the literature, and appreciate how and why it appeals to children and young adults.

EMC401 Teaching Math in Elementary Grades - 3 credits
This course provides elementary teachers with a strong foundation in mathematics language, principles, and teaching methods and strategies.

EMC412 Storytelling and Playmaking - 3 credits
A study of early childhood learning with emphasis on language acquisition and development in young children as well as their social, emotional, and physical development. Students learn developmentally appropriate teaching practices through a study of early childhood stories, writing, literature, arts, storytelling (including fairy tales, story theater, popular music, and performance art) and children's play. Students learn to observe and record the behavior of children ages three to seven and apply their knowledge of developmental stages and the characteristics of young children with and without special needs, to an integrated language arts curriculum. The course includes methods to create a classroom environment that recognizes racial, cultural, and linguistic diversity in young children and supports their learning.

EMC415 Multidisciplinary Approach to Content Areas - 3 credits
Study of basic disciplines (social studies, arts and humanities, sciences) and how they may be related to enhance the teaching and learning experience including experience with designing lesson plans and effective teaching units.

EMC420 Strategies for Teaching - 3 credits
This course introduces students to the field of education as an entrance into the challenges and opportunities of becoming a classroom teacher. The course provides a general overview of best practices in teaching and student learning within the context of how American education is organized. This course serves as a foundation for becoming an effective and moral teacher, and, as such, emphasizes understanding of national and disciplinary standards as well as overarching codes of ethics of being a teacher. In particular, the course uses the NCATE standards to highlight the need for a teacher to possess specific content knowledge, pedagogical skills, and dispositions. The course is applicable for elementary, middle, and high school teachers and will make use of both content-independent and content-specific pedagogical methods to demonstrate and apply applicable best practices.

ENGLISH

ENG301 Exploring Our World Through Poetry - 3 credits
This course investigates the ways poetry helps us interpret and describe the world around us, our relationships with society, other people and ourselves. Through individual and group projects, students will learn, 1) to differentiate between the informative, expressive and ethical aspects of language; 2) to recognize a variety of forms used in English poetry; 3) how to apply this knowledge by evaluating poems read or written in class. Poetry can show us how language shapes and can enhance our ethical outlook. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

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ETHICS

ETH320   Ethical Analysis in Contemporary Society - 3 credits
We try to construct a consensus on what "moral excellence" or "virtue" may mean and examine the moral guidelines or "ethics" that generate from some source of morality. This involves study of the Judeo-Christian "Western" tradition and thought on other cultures and civilizations' ideas about ethical behavior. With this base we identify contemporary social issues that need change, e.g., racism, or corporate lobby groups' influence upon U.S. legislation; sexual mores; the difference between the lives of rich and poor; and subservience to our own technologies and to subliminal marketing strategies. Participants find more clarity within the paradox of "moral individual human, immoral society." Readings, weekly short writings, socratic discussions, group presentations, and a "creative" final examination provide the basis for evaluation of students' learning.

FAMILY STUDIES

See also Addiction Studies, Community Building, Human Services, and Psychology.

BHS365   Ethical Issues in Working With Families - 3 credits
This course explores current ethical issues that are common when working with families in a human service setting, such as child and elder abuse reporting, mandatory treatment, involuntary treatment, duty to warn requirements, research, and privacy. In addition, six areas of ethical concern are covered, including: professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand various aspects of ethical debates, as well as the foundations the arguments are based on. The goal of this class is to increase awareness of the ethical issues within human services and develop a broader understanding of the debates. The ultimate goal is to prepare students to address client needs more holistically and to engage in public discourse on the issues.

BHS366   Family Interventions - 3 credits
How workers intervene with families matters. This course focuses on strategies for engaging families. Students learn how to apply a strengths-based approach in helping families achieve their goals. Students will learn from others in the field who work directly with families in a variety of situations. The Family Development Curriculum (FDC) for working with families fulfills the requirement for this course.

BHS400   Family Life Cycle - 3 credits
Theories of growth and development are introduced and applied to the study of individuals and families. The impact of socio-economic, cultural, ethnic, and social issues on the life cycle is discussed, emphasizing the diversity of developmental schemas. Physical, moral, cognitive, behavioral, and psychosocial development of individuals are addressed in the context of family development. Students trace developmental patterns and identify factors which facilitate or impede growth, using examples from their personal and professional lives.

BHS430   Families With Special Needs - 3 credits
Prerequisites: PSY212 and PSY251.
This course utilizes a family-focused, early Intervention lens through which to view "special needs" issues. Students learn about the biological, situational and psycho-social conditions defined as special needs, and will analyze their impact on culturally diverse families, communities and childhood environments. Students become familiar with the components of individual and community programs, including assessment, rehabilitation, and the design of appropriate environments. The history of governmental response is reviewed, as well as current laws, regulations and parental advocacy efforts. Throughout the course, the concepts of "family focus" and "family practice" are emphasized, and students hear from and interact with a number of community experts.

HISTORY

HIS101   World History I - 3 credits
Provides an understanding of early civilizations from ancient times until c. 1650. Early civilizations include Egypt, Babylonia, India, China, Israel, Greece and Rome. European coverage includes Middle Ages, Renaissance, Reformation and beginnings of the Age of Discovery. This course includes cultural, intellectual, political and economic developments, and is the basis for the 2nd term, HIS102.

HIS102   World History II - 3 credits
This course explores the historical foundations of the modern world. It reviews the Reformation, Renaissance and the effects of European trading and settlement throughout the world. It continues with the Age of Enlightenment, the American and French Revolutions, the Romantic period, nationalism, industrialization and urbanization, and the transforming 20th century movements in politics, the arts and technology.

HIS201   U.S. History and Constitutional Government I - 3 credits
This course traces the development of the United States from the colonial period to the end of the Civil War, surveying the economic, political, social and cultural aspects of this development. The course covers the period of exploration, early settlements, colonial life and issues, the development of a unique political philosophy, conflict with Britain, the Revolution, the development of a government based on a new political theory and the development and problems of this new American society and government in its first seventy-five years. Constitutional development at the national and state levels is explored, with particular emphasis on the Massachusetts experience. This course provides the matrix for courses in American Literature, Education, Economics, Government and Sociology.

HIS202   U.S. History and Constitutional Government II - 3 credits
Traces the development of the United States from 1865 to its

present status as a world power, analyzing economic, political, social and cultural factors. The functioning of American federal and state constitutions is analyzed, providing the knowledge and understanding needed by teachers and other professionals who interact with the public sector. The course covers the aftermath and effect of the Civil War, industrialization and its impact, waves of new immigration, western expansion, conflict with Native Americans, emergence as a world power, World War I, the Great Depression, World War II and later issues of the 20th century.

HIS230   A Social History of Food - 3 credits
Throughout the world and history, people have come together over food. We are what we eat: we eat what our family, friends and society tells us is "food." But, our ancestors did not always eat the same foods as we do now. Both the types of food and more importantly, cultures, change through time and space. How has the development of towns, the exploration of the globe, religion, the slave trade, the social presentation of self and status been expressed through food? Contemporary approaches to food world-wide will also be examined. The class will bake their own sourdough bread, visit historical sites & ethnic restaurants, do oral histories, produce a cookbook and, of course, eat lots of food!

HIS235   United States History Through the Media I: The 1800s to World War I - 3 credits
This course explores the preindustrial North and the antebellum South, through the Civil War, immigration and the great migration, World War I, and Prohibition. The class analyzes the social, political, economic, and cultural values of the United States at that time in its history through visual and print media, music and other arts.

HIS236   United States History Through the Media II: The 1920s Through the War in Vietnam - 3 credits
This course examines cultural, intellectual and political developments from c.1920 to 1980. Issues and phenomena include the growth of consumerism and advertising, the increasing influence of the mass media including film, radio and TV, and new attitudes they helped shape. The Korean War, the effects of a broad-based civil rights movement and the Cold War are among the many issues addressed.

HIS237   United States History Through the Media III: 1970 Through the Present - 3 credits
Drawing on various mass media and the arts as well as historical records, this course explores the cultural, technological, political, and economic transformations of American life from the Vietnam War to the present.

HIS321   Historical Perspectives on Contemporary Issues - 3 credits
This course examines and analyzes the development of political, cultural and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution and current nature of American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion.

HIS343   History of Massachusetts - 3 credits
This course focuses on major persons and events in the history of Massachusetts from Pilgrims, Puritans and Native Americans to the 20th century. Special attention is paid to the development of forms of representative government in Colonial period and after independence, and to the integration of numerous immigrant groups to the Commonwealth in the 19th-20th centuries. The role of Massachusetts in driving industrial and technological change in America is considered, as is its role in inaugurating public education in America. The course satisfies a key content knowledge area for public school history teachers.

HIS344   History and Theory of the Labor Movement - 3 credits
What are the origins of the modern labor movement? How is it changed and adapted in the 20th century? What new developments have occurred in the 21st century? What laws govern unions? What have unions done for workers? How have free trade, globalization, the economy, and current trends in political thought affected the effectiveness of unions? Is the labor movement still necessary and relevant to today's workers? This course will examine the formation of the AFL and the CIO, the merger AFL-CIO, and the new Coalition for Change. It will analyze the growth of industrialism and de-industrialism, consider the roles of race and class in the movement, and study the theories of the movement that brought it together and split it apart.

HIS350   Introduction to Political Science - 3 credits
What is the perfect society? How much power should the government have? Is democracy the best form of government? Political science is the study of how and why people come together to form governing institutions. To understand the nature of government, political scientists study such issues as power and authority, human nature, freedom, obligations, justice and the organization of the state. In this course, we examine the work of some of the greatest political thinkers — Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Rousseau, Nietzsche, Locke and Marx — and learn how they look at politics, government and the individual. The course explores a central issue of government: the difficulty of reconciling the good of an individual with the good of the public. In thinking about this question, students reflect upon the definition of justice, the nature and importance of freedom, the relation between an individual and the community, the best form of government, and the character of the ideal ruler.

HOLISTIC STUDIES
See also Psychology.

PSY316   Cross-Cultural and Holistic Perspectives in Psychology - 3 credits
This course introduces cross-cultural, traditional, and psycho-spiritual views on human growth and development, wellness and illness, healing and belief, the ritual process, the roles of healers, altered states of consciousness, and comparative models of self-realization. Drawing from a wide range of cultures and perspectives, the course emphasizes the internal coherence of these

views and how individuals experience and use them in their own lives and settings. Given recent trends in diversity and cross-cultural encounters, it has become critical to understand the views of those who embrace radically different ideas about the world we all share. Special emphasis is given to the practical implications of this understanding in a variety of human service, educational, and therapeutic settings.

PSY345   The Spiritual Dimension: Psychological and Educational Issues - 3 credits

Educators, clinicians and human service providers need to understand the impact of spiritual experience and religious traditions upon the lives of the people we work with and to recognize how such understanding is intrinsic to new and emerging holistic views of development. This interdisciplinary course explores the impact of the spiritual dimension upon education, psychological understanding, and development. Starting with the voices of children, our study draws from the psychology of religion, anthropology, education, and the humanities to examine the experiential core intrinsic to spiritual life. Special emphasis is given to helping students find practical ways to incorporate this learning into their professional activities.

PSY376   Psychological and Therapeutic Dimensions of the Arts - 3 credits

This course explores the psychological dimensions of the arts, creativity, and art-making and how the expressive arts are included in contemporary psychological thinking and therapeutic encounters. Using current and cross-cultural examples, we explore how music, dance, theater, painting, poetry, and theater deal with fundamental aspects of human experience and how this awareness informs our psychological understanding of human growth and development and the inner life. We consider how current psychological practice incorporates the arts in therapy and how creative art therapists work. Implications of this study are incorporated into the student's professional work.

PSY407   Principles and Practices of Art Therapy - 3 credits

This course addresses the foundations of art therapy including its history, major theoretical perspectives, pioneers in the field, and clinical application. The significance of the therapeutic alliance is covered, as well as skills to enhance the therapeutic relationship. The clinical application (individual and group) of art therapy to children, adolescents, adults, and families is examined. The diagnostic application of art therapy is also explored.

PSY408   Movement and Healing - 3 credits

Drawing from recent theoretical and clinical developments in body-oriented psychotherapy and dance/movement therapy, this course explores the psychological, creative and spiritual dimensions of the body and how it is central to contemporary developments in psychological thinking and approaches to healing. We explore how movement and the body are connected with fundamental aspects of psychological awareness and how this impacts upon our emotional, social, creative and spiritual lives. We examine how current body-oriented approaches to psychology inform our understanding of growth and development, edu-cation, psychological diagnosis and treatment in areas such as trauma, body-image, eating disorders, depression, anxiety, and developmental delays.

PSY428   Integrating Body-Mind-Spirit: New Perspectives in Healing - 3 credits

This is a course on integrative approaches across the healing disciplines, focusing on integrating body, mind and spirit in a variety of psycho-educational, human services, and healing contexts. Students learn a multidimensional approach to healing that integrates different techniques, therapeutic orientations and approaches. The course combines theory and research, experiential learning, and practical application of new techniques. We explore new information about ourselves, the ways we approach our professions, and how we can apply this knowledge in our work with various populations.

HUMAN SERVICES

See also Addiction Studies, Community Building, Family Studies, Juvenile Justice, Psychology, and Organizational Psychology.

BHS305   Introduction to Human Services - 3 credits
(LLIC026 non-credit course code)

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

BHS315   Understanding Family and Community Systems - 3 credits   (LLIC027 non-credit course code)
Prerequisite: PSY110; may be taken concurrently.

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

BHS320   Community Building Principles and Strategies - 3 credits

This course introduces the history, theory, and practice of community building in order to increase the effectiveness of people working to improve their communities. It increases students' capacity and engagement in community planning, advocacy,

organizing, decision-making and evaluation. The fundamental principles of community building are explored:

- Incorporating those directly affected by policies at the heart of dialogue and community building
- Valuing racial and cultural diversity as the foundation for wholeness
- Promoting active citizenship and political empowerment, building on community strengths and assets
- Ensuring access to fundamental opportunities and removing obstacles to equal opportunity
- Supporting and enhancing the well-being of children and their families
- Fostering sustained commitment, coordination and collaboration based on a shared vision and mutual respect

This course is based on The Boston Community Building Curriculum, developed by the Boston Foundation and currently being implemented by Interaction Institute for Social Change. It offers neighborhood residents training which strengthens

BHS362   HIV in Contemporary Society - 3 credits

This course provides a basic overview of HIV/AIDS and its impact on the individual, family and contemporary American society. We begin by reviewing the history of the AIDS movement and how that has shaped the politics of illness in the U.S. today. Comparisons with other social justice movements and illnesses/medical conditions are integrated throughout the course. We then look at HIV/AIDS through a variety of lenses. Through the medical lens, we view how HIV/AIDS is diagnosed and treated. As epidemiologists, we look at who is infected and what factors increase risk of infection. Through the health educator and human service worker lenses, we look at prevention strategies, case management challenges, and the mental health needs of people affected by HIV/AIDS. Lastly, we look at how civil rights and community activists respond to the legal, advocacy, and ethical issues associated with HIV/AIDS. Its impact on particular communities and population segments are also studied.

BHS363   Caring for Elders with Alzheimers and Memory Related Problems – 3 credits

This course will provide an overview of Alzheimer's Disease and other dementias. Students will gain understanding of common issues affecting people with Alzheimer's and other memory related problems. They will explore some of the ways in which patients with these diagnoses have traditionally been viewed both from a medical perspective as well as a societal one. We will move from a deficit-based approach of caring and labeling those *having* dementia to one that defines and includes their humanness as they are now *living* with a dementia. Students will gain understanding and insight into the unique perception, emotion and perspective that a person living with dementia experiences. Students will learn what a habilitative approach to care is and how to incorporate it with those they care for. Issues of the environment, self-care for the care partner and communication will be addressed.

BHS369   Legal Issues in Human Services - 3 credits

This course surveys the intersection between legal issues, the clients served by human service agencies, and the agencies themselves. We develop an understanding of how the legal system impacts the client population with respect to various practice areas, as well as the release and exchange of information. The impact of the legal system upon the agencies and their employees is examined. We explore tensions between legal requirements and the provision of services. Finally, we examine the tools available to pursue an advocacy agenda on behalf of individuals, families and systemic reform.

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

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

BHS420   Strategies for Change - 3 credits

LLIC028 non-credit course code)
Prerequisites: PSY210 or BHS400 PSY412, and BHS315.
This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at the intervention process systemically in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change, and learn a variety of techniques to use with individuals, families and communities. Professionals working toward change in their fields explain how they have gone about the process of change in their own environments: their varied approaches and strategies for creating new scenarios.

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

Internship experience gives students opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of organizations and community agencies. Under agency supervision, students provide counseling, advocacy, research, information, referral, and similar services, and then document and reflect on their activities. The accompanying seminar includes students from varied placements, who give and receive feedback on case presentations and agency and organization issues.

All internship sites must be approved in advance by the concentration director and close ties are maintained between the agency supervisor and the course instructor. Students wishing to use their place of employment as a site should contact the concentration director to start the approval process before signing up for this course. The parameters (number of hours, days, etc.) are negotiated between the site, the student, and the college; and a joint contract is signed. Site supervisors must be immediately available to students, and must provide weekly individual or small group supervision. Students should be at their field sites approximately 6-8 hours a week and participate in a 2-hour/week seminar. Satisfactory completion requires satisfactory work at the site and the college seminar.

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Internship II continues Internship I or covers a new or special internship situation; offered as a focused study.

BHS490　Human Services Capstone - 3 credits
Prerequisites: WRT101-102.

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

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

MAN350　Principles of Supervision - 1 credit
This course explores the use of supervision as a tool for professional development in human services professions. An action-reflection model maximizes the potential for personal and professional growth. Supervisors learn techniques for providing feedback that enhances supervisees' skills, strengthens their ability to reflect on performance, and encourages goal-setting. Supervisees gain competence in the use of supervision as a method of documenting professional development and progress in accomplishing goals.

MAN424　Program Planning and Proposal Writing for Agencies, Schools and Communities - 3 credits
Prerequisite: PSY110.

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing.

INTERPRETER & OTHER TRAINING PROGRAMS

COM090　Essential Communication for College Level Learning: The Immigrant Experience - 0 credit　(LLIC090 non-credit course code)
Skill development course; credits are not applied to degree requirements.

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

COM091　Essential Communication for College Level Learning: The Patient's Perspective - 0 credit
MITC091 non-credit professional education course code.

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

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

COM092　Essential Communication Skills: Health Care Provider Perspective - 0 credit
LLIC092 non-credit professional education course code.

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

COM205　Business Communications for Health Care Workers - 3 credits　(LLIC023 non-credit course code)
Being able to communicate effectively in a transcultural environment is an essential component of the medical office manager. This course emphasizes the techniques that help health care professionals communicate with providers, patients, insurers and persons with limited English proficiency. A variety of topics are studied including making introductions and a good first impression, the communication cycle, verbal and non-verbal communication, English composition, review of medical terminology, review of English grammar, spelling and punctuation, and editing and proofreading documents.

Interpreting Skills I - 3 credits
COM350　Spanish　(LLIC013 non-credit course code)
COM351　Portuguese　(LLIC014 non-credit course code)
COM352　Multilingual　(LLIC015 non-credit course code)
(new)　American Sign Language)

Students will learn interpreting and translation theory, applied interpreting skills and techniques. Emphasis will be placed on the medical and human service setting, bilingual vocabulary and phraseology, and practice of interpreting skills through role play.

Interpreting Skills II - 3 credits
COM353　Spanish　(LLIC016 non-credit course code)
COM354　Portuguese　(LLIC017 non-credit course code)
COM355　Multilingual　(LLIC018 non-credit course code)
(new)　American Sign Language)

Students integrate and apply the interpretation and translation theory learned in Skills I through extensive practice of simulations, predominantly in the consecutive mode. Students learn self-monitoring and coping strategies. They continue to develop bilingual medical and human service vocabulary and phraseology as well as explore the challenges of simultaneous interpretation.

CMP231　Computers in the Medical Office - 3 credits
(LLIC022 non-credit course code)

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Computers for the Medical Office is a foundation course for the medical office worker, providing the opportunity to improve keyboarding skills and speed, learn the basic operations of the computer, and gain skill in performing specialized computer operations for the medical office. The student will produce a variety of medical documents according to conventional formatting style and assemble a portfolio of his/her production activities.

COM356　Mental Health Interpreting Skills I - 3 credits
(LLIC020 non-credit course code)
Students learn how to meet the needs of both patients and providers by becoming fluent in English, mental health vocabulary and one other language. Students will become familiar with the DSM, frequent and less common mental health diagnoses and treatment options and appropriate modes of communication for the mental health patient. Both consecutive and simultaneous modes of interpretation will be considered.

COM357　Mental Health Interpreting Skills II - 3 credits
(LLIC021 non-credit course code)
In a continuation of Mental Health Interpreting Skills I, students complete their study of the DSM, increase their knowledge of mental health terminology and experience advanced aspects of mental heath interpreting. The student will learn how to interpret at various assessments of functioning and medication evaluations while providing cultural mediation and patient advocacy as necessary. Special consideration in mental health interpreting are considered such as working with delusional patients, crisis services, safety issues, and managing personal feelings. Role plays of increasing challenge will be performed using both consecutive and simultaneous interpreting.

INT300　Interpreter Internship: Practicum - 3 credits
(LLIC030 non-credit course code)
Students strengthen and refine their medical or human service interpreter skills at a local internship site. Students are evaluated for the ability to work with providers and clients and to demonstrate understanding of health care and/or human service protocols. In addition to completing the internship in the field, students also participate in debriefing seminars at the college to share and reflect on the meaning of the internship experience.

SCI100　Anatomy and Pathophysiology - 3 credits
(LLIC010 non-credit course code)
This course surveys the human body in health and disease in order to expose students who plan to work in health care to the major systems of the body, common diseases, diagnostic tests, pharmaceuticals, and treatment options. Students learn how to define complex medical terms, concepts, and abbreviations and apply this knowledge according to their area of interest.

SOC214　Medical Office Procedures - 3 credits
(LLIC019 non-credit course code)
This courses introduces the student to a wide variety of documents and reports common to the medical office. It includes an introduction to medical office computer applications and functions in a typical medical environment; medical transcription; patient scheduling; medical correspondence; medico-legal and medical documentation; and patient information and billing.

SOC412　Cross Cultural Communication - 3 credits
(LLIC012 non-credit course code)
This course provides the participants with the opportunity to identify cross-cultural issues and their impact on the medical and human service interpretation encounter. Students will analyze concepts such as communication, culture, cultural identity, non-verbal communication, and cultural context related to interpretation. Readings of selected short stories that illustrate cross-cultural concepts will provide the basis for cultural contextual analysis.

SOC415　The Role of the Interpreter - 3 credits (LLLIC011 non-credit course code)
The course focuses on the history of health care and social work, various cultures within our society, and the role of medical and human service interpreters in the United States. Issues about advocacy that often impinge upon the interpreter-client relationship are examined. Students learn about confidentiality, patient rights, ethical and legal issues, as well as laws governing federal and state human service agencies.

JUVENILE JUSTICE
Human Services courses highly recommended: BHS470-471, MAN 424. See also Addiction Studies, Community Building, Family Studies, Human Services and Psychology.

BHS376　Internet Research Methods for Juvenile Justice - 1 credit
Use of the internet is of great value when exploring a field as timely and diverse as juvenile justice. As the field, especially in Massachusetts, takes on a more global perspective, research and practice in countries like the U.K., Australia, New Zealand, Canada. Belgium etc. becomes increasingly important to the learner/practitioner in a college environment. This course will explore aspects of the internet – world-wide web, usenet, listserves, ftp, etc. with a particular focus on the global dimension of Juvenile Justice.

BHS377　Legal Processes in Reporting Suspected Abuse and Neglect - 1 credit
This course covers the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students learn the elements of law pertaining to what legally constitutes abuse, the responsibilities of mandated reporters in reporting suspected child abuse and neglect, what happens once a report is filed, and the laws governing child protection services.

MAN360　Risk Management for Residential Programs - 1 credit
This class examines the clinical and environmental dynamics present within residential settings serving adolescents, in order to identify situations in which there is a serious risk of harm unless there is immediate intervention. Students learn to develop and implement pro-active risk management strategies.

PSY225   Introduction to Social Justice - 3 credits
Social Justice, the state where conditions are met for all of creation to survive and flourish, is the bedrock which supports all other forms of justice. This course examines the understanding of Social Justice tradition that has developed over the last century. Principles of power, community, and responsibility will be examined in light of practical political and social problems — racism, sexism, hunger, poverty, and environmental issues.

PSY330   Adolescents in Search of Belonging - 3 credits
In this course we look at adolescents in traditional and non-traditional families and residential treatment communities. We explore the adolescent search for a sense of belonging in and beyond the family, and for acceptance and inclusion in adult society. We discuss the developmental tasks of adolescence including sexual maturation, identity, and autonomy. We explore adolescent culture, role development, and societal attitudes to adolescents. We research community responses to teen parenting, depression and suicide, substance abuse, and delinquent activity. We look at prevention, intervention, and restoration in the context of community systems.

PSY342   Girls and Delinquency - 3 credits
Prerequisite: PSY350 recommended.
Historically, the Juvenile Justice field has developed program services based upon the needs and behaviors of adolescent males. Within the past five years the need for more gender-specific program and treatment models has been recognized. This course presents a gendered view of the causative issues contributing to female adolescent offending and current program initiatives developed to meet the treatment needs of girls.

PSY343   Youth and Gangs - 1 credit
The emergence in the 1980s of youth gangs in the Boston area began a youth sub-culture that has taken root in geographically diverse urban communities. Students in this course will be introduced to gang culture, its origins and meaning. The reasons youth are attracted to gang life will be explored and delinquent behavior will be viewed within the context of gang expectation. Students will learn to identify gang colors, symbols and terminology and will gain insight into the personal experience of gang membership.

PSY350   Introduction to Juvenile Justice - 3 credits
This course introduces the history and principles of juvenile justice, focusing on delinquent behavior in the context of adolescence, family, and social/environmental factors. The course explores various societal responses to problem behavior from colonial time to the present, including various community-based and residential program models, and current national debates on treatment vs. punishment of juvenile offenders.

PSY351   Adolescents and Addiction - 1 credit
Within the framework of adolescent development, students are introduced to cognitive, personality, behavioral, social/environmental and biological/genetic risk factors which may contribute to adolescent addiction. Stages of substance abuse progression are discussed, as well as screening, assessment, prevention, and treatment strategies. Recovery is presented as a developmental process.

PSY352   Sexual Activity as At-Risk Behavior - 1 credit
This class studies the developmental, familial, and societal influences on the sexual behavior of teens. It covers STD, HIV and AIDS, teen pregnancy and teen prostitution. Students learn to identify the risks and warning signs of "high risk" sexual behavior among adolescents; they gain the basic knowledge and skills to begin an intervention.

PSY353   Suicide Assessment - 1 credit
This class covers developmental issues unique to adolescence, characteristics of youth who are at risk for suicide, and stressors including mental illness, family, and cultural issues. Students gain an elementary understanding of the dynamics present within a suicidal adolescent and the basic skills to provide safety and a complete suicide assessment. They are introduced to community referral, supports and prevention strategies.

PSY354   Crisis Intervention - 1 credit
This course exposes students to the dynamics present in situations in which there is a risk of serious harm or death to self or others unless there is immediate intervention. Students examine crisis assessment and intervention techniques, with emphasis on techniques appropriate to adolescents.

PSY356   Youth and the Law - 3 credits
This course examines current legislative and judicial systems and practices of dealing with youth who have not reached the age of majority. Issues pertaining to due process, deinstitutionalization and waiver to the adult system are explored. Benefits and liabilities of the Massachusetts juvenile courts are analyzed.

PSY357   Introduction to Circle Conferencing - 1 credit
The circle process is an aboriginal and native way of being in relationship, resolving conflict, and restoring community. It is now used in DYS and DSS facilities, day reporting centers, and family counseling This course is an intensive experience of the circle process and its applications in juvenile justice.

PSY358   Bullying Behavior: Shifting the Power - 1 credit
Bullying behavior has recently been identified as a serious threat to the emotional, psychological and physical well-being of both victims and aggressors. This course defines bullying behaviors and examines the role of communities and educators in finding solutions and developing comprehensive plans that protect children.

PSY359   Contemporary Perspectives on Child Abuse and Neglect - 3 credits
This course examines the roles of family and community in the lives of delinquent youths. Child abuse and neglect is examined as a critical factor contributing to adolescent delinquent behavior. Forms of abuse and neglect such as child abuse, sexual abuse, institutional abuse, adolescent maltreatment, and catastrophic maltreatment are defined in relationship to the developmental process and social norms. The course also reviews contemporary theories relating to family relationship and attachment, community empowerment and disadvantage, and their impact on adolescent behavior. Attention is given to juvenile courts as both judicial authority and substitute parent.

PSY360   Adolescent Females and Cutting - 1 credit
This course studies the dynamics of the adolescent female self-mutilator in today's society. Key areas of study are: (1) What is self-mutilation, (2) Who is the self-mutilator; diagnostic factors, (3) How the disorder develops and progresses, (4) Reactions of others, (5) Attachment patterns and family dynamics, and (6) Treatment resources.

Course materials are based on: Cognitive-Behavioral Treatment of Borderline Personality Disorder (M. Linehan), Self-Mutilation: Theory, Research and Treatment (Walsh and Rosen), Cutting: Understanding and Overcoming Self-Mutilation (Levenkron). The class presents clear and comprehensive information on the causes and effective treatment resources for this behavior based on the most current and relevant information available from noted experts in the field.

PSY409   Family Mediation Techniques - 1 credit
Conflicts among family members are particularly stressful for adolescents. This course offers techniques for successful mediation of family disputes. Emphasis is placed upon introduction of strong communication skills for family members. The role of the mediator is presented as an unbiased facilitator in the family's attempt to resolve conflict.

PSY415   Violence in American Society - 3 credits
In this course, students explore the roots of violence in this country. Students will identify risk factors for violence (e.g. interpersonal and intrapersonal violence, physical and psychological violence, social violence, war, terrorism). The risk and protective factors of violence from both current and literary examples will be discussed. They also examine existing, and construct new, strategies to prevent violence. Students explore a topic of personal interest in their final project.

PSY425   Program Models for Adjudicated Youth - 1 credit
This course explores the history and developing thinking in the design of programs for adjudicated youth. Current program models within a continuum of care are examined. Students are introduced to the basic issues and controversies in the juvenile justice field and program models utilizing social, medical, and behavioral approaches are compared and contrasted. Students develop needs assessments and service delivery plans.

PSY430   Global Justice for Youth - 3 credits
The UN Declaration on the Rights of the Child has been signed by all UN nations except Somalia and the United States. This course examines our basic assumptions about the rights of children. Students explore particular factors such as gender disparity, economic disempowerment, and social class assignment which contribute to the inequities in available resource options. Universal principles of human rights and social justice are introduced. In light of these principles, students are encouraged to critically research local, national, and international laws and practices related to children and adolescents with a particular emphasis on juvenile justice systems.

PSY435   Restorative Justice and Victim-Offender Reconciliation - 3 credits
An alternative to the retributive model of justice, Restorative justice offers a reconciliation model in which the victim, the offender, and the broader community can work toward a more personal and satisfying response to juvenile crime. The emergence and growth of several models such as balanced and restorative justice, VORP (Victim Offender Reconciliation Program), and circle conferencing are viewed within the context of adolescent offending. Attention is paid to issues of age, gender, and culture in various methods of conflict resolution.

LITERATURE

LIT200   Introduction to Creative Writing: Pathways & Perspectives on Literature - 3 credits
This course explores the many ways in which a poem comes to be and communicates, and the methods of effective storytelling. It offers a workshop environment where students work as individuals and groups to thoughtfully analyze and develop poetry and fiction in various forms, and a non-fiction memoir. Short assigned readings and discussion facilitate this process of growth and expressive, multi-faceted literacy building.

LIT210   Topics in Literature - 3 credits
This course explores important themes and topics through in-depth study of literature. Topics vary from term to term, centering on themes of enduring interest that have been addressed by writers of various outlooks and styles.

LIT215   Shakespeare I - 3 credits
This course introduces the thought, dramatic techniques, language and moral psychology of the most influential writer in the English language. In this course, we slowly and carefully read one or two of the plays of this dramatist and poet, examining his treatment of the enduring issues of human individuality and relationships, including: parental preference and sibling rivalries; the needs, fears, and dignity of the elderly; ambition, loyalty, self-sacrifice, lust, cruelty and honesty; the ability of human beings to plan wisely while also accounting for human weaknesses and passions; the need for every individual eventually to confront a moral dilemma that will define his or her character. The enhanced literacy skills and insights achieved through this course provide an excellent foundation for further studies in the liberal arts and other professional fields and will greatly improve students' ability to pursue and profit from lifelong learning that will enrich their families and communities.

LIT221   Literature: Genres and Traditions - 3 credits
This course provides basic knowledge of the four main literary genres: drama, poetry, fiction, and non-fiction prose. Students acquire familiarity with primary forms and styles in each genre by reading, discussing and writing about the works of authors from various periods and backgrounds.

LIT230   Critical Thinking in the Humanities - 3 credits
This course explores fundamental approaches to thinking about,

creating and evaluating works in the humanities including literature, history, philosophy, art and religion. The course uses core texts from various periods to examine works in these disciplines to explore essential questions: "where do we come from? What are we? Where are we going?"

LIT310   Gothic Fiction and the Origins of Horror - 3 credits

This course explores texts, mainly fiction and poetry of the last two hundred years when a fascination with scientific theories and applied science mixed with a sense that art, nature and science might provide a new religion for human spirituality and perfection. Students read, discuss and write about the excitement and terrors that arose as individuals were encouraged to create a new and better world and to acquire god-like powers. Themes include a fascination with dream states, utopian hopes, progress, emphasis on friendship, empathy, enthusiasm, alienation, and worship of nature. Authors include Poe, Keats, Coleridge, Mary and Percy Shelley, Hawthorne, H.G. Wells, others.

LIT311   Studies in Literary Genres - 3 credits

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

LIT312   World Literature - 3 credits

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

LIT314   Introduction to Western Literature - 3 credits

This course presents a study of selected major works of Europe from the ancient world and Renaissance to the present, with attention to their historical and literary settings. This course provides insights into such issues as identity, authority, emotions, relationships and social change and structures, from a broad palette of significant writers. Students develop their ability to recognize literary themes, authorial style and the connections between literature and history.

LIT315   American Literature - 3 credits

The American literary tradition encompasses a wide variety of cultures and social classes. In this course, we examine our literary heritage, selecting significant works and authors from the colonial through contemporary periods. Emphasis is on historical background, cultural context, and the literary analysis of selected prose, poetry, and drama. Students learn to interpret, analyze, and respond to literary works in their historical and cultural contexts. Students gain substantial knowledge of the major periods, authors, and themes in American literature emphasized in the Curriculum Frameworks for Massachusetts teachers.

LIT316   Survey of British Literature - 3 credits

This course provides an overview of great British Literature across the centuries and in several genres and styles. Texts may include medieval, Renaissance, Restoration, 18th century, Romantic, Victorian and 20th century literature. In reading, discussing and writing on these exciting texts, students will strengthen their vocabulary for evaluating the quality of literary works as they grapple with social, political and psychological issues, reveal facets of the culture from which they speak and examine timeless human concerns.

LIT318   Post-colonial Literature: The Modern Literatures of Africa, the Caribbean, and South Asia - 3 credits

This course will survey the postcolonial literatures of Africa, the Caribbean, and South Asia since 1950. Fiction, plays, and poems will be read within the social-historical context of the long colonial experience and the often trying tensions following political independence. A major theme will be the centrality of literature—of storytelling, song, and performance—in the popular responses to social change. Readings will include the work of women and men writers from more than a dozen countries in the former colonized world.

LIT325   African-American Literature - 3 credits

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

LIT401   Enduring Themes in Great Literature - 3 credits

One test of greatness in literature is that it provides insights, knowledge and ways of understanding the varieties of human behavior and potential. Examining a small number of core texts in a variety of styles, students in this course will gain familiarity with themes, topics and dilemmas of timeless relevance to vital personal and professional concerns. Reading, discussing and writing about these works can help us understand and respond to issues including rites of passage, managing and delegating authority, determining effective methods of education, recognizing and mediating between divided loyalties, spiritual healing and well-being, social status and individual identity.

LIT402   The Eastern Epic - 3 credits

This course emphasizes the study and consideration of the literary, cultural, and human significance of selected Eastern epics. An important goal of this course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. The course will consider the transition from oral culture to literate culture, address questions about poetry in general, and appreciate the formative and creative analogues of the Iliad and the Odyssey.

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MANAGEMENT STUDIES

BSM101   Business Writing - 3 credits

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

BSM111   Business Mathematics - 3 credits

This course acquaints students with math applications crucial to businesses and organizations. Financial decision-making is explored in a mathematical framework. Learners develop skills in building computer models.

BSM125   Computer Networking & Support Internship - 3 credits

The internship experience provides students with the opportunity to put into practice the technical and support skills that they learn in the classroom and to gain valuable business experience working in a corporate environment. Under the guidance of the instructor and the internship supervisor, the student works on a helpdesk and/or provides desktop support in a professional environment. Students continue to build their computer networking and support skills through attending learning sessions and through use of journals and other writings and research.

BSM130   Customer Service Essentials - 3 credits

Over the past 25 years the nation's economy has changed from a manufacturing-based economy to a service economy. Understanding the industry, its tools, techniques and behaviors is critical to anyone in a service role. This course will focus on the mastery of tools of exemplary customer service. Students will learn how to manage, measure and transact services. Students will learn what it takes to excel in both external and internal customer service relationships.

BSM200   Introduction to Business - 3 credits

Students learn how American business operates. The course begins with a study of business in its broader perspective, looking at the context within which American business fits, and the investment markets which provide the capital needed to grow. The external factors influencing business development and the role business plays in the world economy are examined. The course then focuses on the internal organization and the operations of American business, highlighting major issues associated with managing functional areas of a business, such as marketing, production, technology, and supply chain management. In the later part of the course, financial management, both personal and business, and financial institutions are studied.

BSM225   Fundamentals of Investment Management - 3 credits

The investment and financial knowledge and skills needed to be effective in today's business world have evolved at a rapid pace. To be successful in contemporary business, there is a basic need to understand corporate finance, the functions of financial institutions and the operation of investment markets. This course covers these subjects with emphasis on developing an understanding of capital markets, investment management and institutions serving this need.

BSM300   Economics for Managers - 3 credits

This course provides an overview of economics and establishes a foundation and vocabulary for future courses. It gives an applied, practical introduction to macroeconomics and microeconomics. At the macro-economic level the course helps the learner understand how the American economy functions, and what impact changes in the economy may have on the individual and the organization, as well as the impact of the global economy. At the microeconomic level the course examines how individuals and firms make economic decisions. This knowledge becomes the basis of understanding key concepts of supply, demand and pricing, as well as average and marginal costs and breakeven analysis.

BSM305   Principles of Managing Organizations - 3 credits

This course focuses on the evolution of traditional and modern management theories, practices and behaviors for planning, organizing, leading and controlling in organizations, and considers the contemporary and changing forces that challenge the practice of management. It helps students understand the importance of the environment in which managers function, and explores the processes of strategic, operational and tactical planning. It considers various organizational structures, the contexts for which they are best suited, and the role of communication, decision-making and leadership in managing organizations. It also discusses the principles of organizational control and the role of control systems in improving organizational productivity and efficiency.

BSM310 Organizational Theory and Behavior - 3 credits

This course examines the factors which influence individual, group and firm behavior in the work place. Topics include communication, motivation, group dynamics, leadership, power, and organizational design and development. Theories and frameworks, case discussions and skill-building exercises are used to understand and apply each topic. Class sessions and assignments help participants acquire the skills that managers need to improve organizational relationships and performance.

BSM315   Diversity Issues in the Workplace - 3 credits

This course looks at the significance of diversity in management and the implications of diversity for how organizations are organized and how they function. The changing demographics of the workplace are examined and the significance of diversity for domestic and international business are discussed. Organizational approaches to diversity are examined and analyzed. The course attempts to engage differences within the class and help students develop leadership skills for managing diversity, including consensus building, conflict resolution and talking through differences.

BSM320   Operations Management - 3 credits

This course covers the essentials of the operating systems of manufacturing and service organizations that convert materials and other resources into finished goods and services. Topics covered include key performance metrics, process mapping and analysis, product and process design, new product introduction, supply chain management, plant location and capacity planning, total quality and effective resource management. The goal is to understand the concept of total product life cycle management, and the effect of strategy in the operations role, as well as tactical issues such as inventory control, quality assurance and opera-

tions scheduling. The course also discusses recent developments such as computer-integrated manufacturing, flexible-manufacturing systems, and just in time inventory. It considers the interrelationship of operations decisions with marketing, finance and the overall strategy of the organization.

BSM325   Marketing - 3 credits

In this course students master the basic principles and practices of modern marketing. The course offers a broad overview of the nature and fundamentals of marketing activity. It provides an introduction to managing the marketing activities of an organization including marketing information systems and research, the marketing organizational system, and the marketing planning and control system. Topics include analysis of the global marketing environment of the firm, market research, customer and client analysis, target marketing and segmentation, product and service planning, pricing, communications, advertising and sales promotion, distribution management, and the development of marketing and sales strategies and plans. The use of marketing concepts and tools by nonprofit organizations is discussed.

BSM326   Strategies for Sales Management - 3 credits

Successful selling requires good communication skills and an understanding of the stages of a sales call. Often a technical person who knows a product or services needs to be more effective in selling that product or service. This course presents a systematic approach to selling. This course is ideal for those who want to learn how to communicate in a more effective manner and to learn how to best present themselves and their products or ideas. The course explores the interrelationships between the psychological and technical aspects of the sales process. It helps develop and sharpen one's interviewing skills.

BSM330   Financial Accounting - 3 credits

This course introduces the principles that govern financial accounting systems and the income statement and balance sheet that are the principal end products. Students learn how accounting information is used to evaluate the performance and financial status of private, non-profit and public organizations. The course emphasizes the use of accounting information by managers within the organization and by shareholders, lenders, and other outside parties. Basic accounting terms and concepts, and the language of financial management are presented as well as the essentials of the accounting process. The course also builds an awareness of the ethical, information and regulatory environment of accounting.

BSM332   Financial Management - 3 credits

Prerequisite: BSM330.

This course provides tools for managing business funds and making decisions that will affect the financial position of an organization. Students gain an understanding of financial analysis and its use in planning and control functions. Capital budgeting, discounted cash flow, and present/future value techniques are presented as well as the capital formation process, the advantages and disadvantages of various capital structures, and the long and short term uses of capital. Students gain an understanding of the workings of financial markets and institutions, financial instruments, and the domestic and international financial environment.

BSM333   Statistics for Business - 3 credits

Business Statistics presents the use of quantitative methods to define, analyze and choose among business alternatives. The scientific method of problem solving is presented to provide systematic analysis, selection and evaluation of business alternatives. Various statistical tools are introduced to collect, study and use information in support of rational business decision-making. Topics include decision-making under uncertainty, evaluating independent and dependent alternatives, selection of alternatives given limited resources, forecasting and simulation modeling.

BSM335   Human Resources Management - 3 credits

This introductory course surveys what current and aspiring general managers need to know about personnel and human resource management in business and nonprofit organizations. It is for students who are exploring career opportunities in personnel management rather than experienced personnel specialists. The course covers staff recruitment and selection, performance evaluation, compensation, and management training. It considers the impact of human resource policies on productivity, employee morale and turnover. It also covers the promotion of equal employment opportunity, with discussion of recent court decisions, government regulations, and technical advances that affect the personnel management function.

BSM340   Managing Information Systems and Databases - 3 credits

This course presents the fundamentals of information management and provides an overview of the issues managers face in the selection, use, and management of information technologies. As economies have become globalized and competition has increased, organizations have turned with increasing frequency to information technology (IT) to help them deal with data processing and information management constraints. The first part of the course covers the basics of designing databases to serve the information needs of the enterprise. Relational database concepts are presented and students build a working database. In the second part of the course, a case study approach is used to cover topics related to the overall management of information systems such as system acquisition, requirements analysis, make-or-buy decisions, decision support systems, and the management of end-user computing.

BSM345   Business Ethics - 3 credits

Business Ethics provides an in-depth understanding of the ethical, social and political context of organizations today. It approaches social problems with an ethical framework for choosing among alternative courses of action. The course emphasizes the application of ethical reasoning to real business and management situations, problems and decision-making.

BSM350   Health Care Systems In the U.S. - 3 credits

This course focuses on the contemporary health care management issues in the U.S. Since the failure of comprehensive health care reform efforts of the mid-1990s, changes brought about by market forces, greater emphasis on data collection for outcomes management, increased cost constraints, integrated organizations, and incremental approaches to regulation have made

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understanding the health care system imperative not only in our professional lives, but in our role as health care consumers. This course explores the recent changes in our health care programs and projects today's trends to assess future health care options.

BSM370   Management Studies Seminar I - 1 credit
This seminar is the first of three management studies seminars. It provides an overview of the management roles and skills of modern business. Class discussions and assignments cover the different roles a successful manager must play: mentor, facilitator, director, producer, broker and innovator. Peer review and advising support are integral components of the course.

BSM371   Management Studies Seminar II - 1 credit
This seminar is the second of three management students seminars. It provides an overview of the framework for management and the critical thinking needed for strategic planning. Topics include discussion of the major management tasks of planning, organizing, leading and controlling in today's global, cultural and ethical environment. Peer review and advising support are integral components of the course.

BSM372   Management Studies Seminar III - 1 credit
This seminar is the third of three management studies seminars. Students identify and discuss ethical situations they may encounter in their business careers. The seminar considers each person's social and professional ethical responsibilities. Examples from current events, case studies, and student experiences illustrate ethical considerations. Peer review and advising support are integral components of the course.

BSM401   Health Care Management Fundamentals - 3 credits
Hospitals and other health service organizations are critical to our well-being. Skilled management is required to provide these sophisticated services. Health care managers must be knowledgeable in budgeting, capacity planning, process and job simulation and quality control. The course covers the planning, coordinating and management of these complex resources and skills needed to provide quality health care at affordable costs.

BSM402   Grant Writing and Fund Raising - 3 credits
A critical skill in business, especially for non-profit organizations, is the ability to raise money by fund raising and grants. This covers the planning and proposal development phases of grant writing, strategies for fund raising, identifying and qualifying potential donors, and grant administration. Hands-on activities provide practice in the skills of grant preparation.

BSM403   Personal Finance - 3 credits
Personal Finance develops an understanding of the financial alternatives from which an individual must choose in making their personal financial decisions. Subjects covered include financial goal setting, budgeting, financial institutions, consumer credit, insurance and investing.

BSM405   Investment - 3 credits
Investment provides a comprehensive understanding and ability to evaluate debt, equity and other investment opportunities. The investment characteristics of bonds, preferred stocks and common stocks are covered as well as mutual funds and portfolio management. Students participate in an investment project and team projects.

BSM406   Introduction to E-Business - 3 credits
The course explores the systems, opportunities, challenges and strategies involved in successfully developing and maintaining electronic business. Issues covered include infrastructure design, server management, implementation, security, e-business strategy and marketing. It provides an overview of the key technologies for electronic commerce on the Internet, and reviews current trends and extensions to the technology of the World Wide Web. Electronic payment systems and related issues pertaining to authentication, security and privacy are covered. Organizational applications are explored, and the different business models underlying various types of business-consumer, business-business and intra-organizational commerce applications analyzed. Students are also introduced to the key legal, ethical and policy issues underlying the use of electronic commerce.

BSM407   International Business - 3 credits
International Business explores the challenges of managing across national borders and the complexities imposed by operating in multiple markets during an era of rapid globalization. The course examines the ethical and cultural context within which global managers must function and the strategic, organizational, and functional challenges the international environment poses for an effective global manager.

BSM409   Management Accounting - 3 credits
Management accounting focuses on the use of internal product, service and other internal accounting and non-accounting information to improve management decision-making. The course examines actual organizations facing management issues such as pricing, product design, and make or buy decisions. Knowledge gained about cost behavior, cost analysis and budget forecasting contribute to an understanding how to make informed business decisions.

BMS410   Entrepreneurship - 3 credits
Entrepreneurship explores the challenges and rewards of operating a small business. Areas studied include opportunity evaluation, location, marketing, financing, organizing and operating start-up and small businesses. Of special interest are the issues of success and growth management.

BSM411   Business Planning and Budgeting - 3 credits
Business Planning and Budgeting focuses on the needs of managers to more accurately plan and budget their scarce resources in order to achieve their objectives. The course presents an overview of various planning and budgeting techniques and computer based tools currently in use by business.

BSM412   Money and Banking - 3 credits
Pre-requisite BSM300.
For anyone in business it is important to understand the influence that the banking system has upon interest rates, economic

growth, and price and employment stability. This course covers the banking system, credit, money and interest rates, and the interrelationship between the domestic and international financial institutions.

The course begins by studying monetary systems from 5000 BC to modern times. Students learn how our economies evolved from barter societies to new forms of money such as credit cards and electronic funds transfer. Next, the course presents the commercial banking systems in the US and foreign countries. Then he course covers the role of the Federal Reserve Systems and other nations' central banks in influencing a country's economic status. Then a more detailed analysis of bank operations is presented and the analysis is expanded to other types of financial institutions such as savings banks, credit unions, mortgage companies, and government agencies. Finally, international banking institutions and international monetary exchanges are studied.

BSM413   Strategic Business Planning - 3 credits
Strategic Business Planning explores strategic planning from the general manager's viewpoint. The course covers the range of strategic decision-making from establishing a strategic vision and mission, setting objectives, crafting and executing a strategy to achieve the objectives and evaluating performance and initiating corrective adjustments.

BSM415   Leadership Models - 3 credits
Constant changes in the world and fast-paced changes in technology call for effective leaders with vision. Leaders are the Change Agents. The course examines effective approaches to leadership. What constitutes an effective leader? What are the significant differences between leaders and managers? What importance does power hold in the transition process? The course analyzes leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques, and effective strategies for implementation of goals.

BSM418   Internet Technologies - 3 credits
Internet Technologies presents an overview of current and emerging technologies relevant to electronic commerce. Topics include communications and networking, the Internet, programming languages, security, databases and archiving, web authoring tools, multimedia, transaction processing, search engines, and data mining. Students learn the function and interrelation of component e-commerce technologies and the modern vocabulary of e-commerce technology.

BSM420   Internet Marketing - 3 credits
The course addresses marketing on the Internet. Integrating web marketing activities into organizational marketing strategies is a major challenge for ongoing businesses and startups alike. This course focuses on the capabilities that allow business and non-profit organizations to develop distinctive marketing approaches on the Internet. Throughout, it emphasizes the role of Internet marketing in the overall marketing strategy of an organization as well as the need for careful integration between strategies executed in cyberspace and in the physical world. Students analyze varied internet marketing cases and develop marketing plans that

include major internet elements.

BSM430   Non-Profit Organization Management - 3 credits
Non-profit organizations are making an increased contribution to our society and economy on a domestic and global level. Managers of non-profits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resource and legal issues of non-profits. The course explores the challenges faced by non-profit managers and approaches used to respond.

BSM440   Employment Relationships in Changing Organizations - 3 credits
Today's work environment demands that supervisors do more than know how to supervise. They must manage to bring about results consistent with organizational goals and objectives. This course prepares students for the complex world of supervisory management in the new economy. Students explore the latest professional concepts of supervisory practice and organizational behavior. They gain insight into the human, technical, and personal problems supervisors face every day, and they acquire interpersonal and administrative skills.

BSM460   Database Management - 3 credits
This course introduces the fundamental concepts necessary to design, use, implement and administer database systems. The course stresses the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing and administering database systems. Students learn how to use SQL to create, update and query a relational database, build a database application, and perform basic database administration tasks. Data integrity and transaction controls techniques and the impact of networks and client-server architecture on database management systems are discussed.

BSM465   Negotiation and Conflict Management - 3 credits
Networked organizations present different challenges for the negotiation and conflict resolution skills of managers. The fact that today's networked organizations are less hierarchical and more global makes negotiation at every level a necessity and increases the potential for conflict, while the lack of face-to-face communication and long-standing relationships make the resolution of conflict more difficult. This course examines the basic theories of integrative bargaining and problem solving and helps extend these models to the current realities of distributed work and collaboration. Through case studies and experiential exercises students analyze the processes of diagnosing conflict, planning for negotiation, and implementing solutions within networked organizations; and develop conflict resolution skills.

BSM470   Project Management - 3 credits
This course introduces the principles of project management. In today's organizations, work is increasingly being organized in the form of temporary projects. The project manager is responsible for pulling together resources from across the organization and for delivering results on time. The course provides an overview of the basic management principles and procedures involved in

starting, managing, controlling and terminating a project success-fully. Topics covered include the project management process, controlling and managing a project, selecting the project team, understanding the relationships of projects to organizational goals, defining project scope, project scheduling, control and coordination techniques.

BSM475   Information Technology - 3 credits
Technology is an integral part of every manager's work. An understanding of computer technologies is essential for today's successful manager. The course presents an overview of computer technology, its use, and strategic value across the enterprise environment. Subjects include hardware, software, security, networking and databases.

(new)   Business Law - 3 credits
This course provides an overview of the U.S. legal system and discusses current issues in business law and ethics. Topics include the role of the legal system in business commerce, consumer pricing, competition and global competitiveness. Students develop knowledge of the Uniform Commercial Code as it relates to the law of sales, commercial paper, and secured transactions. Special attention is given to the importance of ethics in business and potential ethical dilemmas.

BSM490   Management Studies Capstone Project - 3 credits
Prerequisites: WRT101-102.
The Capstone course is an opportunity for students to prepare a research paper that demonstrates their mastery of the topics covered in their management courses. The student, subject to approval by the instructor, selects the research paper subject.

CMP310   Computer & Network Support I - 3 credits
This is the first of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students learn about PC hardware, operating systems, and basic networking.

CMP320   Computer & Network Support II - 3 credits
Prerequisite: CMP310.
This is the second of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students build on their existing knowledge of networking and learn PC imaging, operating system installation, and helpdesk soft skills.

CMP330   Web Production I - 3 credits
This is the first of a two-part course on design and implementation of full-featured, interactive websites. Students become familiar with the principles of effective web design. They learn the tools and applications necessary to develop the front-ends to effective and dynamic web sites. Through hand coding and the use of WYSIWYG editors such as Dreamweaver, students develop proficiency in HTML, Cascading Style Sheets, and JavaScript.

CMP340   Web Production II - 3 credits
Prerequisite: CMP330.
This is the second of a two-part course on design and imple-mentation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients.

MATHEMATICS

MAT121   Basic Math and Functions - 3 credits
Following an introductory survey of important concepts in algebra, geometry, functions, and probability statistics, the course continues with trigonometry, analytic geometry and exponential and logarithmic functions.

MAT200   Using and Understanding Algebra - 3 credits
This course covers the traditional topics of college algebra. In contrast to the traditional course, this course emphasizes real-life applications of mathematics, stresses understanding of concepts over practice and drill, and makes use of graphing calculators, the Internet, and other new technologies. The knowledge obtained in this course helps students understand mathematical concepts used throughout the physical and biological sciences as well as giving you a mathematical base to build on for more advanced math courses.

MAT203   Pre-Calculus - 3 credits
This course reviews and strengthens algebraic and logical reasoning skills necessary for the study of advanced math concepts. Topics include: operations with polynomials, literal equations, absolute value, linear equations, determinants, quadratic functions, synthetic division, rational functions, exponential and logarithmic functions, binomial theorem, and sequences and series. The trigonometric subsection studies topics of right triangle trigonometry, trigonometric equations, law of tangents, sines and cosines, identities and graphing of trigonometric functions. The course also explores limits and introductory ideas of rate of change.

MAT301   Mathematics, Truth and Imagination - 3 credits
For centuries, space and time were described as dimensions that either existed or unfolded uniformly, through which people and objects passed, their sizes and speeds being described with a formidable accuracy by the geometry and number theory of Euclid, the conical projections of Apollonius, and the earth-centered astronomy of Ptolemy. Despite the modern predominance of algebra, the advent of the calculus, and the Copernican revolution, the accuracy of the ancient descriptions is virtually unaltered; their predictive value still valid. It is the role of mathematics itself that has changed. Thus, while this course addresses the mechanics of the early arithmetic, geometry and astronomy, its prime concern is to appreciate the paramount function of the imagination in creativity, and the attempt to uncover the presuppositions that shape our most fundamental descriptions of the world. Texts include Euclid's *Elements*, Apollonius' *Conics* and Ptolemy's *Almagest*.

MAT310   Mathematical Thought - 3 credits
Prerequisite: MAT203.

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

MULTIDISCIPLINARY STUDIES

BAM490   Multidisciplinary Studies Capstone - 3 credits
In this course, students develop and complete their final research project, typically toward the end of their program of study. The Capstone is about 25 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional semester to complete the Capstone must register for BAM492 and pass before graduating.

ORGANIZATIONAL PSYCHOLOGY

See also Community Building, Management Studies, and Psychology.

PSY400   Personnel Psychology: Diversity and Empowerment - 3 credits
Managers and their organizations are trained to tap the full potential of the wide ranging talents and perspectives of their increasingly diverse, global workforces. Emphasis is on the management of diverse workforces and teams in profit and nonprofit organizations, and public and private workplaces. Students explore the principles and practices needed to develop people and work productively in organizations increasingly characterized by differences of color, gender, culture, style, and approach.

PSY421   Psychology and Work Today: Introduction to Industrial and Organizational Psychology - 3 credits
The DANTES exam in Organizational Behavior is accepted as equivalent.
This course provides an overview of organizational psychology and examines how general psychological principles operate among individuals in social and organizational settings. The course provides in-depth application of theories and concepts in Organizational Psychology to public and private work settings, and profit and non-profit organizations. Learners acquire competencies based on practical applications of behavioral science research findings in motivation, decision-making, problem-solving, employee development, working conditions, and employee safety and health in the workplace.

PHILOSOPHY

PHI201   Introduction to Philosophy - 3 credits
How can we best understand the meaning of love, faith, friendship, truth, anger, forgiveness, or address the purpose of life? Can we know that God exists? What is justice, and do we live in a just universe? What is true happiness? What is the role and purpose of education in our lives? While we all confront these issues, few of us are able to formulate answers to them in a systematic way. When we do philosophy, we attempt to do just that. Philosophy comes from the Greek word meaning, "love of wisdom." This simple statement hints that philosophy combines passion and reason, emotion and intellect. This is why Aristotle wrote that experience of wonder is the beginning of philosophy. Nearly all human beings spend time wondering about the big issues mentioned above. All of us attempt some philosophy on our own. In this course, we work on it together. We read works by some of the people who have wondered most carefully about these issues. To do this, we develop our own capacities for rational inquiry. This means learning how to make sound arguments, ask good questions, and recognize logical errors in our own thinking and that of others. This course develops our capacity for rational inquiry and wonder so that we can confront and begin to resolve the questions and problems that matter the most to us.

PHI230   Religions of the World - 3 credits
The religious impulse expresses itself in innumerable systems of thought, belief and behavior in which people seek to give an account of the world, the forces of nature, and understand the meaning of human existence in every cultural and historical epoch. This course explores the philosophical, historical and cultural foundations of the world's major religions and in doing so, builds a framework in understanding the many ways religions offer prescribed ways of knowing, seeing, and being in the world. Interdisciplinary in nature, the course draws from the fields of history, philosophy, anthropology, sociology, psychology and the arts, as we examine how religion continues to shape and influence an astonishing range of human motivation and activity. The course will include study of the major religious traditions of the world: Christianity, Judaism, Islam, Buddhism, Hinduism, Taoism, Confucianism, indigenous native religions, shamanism, and the new religious movements found in the contemporary world.

PHI235   Introduction to Philosophy Through Literature - 3 credits
The course explores the foundational questions in the Western philosophical traditions through classical and contemporary philosophical and literary texts. We address questions pertaining to the construction and practice of identity, knowledge, moral behavior, notions of beauty and justice; moreover, we examine how experiences of doubt, fate, and evil challenge these constructions.

PHI305   Philosophy of Moral Education - 3 credits
Incorporating aspects of philosophy and educational theory, students in this course explore two ancient and related ideas: character and virtue. Assisted by traditional and modern texts on these subjects, students seek to define both individual virtues, like courage, and what it means to be virtuous in a general sense.

Students investigate the notions of character and character-building, especially as they are used in contemporary educational settings. One of the primary questions this course addresses is whether or not the virtues can be taught to or instilled in younger learners, and, if so, how? By A) analyzing a variety of texts, ranging from Aristotle's Nicomachean Ethics, to internet-based documents, and by B) thoughtfully reflecting upon personal experiences and the testimony of others in group discussions, students acquire a general knowledge of ethics, a more specialized understanding of virtue ethics, and insight into practical uses in classroom environments.

PHI310   Ancient Greek Philosophy - 3 credits
Both Plato and Aristotle held that all philosophy begins in wonder. This course examines the wonder that the ancient Greek felt and how it got transmuted into philosophy, that is, into the attempt to give an account of the world and human life within it. This account had to be based on principles and used a rational or logical methodology devised and applied by the intellect. But this view raised questions about the nature of the human intellect, the soul, and the nature of the knowledge which it could generate. These and related questions will be explored mainly through the works of the Pre-Socratics, Plato, and Aristotle.

PHI315   Philosophy of Religion: Faith, Doubt, and Reason - 3 credits
The course explores the human phenomena of faith, doubt, and reason primarily in their religious dimensions but also in their humanistic dimensions. We examine classical questions in Western philosophy of religion such as the various conceptions of the reality of God and challenges to these notions; the problem of evil as evidence against the existence of God; the function of religious language; and the pluralism of religious traditions. This leads to an inquiry into reason, faith, and doubt in a broader humanistic horizon where we ponder the impact of these phenomena on one's sense of self, trust in other persons, belief in institutions, and identification with values and ideas.

PSYCHOLOGY

See also Human Services and Juvenile Justice.

PSY110   Systems Thinking in Psychology - 3 credits
Systems thinking in psychology is introduced as a theoretical approach to understanding the relationships and interactions of individuals, families, groups, and organizations. Attention is paid to application of the systemic model and how it differs from the linear model, when studying human interactions, analyzing social problems, and developing interventions. Students apply systems theory to problems they select from their daily lives or jobs.

PSY120   Formative Ideas in Psychology - 3 credits
The CLEP exam in Introductory Psychology is accepted as equivalent.
The field of psychology is introduced and the historical development of psychology as an academic discipline and as a profes-

sional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

PSY130   Groups and Social Psychology - 3 credits
The nature and quality of individual experience can only be fully understood when simultaneously observed in its social context. This course introduces the essential sociological perspective that grows out of the psychological study of individuals and their experiences of groups, group behavior, and group membership. This perspective becomes an essential component of psychological understanding, especially as it relates to education, growth, and development. Students gain conceptual and practical knowledge of the ways groups form and develop, how they function and vie with each other, and the multi-dimensional influences groups have upon our lives.

PSY210   Multicultural Developmental Psychology - 3 credits
The CLEP exam in Human Growth and Development is accepted as equivalent.
This course helps students understand the ways in which people from various cultures and countries develop and change over their lifetimes. Students focus on particular topics such as cognition, social development, or identity, and follow the topic across the lifespan. In this way, we get away from a "stage theory" approach and focus instead on the variety of ways that people live out developmental scripts. Students are introduced to terms and concepts which are basic to a cross-cultural view of development, such as developmental orientation, cross-cultural "perspective," and a systems approach. These concepts are applied to each topic area, so that students learn, for example, how cognitive development is affected by living in different cultures and how one's identity is influenced by the various systems within which we live. In addition to reviewing readings and discussion, each class features a group exercise to help students understand and apply information and concepts.

PSY251   Infant and Toddler Development - 3 credits
This course covers infant and toddler development in the context of family life cycle issues and factors relating to the larger social environment. Physical, cognitive, social, personal and moral development are addressed, along with the resulting implications for creating optimal out-of-home care environments. Multicultural and multi-linguistic influences are considered throughout, and students become familiar with major child and family policy areas. The course focuses on general developmental trends and issues, and students bring in questions from their personal and professional lives. Students also learn report-writing and understanding of assessments.

PSY310   Psychology of Learning - 3 credits
The conditions of learning are explored, from the prenatal through adolescence and early adulthood, emphasizing cognitive and emotional development. Current views of behavioral change and

the learning process are introduced. The theoretical models of Piaget, Pavlov, and Erickson are covered. Students formulate original ideas and incorporate established theories to develop a better understanding of concepts and assist with transferring theory into practice. Topics include the nature-nurture controversy, Maslow's hierarchy of needs, effects of prenatal development on learning, cultural and environmental effects of development, and multicultural awareness.

PSY311 Group Dynamics and Diversity - 3 credits
Prerequisite: PSY120 recommended.
This course examines the psycho-social dimensions of groups and explores the impact of diversity on group formation and process. Students use the classroom and/or other groups to which they belong as laboratories to study and apply the concepts learned in class. The course builds on the knowledge gained from PSY110.

PSY315 Research in Psychology - 3 credits
Strongly recommended: at least two psychology courses including PSY120 or permission of instructor.
This course introduces students to the major research findings that have had significant influence on the development of psychology as the science of human behavior throughout the twentieth century. Students will learn about the history and philosophy of specific research topics, research questions and methodologies and how they have affected the scope and direction of psychological knowledge and the practice of psychology as a profession. Particular attention is paid to the impact of culture and epistemological models implicit in both quantitative and qualitative research methodologies and how they have influenced the direction of research in the field of psychology.

PSY317 Community Psychology - 3 credits
This course provides an introduction to the field of community psychology. Community psychology is concerned with how individuals and groups interact within their environments and how issues of health and the well-being of community members are addressed in response to shifting social and historical conditions, including crisis situations. Community psychologists seek to systematically understand people within their larger social worlds and as an applied discipline, work towards optimizing both individual and collective aspects of mental health. We will examine how community psychologists emphasize prevention of psychological distress, work towards empowering persons and communities often having few resources, and develop strategies to deal with a wide variety of social and environmental issues that impact individual lives.

PSY325 Theories of Personality - 3 credits
Students are introduced to conceptual models which serve as a basis for understanding personality development and working in the helping fields. The major dimensions of personality development are presented: Biological, Psychological, Cultural, and Social-Structural. In each instance, case examples are discussed to illustrate theory. Illness and Health models of helping are presented and compared, with particular emphasis on the Public

Health, or Prevention model. Students create a mini-Prevention Program, as either an individual or group project.

PSY340 Changing Lives: Psycho-Social Perspectives of Women - 3 credits
Students are introduced to women's issues, including current debates in feminist theory and the changing role of women in social institutions. The course addresses a wide range of theoretical perspectives, including psychology, social psychology, literature, and women's studies.

PSY370-372 Psychology Seminar I-III - three terms @ 1 credit
The seminars in psychology assist students in staying abreast of relevant information in the field including current issues and research, ethical practice, public policy, writing in the field, and career options. Students are introduced to fundamental polices and practices in psychology. The seminar leader is also the academic advisor, and guides students through their individualized academic plans.

PSY395 Psychology of Race - 3 credits
This course looks at the structural and ideological components of racism, its psychology, and its impacts on individuals, families, schools, criminal justice systems, culture, arts, and religion, and explores the institutionalized systems of economic, political, social, and cultural relations by which one racial group maintains power and privilege. Participants confront the issues in an intensive way, examine their individual attitudes and practices, and gain a new conceptual and pedagogical framework. The psychology of anti-racism provides the theory and practical guidelines for teachers, human service providers, business people, counselors, and trainers to bring to their programs and workplaces.

PSY402 Themes in Adult Development - 3 credits
This course explores the development of emotional maturity, using concepts drawn from biological psychology, psychoanalytical theory, and cognitive-behavioral theory. The class identifies biological underpinnings of emotional maturity and focuses on early development, roadblocks, and unconscious pressures that contribute to the development of, resistance to, or retardation of emotional intelligence. Small groups study emotional maturity in the context of counseling, teaching, the workplace, or Buddhist traditions.

PSY410 Theories of Motivation - 3 credits
This course examines current research and theoretical models of motivation in relation to the factors that give rise to, sustain, and direct behavior. Emphasis is on achievement and competence motivation and understanding diverse motivational needs of individuals and groups. Theoretical models explored include Elton Mayo and the Harvard Studies' impact of cooperation, camaraderie, participation and communication; Douglas McGregor's impact of management philosophy; Chris Argyris' impact of the organization; Abraham Maslow's hierarchy of human needs and high performance teams; Robert White (competence); Stanley Schachter (affiliation); and David C. McClelland (achievement). Topics for discussion and field analysis include: concepts of the

self; environment; commitment and contribution; career counseling and planning; emotional maturity, needs, and security; human energy and shared vision; assessing and measuring achievement.

PSY411 Conflict Prevention in a Multicultural World - 3 credits

Prerequisite: PSY110 recommended.

Techniques and methods of understanding and addressing conflict in diverse groups, organizations, and communities are explored. The course helps students develop the characteristics and skills of a good negotiator/mediator, who can effectively facilitate constructive changes in themselves, their families, workplaces, and communities. Theories and methods are applied to the classroom experience and off-campus settings, as appropriate. Students examine their assumptions about people who are different from themselves and explore how those assumptions influence how they interact with, and are perceived by other people. This course builds upon systems thinking.

PSY412 Perspectives in Psychopathology - 3 credits

This course surveys the history of attempts to categorize "deviance," introduces the current model which emphasizes pathology, and discusses selected syndromes (e.g. schizophrenia, depression). We also look at the mental health practices and social service systems for adults and children that have historically resulted from diverse concepts of "abnormal" behavior. Students explore the stress, coping, and resiliency model for viewing human behavior. This paradigm looks at the whole person, with both strengths and deficits, in an environment with factors that foster or debilitate resiliency. Students use this holistic model to assess individual case studies and develop strengths-focused intervention strategies. They grapple with the complexity of individual lives and the mysterious human psyche, and actual cases.

PSY426 Self-Care for the Helping Professions - 3 credits

Students learn about the impact of stress on physical and mental health, job functioning and learning, family and other relationships. Students learn ways to deal with the stress that is often inherent in the helping professions. Concrete skills help them take better care of themselves and pass these skills on to others. Topics addressed include stress management and relaxation techniques, physical activity, nutrition, time, cognitive restructuring, and attitude. Whether you work in human services, health care, schools, or corporate America, this course gives an understanding of stress and stress management and practical applications for you and your clients.

PSY490 Psychology Capstone - 3 credits

Prerequisites: WRT101-102. Take in your second-to-last term, after completing at least 90 credits.

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

In this course, students develop and complete their final research project, the capstone. The capstone is about 25 pages long and follows a research paper format with an abstract, table of contents, introduction, and a body that includes a review and discussion of literature. A conclusion and reference page follow.

Students work together in class and meet individually with the instructor. Those who take an extra term to complete the Capstone must register for "late capstone" PSY492.

SCIENCES (Natural & Physical)

SCI131 Physical Science - 3 credits

This course provides education and training in the scientific method and opportunity to master the fundamentals of chemistry, physics and astronomy. This includes the study of atomic theory and structure, formation of compounds, chemical equations, acid and bases, and behavior of gases, as well as classical mechanics, kinematics, mechanical energy, magnetism and electric forces, reflection and refraction of light. The course emphasizes the effects of these contributions in science on modern living.

SCI138 Physical Geology - 3 credits

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

SCI210 The Nature of Inquiry in the Natural and Social Sciences - 3 credits

This course explores the fundamental content and processes scientists use to understand the natural and social world. We explore scientific method and conduct guided experiments in the natural sciences and inquire into a problem of interest using biological and social perspectives, observation, classification of information, measurement, inference, development of a hypothesis, experimentation, conclusion, and communication of findings.

SCI211 Language and Society: Introduction to Linguistic Anthropology - 3 credits

Language is so essential to culture that it is the only topic to which anthropology devotes an entire branch of study. Linguistic anthropologists examine the role language plays in society, linguistic structural components, and how languages evolve over time and in different circumstances. In this course we explore such questions as: Could society exist without language? What does language allow us to do? Why are people the only animals to speak? Or are we? Are our brains wired for language or is it something we are taught? Through discussion, direct observation/experimentation and readings, students will understand the relationship between our linguistic abilities and the nature of our humanity.

SCI214 The Elements of Geography - 3 credits

A study of the major elements of physical and human geography, with an overview of the world's regions. Emphasis is on global relationships and distributions, both environmental and cultural.

This includes climates, natural vegetation, land forms, cultural origins and diffusions and economic patterns. Survey of weather elements as a basis of the regionalization of world climate as well as an examination of the human imprint on the environment.

SCI215   Everyday Physics - 3 credits
Physics is the study of matter, energy, and their interactions. This is a practical introductory course that explores the laws and principles of physics through investigation of everyday objects. Topics covered include: energy and motion, light and color, sound and music, electricity and magnetism. We explore these topics by questioning how everyday objects such as clocks, violins, air cleaners, flashlights, radios, and televisions work.

SCI216   Introduction to Chemistry: Chemical Equations to Food Calories - 3 credits
Chemistry is the science of the composition, structure and properties of substances. This course is an introduction to the basic concepts of chemistry, designed for students lacking previous chemistry training or whose background may require an extensive review. We examine chemistry principles and learn how they affect everyday events.

SCI224   Fundamentals of Astronomy - 3 credits
A comprehensive approach to past and current astronomy: early astronomy, the distribution and properties of the stars, their life cycles and our galaxy. The course also encompasses the solar system, other galaxies, asteroids, comments, meteors, variable stars, x-ray stars, pulsars and quasars, as well as current space exploration and the latest discoveries and theories.

SCI225   General Biology - 3 credits
This survey of life systems lays the foundation for the study of human anatomy, physiology and health. The course begins with the study of cellular structure, metabolism and reproduction, and proceeds to the study of tissues and more complex organisms such as plants and vertebrates. Also covered are genetics, evolution, ecology and the interrelationships between organisms and their environments.

SCI226   Biology Concepts and Procedures - 3 credits
This course introduces students to a breadth of laboratory procedures. Students learn about the techniques used in everyday biology laboratories, and then implement that knowledge hands on. We initially focus on the foundation of all science laboratories: the scientific method and measurement. We then venture into use of microscopes, analysis of enzyme activity, and DNA analysis.

SCI230   Anatomy and Physiology - 3 credits
The structure and function of the human body provides a background upon which students build a working understanding of the human body in health and disease. The course includes a study of cells and the skeletal, muscular, respiratory and cardiovascular systems, as well as the nervous, endocrine, urinary, digestive and reproductive systems. Students will understand the basic functions of the parts of the human body.

SCI231   Marine Biology - 3 credits
SCl231 is designed to introduce students to the principles of marine biology, oceanography and marine ecology. It is broad in scope and covers a number of diverse topics including basic oceanography, pelagic and coastal ecology, and the taxonomy and biology of marine invertebrates, fishes, reptiles, seabirds, and mammals. Additional course topics include a review of New England's history as a maritime economy, global conservation concerns, and responsible oceanic resource management. A background in general biology is recommended.

SCI235   Principles of Health and Wellness - 3 credits
An exploration of the psychological, emotional, spiritual, physical, behavioral, environmental and social health aspects of everyday living. Through self assessment inventories, students examine their health behaviors, identify problems and recommend lifestyle changes. Students refine their decision-making skills to help them make more educated decisions on personal and community health problems including drug and alcohol misuse and abuse. Students become knowledgeable on health-related topics enabling them to become a variable educator themselves. Community health services, functions, eligibility or access are explained.

SCI240   Systems of Thought in Science: How They Shape Our World - 3 credits
This survey course facilitates students' acquisition of the knowledge of theories and applications in cosmology, evolution, mathematics, life sciences, physics, and religion and science. Students examine the development of these domains of science, how they are converging and informing each other, and gaps in this convergence, which sometimes create contradictions within the various domains. Students explore how science affects social systems at the individual, community, and global level. Special focus is directed towards the pivotal connection between science and culture, and the systemic effects on education, government, domestic and international politics, economics, health care, family and community systems, and religion.

SCI310   Scientific Inquiry - 3 credits
This integrated course encompasses certain aspects of physics, chemistry, astronomy, earth sciences and emphasizes general principles and their application to real-world situations. This course is for students who have had some exposure to one or more of the basic sciences and are interested in a basic understanding of a variety of scientific fields and how they can be applied.

SCI335   Topics in Biology: Understanding the Human Genome Project - 3 credits
Prerequisite: SCl225 or permission of instructor.
This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered

from the human genome project impacts society, specifically discussing various benefits and drawbacks.

SCI336   Drug Discovery: From the Laboratory to the Pharmacy - 3 credits
Prerequisite: SCI225 of permission of instructor.
This course examines the journey of a variety of pharmaceuticals from their discovery to their use in everyday life. Students discuss how drugs are discovered and how scientists study, manufacture, proceed through clinical trials and the Food and Drug Administration approval processes. We investigate how certain drugs affect our bodies/cells and fight disease states. Throughout the term a variety of different pharmaceutical classes are discussed including but not limited to over-the-counter drugs, prescription drugs, "life-style" drugs, anti-viral drugs, allergy medications, and chemotherapeutic agents.

SCI337   Microbiology - 4 credits
This intensive 4-credit, lab-based course focuses on the principles of medical microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine, and biotechnology. This course is designed for pre-med biology concentrators, nursing students, and students looking to receive comprehensive training in medical microbiology. SCI337 is open to all qualified students at Cambridge College, although preference is given to pre-med and nursing students. Enrollment is limited due to the limitations of the lab size. Topics include the general principles of microbial growth; the evolution and classification of microbes and viruses; the natural ecology of microorganisms; pathogenesis, diagnosis, and treatment, and the use of microorganisms in biotechnology and medicine. Additional laboratory work will support and illustrate lecture material throughout the term.

SCI400   Ethology: Principles of Animal Behavior - 3 credits
Prerequisite: general biology or permission of instructor.
Ethology is the branch of zoology that focuses on the scientific study of animal behavior. This course is designed to introduce students to the specialized field of animal behavior analysis and the various conditions that shape both simple and complex behavioral constructs. In this course students explore animal behavior through the study of function, causation, development, and evolutionary history. We consider in-depth studies of fixed action patterns, animal communication, and imprinting, and use these analyses to shed light on the development of behaviors throughout vertebrate and invertebrate taxa.

SCI406   Evolutionary Biology - 3 credits
Prerequisite: general biology or permission of instructor.
This advanced course in biology explores the history, dynamics and analysis of evolutionary theory. It is broad in scope, and includes topical reviews of fitness, functional analysis, adaptation, optimization theory, selection theory, and the ethics of predictive modeling in sociobiology. Additional discussions of modern views and applications of evolutionary theory to business models, interpersonal relationships, and the development of human culture will be included.

SOCIOLOGY

SOC120   Cross-Cultural Communication - 3 credits
Drawing on cross-cultural research in psychology, anthropology, and education, this course considers the role of culture in shaping and interpreting a wide range of verbal and non-verbal communication behaviors. We examine the physical, psychological, aesthetic and social dimensions of the communication process, how different cultures understand, symbolize and utilize them, and how specific meanings and the kinds of modalities employed in communication processes affect individual, collective, and inter-group experiences.

SOC200   Narrating the Self: Coming of Age Legacies From Around the World - 3 credits
This course explores "coming of age" through autobiographical writings from varied cultures. Students focus on identity-shaping conditioning of people in different geographical, historical, and socio-cultural environments. We look at race, gender, professional, geographical and spiritual membership and explore "different systems" of meaning, rather than singular explanations for personal development.

SOC201   Understanding Societies: Introduction to Cultural Anthropology - 3 credits
How do societies work? How do we know how to behave? What are the rules that make our society function? Do these rules differ from other societies'? How do minority groups, fit in? Cultural anthropology asks all these questions, and the process of discovering answers changes the way students think about themselves and their actions in society. Students analyze the behavior of people in groups and realize that practices contrary to their own may be logical from another's point of view. Students work collaboratively in small groups and by e-mail to prepare role-plays and debates, and to discuss issues.

SOC212   Introduction to the American Legal System - 3 credits
To be effective citizens, employees, parents, and members of society we must comprehend the conceptual frameworks of the law and its implications in our daily lives. This course introduces legal concepts and activities, and their pragmatic applications: contract law, civil rights law, employment law, family law, and patient rights. We also discuss how the United States Constitution impacts contemporary legal issues including government regulation of private business, separation of church and state, right to privacy, government funding of educational and religious institutions, and property rights versus environmental and other governmental constraints.

SOC213   Adult Development and Career Transition - 3 credits
A typical adult's career in today's fluid work environment is marked by frequent transitions that can dramatically affect job and career stability, with a concomitant negative impact on self-esteem and personal productivity. This course provides a comprehensive understanding of how organizational and personal transitions occur and how they impact careers and lifespan development. Through relevant theoretical perspectives from sys-

tems theory, sociology, and psychology, students analyze adult development, career change, and the American workplace. They learn to evaluate their own work history, transferable skills, and core work motivations. Students also discuss and explore how organizations react and change due to market trends.

SOC311   Images of Women - 3 credits
An investigation of the ways in which women are seen historically and in the world today. This course draws from literature, sociology, anthropology, speeches, advertising and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imaging and self-empowerment are significant components in this course.

SOC322   Women in the Workforce - 3 credits
Women have contributed significantly to this country's social, political and economic history through their roles in the workforce.

This course will trace women's roles as workers from the 18th century to the present time, detailing the difficulties they have faced, the evolution of their roles, and their accomplishments. It will examine their leadership in reform movements and unions, and relate their work to the students' lives and experiences as workers and educators.

(new)   Themes in Sociology - 3 credits
This course develops specific themes in sociology to better understand sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. This course will serve as an in-depth examination of a set of contemporary issues, including themes of socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, education, and political sociology.

SCHOOL OF EDUCATION

MASTER OF EDUCATION PROGRAMS

MEd 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. They are within current Massachusetts state guidelines, are approved by the Massachusetts Department of Education, and are subject to its regulations and standards. To enable students to meet evolving professional standards for licensure, programs are subject to change.

Massachusetts Licensure

Students in concentrations leading to licensure, who wish to pursue educator licensure in Massachusetts must contact the Massachusetts Department of Education, follow their procedures, and meet all requirements. Students must complete all academic program requirements, the practicum, the Massachusetts Tests for Educator Licensure, and any other state requirements. The practicum must be conducted in Massachusetts in a school which uses the Massachusetts Curriculum Frameworks. Program coordinators are available to counsel students regarding licensure.

Paths to Licensure in Other States

Students pursuing licensure are responsible to get current information from their state licensing authorities and meet their requirements and procedures. You are advised to follow the path to licensure recommended by your own state education authorities. You may:

- Take our Massachusetts-approved programs, which are accepted by many states, and follow your own state's licensure and educator testing procedures, leading directly to licensure by your own state. OR

- Obtain Massachusetts licensure (see above). Then, with Massachusetts licensure, you can pursue licensure in your own state under reciprocal agreements.

Students desiring licensure/certification MUST enroll in a state-approved educator licensure program. The College cannot fill out "approved program/recommendation of teacher certification" forms nor endorse for educator licensure graduates of other programs.

Licensure & Courses in Other States

Cambridge College is approved to operate in *California, Georgia, Tennessee, Virginia, and Puerto Rico*. Selected programs and courses may be taken at our regional centers. These states have reciprocal agreements with Massachusetts regarding many educator licensure programs. Students completing a Cambridge College educator licensure program that is approved by the Mass. Dept. of Education may apply for licensure in these states under the reciprocal agreements.

Transfer Credit

Twelve credits may be accepted in transfer. This course work must meet all general criteria for transfer and match current program requirements. See Transfer of Credit for more information.

Practicum

The practicum, required for all concentrations that lead to Massachusetts Initial Licensure, must be completed:
- In a school that uses the Massachusetts Curriculum Frameworks.
- Under a licensed supervising practitioner (teacher or administrator) who holds the license for which you are preparing.
- With supervision and on-site visitation by Cambridge College faculty.

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The acceptability of a practicum or practicum site is determined by the program coordinator in compliance with current Massachusetts Dept. of Education regulations.

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

Practicum in States Other than Massachusetts — The practicum is conducted in your home state. It may be adjusted to meet your own state's requirements if they exceed Massachusetts requirements (no reduction of requirements permitted). A modified practicum is not acceptable for Massachusetts licensure. Please discuss your needs with your program director.

Practicum Prerequisites: Before registering for a practicum, students must:
- Pass all teacher tests required by your own state for the license sought.
  Massachusetts: *Communication and Literacy*, subject matter knowledge tests, and *Foundations of Reading* (MTEL) as required 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 them and the candidate.

C.A.G.S. Practicum — When students enter the program, they are expected to have located a practicum site. Licensure students should have an agreement with a local educator holding a license corresponding to the license for which they wish to apply and who is willing to serve as the supervising practitioner. A faculty supervisor will be appointed by Cambridge College to arrange for on-site visits with licensure students during the practicum period.

Massachusetts C.A.G.S. students who have previously passed the *Communication and Literacy* test (MTEL) when obtaining their prerequisite license need not repeat the test. Students who obtained their Massachusetts educator license before these exams were required must take the MTEL as a licensure practicum prereq-

uisite. Students from other states who have previously met their own state's current teacher test requirements need not repeat the test.

Students may petition to waive the practicum if they do not desire an administrative license. If the practicum is waived, students complete the Curriculum and Instruction portfolio.

Tests for Educator Licensure

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

States other than Massachusetts — Through reciprocal agreements, many states recognize academic programs approved by the Commonwealth of Massachusetts for licensure. However, the teacher testing requirements of each state still apply. Therefore, most students in our national programs leading to licensure take their own state's exams rather than the Massachusetts Tests for Educator Licensure. Students are responsible for checking with the education authorities in their home states and plan accordingly.

Report Card

Schools are at the heart of Cambridge College's mission. We believe that school children must have educators with whom they can identify in order to learn well. Therefore the College trains teachers and other school professionals who reflect the diversity of our public schools and understand first-hand the difficulties that school children and their families face.

Students who completed Cambridge College licensure programs and took the Massachusetts Tests for Educator Licensure show the following pass rates.

2005-2006 Academic Year . . . . **Cambridge College**
Test Field/Category . . . . **Pass Rate**

150 Massachusetts students completed educator licensure programs. Of these, 142 took the MTEL tests and 141 passed, for a total pass rate of 99%

Communication & Literacy 99%

General Curriculum 100%

Foundations of Reading 99%

Academic Content Areas: General Science,
    Middle School Mathematics, Health Education 100%

Please note: These pass rates reflect our Massachusetts students. Most students in our NITE programs and out-of-state regional centers take their own state's teacher tests. Content area tests taken by fewer than 10 students are not reported.

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 proofreading and editing for errors.

Test Preparation — Workshops in Massachusetts help students hone their communication and literacy skills in preparation for their teacher tests.

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. Faculty Admissions Committee recommendations are communicated to applicants.

Orientation — Just before each term begins, an Orientation/Registration session provides group course advising for new students and assistance with course registration.

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 licensure. The Professional Seminar also includes a clinical journal and professional growth plan.

The seminar leader is the students' academic advisor for the duration of the program and schedules periodic individual meetings. The seminar leader is the supervisor of the Independent Learning/Research Project with responsibility for approval. Seminars focus on professional issues in the students' field and support professional development.

Non-Licensure Options

Selected initial licensure programs may be taken on a non-licensure basis.

Admission requirements are the same as for licensure students unless otherwise stated on the program chart. Applicants to programs that require prior licensure and/or experience under that license, who do not submit documentation of required prior license, may be admitted by signing a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

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

MEd Professional Advancement Programs & Policies
For Licensed/Certified Teachers & Other Education Professionals

Renewal, Advancement, Special Topics

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

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

If you wish to pursue educator licensure/certification, please see Educator Licensure Programs, above.

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

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

We believe that school children must have teachers with whom they can identify in order to learn well. Their performance is partly due to the role models and the teaching strategies they experience. Therefore, we recruit working adults, bilingual and minority students, including those who have not been served well by traditional education.

We work with motivated adults to help them strengthen the academic skills needed for success. Cambridge College provides writing tutors and test preparation workshops. The gate is at the end, not the beginning.

Please Research & Plan Carefully

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

*2. **Contact the education authorities in your own state** — You are responsible for understanding and meeting their requirements for licensure/certification/credential and for following their procedures. Ask what kind of academic credentials are required.*

*3. **Read the catalog** — Please read the Cambridge College Academic Catalog to get all the information about our education programs. You are responsible for your 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. Faculty Admission Committee recommendations are communicated to applicants.

Orientation — Just before each term begins, an Orientation/Registration session provides group course advising for new students and assistance with course registration.

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

The seminar leader is the students' academic advisor for the duration of the program and schedules periodic individual meetings. The seminar leader is the supervisor of the Independent Learning/Research Project with responsibility for approval. Seminars focus on professional issues in the students' field and support professional development.

Taking Licensure Courses

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

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

Cambridge College

Guide to School of Education MEd Programs

Programs of Study	Licensure			Offered in Cambridge & Selected Regional Centers								
Licensure programs for public school K-12 educators	Initial Licensure	Professional	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Early Childhood	●			●	●	●	●	●			●	●
Elementary Teacher	●	●		●	●	●	●	●			●	●
English as a Second Language	●	●	●	●		●						●
General Science (1-6, 5-8)	●		●	●								
Health/Family & Consumer Science	●	●	●	●								●
Instructional Technology	●		●	●								●
Library Teacher	●		●	●	●					●		●
Mathematics (1-6, 5-8, 8-12)	●	●	●	●							●	●
Middle School Math & Science (submitted for approval)	●			●								
School Administration	●	●		●			●	●			●	●
School Guidance Counselor (see School of Psychology & Counseling)	●	●		●			●	●	●	●		●
Special Education/Moderate Disabilities	●	●		●	●	●	●	●	●	●	●	●

Recommended for credentialled teachers for professional advancement & renewal

Programs of Study	Licensure			Offered in Cambridge & Selected Regional Centers								
	Initial Licensure	Professional	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Behavioral Management		●		●		●					●	●
History (content)		●		●			●	●				
Information Technology Literacy		●		●								
Interdisciplinary Studies (flexible requirements)		●		●	●	●		●				●
Literacy Education		●		●								
Mathematics (content)		●		●			●	●				
Mathematics Education (methods and content)		●		●								
Science (content)		●		●			●	●				
Science Education (content and methods)		●		●								
School Nurse Education		●		●							●	
Teaching Skills & Methodology		●		●		●				●	●	
Art Education (see Puerto Rico web pages)	●											●
Workforce Education (see Puerto Rico web pages)	●											●
Individualized M.Ed. (I.M.Ed.)	●		●									
I.M.Ed.in Humane Education	●		●									

Programs offered as of July 2007; subject to change. See your regional center's web page for their current program list.

Regional centers will offer only programs authorized by their state education authorities, and there must be sufficient enrollment. If you are interested in a program not offered at your regional center, please see the program outline on the College website or main academic catalog, and speak with the director of your regional center.

Puerto Rico — Only School Administration is for educator licensure

Cambridge College

Education Faculty — M.Ed.

Anthony DeMatteo, Ph.D., LaSalle University, Dean, School of Education; Director, Educator Licensure Programs, Doctoral Programs

Josephine (Jo-Ann) C. Testaverde, Ed.D. Northeastern University; Assistant Dean, School of Education; Director, NITE

Early Childhood & Elementary Education Faculty

Gloria Stanton, C.A.G.S. Bridgewater State College, Coordinator

Full-time faculty

Ethlyn Davis-Fuller, Ph.D. Boston College

Part-time faculty

Jeanne Adair, Ed.D. Harvard University

Maura D. Buckley, M.Ed. Salem State College

Peter J. Bodge, M.Ed. Cambridge College

Carol Jacobson, M.Ed. Northeastern University

Edward M. Kaufman, M.S. University of Vermont

Mary Keenan, M.A. University of New Hampshire

Joseph Oliveri, M.S. Bridgewater State College

Christopher R. Paniccia, M.A.T. Bridgewater State College

Springfield, MA — Part-time faculty

Susan Brown, M.Music University of Massachusetts; Coordinator, Education programs, Springfield

Debra V. Donaldson, M.Ed. Lesley University

James Joyce, M.Ed. Springfield College

Ann Louise Perrault, Ed.D. Central Connecticut State University

Anthony Rigazio-Digilio, Ed.D. University of Massachusetts

Marcia J. Scherpa, M.Ed. University of Massachusetts /Amherst

See also Special Education faculty.

Lawrence, MA — Part-time faculty

Judith A. Alaimo, M.Ed. Cambridge College

Richard Burchill, M.Ed. Salem State College

Andrea Inamorati, Ed.M. Lesley University

Joanne McCarthy, M.Ed. Tufts University

Rene Thomas, D.C. Texas Chiropractic College

California — Part-time faculty

Norma L. Andreucci, M.Ed. Bridgewater State College

Zulmara Cline, Ph.D. University of California

Judith A. Denton, M.A. Chapman University College

Michele Essex, M.A. Lesley University

Carlee Gruver, M.A. Grand Canyon University

Brenda Harari, Ph.D. University of California/Santa Barbara

Peggy J. Ingram, M.Ed. Brigham Young University

Ellie A. Kaucher, M.A. Pachific Oaks College

John F. Kaucher, M.A., Azuza Pacific University

Birgit Monks, M.A. Pacific Oaks College

Puerto Rico — Part-time faculty

Rosa Alicea, Ed.D, Interamerican University of Puerto Rico

Rosalina Burgos, Ed.D (c) Fielding Institute

Adniwill Luciano-Ramirez, M.Ed. Turabo University

Lourdes Perez de Alejo, Ed.D. Interamerican University of Puerto Rico

Beverly Perez-Maldonado, EdD. (c) Interamerican University of Puerto Rico

Janet Ruiz-Ramirez, M.A. Central University of Bayamon

Virginia — Part-time faculty

Lisa Buffaloe-Corbin, Ed.D. Nova Southeastern University

Natalie T. Halloran, Ed. D. Nova Southeastern University

Education Faculty (general education)

Full-time Faculty

Ethlyn Davis-Fuller, Ph.D. Boston College (on sabbatical)

John Grassi, Ph.D. Columbia Pacific University

Lyda Peters, M.Ed., University of Illinois; Professor

Part-time Faculty

Kenneth C. Boatner, Ed.D. University of Massachusetts/Amherst

Kathleen D. Carroll, M.Ed. Cambridge College

Edmund V. Donnelly, C.A.G.S. Bridgewater State College

Arnold Good, Ph.D. Illinois University of Technology

Diane Harper, M.A. Boston University

Joyce Hope, Ed.D. Boston University

Harold C. Johnson, Ed.D. South Carolina State University

Steven J. Kelley, M.M. Cambridge College

Herbert I. Kronish, M.Ed. Cambridge College

Miriam E. Kronish, M.Ed. Boston University

Theresa D. Mattison, Ed.D. Fielding Institute

Meikle E. Paschal, Ed.D. University of Massachusetts Lowell

Richard D. Pavao, C.A.G.S. Bridgewater State College

Linda L. Peterson, M.S. Boston College

Maurice Pope, Ed.D. Wayne State University

Celia Slattery, M.A. Lesley University

Anne Thompson, M.A.T. Bridgewater State University

Leon R. Worthley, M.S. University of Oregon

Springfield, MA Faculty

Debra Vaughan Donaldson, M.Ed. Lesley University

Dawn M. Fontaine, M.A. University of Massachusetts

Lawrence, MA Faculty

John Christoforo, D.Ed. Boston University

Denis J. Dupuis Ph.D. Columbia Pacific University

Elizabeth M. Hastings, M.Ed. Cambridge College

Joanne M. McCarthy, M.A. Tufts University

Rene Thomas, D.C. Texas Chiropractic College

Georgia Faculty

Kathy P. Harrell, Ed.S. Augusta State University

Marva Tutt, Ed.D. Argosy University

California Faculty

Brian A. Armstrong, M.S. University of La Verne

Chris B. Brewer, M.A. Columbia Pacific University

Henry P. Gallina, M.S. University of Southern California, Diploma, University of London

Catherine R. Jenkins, M.A. Olivet Nazarene University

Laurence D. Martel Ph.D., Ed.D. Syracuse University

Edmund W. Ostrander, Ph.D. Union Institute

Linda W. Ostrander, Ph.D. Union Institute

Jeannette Vos Groenendal, Ed.D. National Arizona University

Maurice Pope, Ed.D. Wayne State University

Virginia Faculty

Kathleen D. Carroll, M.Ed. Cambridge College

Linda L. Christen, M.S. Kent State University

Lora Friedman, Ed.D. University of Florida Gainesville

Charlotte F. LeHecka, Ph.D. University of North Carolina Greensboro

English as a Second Language Faculty — Part-time

Lunine Pierre-Jerome, Ed.D. University of Massachusetts/Boston, Coordinator

James Backer, Ph.D. Nova Southeastern University

Judith Blanco, M.A. University of Massachusetts

Michelle da Costa, M.Ed. University of Massachusetts

Ann Dolan, M.Ed. Boston State College

Peter Golden, M.A. National University of Ireland

Emile V. Tabea, Ed.D. University of Massachusetts

Margarita Zisselsberger M.S. Binghamton University, M.A. California State University

Health/Family & Consumer Science Faculty

Shirley Handler, Ed.D. University of Massachusetts/Amherst, Coordinator

Kristan M. Bagley-Jones, M.S.W. Boston College

Leslie Beale, Ed.D. Boston University

Mary Connolly, C.A.G.S. Bridgewater State College

Michael P. Gill, Ed.D. Boston University

Ellen Makynen, M.Ed. Worcester State College

Patricia Minishak, M.S. Fitchburg State College, M.S. Florida State University

Jeremy Phillips, M.Ed. Harvard University

Jennifer Burgess Wolfrum, M.Ed. University of Texas/Austin

Puerto Rico — Part-time faculty

Horacio Garcia-Febus, Ed.D. Interamerican University

Denise M. Gaudette, M.Ed. Bridgewater State College

Maria Mangual, Ed.D. (c) Interamerican University of Puerto Rico

Gineida Morales-Guasch, Ed.D. University of Puerto Rico

History
Virginia Faculty (Part-time)

Caroline S. Emmons, Ph.D. Florida State University

Mark C. Wallace, Ph.D. University of St. Andrews

Charles N. Ramsay, M.Ed. Cambridge College

Humanities
Full-time Faculty

John Bremer, M.A. University of Cambridge (UK); Elizabeth McCormack Chair in Humanities; Director, Humanities

Part-time Faculty

Steven Barkhimer, M.A. St. John's College (NM)r

Prageeta Sharma, M.F.A. Brown University, M.A. New School for Social Research

Individualized Master of Education
Full-time Faculty

Pedro Schuck, Ed.D., Boston University; Professor ; Director, Puerto Rico Center, I.M.Ed.

Part-time Faculty

Jorge Acebal, M.Ed. University of Phoenix

Rosaligia Alvarez-Febles, Ph.D. Caribbean Center for Advanced Studies

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

Felix de J. Aviles, Ed.D., Interamerican University

Carlos Baez-Monctezuma, Ed.D University of Puerto Rico

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

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

Irving Cancel, M.Music New England Conservatory of Music

Marcos B. Carvajal, M.Ed. Cambridge College

Eunice Drigo, Ed.D. Argosy University

Mirian T. Escribanbo-Fuentes, M.Ed. New York University

Francisco Figueroa, M. Music New England Conservatory

Astrid Guerra-Arcelay, M.A. Art Institute of Chicago

Iris Guinals, Ed.D University of Puerto Rico

Zulma Hernandez-Agosto, Ed.D. University of Puerto Rico

Rosenid Hernandez-Badia, Ph.D. Berne University (NH)

Jesus Lopez-Rodriguez, M.A. University of Puerto Rico

Jaime E. Malave, Ph.D. University of Texas/Austin

Justo Mendez-Colon, Ph.D. Universidad Central de Madrid

Susan Miller, M.Ed. Cambridge College

Francisca Montalvo-Rosado, Ed.D. Dowling College

Sonia Ivette Morales-Matos, M.Music Indiana University

Amarilis Noriega, M.Ed. University of Phoenix

David Pagan-Rodriguez, M.A. El Centro de Estudios Avanzados de Puerto Rico y el Caribe

Lydia Platon, M.A. Université de Paris III, La Sorbonne Nouvelle (Paris)

Jose A. Reyes-Rivera, Ed.D. Interamircan University of Puerto Rico

Roberto L. Rinaldi-Jovet, Ph.D., Caribbean Center for Advanced Studies

Rosguely Quinones-Girona, M.Ed. Cambridge College

Carlos Ramos-Cruz, Ed.D. Interamerican University of Puerto Rico

Eloy Recio-Ferreras, Ed.D. University of Puerto Rico

Norma Serrano, Ph.D. SUNY/Buffalo

Jose Luis Vargas, MFA, Royal College of Art London

Juan C. Vega, Ed.D (c), Boston University

Humane Education

Mary Pat Champeau, M.A. New York University; Coordinator of M.Ed. and certificate programs, International Institute for Humane Education

Danielle Hy Dennenberg, I.M.Ed. Cambridge College

Melanie Joy, Ph.D. Saybrook Graduate School

Zoe Weil, MTS Harvard Divinity School; President and Co-Founder of the International Institute for Humane Education

Instructional Technology Faculty

Hormoz Goodarzy, M.P.A., Harvard University; Coordinator

James A. Backer, Ph.D. Nova Southeastern University

Thomas Campbell, M.Ed. Cambridge College

Claudine Keenan, M.A. California State University

E. Molly Laden, M.Ed. Lesley University

Joyce LaTulippe, M.Ed. Harvard University

Kathleen H. McClaskey, M.Ed. Lesley University

John S. Montanaro, M.Ed. Central Connecticut State University

Tammy E. Rodolico, M.Ed. University of Massachusetts/Amherst

Puerto Rico — Part-time faculty

Esther A. Alzarez-Coira, M.Ed. Central Connecticut State University

Juanita Benjamin, Ph.D. (c) Capella University

Aury Curbelo-Ruiz, Ph.D. Ohio State University

Noraida Dominguez-Flores, M.I.S. University of Puerto Rico

Noemi Fontanez-Ramirez, Ed.D. Interamerican University of Puerto Rico

Jose A. Rivera-Jimenez, M.Ed. University of Phoenix

Nannette Rodriguez-Mendoza, M.A. Advanced Studies Center in Puerto Rico and the Caribbean.

Osvaldo Vazquez, Ph.D. University of Wisconsin/Madison

Library Teaching Faculty

Joseph A. Mastrocola, M.Ed. Salem State College; Coordinator

Joseph W. Angelo, Ed.D., Boston University

Maria Mastrocola, M.Ed. Salem State College

Barbara Shea, M.S. Portland State University

Amelia A. Short, M.L.S. State University of New York/Albany

Springfield, MA — Part-time faculty

Christina Brownell, Master of Library and Information Studies, University of Rhode Island

Donna Guerin, M.Ed. Cambridge College

Puerto Rico — Part-time faculty

Luz Rivera-Davila, M. Ed. Interamerican University

Elia Reyes-Baez, Ed.D. Interamerican University

Augusta, GA — Part-time faculty

Susan A. Floyd, M.S. Troy State University

Linda L. Orne, M.L.S. University of South Caroilina

Geoffrey Schlichter, Ed.S. Augusta State University

Gloria D. Toy, Ed.D. South Carolina State University

Literacy Education Faculty (Part-time)

Olga Frechon, C.A.G.S. Harvard University, Coordinator

Deborah Carr Saldana, Ed.D. University of Houston

Pamela M. Norwood, Ed.D. University of Houston

Lindamichelle Baron, Ph.D. Columbia University

See also Elementary Education, English as a Second Language, and Special Education faculty

Mathematics Institute Faculty

Full- time faculty

Mahesh Sharma, President, Cambridge College; Founder, Mathematics Institute

Nicholas Rubino, Ph.D., Boston College; Coordinator, Mathematics Institute

Part-time faculty

Mario Michael Arria, M.Ed. Boston State College

Peter F. Ash, Ph.D. University of Illinois

Jennifer R. Fonda, M.A. Boston University

Arnold Good, Ph.D. Illinois Institute of Technology

Neelia J. Jackson, M.Ed. Youngstown State University (OH)

Benjamin N. Levy, M.A. Harvard Graduate School of Education

Marianne Moran, M.A.T. Salem State College

Paul M. Natola, M.Ed., Boston State College

John O'Keefe, M.S. Lesley University

Virginia — Part-time faculty

Guy T. Hogan, J.D., Ph.D. University of Massachusetts

Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary

Michael A. Parker, M.S. Virginia State University

Curtiss E. Wall, Ph.D. Michigan State University

Cambridge College

Nancy Wall, M.S. Old Dominion University

Puerto Rico — Part-time faculty

Sandra Garcia-Sanchez, Ed.D (c) Interamerican University

Jorge Torres-Colon, M.A. Interamerican University

School Administration Faculty — See Educational Leadership faculty.

School Nurse Education Faculty (Part-time)

Patricia Johnson, Ed.D., University of Massachusetts, Amherst; Coordinator

Marcia Buckminster, R.N.C. Northeastern University

Marie DeSisto, M.S.N. Regis College

Eileen M. DiBattista, M.Ed. Cambridge College, R.N.

Margaret Hainsworth, Ph.D. University of Connecticut

Kathleen A. Hassey, M.Ed. Cambridge College, R.N.

Opal J. Hines-Fisher, M.Ed. Fitchburg State College, R.N.

Donna Huntley-Newby, Ph.D

Patricia A. Kenney, M.Ed. Emmanuel College, R.N.

Betty R. Kinder, M.B.A. University of Rhode Island, R.N.

Karen Licht, M.A. Northeastern University

Jane C. Romano, M.S.N. University of Massachusetts/Amherst

Carol R. Shelton, Ph.D. Brandeis University, R.N.

Jane B. Simpson, M.Ed. Cambridge College, R.N.

Carolyn Wood, Ph.D. University of Connecticut, R.N.

California Faculty (Part-time)

Gail E. Clark, Ph.D. Adult Education, Azusa-Pacific University

Linda J.R. Crawford, M.S. California State University

Patricia A. Hachiya, M.Ed. University of La Verne

Sharon J. Hoyt-Cline, M.P.A. Golden State University

Pamela A. Kahn, M.P.H. California College of Health Sciences

Cynthia L. Koziol, M.S. Northern Illinois University

Sandra M Landry, M.Ed. California State University at Fullerton

Catherine A. Owens, M.Ed. Cambridge College

Susan L. Lordi, M.S. California State University/ Long Beach

Meredith Lynn Seapy Meals, M.A. University of San Francisco

Cora-Lou (Penny) Stone, M.P.H. Loma Linda University

Science Education Faculty — Part-time

John Papadonis, Coordinator; M.S. University of Massachusetts/ Lowell

Arlyn Christopherson, M.A. Mills College

Gregory L. Curran, M.S. State University of New York

Charles Flynn, M.A.T. Simmons College

Arlene Jurewicz-Leighton, M.S. Adelphi Universityc

James P. Lucarelli, M.A. Baruch College

C. David Luther, C.A.G.S. Boston State College

David M. Lyons, Ed.D. University of Massachusetts/Boston

Bruce A. Mellin, M.S.T. Boston College

Karen E. Reynolds, Ph.D. University of California/Berkeley

Joel S. Rubin, Ed.D. Harvard Graduate School of Education

Juliana Texley, Ph.D. Wayne State University

Virginia — Full-time faculty

Randolph J. Cromwell, Ph.D. Auburn University

Special Education Faculty — Part-time

Mary L. Garrity, Ed.D. University of Massachusetts/Lowell, Coordinator

Louise Andrews, M.S. State University of New York at Albany

Maura Buckley, M.Ed. Salem State College

Beverly Conte, Ed.D. Boston University

Richard F. Cowdell, Ed.D. University of Massachusetts

Anthony DeMatteo, Ph.D. LaSalle University (on leave)

William P. DeRosa, C.A.G.S. Bridgewater State College

Joseph F. DiPietro, Psy.D. Massachusetts School of Professional Psychology

Paula Donnelly, C.A.G.S. Fitchburg State College

James P. Dothard, Ed.D. Argosy University

George Flynn, M.Ed. University of Toronto

Valerie Ardi Flynn, Ed.D. Boston College

Pamela I. Furline, Ph.D. Columbia University

Steve Gannon, M.Ed. Boston University

Anthony R. LaVerde, Ph.D. Boston College

Cheryl L. Meninno, Ed.D. University of Massachusetts

Joseph H. Schechtman, M.Ed. Boston University

Mahesh Sharma, Rajasthan University (India)

Josephine (Jo-Ann) C. Testaverde, Ed.D. Northeastern University (on leave)

Helen F. Virga, Ed.D. University of Massachusetts Boston

Lawrence, MA — Part-time faculty

Elaine G. Dillon, M.Ed. Cambridge College

Valerie Ardi Flynn, Ed.D. Boston College

Paul L. Koppenhaver, Ph.D. Walden University (MN)

Edmund V. Donnelly, C.A.G.S. Bridgewater State College

Springfield, MA — Part-time faculty

Ann L. Boskiewicz, M.Ed. Westfield State College

Gail Griffith, M.S. Southern Connecticut State University

Brian Rachmaciej, Ed.D. University of Massachusetts

Sylvia Santucci, C.A.G.S. Westfield State College

Marcia J. Scherpa, M.Ed. University of Massachusetts Amherst

Judith K. Vazquez, M.Ed. Cambridge College

See also elementary education faculty.

Georgia — Part-time faculty

Roberta Hatcher, Ed.S. Augusta State University

George L. Johnson, Ed.d. University of South Carolina

Violet Whitby Johnson, Ed.D. University of Georgia

Donna McBride, Ed.D. University of Sarasota

Nancy M. Moak, M.Ed. Mississippi State University, Ed.S. Georgia Southern University, Ed.S. Augusta State University

Alice T. Pretlow, M.Ed. University of New Orleans

Pamela D. Thomas, Ph.D. Capella University

Jesse Byne Stewart, Ed.D. Andersonville Seminary

Virginia — Full-time faculty

Ella Benson, Ed.D. University of Virginia; Education Programs Coordinator

Virginia — Part-time faculty

Lanett Willis Brailey, M.A. Ohio State University

Patricia D. Burgess, Ed.D. East Tennessee State University

Patricia D. Crews, Ed.D. Virginia Tech

Harolyn J. Katherman, Ed.D Virginia Polytechnic Institute and State University

Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary

Sheila Mingo Jones, Ph.D. Southern Illinois University

Steven J. Mings, M.Ed. Cambridge College

Melissa (Jayne) E. Sullivan, Ph.D. Bowie State University

Martha A. Taylor, Ed.D. Virginia Tech

Lisa Jo Vernon, Ed.D. College of William and Mary

California — Part-time faculty

Chethan R. Boddula, M.A. California State University

Edmund V. Donnelly, C.A.G.S. Bridgewater State College

Puerto Rico — Part-time faculty

Licely E. Falcon-Del Toro, Ed.D. Interamerican University

Mayra Figueroa-Perez, Ed.D. Interamerican University

Maria de los Angeles Gomez-Morales, Ed.D. Interamerican University

Martha P. Perez-Enriquez, M.Ed. Central University of Bayamon

Margarita A. Turner-Lugo, C.A.G.S. University of Puerto Rico

Robert Turner, Ed.D, Pensylvania State University

Jose L. Vargas-Vazquez, M.F.A. Royal College of Art

School Guidance & School Adjustment Faculty

See School of Psychology and Counseling faculty.

EDUCATOR LICENSURE

MASTER OF EDUCATION PROGRAMS

Guide to MEd Initial Licensure Programs

Licensure area	Level(s)	MEd Credits	Non-licensure options?
Early Childhood Teacher	PreK-2	41	No
Elementary Teacher	1-6	42	No
English as a Second Language Teacher	PreK-6, 5-12	39	Yes (omit practicum) ● certificate
General Science	1-6, 5-8	35	Science Education ● Science (content)
Health/Family & Consumer Science	all levels	38	Yes (omit practicum)
Instructional Technology	all levels	38	● Yes (omit practicum) ● Information Technology Literacy
Library Teacher	all levels	38	● Yes (omit practicum) ● Information Technology Literacy
Mathematics	1-6, 5-8, 8-12	38	● Math (content) ● Math Education (content & methods) ● certificates
Middle School Math & Science (submitted for approval)	5-8	43	No
School Administration: Superintendent/Asst Superintendent	all levels	37	Yes (omit practicum)
School Administration: Principal/Assistant Principal	PreK-6, 5-8, 9-12	37	Yes (omit practicum)
School Administration: Supervisor/Director	level of preq license	37	Yes (omit practicum)
School Guidance Counselor (see School of Psychology & Counseling)	PreK-8, 5-12	48	No
School Social Worker/School Adjustment Counselor (see School of Psychology & Counseling)	All levels	65	No
Special Education/Moderate Disabilities	PreK-8, 5-12	39	No

Educator Licensure Programs
General Requirements for Admission
- **Bachelor's degree** from a regionally accredited college or university:
- **Interview** with your admissions counselor. Please be prepared to demonstrate the following:
—Appropriate competencies and knowledge in the subject area and at the level of licensure sought.
—Strong oral and written communication skills including organization and clarity of thought, the ability to communicate ideas, and the correct use of English.

—Enthusiasm, sincerity and serious intent to become a licensed educator.
- Five years of **work experience** recommended.
Some programs have additional, specialized entrance requirements. See program charts.

Documentation Required: see *Admission.*

Master of Education Leading to Massachusetts INITIAL LICENSURE in

EARLY CHILDHOOD: **Teacher of Students With & Without Disabilities (Levels PreK-2)**

41 Credits ● **4 terms** ● **Starts Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project.............. 9 credits
ECE691-693 Professional Seminar I, II, III —
3 terms @ 2 credits 6
Includes clinical journal, assessments, professional growth plan.
ECE800   Independent Learning Project 3

Initial Licensure Courses ....27 credits
ELE500   Teaching Phonemic Awareness & Phonics 0
ELE510   Developmental Psychology 2
ELE521   Teaching Reading & Writing in the Early
          Childhood & Elementary Curriculum 3
ELE594   Integrating Physical Education into the Early
          Childhood & Elementary Curriculum 1
ELE620   Integration of Children's Literature in Early
          Childhood & Elementary Curriculum 3
ELE653   Teaching Science & Technology in Early
          Childhood & Elementary Curriculum 3
ELE656   Teaching Social Science, History & Multicultural
          Education in Early Childhood & Elementary
          Curriculum 3
ESP512   Inclusion & Behavior Management 3
MAT618   Mathematics Essentials 3
MAT609   Euclidean Geometry. 3
MAT617   Teaching Mathematics in a Changing
          World (PreK-12) 3

Practicum.. 5 credits
Prerequisites
● Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy, Early Childhood,
  and Foundations of Reading (MTEL).
● Pass all required courses.
● Pre-Practicum — 75 hours 0

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

SCHEDULE

EVERY TERM
ECE691-693 Professional Seminar I, II, III. . . . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
ECE800   Independent Learning Project . . . . . with Seminar III
ELE500   Teaching Phonemic Awareness . . . preq. for ELE521
ELE521   Teaching Reading & Writing
ESP512   Inclusion & Behavior Management

SUMMER With the National Institute for Teaching Excellence
ELE594   Integrating Physical Education
ELE620   Integration of Children's Literature
ELE653   Teaching Science & Technology
ELE656   Teaching Soc. Sci., History & Multicultural Educ.
MAT617   Teaching Math in a Changing World

FALL
ELE510   Developmental Psych.
ELE594   Integrating Physical Education
MAT609   Euclidean Geometry
ECE790   Practicum **and** ECE791 Practicum Seminar

SPRING
ELE620   Integration of Children's Literature
ELE653   Teaching Science & Technology
ELE656   Teaching Soc. Sci., History & Multicultural Educ.
MAT618   Math Essentials
ECE790   Practicum **and** ECE791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge College

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Master of Education Leading to Massachusetts INITIAL LICENSURE as an

ELEMENTARY TEACHER (Levels 1-6)

42 Credits ● **4 terms** ● **Starts Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project.............. **9 credits**

ELE691N-693N Professional Seminar I, II, III in Elementary
Education-Initial Level — 3 terms @ 2 credits 6

Includes clinical journal, assessments, professional growth plan.

ELE800   Independent Learning Project 3

Initial Licensure Courses . . . . **28 credits**

ELE500	Teaching Phonemic Awareness & Phonics	0
ELE510	Developmental Psychology	2
ELE521	Teaching Reading & Writing in the Early Childhood & Elementary Curriculum	3
ELE593	Integration of Visual Arts for the Early Childhood & Elementary Curriculum	1
ELE594	Teaching Physical Education for the Early Childhood & Elementary Curriculum	1
ELE620	Integration of Children's Literature for the Early Childhood & Elementary Curriculum	3
ELE630	Classroom Management with Models of Teaching .	3
ELE653	Teaching Science & Technology in Early Childhood & Elementary Curriculum	3
ELE656	Teaching Social Science, History & Multicultural Education for the Early Childhood & Elementary Curriculum.	3
MAT618	Mathematics Essentials	3
MAT609	Euclidean Geometry.	3
MAT617	Teaching Mathematics in a Changing World (PreK-12)	3

Practicum. . . . . **5 credits**
Prerequisites

● Pass all teacher tests required by your state for this license. Massachusetts: Communication & Literacy, General Curriculum, and Foundations of Reading (MTEL).

● Pass all required courses.

● Pre-Practicum — 75 hours 0

ELE790   Practicum— 400 hours 3
ELE791   Practicum Seminar 2

● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM

ELE691-693 Professional Seminar I, II, III . . . . .start in first term

Take Communication & Literacy test (MTEL) . . . . first term

ELE800   Independent Learning Project . . . . . with Seminar III

ELE500   Teaching Phonemic Awareness . . . preq. for ELE521

ELE521   Teaching Reading & Writing

SUMMER With the National Institute for Teaching Excellence

ELE594   Integrating Physical Education

ELE620   Integration of Children's Literature

ELE653   Teaching Science & Technology

ELE656   Teaching Soc. Sci., History & Multicultural Educ.

MAT617   Teaching Math in a Changing World

FALL

ELE510   Developmental Psych.

ELE593   Integration of Visual Arts

ELE594   Integrating Physical Education

ELE620   Integration of Children's Literature

MAT609   Euclidean Geometry

ELE790   Practicum **and** ELE791 Practicum Seminar

SPRING

ELE630   Classroom Mgt. with Models of Teaching

ELE653   Teaching Science & Technology

ELE656   Teaching Soc. Sci., History & Multicultural Educ.

MAT(new) Math Essentials

ELE790   Practicum **and** ELE791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

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

Master of Education Leading to Massachusetts INITIAL LICENSURE as a

ENGLISH AS A SECOND LANGUAGE (Levels PreK-6 or 5-12)

For licensure: 39 Credits, 4 terms ● **Without licensure: 34 credits, 3 terms** ● **Starts in Summer or Fall**
Program approved by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............ 7 credits
ESL691N-ESL692N Professional Seminar I-II in Teaching
English Learners - Initial Level —2 terms @ 2 credits 4

Includes clinical journal, assessments, professional growth plan.

ESL800   Independent Learning Project 3

Initial Licensure Courses .... 27 credits
ESL605   Teaching ESL Learners in Diverse Settings 3
ESL610   Linguistics & Language Variation 3
ESL620   Teaching Reading & Writing to ESL Students 3
ESL625   Technology for Linguistically Diverse Classrooms . . 3
ESL630   Equitable Assessment of for ESL Learners 3
ESL631   Second-Language Acquisition & Culture 3
ESL635   Sheltered English Instruction & Assessment 3
ESL640   Identification & Instruction of ESL Learners with
           Disabilities & Limited Formal Schooling. 3
ESL650   Teaching Content to ESL Learners 3

Practicum.. 5 credits
Prerequisites

● Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy and English as a
  Second Language (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all required courses.

7ESL790   Practicum — 300 hours 3
ESL790A Practicum (preK-6)
ESL790B Practicum (5-12)

Home state site under an ESL teacher with the appropriate
license, under Cambridge College supervision.

ESL791   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 34
credits. Non-licensure students must complete all course contact
hours and pre-practicum hours embedded in the courses.

Please note: all course prefixes have been changed from EDU
and ELL to ESL.

SCHEDULE

SUMMER With National Institute for Teaching Excellence
ESL691   Professional Seminar I
ESL631   Second-Language Acquisition & Literacy
ESL635   Sheltered English Instruction & Assessment
ESL610   Linguistics & Language Variation
ESL620   Teaching Reading & Writing to ESL Students
ESL625   Technology for Linguistically Diverse Classrooms
ESL650   Teaching Content to ESL Learners

FALL
ESL691   Professional Seminar I
ESL692   Professional Seminar II **and** ESL800 ILP
ESL631   Second-Language Acquisition & Culture
ESL630   Equitable Assessment
ESL640   Ident. & Instruc. of ESL Learners with Disabilities
ESL790   Practicum **and** ESL791 Practicum Seminar
Take Communication & Literacy test (MTEL) . . first or second term

SPRING
ESL692   Professional Seminar II **and** ESL800 ILP
ESL605   Teaching ESL Learners in Diverse Settings
ESL620   Teaching Reading & Writing to ESL Students
ESL635   Sheltered English Instruction & Assessment
ESL790   Practicum **and** ESL791 Practicum Seminar
Take English as a Second Language test (MTEL).

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

If you enter in the Spring
The professional seminar leader will assist you to:
● Take some courses (12 credits maximum, including other trans-
  fer credits, before program starts in the summer),
● Meet practicum prerequisites, and/or
● Begin research for your Independent Learning Project.

***Please note: distance learning courses are not accepted
for Massachusetts licensure.***

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

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

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in
GENERAL SCIENCE **(Levels 1-6)**
35 Credits, 5-6 terms ● **Starts in Summer, Fall & Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 7 credits
ESE691-692 Professional Seminar I, II in General Science
　　　　　Education — 2 terms @ 2 credits 4

Includes clinical journal, assessments, professional growth plan.

ESE800 　　Independent Learning Project 3

Science Methods .... 18 credits
SCI680 　　Attaining Science Literacy 3
or ELE653 Teaching Science & Technology in the Early
　　　　　Childhood & Elementary Curriculum 3

SCI682 　　Methods & Materials for Teaching Life Science . . . 3
SCI684 　　Methods & Materials for Teaching Earth Science . . 3
SCI686 　　Methods & Materials for Teaching Physical Science 3
SCI688 　　Methods & Materials for Teaching
　　　　　Middle School Chemistry 3
EED600 　　Psychology of Mathematics Learning 3

Science Content......................... choose 5 credits
Online courses offered in collaboration with the Jason Academy.
SCI591 　　Introduction to Online Science Learning 1
SCI601 　　Aquatic Ecology 1
SCI603 　　Electricity & Magnetism 1
SCI607 　　Structure of the Earth 1
SCI611 　　Ocean Science 1
SCI613 　　Earth in the Solar System 1
SCI619 　　Teaching Project-Based Science 1
SCI623 　　Science & Young Children 1

Practicum.. 5 credits
Prerequisites
● Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy test and General
  Science (1-6) (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all required courses.

SCI790A 　**Practicum** – 300 hrs in an elementary school
　　　　　science classroom (1-6) 3
SCI791 　**Practicum Seminar** for Elementary Science
　　　　　Education 2
● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
ESE691-692 Professional Seminar I-II . . . . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
ESE800 　　Independent Learning Project . .term after Seminar II
ELE653 　　Teaching Science & Technology
Online science courses — two five-week periods each term;
selected courses offered each period.

SUMMER With the National Institute for Teaching Excellence
SCI680 　　Attaining Science Literacy
SCI682 　　Meth. & Mat. for Life Science
SCI684 　　Meth. & Mat. for Earth Science
SCI686 　　Meth. & Mat. for Physical Science
SCI688 　　Meth. & Mat. for Middle School Chem (summer only)
EED600 　　Psych. of Math Learning

FALL in Burlington, MA
SCI680 　　Attaining Science Literacy
SCI686 　　Meth. & Mat. for Physical Science
SCI790A 　Practicum **and** SCI791 Practicum Seminar

SPRING in Burlington MA except as noted
EED600 　　Psych. of Math Learning . . . . in Cambridge
SCI682 　　Meth. & Mat. for Life Science
SCI684 　　Meth. & Mat. for Earth Science
SCI790A 　Practicum **and** SCI791 Practicum Seminar

All Cambridge College courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

**Cambridge
College**

Master of Education Leading to Massachusetts INITIAL LICENSURE in
GENERAL SCIENCE **(Levels 5-8)**
35 Credits ● **5-6 terms** ● **Starts in Summer, Fall & Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 7 credits
ESE691-692 Professional Seminar I, II in General Science
　　　　　Education — 2 terms @ 2 credits 4

Includes clinical journal, assessments, professional growth plan.

ESE800　　Independent Learning Project 3

Science Methods ....15 credits
SCI680　　Attaining Science Literacy 3
SCI682　　Methods & Materials for Teaching Life Science . . . 3
SCI684　　Methods & Materials for Teaching Earth Science . . 3
SCI686　　Methods & Materials for Teaching Physical Science 3
SCI688　　Methods & Materials for Teaching
　　　　　Middle School Chemistry 3

Science Content.........................choose 8 credits
Online courses offered in collaboration with the Jason Academy.

SCI591　　Introduction to Online Science Learning 1
SCI601　　Aquatic Ecology 1
SCI603　　Electricity & Magnetism 1
SCI605　　Water Quality 1
SCI607　　Structure of the Earth 1
SCI609　　Transfer of Energy 1
SCI611　　Ocean Science 1
SCI613　　Earth in the Solar System 1
SCI615　　Forces & Motion 1
SCI617　　Earth's History 1
SCI619　　Teaching Project-Based Science 1

General Science Practicum ....5 credit**S**
Prerequisites
● Pass all teacher tests required by your state for this license.
　Massachusetts: Communication & Literacy and General
　Science (5-8) (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all required courses.

SCI790B　**Practicum** – 300 hrs (grades 5-8) 3
SCI791　**Practicum Seminar**
　　　　　for Classroom Practicum Experience 2
● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
ESE691-692 Professional Seminar I-II . . . . . . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
ESE800　　Independent Learning Project . .term after Seminar II
Online science courses — two five-week periods each term;
selected courses offered each period.

SUMMER With the National Institute for Teaching Excellence
SCI680　　Attaining Science Literacy
SCI682　　Meth. & Mat. for Life Science
SCI684　　Meth. & Mat. for Earth Science
SCI686　　Meth. & Mat. for Physical Science
SCI688　　Meth. & Mat. for Middle School Chem (summer only)

FALL in Burlington MA
SCI680　　Attaining Science Literacy
SCI686　　Meth. & Mat. for Physical Science
SCI790B　　Practicum **and** SCI791 Practicum Seminar

SPRING in Burlington MA
SCI682　　Meth. & Mat. for Life Science
SCI684　　Meth. & Mat. for Earth Science
SCI790B　　Practicum **and** SCI791 Practicum Seminar

All Cambridge College courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in
HEALTH/FAMILY & CONSUMER SCIENCES (All Levels)
For licensure: 38 Credits, 4 terms ● Without licensure: 33 credits, 3 terms
Program approved by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project.............**9 credits**
EHE691N-693N Health/Family & Consumer Sciences-
Initial Level — 3 terms @ 2 credits 6

Includes clinical journal, assessments, professional growth plan.

EHE800   Independent Learning Project 3

Initial Licensure Courses
EHE610   Principles of Health Promotion & Disease
Prevention: Public Health Issues 3
EHE620   Curriculum Implementation in the Health Classroom 3
EHE630   Growth & Development, Human Sexuality
& Family Management Skills. 3
EHE640   Promoting Wellness: Building Positive Health
Behavior 3
EHE650   Preventing Unintentional Injury & Violence 3
EHE660   Family & Interpersonal Health: Promoting Mental
Health Through School-Based Interventions. 3
EHE670   Building & Evaluating Coordinated School
Health Programs 3
EHE680   Teaching Skills for Risk Reduction & Positive
Behavior Change. 3

Health/Family & Consumer Science Practicum
Practicum Prerequisites
● Pass all teacher tests required by your state for this license.
Massachusetts: Communication & Literacy and Health/Family &
Consumer Sciences (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all required courses.

HEA790   **Practicum** – 300 hrs (150 hrs in an elementary
school setting & 150 hrs in a secondary setting). . . 3
HEA791   **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.

SCHEDULE

EVERY TERM
EHE691N-693N Professional Seminar I, II, III . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
EHE800   Independent Learning Project . . . . . with Seminar III

FALL
EHE610   Prnc Health Promotion/Disease Prevention
EHE620   Curric Implement'n in Health Classroom
EHE630   Growth & Dev Human Sexuality & Family Mgt Skills
HEA790   Practicum **and** HEA791 Practicum Seminar

SPRING
EHE640   Promoting Wellness/Nutrition
EHE650   Preventing Unintentional Injury & Violence
EHE680   Teaching Skills for Risk Reduction
HEA790   Practicum **and** HEA791 Practicum Seminar

SUMMER
EHE660   Family & Interpersonal Health
EHE670   Coordinated School Health Programs

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Entrance requirements:
● Bachelor's degree and other general requirements (see Admission).
● Certificate as an instructor of first aid & CPR.
● Anatomy & physiology: completed course required for entry.
● Bachelor's degree with competencies in relevant content areas:
personal health and wellness, child and adolescent growth and
development, psychology, drug abuse prevention, nutrition, human
sexuality. 24 credit hours total (including anatomy & physiology).

If certificate and content area coursework (other than anatomy &
physiology) are not completed at time of admission, students may
complete them concurrently.

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cc Cambridge College

Master of Education Degree Leading to Massachusetts INITIAL LICENSURE in

INSTRUCTIONAL TECHNOLOGY (All Levels)

For licensure: 38 credits, 4 terms ● **Without licensure: 33 credits, 3 terms**
Starts in the Summer ● **Program approved** by the Massachusetts Department of Education

SUMMER 1 . . . . 15 credits
In class with the National Institute for Teaching Excellence

EIT691	Professional Seminar I in Instructional Technology-Initial Level	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 Technology & Computer Applications in the Classroom	3
EIT710	Legal & Ethical Internet Issues for Educational Technology	3
EIT712	Using Educational Technology to Improve Teaching & Learning in the Math, Science & Language Arts Classroom	3

FALL 1 . . . . 10 credits
Distance learning

EIT692	Professional Seminar II in Instructional Technology-Initial Level	4
EIT703	Impact of Technology on Education	3
ESP615	Assistive Technology: Modifying Curriculum for Diverse Learners	3

SPRING 1 . . . . 8 credits
Distance learning

EIT693	Professional Seminar III in Instructional Technology-Initial Level	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. Massachusetts: Communication & Literacy and Instructional Technology (MTEL).
- Pass all required courses.
- Pre-Practicum — 75 hours embedded in EIT600, 640, 703, 710 0

FALL 2 . . . . 5 credits
In residence

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

All courses meet for 35 contact hours/3 credits.

If you enter in the Fall or Spring
The professional seminar leader will assist you to:
- take some courses (12 credits maximum, including other transfer credits, before program starts in the summer),
- meet practicum prerequisites, and/or
- begin research for your Independent Learning Project.

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.

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

All courses meet for 35 contact hours/3 credits.

12 transfer credits may be accepted: transfer courses must be at graduate level with a grade of B or better from a regionally accredited institution & meet all general criteria for transfer (see Transfer of Credit). Courses must be completed within three years; content must closely match current Cambridge College courses.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge College

Master of Education Degree Leading to Massachusetts INITIAL LICENSURE as a

LIBRARY TEACHER (All Levels)

For licensure: 38 Credits, 4 terms ● Without licensure: 33 credits, 3 terms
Program approved by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 9 credits
ELM691N-693N Professional Seminar I, II, III in Library
Teaching-Initial Level — 3 terms @ 2 credits 6
Includes clinical journal, assessments, professional growth plan.
ELM800   Independent Learning Project 3

Initial Licensure Courses .... 24 credits
ELM509   Overview of the School Library Program. 3
ELM515   Evaluation, Selection, & Management
          of Learning Resources. 3
ELM517   Literature for Young Adults. 3
ELM521   Reference Resources. 3
ELM523   Children's Literature 3
ELM532   New Technologies in the School Library 3
ELM561   Production of Instructional Materials. 3

Elective — One educator licensure course (35 contact hours/
3 credits); special education and general education
recommended 3

Practicum in Library Teaching .... 5 credits
Prerequisites
● Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy (MTEL).
● Pass all required courses.
● Pre-Practicum — 75 hours 0

ELM790   Practicum — 200 hours 3
ELM791   Practicum Seminar 2
● Exit Performance Portfolio required for credit.

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

SCHEDULE

EVERY TERM
ELM691N-693N Professional Seminar I, II, III . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
ELM800   Independent Learning Project . . with Seminar II or III

SUMMER
ELM509   Overview of the School Library Program
ELM517   Literature for Young Adults
ELM521   Reference Resources
ELM523   Children's Literature
ELM561   Production of Instructional Materials

FALL
ELM509   Overview of the School Library Program
ELM515   Eval., Selection, Mgt. of Learning Resources
ELM523   Children's Literature
ELM790   Practicum **and** ELM791 Practicum Seminar

SPRING
ELM517   Literature for Young Adults
ELM521   Reference Resources
ELM532   New Technologies in the School Library
ELM561   Production of Instructional Materials
ELM790   Practicum **and** ELM791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in

MATHEMATICS (Levels 1-6)

38 credits ● **4 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 9 credits
EME691N-693N Professional Seminar in Mathematics I, II, III -
Initial Level — 3 terms @ 2 credits 6

Includes clinical journal, assessments, professional growth plan.

EME800   Independent Learning Project 3

Initial Licensure Courses (1-6) .... 24 credits
MAT601   Psychology of Mathematics Learning 3
MAT603   Arithmetic to Algebra: Developing Mathematics
Patterns & Ideas 3
MAT605   Technology in Mathematics Learning & Teaching . . 3
MAT607   College Algebra 3
MAT609   Euclidean Geometry. 3
MAT615   History of Mathematics 3
MAT621   Data Analysis. 3
MAT623   Numerical & Geometric Structures 3

Practicum.. 5 credits
Prerequisites

- Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy and Math (1-6)
  (MTEL).
- Pre-Practicum — 90 hours 0
- Pass all required courses.

MAT790A Practicum in Mathematics– 150 hours 3

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

MAT791   Practicum Seminar in Mathematics Teaching 2

- Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
EME691N-693N Professional Seminar I, II, III . . start in first term
Take Communication & Literacy test (MTEL) . . . . first term
EME800   Independent Learning Project . . . . .   with Seminar III

SUMMER With the National Institute for Teaching Excellence
MAT601   Psych. of Math Learning . . . . . preqs. MAT607, 609
MAT603   Arithmetic to Algebra
MAT605   Technol. in Math . . preqs. MAT607, 609, 611 & 613
MAT607   College Algebra

FALL
MAT609   Euclidean Geometry
MAT615   History of Mathematics . preqs. MAT607, 609 & 611
MAT790A Practicum **and** MAT791 Practicum Seminar

SPRING
MAT621   Data Analysis
MAT623   Numerical & Geometric Structures
MAT790A Practicum **and** MAT791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge
College

Master of Education Leading to Massachusetts INITIAL LICENSURE in
MATHEMATICS (Levels 5-8)
38 Credits, 4 terms ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 9 credits
EME691N-693N Professional Seminar in Mathematics I, II, III -
            Initial Level — 3 terms @ 2 credits 6

Includes clinical journal, assessments, professional growth plan.

EME800   Independent Learning Project 3

Initial Licensure Courses (5-8) ....24 credits
MAT601   Psychology of Mathematics Learning 3
MAT603   Arithmetic to Algebra: Developing Mathematics
            Patterns & Ideas 3
MAT605   Technology in Mathematics Learning & Teaching . . 3
MAT609   Euclidean Geometry. 3
MAT607   College Algebra 3
MAT611   Calculus I. 3
MAT613   Discrete Mathematics 3
MAT615   History of Mathematics 3

Practicum... 5 credits
Prerequisites

● Pass all teacher tests required by your state for this license.
Massachusetts: Communication & Literacy and Math (5-8)
(MTEL).
● Pre-Practicum — 90 hours 0
● Pass all required courses.

MAT790B Practicum in Mathematics– 150 hours 3

Home state site under a mathematics teacher with the
appropriate license, under Cambridge College supervision

MAT791   Practicum Seminar in Mathematics Teaching. 2

● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
EME691N-693N Professional Seminar I, II, III . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
EME800   Independent Learning Project . . . . . with Seminar III

SUMMER With the National Institute for Teaching Excellence
MAT601   Psych. of Math Learning . . . . preqs. MAT607 & 609
MAT603   Arithmetic to Algebra
MAT605   Technol. in Math . . preqs. MAT607, 609, 611 & 613
MAT607   College Algebra

FALL
MAT609   Euclidean Geometry
MAT615   History of Mathematics . preqs. MAT607, 609 & 611
MAT790B Practicum **and** MAT791 Practicum Seminar

SPRING
MAT611   Calculus I. . . . . preqs. MAT607 & 609
MAT613   Discrete Mathematics . . . . . . preqs. MAT607 & 609
MAT790B Practicum **and** MAT791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Applicants must take a Cambridge College math placement test.
Based on test results and program coordinator's recommenda-
tion, selected lower level math courses may be required before
initial licensure courses.

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge
College

Master of Education Leading to Massachusetts INITIAL LICENSURE in
MATHEMATICS (Levels 8-12)
38 Credits ● **4 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project..............**9 credits**
EME691N-693N Professional Seminar in Mathematics I, II, III -
　　　　　Initial Level — 3 terms @ 2 credits 6
Includes clinical journal, assessments, professional growth plan.
EME800　　Independent Learning Project 3

Initial Licensure Courses (8-12)...........**24 credits**
MAT611　　Calculus I. 3
MAT615　　History of Mathematics 3
MAT625　　Number Theory 3
MAT627　　Abstract Algebra 3
MAT629　　Non-Euclidean Geometry. 3
MAT631　　Calculus II 3
MAT633　　Probability & Statistics 3
MAT635　　Applied Mathematics 3

Practicum. . . . . **5 credits**
Prerequisites
● Pass all teacher tests required by your state for this license.
　Massachusetts: Communication & Literacy and Math (8-12)
　(MTEL).
● Pre-Practicum — 90 hours 0
● Pass all required courses.

MAT790C Practicum in Mathematics– 150 hours 3
Home state site under a mathematics teacher with the
appropriate license, under Cambridge College supervision
MAT791　　Practicum Seminar in Mathematics Teaching. 2
● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
EME691N-693N Professional Seminar I, II, III . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
EME800　　Independent Learning Project . . . . . with Seminar III

SUMMER With the National Institute for Teaching Excellence
MAT627　　Abstract Algebra . . . . preq. MAT607
MAT629　　Non-Euclidean Geometry. . . . . preq. MAT609
MAT633　　Probability & Statistics . . . . preq. MAT613

FALL
MAT611　　Calculus I. . . . . preqs. MAT607 & 609
MAT625　　Number Theory . . . . preq. MAT611
MAT790C Practicum **and** MAT791 Practicum Seminar

SPRING
MAT615　　History of Math . . . . preqs. MAT607, 609 & 611
MAT631　　Calculus II . . . . preq. MAT611
MAT635　　Applied Math . . . . preqs. MAT611 & 631
MAT790C Practicum **and** MAT791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

Applicants must take a Cambridge College math placement test.
Based on test results and program coordinator's recommenda-
tion, selected lower level math courses may be required before
initial licensure courses.

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in

MIDDLE SCHOOL MATHEMATICS/SCIENCE (Levels 5-8)

43 Credits, 6 terms ● Starts in Summer, Fall or Spring ● This program has been submitted to the Massachusetts Department of Education for approval. Some changes may be required pending approval.

REQUIREMENTS

Professional Seminar & Project............. 7 credits
EME691N Professional Seminar in Mathematics I, Initial Level 2
ESE691   Professional Seminar I in General Science Education . 2
Includes clinical journal, assessments, professional growth plan.
ESM800   Independent Learning Project 3

Initial Licensure Courses

SCIENCE CONTENT . . . . .choose 4 credits
Online courses offered in collaboration with the Jason Academy.
One course required from each group of courses below.

Physical Sciences
SCI603   Electricity & Magnetism 1
SCI609   Transfer of Energy 1
SCI615   Forces & Motion 1

Earth Sciences
SCI607   Structure of the Earth. 1
SCI613   Earth in the Solar System. 1
SCI617   Earth's History 1

Life Sciences
SCI601   Aquatic Ecology. 1
SCI611   Ocean Science 1

SCIENCE METHODOLOGY . . . . 9 credits
SCI682   Methods & Materials for Teaching Life Science 3
SCI684   Methods & Materials for Teaching Earth Science . . 3
SCI686   Methods & Materials for Teaching Physical Science . 3

MATHEMATICS . . . . 18 credits
MAT601   Psychology of Mathematics Learning 3
MAT607   College Algebra 3
MAT609   Euclidian Geometry 3
MAT611   Calculus I 3
MAT613   Discrete Mathematics 3
MAT615   History of Mathematics 3

Practicum. . . . . 5 credits
Prerequisites
● Pass all teacher tests required by your state for this license.
   Massachusetts: Communication & Literacy and Middle School
   Mathematics/Science (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all required courses.

ESM790M Practicum in Mathematics (5-8) — 150 hours . .1.5
ESM790S   Practicum in Science (5-8) — 150 hours 1.5
Home state site under mathematics and science teachers with
the appropriate licenses, under Cambridge College supervision.
ESM791   Practicum Seminar 2
● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
EME691N Professional Seminar in Math I, Initial Level
ESE691   Professional Seminar I in General Science Education
Take Communication & Literacy test (MTEL) . . . . first term
Online science courses — two five-week periods each term;
selected courses offered each period.
ESM800   Independent Learning Project . . . . . . with Seminar II

SUMMER With the National Institute for Teaching Excellence
MAT601   Psych. of Math Learning . . . . preq. MAT609
MAT607   College Algebra
SCI682   Meth. & Mat. for Life Science
SCI684   Meth. & Mat. for Earth Science
SCI686   Meth. & Mat. for Physical Science

FALL
MAT609   Euclidean Geometry
MAT611   Calculus I. . . . . preqs. MAT609
MAT615   History of Math . . . . preqs. MAT607, 609 & 611
SCI686   Meth. & Mat. for Physical Science . in Burlington, MA
ESM790M, 790S Practicum **and** ESM791 Practicum Seminar

SPRING
MAT611   Calculus I. . . . . preq. MAT609
MAT613   Discrete Math . . . . preq. MAT609
MAT615   History of Math . . . . preqs. MAT609 & 611
SCI682   Meth. & Mat. for Life Science . . . . . in Burlington, MA
SCI684   Meth. & Mat. for Earth Science . . . in Burlington, MA
ESM790M, 790S Practicum **and** ESM791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

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

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE as a

TEACHER OF STUDENTS WITH
MODERATE DISABILITIES (Levels PreK-8 or 5-12)

39 Credits ● **4 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 7 credits
ESP691N-692N Professional Seminar I, II in Special
            Education-Initial Level — 2 terms @ 2 credits 4

Includes clinical journal, assessments, professional growth plan.

An additional professional seminar may be required, based on the student's experience and progress made in Seminar I.

ESP800   Independent Learning Project 3

Initial Licensure Courses .... 27 credits
ESP512   Inclusion & Classroom Behavior Management 3
ESP592   Adapting Materials & Instruction for Special
          Needs Student in Regular Education Classroom .. 1
ESP594   Collaboration & Consultation Techniques 2
ESP607   Psycho-Educational Assessment for Teaching
          Exceptional Children 3
ESP615   Assistive Technology: Modifying Curriculum
          for Diverse Learners....................... 3
ESP662   Principles of Language Development Bridging
          Differences & Disorders 3
ESP680   Pedagogy in Reading & English Language Arts ... 3
ESP689   Theories of Typical & Atypical Human Development . 3
ESP695   Laws & Regulations Pertaining to Special Education . 3
MAT617   Teaching Math in a Changing World (PreK-12) 3

Special Education Practicum............... 5 credits
Prerequisites

● Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy, General Curriculum, and Foundations of Reading (MTEL).
  For levels 5-12, students may pass either General Curriculum OR the MTEL subject matter test in a core academic subject: English, foreign languages, history, mathematics, music, political science/political philosophy, reading (other than foundations of reading), science, theatre, visual arts.

● Pre-Practicum — 75 hours 0
● Pass all required courses.

ESP790   **Practicum** 3
ESP790A Practicum (PreK-8) — 300 hours in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 in a separate or substantially separate setting for students with moderate disabilities.

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

ESP791   Practicum Seminar in Moderate Special Needs . . . 2
● Exit Performance Portfolio required for credit.

SCHEDULE

EVERY TERM
ESP691IN-692N Professional Seminar I-II
ESP800   Independent Learning Project ...... with Seminar II
ESP592   Adapting Materials & Instruction
ESP594   Collaboration & Consultation
ESP615   Assistive Technology

SUMMER With National Institute for Teaching Excellence
ESP662   Princ. of Language Dev.
ESP689   Typical & Atypical Behavior
ESP695   Laws & Regulations
ESP607   Psycho-Educational Assessment
MAT617   Teaching Math in a Changing World

FALL
ESP512   Inclusion & Classroom Behavior Mgt.
ESP680   Pedagogy in Reading & English Lang. Arts
ESP790A/B Practicum **and** ESP791 Practicum Seminar

SPRING
ESP512   Inclusion & Classroom Behavior Mgt.
ESP607   Psycho-Educational Assessment
ESP662   Language Development
ESP680   Pedagogy in Reading & English Lang. Arts
ESP790A/B Practicum **and** ESP791 Practicum Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

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

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in
SCHOOL ADMINISTRATION
For licensure: 37 credits, 4 terms ● **Without licensure: 32 credits, 3 terms** ● **Starts in Summer, Fall & Spring**
Program approved by the Massachusetts Department of Education for ● Superintendent/Assistant Superintendent (all levels)
● Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) ● Supervisor/Director (at level of prerequisite license)

REQUIREMENTS

Professional Seminar & Project........... 11 credits
EAD691N-694N Professional Seminar in School Administration
-Initial Level — 4 terms @ 2 credits 8
Includes clinical journal, assessments, professional growth plan.
EAD800   Independent Learning Project 3

Initial Licensure Courses ....21 credits
EAD662   Contemporary Issues & Topics in Educational
Administration 3
EAD684   Selection, Development, & Supervision
of Educational Personnel 3
EAD688   Legal Aspects of School Administration 3
EAD690   Finance & Business Administration for the
School Administrator 3
EAD712   Curriculum Development, Assessment &
Improvement for the School Administrator 3
EAD782   Reconceptualization of Schools 3
EAD720   Advanced Systems Theory — for
Superintendent/Assistant Superintendent. 3
OR
One Elective — for Principal/Assistant Principal or Supervisor/
Director — graduate course in education, counseling psychol-
ogy or management that supports competency development for
the license sought, or a course approved for transfer by program
coordinator 3

School Administration Practicum.........5 credits
Prerequisites
● Pass all teacher tests required by your state for this license.
Massachusetts: Communication & Literacy (MTEL).
● Pre-Practicum — 75 hours 0
● Pass all initial licensure courses (with approval of the program
coordinator, the last required course may be completed
concurrently).
EAD790   Practicum — 300 hours in role & level of license
sought 5
EAD790A Superintendent/Assistant Superintendent (all levels)
EAD790B Principal/Assistant Principal (levels PreK-6)
EAD790C Principal/Assistant Principal (levels 5-8)
EAD790D Principal/Assistant Principal (levels 9-12)
EAD790E Supervisor/Director (at level of prerequisite license)
● Exit Performance Portfolio required for credit.

Non-licensure option
If licensure is not desired, licensure and experience requirements
may be waived. To be admitted, students must sign a waiver stat-
ing that they understand that they will not be eligible for licensure
at the completion of the program. All program components
are required except the Practicum and teacher tests. Program
will total 32 credits. Non-licensure students must complete all
course contact hours and pre-practicum hours embedded in the
courses. Non-licensure students may do a practicum in situations
where licensure is not required for employment.

SCHEDULE
EVERY TERM
EAD691N-694N Professional Seminar I-IV. . . . .start in first term
Take Communication & Literacy test (MTEL) . . . . first term
EAD790   Practicum . . . Seminar III or IV required concurrently
Elective   . . . . .take any term

SUMMER With National Institute for Teaching Excellence
EAD662   Contemporary Issues & Topics in Educ. Admin.
EAD684   Selection, Dev. Supervision of Educ. Personnel
EAD712   Curric. Dev. Assess. & Improvement
EAD782   Reconceptualization of Schools
EAD688   Legal Aspects of School Admin.
EAD720   Advanced Systems Theory . . . . . . .second summer

FALL
EAD684   Selection, Dev. Supervision of Educ. Personnel
EAD688   Legal Aspects of School Admin.
EAD782   Reconceptualization of Schools

SPRING
EAD662   Contemporary Issues & Topics in Educ. Admin.
EAD690   Finance & Business Administration
EAD712   Curric. Dev. Assess. & Improvement

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Continued on next page

School Administration — Initial Licensure — continued

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

Superintendent/Assistant Superintendent
- Three full years of employment in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

Principal/Assistant Principal
- Three full years of employment in a district-wide school-based or other educational setting OR in an executive management/leadership role OR in a supervisory, teaching, or administrative

role in a private school, charter school, higher education, or any approved other educational setting.

Supervisor/Director
- Initial or preliminary license in another educational role.
- Three full years employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

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

Master of Education Leading to Massachusetts INITIAL LICENSURE

SCHOOL GUIDANCE COUNSELOR   **See School of Psychology & Counseling**

SCHOOL SOCIAL WORKER/SCHOOL ADJUSTMENT COUNSELOR   **See School of Psychology & Counseling**

Professional Licensure Programs Overview

Licensure area	Level(s)	M.Ed. degree credits		Post-master's coursework 18 credits
Elementary Teacher	1-6	M.Ed. - 34 credits	yes	Recommended if you already have a master's degree.
Health/Family & Consumer Science	all levels	M.Ed. - 36 credits	yes	
Instructional Technology	all levels	not offered	yes	Courses offered subject to sufficient enrollment
Library Teacher	all levels	not offered	yes	
Mathematics	1-6, 5-8, 8-12	M.Ed. - 33 credits	yes	
Teacher of Students With Moderate Disabilities	PreK-8, 5-12	M.Ed. - 34 credits	yes	

Educator Licensure Programs
General Requirements for Admission
- **Bachelor's degree** from a regionally accredited college or university (master's degree required for post-master's coursework).
- **Interview** with your admissions counselor. Please be prepared to demonstrate the following:
—Appropriate competencies and knowledge in the subject area and at the level of licensure sought.
—Strong oral and written communication skills including organization and clarity of thought, the ability to communicate ideas, and the correct use of English.
—Enthusiasm, sincerity and serious intent to become a licensed educator.

- Five years of **work experience** recommended.
- **Professional licensure programs** require a current initial license in the area and at the level of professional licensure sought, and three full years of employment in the role of the license.

Additional Specialized Requirements
- **School Administration** and **Special Education Administrator** have detailed employment and prior license requirements. See program charts.

Documentation Required: see *Admission.*

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE as an
ELEMENTARY TEACHER (Levels 1-6)
34 Credits, **3 terms** ● **Starts Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project .... 9 credits
ELE691P-693P Professional Seminar I-III in Elementary
Education-Professional Level — 3 terms @ 2 credits 6
ELE800   Independent Learning Project 3

Education Courses .... choose 13 credits
EED615   Introduction to Integrative Learning &
          Learning Styles 3
EED618   Integrative/Accelerative Learning: Classroom
          Applications.............................. 3
EED628   Effective Schools 3
EED669   Language & Literacy for Teachers (K-12) 3
EED704   Seminar in Educational Issues 3
EED705   Multicultural Diversity in the Workplace
          & Classroom 3
EED710   Alternative Assessment Strategies Across
          the Curriculum........................... 3
ESP592   Adapting Materials & Instruction for Special
          Needs Students in the Regular Classroom 1
ESP721   Using Multiple Intelligences & Accelerated
          Learning Techniques in Teaching English
          Language Arts, Math, History & Science 3

Arts & Sciences................................ 12 credits
EIT711   Advanced Technologies in Education 3
EIT712   Using Educational Technol. to Improve Teaching
          & Learning in Math, Science & Language Arts 3
ENG701   Integration of Reading & Writing With
          Children's Literature 3
MAT708   Diagnosis & Remediation of Learning
          Problems in Mathematics.................... 3

Further DOE Requirements for Professional Licensure
Students are responsible to meet the following requirements:
● A one year induction program with a trained mentor.
● Three full years of employment in the role of the license.
● 50-hour mentored experience beyond the induction year.

SCHEDULE

EVERY TERM
ECE691-693 Professional Seminar I, II, III. . . . .start in first term
Take Communication & Literacy test (MTEL) .... first term
ECE800   Independent Learning Project ..... with Seminar III
ESP592   Adapting Materials and Instruction

SUMMER With the National Institute for Teaching Excellence
EED615   Intro. to Integrative Learning
EED669   Language & Literacy
MAT708   Diagnosis & Remediation
EED705   Multicultural Diversity
ENG701   Integration of Reading & Writing
ESP721   Using Multiple Intell. & Accelerated Learning

FALL
EED618   Integrative/Accelerative Learning
EED705   Multicultural Diversity
ESP721   Using Multiple Intell. & Accelerated Learning
EIT712   Using Educational Technol.

SPRING
EED628   Effective Schools
EED710   Alternative Assessment Strategies
EED704   Seminar in Educational Issues
EIT711   Advanced Technologies in Education
MAT708   Diagnosis & Remediation

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice
Regional centers set their own schedules.

Entrance requirements:
● Bachelor's degree and other general requirements (see Admission).
● Initial license in elementary education.
● Three full years experience in the role of that license.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge College

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE as an

ELEMENTARY TEACHER (Levels 1-6)

18 Credits ● **3 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education.

REQUIREMENTS

Education Courses . . . . choose 9 credits

EED615	Introduction to Integrative Learning & Learning Styles	3
EED618	Integrative/Accelerative Learning: Classroom Applications	3
EED628	Effective Schools	3
EED669	Language & Literacy for Teachers (K-12)	3
EED704	Seminar in Educational Issues	3
EED705	Multicultural Diversity in the Workplace & Classroom	3
EED710	Alternative Assessment Strategies Across the Curriculum	3
ESP721	Using Multiple Intelligences & Accelerated Learning Techniques in Teaching English Language Arts, Math, History & Science	3

Arts & Sciences . . . . choose 9 credits

EIT711	Advanced Technologies in Education	3
EIT712	Using Educational Technology to Improve Teaching & Learning in Math, Science & Language Arts	3
ENG701	Integration of Reading & Writing With Children's Literature	3
MAT708	Diagnosis & Remediation of Learning Problems In Mathematics	3

Further DOE Requirements for Professional Licensure

Students are responsible to meet the following requirements:

● A one year induction program with a trained mentor.
● Three full years of employment in the role of the license.
● 50-hour mentored experience beyond the induction year.

SCHEDULE

SUMMER With the National Institute for Teaching Excellence

EED615	Intro. to Integrative Learning
EED669	Language & Literacy
EED705	Multicultural Diversity
ENG701	Integration of Reading and Writing
ESP721	Using Multiple Intell. & Accelerated Learning

FALL

EED618	Integrative/Accelerative Learning
EED705	Multicultural Diversity
ESP721	Using Multiple Intell. & Accelerated Learning
EIT712	Using Educational Technol.

SPRING

EED628	Effective Schools
EED710	Alternative Assessment Strategies
EED704	Seminar in Educational Issues
EIT711	Advanced Technologies in Education
MAT708	Diagnosis & Remediation

All courses meet for 45 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Entrance requirements:

● Master's degree and other general requirements (see Admission).
● Initial license in elementary education.
● Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge College

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in

HEALTH/FAMILY & CONSUMER SCIENCES (All Levels)

36 Credits ● **3 terms** ● **Starts in the Fall** ● **Program approved** by the Massachusetts Department of Education

FALL

EHE691P Professional Seminar I in Health/Family &
Consumer Sciences - Professional Level 2

Includes clinical journal, assessments, professional growth plan.

EHE701 Current Research on the Interrelationship
of Risk Factors 3

EHE703 New Perspectives in Teaching Human Sexuality . . 3

EHE705 Promoting Wellness in a Media-Saturated Society . 3

SPRING

EHE692P Professional Seminar II in Health/Family &
Consumer Sciences - Professional Level 2

EHE707 Aspects of Violence Prevention: Special
Concerns in Today's School Environment. 3

EHE709 The Interdependence Between the Ecological
Environment & Human Health 3

SUMMER

EHE693P Professional Seminar III in Health/Family &
Consumer Sciences - Professional Level 2

EHE711 Evaluation of School Health Programs (ESN750) . . 3

EHE713 Assessing Health Literacy 3

EHE800 Independent Learning Project 3

EVERY TERM

Electives — Choose two professional licensure courses (only
700-level courses with 35 contact hours/ 3 credits) with approval
of your program coordinator; EED705, 710, 712 suggested.
See other professional licensure program charts
for choices and schedules. 6

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

If you enter in the Spring or Summer

The program coordinator will assist you to:

● Take some courses (12 credits maximum, including other trans-
fer credits, before program starts in the Fall)

● Meet practicum prerequisites, and/or

● Begin research for your Independent Learning Project.

Further DOE Requirements for Professional Licensure

Students are responsible to meet the following requirements:

● A one year induction program with a trained mentor.

● Three full years of employment in the role of the license.

● 50-hour mentored experience beyond the induction year.

Entrance requirements:

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

● Initial license in Health/Family & Consumer Sciences (all levels).

● Three full years experience in the role of that license.

Program subject to change: As Massachusetts requirements for
licensure change, the College reserves the right to alter the pro-
gram to better prepare students to meet new requirements.

Cambridge College

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE in
HEALTH/FAMILY & CONSUMER SCIENCES (All Levels)
18 Credits ● **3 terms** ● **starts in the Fall** ● **Program approved** by the Massachusetts Department of Education

FALL
EHE701   Current Research on the Interrelationship
of Risk Factors 3
EHE703   New Perspectives in Teaching Human Sexuality . . 3
EHE705   Promoting Wellness in a Media-Saturated Society . 3

SPRING
EHE707   Aspects of Violence Prevention: Special
Concerns in Today's School Environment. 3
EHE709   The Interdependence Between the Ecological
Environment & Human Health 3

SUMMER
EHE711   Evaluation of School Health Programs (ESN750) . . 3

All courses meet for 45 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Further DOE requirements for professional licensure
Students are responsible to meet the following requirements:
● A one year induction program with a trained mentor.
● Three full years of employment in the role of the license.
● 50-hour mentored experience beyond the induction year.

Entrance requirements:
● Master's degree and other general requirements (see Admission).
● Initial license in Health/Family & Consumer Science (all levels).
● Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge
College

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE in

INSTRUCTIONAL TECHNOLOGY (All Levels)

18 Credits — Program approved by the Massachusetts Department of Education

Education Courses . . . . 9 credits

EED645	Using Educational Technology in the Project-Based Class	3
EED704	Seminar in Educational Issues	3
EUE608	Improving Instruction K-12 Using Technological Tools Embedded in the National Education Technology Standards	3

Technology Courses . . . . 9 credits

MAT605	Technology in Mathematics Learning & Teaching	3
ECA702	Technology & Leadership in School Settings	3
EIT711	Advanced Technologies in Education	3

All courses meet for 45 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Further DOE Requirements for Professional Licensure
Students are responsible to meet the following requirements:
- A one year induction program with a trained mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year.

Entrance requirements:
- Master's degree and other general requirements (see Admission).
- Initial license in instructional technology.
- Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE as a

LIBRARY TEACHER (All Levels)

18 Credits • **Starts in Summer, Fall or Spring** • **Program approved** by the Massachusetts Department of Education

Education Courses . . . . choose 9 credits

EED628	Effective Schools	3
EED704	Seminar in Current Educational Issues	3
EED705	Multicultural Diversity in Workplace & Curriculum	3
EED710	Alternative Assessment Strategies Across the Classroom	3
ELM624	Cataloging & Classification	3

Arts & Sciences . . . . choose 9 credits

EIT703	Impact of Technology on Education	3
EIT712	Using Educational Technology to Improve Teaching & Learning in the Mathematics, Science & Language Arts Classroom	3
ESP721	Using Multiple Intelligences & Accelerated Learning in Teaching English Language Arts, Mathematics, History & Science	3
ECA703	Managing Financial Resources	3

All courses meet for 45 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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Further DOE Requirements for Professional Licensure
Students are responsible to meet the following requirements:
- A one year induction program with a trained mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year

Entrance requirements:
- Master's degree and other general requirements (see Admission).
- Initial license as a school library teacher.
- Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Cambridge College

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in
MATHEMATICS (Levels 1-6)
33 Credits ● **3 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 9 credits
EME691P-693P Professional Seminar in Mathematics -
     Professional Level — 3 terms @ 2 credits. 6

Includes clinical journal, assessments, professional growth plan.

EME800   Independent Learning Project 3

Professional Licensure Courses (1-6) . . . . 24 credits
MAT613   Discrete Mathematics 3
MAT702   Elementary Statistics 3
MAT708   Diagnosis & Remediation of Learning Problems
     in Mathematics 3
MAT710   Improving Mathematics Instruction (K-12). 3
MAT712   Integrating Quantitative & Spatial Thinking:
     Geometry, Patterns, Graphs & Charts 3
MAT714   Problem Solving Strategies in Mathematics 3
MAT716   Mathematics Curriculum Development 3
MAT720   Mathematics Connections 3

Further DOE Requirements for Professional Licensure
Students are responsible to meet the following requirements:
● A one year induction program with a trained mentor.
● Three full years of employment in the role of the license.
● 50-hour mentored experience beyond the induction year.

SCHEDULE

EVERY TERM
EME691P-693P Professional Seminar I, II, III . . start in first term
EME800   Independent Learning Project . . . . .   with Seminar III

SUMMER With the National Institute for Teaching Excellence
MAT613   Discrete Mathematics . . . . preq. MAT607 & 609
MAT708   Diagnosis & Remediation . . . . . preq. MAT702 & 710
MAT710   Improving Math. Instruct. . preq. MAT607, 609 & 611
MAT712   Quantitative & Spatial Thinking . preq. MAT609 & 702

FALL
MAT714   Problem Solving Strategies
MAT720   Mathematics Connections

SPRING
MAT702   Elementary Statistics . . . . preq. MAT613
MAT716   Mathematics Curriculum Dev.

All courses meet for 35 contact hours/3 credits.

Prerequisites as listed or program coordinator's approval.

Schedule for Cambridge; subject to change without notice.

Regional centers set their own schedules.

Entrance requirements:
● Bachelor's degree and other general requirements (see Admission).
● Initial license as a mathematics teacher (1-6).
● Three full years experience in the role of that license.

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

Cambridge College

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in

MATHEMATICS **(Levels 5-8)**

33 Credits ● **3 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 9 credits

EME691P-693P Professional Seminar in Mathematics -
   Professional Level — 3 terms @ 2 credits. 6

Includes clinical journal, assessments, professional growth plan.

EME800   Independent Learning Project 3

Professional Licensure Courses (5-8) .... 24 credits

MAT702   Elementary Statistics 3

MAT704   Mathematical Modeling 3

MAT706   Linear Algebra 3

MAT708   Diagnosis & Remediation of Learning Problems
   in Mathematics 3

MAT710   Improving Mathematics Instruction (K-12). 3

MAT712   Integrating Quantitative & Spatial Thinking:
   Geometry, Patterns, Graphs & Charts 3

MAT714   Problem Solving Strategies in Mathematics 3

MAT716   Mathematics Curriculum Development 3

Further DOE Requirements for Professional Licensure

Students are responsible to meet the following requirements:

● A one year induction program with a trained mentor.

● Three full years of employment in the role of the license.

● 50-hour mentored experience beyond the induction year.

SCHEDULE

EVERY TERM

EME691P-693P Professional Seminar I, II, III . .start in first term

EME800   Independent Learning Project . . . . . with Seminar III

SUMMER With the National Institute for Teaching Excellence

MAT704   Mathematical Modeling . . . . preq. MAT706

MAT708   Diagnosis & Remediation . . . . . preq. MAT702 & 710

MAT710   Improving Math Instruct. . preq. MAT607, 609 & 611

MAT712   Quantitative & Spatial Thinking . preq. MAT609 & 702

FALL

MAT706   Linear Algebra . . . . preq. MAT607, 609 & 611

MAT714   Problem Solving Strategies

SPRING

MAT702   Elementary Statistics . . . . preq. MAT613

MAT716   Math Curriculum Dev.

All courses meet for 35 contact hours/3 credits.

Prerequisites as listed or program coordinator's approval.

Schedule for Cambridge; subject to change without notice.

Regional centers set their own schedules.

Entrance requirements:

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

● Initial license as a mathematics teacher (5-8).

● Three full years experience in the role of that license.

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

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE in
MATHEMATICS **(Levels 8-12)**
33 Credits ● 3 terms ● Starts in Summer, Fall or Spring ● Program approved by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............ 9 credits
EME691P-693P Professional Seminar in Mathematics -
    Professional Level 3 terms @ 2 credits 6

Includes clinical journal, assessments, professional growth plan.

EME800   Independent Learning Project 3

Professional Licensure Courses (8-12)... 24 credits
MAT613   Discrete Mathematics 3
MAT704   Mathematical Modeling 3
MAT706   Linear Algebra 3
MAT708   Diagnosis & Remediation of Learning
    Problems in Mathematics. 3
MAT710   Improving Mathematics Instruction (K-12 & Beyond) . 3
MAT712   Integrating Quantitative & Spatial Thinking:
    Geometry, Patterns, Graphs & Charts 3
MAT714   Problem Solving Strategies in Mathematics 3
MAT716   Mathematics Curriculum Development 3

Further DOE Requirements for Professional Licensure
Students are responsible to meet the following requirements:
- A one year induction program with a trained mentor.
- Three full years of employment in the role of the license.
- 50-hour mentored experience beyond the induction year.

SCHEDULE

EVERY TERM
EME691P-693P Professional Seminar I, II, III . . start in first term
EME800   Independent Learning Project . . . . . with Seminar III

SUMMER With the National Institute for Teaching Excellence
MAT613   Discrete Mathematics . . . . preq. MAT607 & 609
MAT704   Mathematical Modeling . . . . preq. MAT706
MAT708   Diagnosis & Remediation . . . . . preq. MAT702 & 710
MAT710   Improving Math Instruct. . preq. MAT607, 609 & 611

FALL
MAT706   Linear Algebra . . . . preq. MAT607, 609 & 611
MAT714   Problem Solving Strategies

SPRING
MAT712   Quantitative & Spatial Thinking . preq. MAT609 & 702
MAT716   Math Curriculum Dev.

All courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Entrance requirements:
- Bachelor's degree and other general requirements (see Admission).
- Initial license as a mathematics teacher (8-12).
- Three full years experience in the role of that license.

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

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Cambridge College

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE in

MATHEMATICS **(Levels 1-6, 5-8, 8-12)**

18 Credits ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Professional Licensure Courses

All courses 3 credits . . .choose 18 credits at your licensure level

Licensure level	1-6	5-8	8-12
MAT613 Discrete Mathematics		●	●
MAT702 Elementary Statistics	●		●
MAT704 Mathematical Modeling	●		●
MAT706 Linear Algebra	●		●
MAT708 Diagnosis & Remediation of Learning Problems in Math.	●	●	●
MAT710 Improving Mathematics Instruction (K-12)	●	●	●
MAT712 Integrating Quantitative & Spatial Thinking: Geometry, Patterns, Graphs & Charts	●	●	●
MAT714 Problem Solving Strategies in Mathematics	●	●	●
MAT716 Mathematics Curriculum Development	●	●	●
MAT720 Mathematics Connections			●

Further DOE Requirements for Professional Licensure

Students are responsible to meet the following requirements:

● A one year induction program with a trained mentor.

● Three full years of employment in the role of the license.

● 50-hour mentored experience beyond the induction year.

SCHEDULE

SUMMER With the National Institute for Teaching Excellence

MAT613   Discrete Mathematics . . . . preq. MAT607 & 609

MAT704   Mathematical Modeling . . . . preq. MAT706

MAT708   Diagnosis & Remediation . . . . . preq. MAT702 & 710

MAT710   Improving Math Instruct. . preq. MAT607, 609 & 611

MAT712   Quantitative & Spatial Thinking . preq. MAT609 & 702

FALL

MAT706   Linear Algebra . . . . preq. MAT607, 609 & 611

MAT714   Problem Solving Strategies

MAT720   Mathematics Connections

SPRING

MAT702   Elementary Statistics . . . . preq. MAT613

MAT712   Quantitative & Spatial Thinking . preq. MAT609 & 702

MAT716   Math Curriculum Dev.

All courses meet for 45 contact hours/3 credits.

Prerequisites as listed or program coordinator's approval.

Schedule for Cambridge; subject to change without notice.

Regional centers set their own schedules.

Entrance requirements:

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

● Initial license as a mathematics teacher (1-6, 5-8, or 8-12).

● Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE as a

TEACHER OF STUDENTS WITH MODERATE DISABILITIES (Levels PreK-8 or 5-12)

34 Credits ● 3 terms ● Starts in Summer , Fall or Spring ● Program approved by the Massachusetts Department of Education

REQUIREMENTS

Professional Seminar & Project............. 7 credits

ESP691P-692P Professional Seminar I, II in Special Education-Professional Level — 2 terms @ 2 credits 4

Includes clinical journal, assessments, professional growth plan.

An additional professional seminar may be required, based on the student's experience and progress made in Professional Seminar I.

ESP800   Independent Learning Project 3

Education Courses .... choose 12 credits

EED628   Effective Schools 3
EED704   Seminar in Current Educational Issues 3
EED705   Multicultural Diversity in Workplace & Classroom . . 3
EED710   Alternate Assessment Strategies Across
              the Curriculum 3
ESP721   Using Multiple Intelligences & Accelerated
              Learning Techniques in Teaching English
              Language Arts, Math, History, & Science 3

Arts & Sciences........................ choose 15 credits

EIT703   Impact of Technology on Education 3
EIT712   Using Educational Technology to Improve Teaching
              & Learning in Math, Science, & English Lang. Arts . 3
ENG701   Integration of Reading & Writing With Children's
              Literature 3
ESP701   Students with Disabilities & the Visual Arts 3
MAT708   Diagnosis & Remediation of Learning Problems
              in Mathematics 3
MAT710   Improving Mathematics Instruction (K-12). 3

Further DOE Requirements for Professional Licensure

Students are responsible to meet the following requirements:

● A one year induction program with a mentor
● Three full years of employment in the role of the license
● 50-hour mentored experience beyond the induction year

SCHEDULE

EVERY TERM

ESP691P-692P Professional Seminar I, II
ESP800   Independent Learning Project . . . . . . with Seminar II

SUMMER

EED704   Seminar in Current Educ. Issues
EED705   Multicultural Diversity
EIT712   Using Educ. Technology
ENG701   Integration of Reading & Writing With Children's Lit
ESP701   Students with Disabilities & the Visual Arts
MAT708   Diagnosis & Remediation

FALL

EED710   Alternate Assessment Strategies
ESP721   Using Multiple Intel.& Accel. Learning
MAT710   Improving Math Instruction

SPRING

EED628   Effective Schools
EIT703   Impact of Technology

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Entrance requirements:

● Bachelor's degree and other general requirements (see Admission).
● Initial license in moderate special education.
● Three full years experience in the role of that license.

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

Cambridge College

Post-master's Courses Leading to Massachusetts PROFESSIONAL LICENSURE as a

TEACHER OF STUDENTS WITH
MODERATE DISABILITIES (Levels PreK-8 or 5-12)

18 Credits ● **Starts Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Education Courses ....choose 9 credits

EED704P Seminar in Current Educational Issues 3

EED705P Multicultural Diversity in the Workplace
& Classroom 3

EED710P Alternate Assessment Strategies Across
the Curriculum. 3

ESP721P Using Multiple Intelligences & Accelerated Learning
Techniques in Teaching English Language Arts,
Math, History, & Science. 3

Arts & Sciences ....choose 9 credits

EIT703P Impact of Technology on Education 3

EIT712P Using Educational Technology to Improve Teaching
& Learning in Mathematics, Science, & English
Language Arts 3

ENG701P Integration of Reading & Writing With
Children's Literature 3

MAT708P Diagnosis& Remediation of Learning
Problems in Mathematics. 3

MAT710P Improving Mathematics Instruction (K-12). 3

Further DOE Requirements for Professional Licensure:

Students are responsible to meet the following requirements:

● A one year induction program with a trained mentor.

● Three full years of employment in the role of the license.

● 50-hour mentored experience beyond the induction year.

SCHEDULE

SUMMER

EED704P Seminar in Current Educ. Issues

EED705P Multicultural Diversity

EIT712P Using Educ. Technology

ENG701P Integration of Reading & Writing With Children's Lit.

MAT708P Diagnosis & Remediation

FALL

ESP721P Using Multiple Intel.& Accel. Learning

MAT710P Improving Math Instruction

SPRING

EED710P Alternate Assessment Strategies

EIT703P Impact of Technology

All courses meet for 45 contact hours/3 credits.

Schedule for Cambridge; subject to change without notice.

Regional centers set their own schedules.

Entrance requirements:

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

● Initial license in moderate special education.

● Three full years experience in the role of that license.

Tuition — Special rate may apply to 45-contact hour courses.

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

Cambridge College

PROFESSIONAL ADVANCEMENT

GRADUATE PROGRAMS FOR LICENSED/CERTIFIED TEACHERS & OTHER EDUCATION PROFESSIONALS

Professional Advancement Options

Master of Education without licensure		Graduate certificates without licensure	MEd licensure programs, non-licensure option
• Behavioral Management • History (content) • Interdisciplinary Studies (flexible requirements) • Information Technology Literacy • Literacy Education • School Nurse Education • Teaching Skills & Methodologies	• Math (content) • Math Education (methods & content) • Science (content) • Science Education (methods & content)	• English as a Second Language • Elementary/Middle School Math Specialist • High School Math Specialist • Humanities	• English as a Second Language • Health/Family & Consumer Science • Instructional Technology • Library Teacher • School Administration See licensure program policies above for more information.

Master of Education With Concentration in

INTERDISCIPLINARY STUDIES

32 Credits • 3 terms • Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school teachers.

Professional Seminar & Project............. **9 credits**
EED691-693 Professional Seminar I, II, III
            3 terms @ 2 credits 6
EED800   Independent Learning Project 3

Workshops in Education..................... **2 credits**
EED590-591 Theory & Practice of Education — workshops . . 2

If nine or more transfer credits are accepted, the Professional Seminar is reduced to two terms and the workshops to one credit.

Courses................................. **choose 21 credits**
Choose graduate courses in education, counseling psychology, and/or management in consultation with professional seminar leader to support your academic and professional goals.

Entrance 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).

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Master of Education With Concentration in

BEHAVIORAL MANAGEMENT

32 Credits • 3 terms • Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Professional Seminar & Project............**9 credits**
EED691-693 Professional Seminar — 3 terms @ 2 credits . . . 6
EED800   Independent Learning Project 3

Workshops in Education......................**2 credits**
EED590-591 Theory & Practice of Education — workshops . . 2

If nine or more transfer credits are accepted, the Professional
Seminar is reduced to two terms and the workshops to one credit.

Classroom Management .... **choose 12 credits**
Courses focusing primarily on classroom strategies.

EDU610   Project-Based Learning in Middle & High School . . 3
EED518   Effective Classroom Discipline Strategies 3
EED522   Negotiation & Conflict Resolution
           for Classroom Teachers 3
EED642   Succeeding with the Resistant Student 3
EED666   Methods of Altering Unproductive
           Student Behavior 3
ELE630   Classroom Management with Models of Teaching . 3

Social & Psychological Issues ....**choose 9 credits**
Courses focusing primarily on social and psychological issues
that affect education.

EED503   Teaching Children with Different Learning Styles . . . 3
EED536   Moral Development in Children. 3
EED558   Integrating Self-Esteem Development Activities
           into the Content Areas 3
EED564   Motivation & Teaching: Theories and Practices 3
EED586   How to Teach & Reach all Students
           Using Multiple Intelligence 3
EED617   Developing Social Responsibility in Learners 3
EED732   The Culture of Adolescence 3
ELE510   Developmental Psychology 2

CCP561   Counseling Techniques with Multi-Problem
           Families in Changing Communities. 3
CCP614   Child & Adolescent Psychopathology 3
CSG695   Counseling & Consulting Techniques Laboratory . . 3

SCHEDULE

EVERY TERM
EED691-693 Professional Seminar. . . . . .start in first term
EED800   Independent Learning Project . . . . . with Seminar III

FALL
EED518   Effective Classroom Discipline
EED536   Moral Development
EED564   Motivation & Teaching
EED590   Workshops
EED666   Altering Unproductive Behavior
ELE510   Developmental Psychology
CCP614   Child & Adolescent Psychopathology

SPRING
EED503   Different Learning Styles
EED591   Workshops
EED617   Developing Social Responsibility
EED642   Succeeding with the Resistant Student
ELE630   Classroom Management
CCP561   Counseling Techniques with Multi-Problem
           Families in Changing Communities

SUMMER **With the National Institute for Teaching Excellence**
EDU610   Project-Based Learning
EED522   Negotiation & Conflict Resolution
EED558   Self-Esteem Development Activities
EED586   Teach & Reach all Students
EED732   The Culture of Adolescence
CSG695   Counseling & Consulting Techniques Lab

Schedule for Cambridge; subject to change without notice
Regional centers set their own schedules.

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

12 transfer credits may be accepted: 12 credits in classroom
management, and/or social & psychological issues. Transfer
courses must meet all general criteria for transfer (see Transfer of
Credit).

Cambridge
College

Master of Education With Concentration in

TEACHING SKILLS & METHODOLOGIES

32 Credits ● 3 terms ● Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Professional Seminar & Project............. **9 credits**
EED691-693 Professional Seminar I, II, III

3 terms @ 2 credits 6
EED800   Independent Learning Project 3

Workshops in Education..................... **2 credits**
EED590-591 Theory & Practice of Education — workshops . . 2

If nine or more transfer credits are accepted, the Professional
Seminar is reduced to two terms and the workshops to one credit.

Skills & Methodologies . . . . choose **12 credits**
Inclusion

ESP512   Inclusion & Classroom Behavior Management 3

Alternate/Authentic Assessment

EED710   Alternate Assessment Strategies Across the
Curriculum. 3

Classroom Management

ELE630   Classroom Management with Models of Teaching . 3
EED623   Classroom Management Using Accelerated
Learning 3

Current Issues

EED704   Seminar in Current Educational Issues 3

Multicultural

EED705   Multicultural Diversity Issues at the Workplace
and the Classroom 3

Classroom Use of Technology

EIT640   Integration of Technology & Computer Applications
in the Classroom 3

Content Electives........................choose **9 credits**
Choose content courses in mathematics, science, health, history,
literacy, English as a Second Language.

SCHEDULE

EVERY TERM
EED691-693 Professional Seminar I, II, III . . . . .start in first term
EED800   Independent Learning Project . . . . . with Seminar III

FALL
EED590   Workshops
EED623   Classroom Management/Accelerated Learning
ESP512   Inclusion & Behavior Management

SPRING
ELE630   Classroom Management/Models of Teaching
EED591   Workshops
EED704   Seminar in Current Issues
EED710   Alternate Assessment Strategies

SUMMER **With the National Institute for Teaching Excellence**
EED705   Multicultural Diversity
EIT640   Technology & Computer Applications
Schedule for Cambridge; subject to change without notice
Regional centers set their own schedules.

Entrance 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).

Cambridge College

Master of Education With Concentration in
HISTORY

32 Credits • **3 terms** • This program is content-focused to prepare "highly qualified" teachers as defined by *No Child Left Behind*. This program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Professional Seminar & Project .... **9 credits**
EDH691-693 Professional Seminar — 3 terms @ 2 credits . . . 6
EDH800   Independent Learning Project 3

Workshops .... **2 credits**
EED590-591 Theory & Practice of Education 2

History Content Courses .... **choose 21 credits**
HIS610   World History (Part One to 1492) 3
HIS611   World History (Part Two 1492 – 2007) 3
HIS630   Birth of a Nation: The Federalist Papers 3
HIS631   Revolution to Reconstruction 3
HIS632   America at War 3
HIS633   The Rise of America as a World Power 3
HIS634   Philosophy of History 3
HIS635   The First Five Presidents/US 3
HIS636   The Discovery of America 3
HIS640   Social Justice a& Citizenship 3

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

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

SCHEDULE

EVERY TERM
EDH691-693 Professional Seminar . . . . .start in first term
EDH800   Independent Learning Project . . . . . with Seminar III

SUMMER With the National Institute for Teaching Excellence
HIS610   World History (Part One)
HIS631   Revolution to Reconstruction
HIS632   America at War
HIS636   The Discovery of America
HIS640   Social Justice & Citizenship

FALL
EED590   Workshops
HIS611   World History (Part Two)
HIS633   The Rise of America as a World Power

SPRING
EED591   Workshops
HIS630   Birth of a Nation: The Federalist Papers
HIS634   Philosophy of History
HIS635   The First Five Presidents/US

Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Cambridge College

Master of Education With Concentration in

INFORMATION TECHNOLOGY LITERACY

33 Credits, 3 terms • Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Professional Seminar & Project............. **9 credits**

ETL691-693 Professional Seminar — 3 terms @ 2 credits . .   6

ETL800   Independent Learning Project 3

Courses... **24 credits**

Technology

EIT703   Impact of Technology on Education 3

EIT712   Using Educational Technology to Improve
         Teaching & Learning in the Math, Science
         & Language Arts Classroom 3

EIT600   Using the Computer as a Research Tool
         for Educators. 3

EIT630   Perspectives on Pedagogy, Curric., & the Web. . . . 3

Literacy

ELM515   Evaluation, Selection, & Management
         of Learning Resources. 3

ELM532   New Technologies in the School Library 3

ELM561   Production of Instructional Materials. 3

ESL625   Technology for Linguistically Diverse Classrooms . . 3

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

12 transfer credits may be accepted: Transfer courses must meet all program requirements and general criteria for transfer (see Transfer of Credit). Technology courses must have been completed within three years of enrollment.

Employment: Graduates will be prepared to lead technology literacy initiatives in K-12 schools and in higher education, in corporations and community organizations.

SCHEDULE

EVERY TERM

ETL691-693 Professional Seminar   . . . . .start in first term

ETL800   Independent Learning Project . . . . .   with Seminar III

SUMMER **With the National Institute for Teaching Excellence**

EIT600   Using the Computer as a Research Tool

EIT630   Perspectives on Pedagogy, Curric., & Web

EIT712   Using Educational Technology

ELM561   Instructional Materials

ESL625   Technology for Linguistically Diverse Classrooms

FALL

EIT703   Impact of Technology

ELM515   Eval, Select, & Mgt of Resources

SPRING

ELM532   New Technologies

ESL625   Technology for Linguistically Diverse Classrooms

Schedule for Cambridge; subject to change without notice.

Regional centers set their own schedules.

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Master of Education With Concentration in

LITERACY EDUCATION
32 Credits ● **3 terms** ● **Starts in Summer**
This degree program does not satisfy licensure requirements for K-12 public school teachers.

SUMMER program begins . . . . .15 credits
With the National Institute for Teaching Excellence

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
EDU631   Second-Language Acquisition and Literacy 3
EDU632   Understanding Reading K-5. 3
EDU635   Developing Writing Skills in the Early Childhood
         Years. 3
ELE620   Integration of Children's Literature in Early
         Childhood & Elementary Curriculum 3

MIDDLE & SECONDARY LITERACY *Grades 6-12*
EDU602   The Theory & Practice of Teaching Reading
         Comprehension (8-12) 3
EDU612   From Writing to Reading 3
EDU622   Active Assessment for Active Reading 3
EDU625   Reading Comprehension in the Content Areas 3
EED669   Language & Literacy for Teachers K-12 3

FALL . . . . 8 credits
Distance learning and/or regional centers

EUL692   Professional Seminar II (online) 4
         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

Fall & Spring
● Up to 11 credits may be taken in a term. You may adjust your
  program accordingly.
● If transfer credits are accepted, your program may be
  completed in the Fall.

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

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

Master of Education With Concentration in
MATHEMATICS
32 Credits ● **3 terms** ● This program is content-focused to prepare "highly qualified" teachers as defined by *No Child Left Behind*. This program does not satisfy licensure requirements for K-12 public school teachers.

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REQUIREMENTS

Professional Seminar & Project .... **9 credits**
EED691-693 Professional Seminar I, II, III
            3 terms @ 2 credits 6
EED800   Independent Learning Project 3

Workshops . . . . **2 credits**
EED590-591 Theory & Practice of Education — workshops . . 2

Mathematics Content Courses .... **21 credits**
MAT607   College Algebra 3
MAT609   Euclidean Geometry. 3
MAT611   Calculus I. 3
MAT613   Discrete Mathematics 3
MAT627   Abstract Algebra 3
MAT633   Probability & Statistics 3
MAT706   Linear Algebra 3

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

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

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SCHEDULE

EVERY TERM
EED691-693 Professional Seminar I, II, III . . . .start in first term
EED800   Independent Learning Project . . . . . with Seminar III

SUMMER **With the National Institute for Teaching Excellence**
MAT607   College Algebra
MAT627   Abstract Algebra
MAT633   Probability & Statistics

FALL
EED590   Workshops
MAT609   Euclidean Geometry
MAT706   Linear Algebra

SPRING
EED591   Workshops
MAT611   Calculus I
MAT613   Discrete Mathematics

Licensure courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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Cambridge College

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Master of Education With Concentration in

MATHEMATICS EDUCATION

32 Credits ● **3 terms** ● **Starts in Summer, Fall or Spring**
This degree program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Professional Seminar & Project .... **9 credits**
EME691-693 Professional Seminar in Mathematics I, II, III
3 terms @ 2 credits 6
EME800   Independent Learning Project 3

Mathematics Specialist Options
Choose One . . . . **12 credits**

ELEMENTARY/MIDDLE SCHOOL
MAT601   Psychology of Mathematics Learning 3
MAT603   Arithmetic to Algebra: Developing Mathematics
Patterns & Ideas 3
MAT605   Technology & Mathematics Learning & Teaching . . 3
MAT708   Diagnosis & Remediation of Learning Problems
in Mathematics 3

HIGH SCHOOL
EED606   Preparing Students to Learn Calculus
Concepts & Skills. 3
EED613   Teaching High School Geometry Effectively
to Low Performing Students 3
MAT601   Psychology of Mathematics Learning 3
MAT708   Diagnosis & Remediation of Learning Problems
in Mathematics 3

Electives . . . . **11 credits**
Two Mathematics content electives. 6
One Education elective 3
EED590-591 Theory & Practice of Education — workshops . . 2

SCHEDULE

EVERY TERM
EME691-693 Professional Seminar I, II, III . . . .start in first term
EME800   Independent Learning Project . . . . . with Seminar III
Math content electives . . . .   see Math licensure programs
Education electives . . . . see other Education programs

SUMMER **With the National Institute for Teaching Excellence**
EED606   Preparing Students to Learn Calculus
EED613   Teaching High School Geometry Effectively
MAT601   Psych. of Math Learning . . . . . preqs. MAT607, 609
MAT603   Arithmetic to Algebra
MAT605   Technol. in Math . . . preqs. MAT607, 609, 611, 613
MAT708   Diagnosis & Remediation . . . . preqs. MAT702 & 710

FALL
EED590   Workshops

SPRING
EED591   Workshops

Licensure courses meet for 35 contact hours/3 credits.
Prerequisites as listed or program coordinator's approval.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

12 transfer credits may be accepted: six credits must be in math-
ematics content; six credits may be in other areas of education.
Transfer courses must meet all general criteria for transfer (see
Transfer of Credit).

Cambridge College

Master of Education With Concentration in

SCIENCE

32 Credits ● **3 terms** ● This program is content-focused to prepare "highly qualified" teachers as defined by *No Child Left Behind*. This program does not satisfy licensure requirements for K-12 public school teachers.

Professional Seminar & Project .... 9 credits

EDS691-693 Professional Seminar I, II, III
3 terms @ 2 credits 6

EDS800   Independent Learning Project 3

Workshops .... 2 credits

EDS590-591 Theory & Practice of Education — workshops . . 2

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

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

Science Content Courses .... 21 credits

SCI630   Philosophical Foundations of Science 2

SCI632   Historical Foundations of Science 2

BIO610   Cell Biology (includes lab). 4

BIO615   Genetics 3

BIO620   Ecology (includes lab) 4

BIO625   Anatomy & Physiology 3

PHY590   Introduction to BioPhysics 3

Cambridge College

Master of Education With Concentration in
SCIENCE EDUCATION

32 Credits ● **3 terms** ● **Starts in Summer** ● This program does not satisfy licensure requirements for K-12 public school educators.

SUMMER program begins . . . . 15 credits
With the National Institute for Teaching Excellence

ESE691   Professional Seminar I 3

General Science specialist options — choose one

ELEMENTARY SCHOOL GENERAL SCIENCE

SCI682   Methods & Materials for Teaching Life Science   . . . 3
SCI684   Methods & Materials for Teaching Earth Science . . 3
SCI686   Methods & Materials for Teaching Physical Science 3
EED600   Psychology of Mathematics Learning 3

MIDDLE SCHOOL GENERAL SCIENCE

SCI680   Attaining Science Literacy 3
SCI682   Methods & Materials for Teaching Life Science   . . . 3
SCI684   Methods & Materials for Teaching Earth Science . . 3
SCI686   Methods & Materials for Teaching Physical Science 3

FALL . . . . 8 credits
ESE692   Professional Seminar II (Burlington, MA) 1
Online science courses 7

SPRING . . . . 9 credits
ESE800   Independent Learning Project with science focus . . 3
Education courses (in Cambridge) *or*
science content electives (online). 6

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

12 transfer credits may be accepted: Six credits must be science content or science methods courses. The remaining six credits may be in general education or sciences. Transfer courses must meet all general criteria for transfer (see Transfer of Credit)

Online Science Courses . . . . 1 credit each
Offered in collaboration with the Jason Academy: Two five-week periods each term; selected courses offered each period.
Choose courses at your level of specialization.

Levels		Elementary	Middle
SCI591	Introduction to Online Science Learning	●	●
SCI600	Cell Biology		●
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	●	●
SCI623	Science & Young Children	●	
SCI625	Teaching Science Safely in High School		●
SCI627	Teaching Chemistry through Inquiry		●
SCI629	Practical Meteorology		●

Other Science Courses may be substituted for online courses. Choose courses at your level of specialization.

Levels		Elementary	Middle
SCI688	Methods & Materials for Teaching Middle School Chemistry (summer only)		●

All Cambridge College courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Cambridge College

Cambridge College

GRADUATE CERTIFICATES IN EDUCATION

Cambridge College certificate of completion

ELEMENTARY/MIDDLE SCHOOL MATHEMATICS SPECIALIST

12 Credits • 1 term

MAT601	Psychology of Mathematics Learning	3
MAT603	Arithmetic to Algebra: Developing Mathematics Patterns & Ideas	3
MAT605	Technology & Mathematics Learning & Teaching . .	3
MAT708	Diagnosis & Remediation of Learning Problems in Mathematics	3

Cambridge College certificate of completion

HIGH SCHOOL MATHEMATICS SPECIALIST

12 Credits • 1 term

EED606	Preparing Students to Learn Calculus Concepts & Skills.	3
EED613	Teaching High School Geometry Effectively to Low Performing Students	3
MAT601	Psychology of Mathematics Learning	3
MAT708	Diagnosis & Remediation of Learning Problems in Mathematics	3

Cambridge College certificate of completion

HUMANITIES

15 Credits • 2 terms

Fall 2007

HIS610	World History Part I	3
HIS640	Social Justice & Citizenship	3
HUM520	Museum	3

Spring 2008

HIS611	World History Part II.	3
(new)	Literature & Language	3

This is a content-based certificate program for teachers of English, social studies, history and fine arts (levels 5-12).

Cambridge College certificate of completion

ENGLISH AS A SECOND LANGUAGE

12 Credits • 1 term

ESL631	Second-Language Acquisition & Culture	3
ESL635	Sheltered English Instruction & Assessment	3
ESL620	Teaching Reading and Writing to Limited English Proficient Students	3
ESL630	Equitable Assessment of English Language Learners	3

These courses develop the skills and knowledge described in the four major professional development categories outlined in the June 15, 2004 memo from the Massachusetts Commissioner of Education entitled "Guidance on Qualifications for Teachers in Sheltered English Immersion Classrooms."

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

Certificate and degree options: These courses may be taken as a Cambridge College certificate of completion, or evaluated for transfer into a Master of Education degree program. Courses must meet current program requirements at time of matriculation.

Cambridge **College**

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Master of Education With Concentration in

SCHOOL NURSE EDUCATION

32 Credits ● **3 terms** ● **Starts in Summer** ● In Massachusetts only, this degree program may lead to PROFESSIONAL LICENSURE as a school nurse. In other states, this program may not satisfy licensure requirements. You must check with your state licensing/ credentialing authorities.

SUMMER program begins . . . . 15 credits
With the National Institute for Teaching Excellence

ESN691	Professional Seminar I	0
ESN660	Principles, Process, & Practices of School Health Management.	3
ESN710	Dealing With Grief & Loss: the 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 the School & Community.	3

FALL . . . . 8 credits

ESN692	Professional Seminar II (online)	2
ESN800	Independent Learning Project	3

Elective related to school nursing (see below; limited selection offered online & at regional centers) 3

SPRING . . . . 9 credits

Elective related to school nursing (see below; limited selection offered online & at regional centers) 9

Electives related to school nursing

Electives taken must be in the areas of school nursing, health education, counseling psychology, school guidance, or special education. If electives in these areas are not available, other courses in education may be taken as electives with program coordinator's approval.

If you enter in the fall or spring
● Work with program coordinator to choose electives and/or begin research for the independent learning project.

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

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

School Nurse Education — Inspired by increased responsibilities of school nurses, and the requirements of state departments of education, Cambridge College's master's program enables school nurse professionals to gain additional competencies, strengthen their knowledge, and accelerate their careers. The curriculum focuses on nursing process with school age children, management and evaluation of school health programs, and related legal and ethical issues. The school nurse's role as a leader in the school and community is emphasized.

The program builds upon the standards of the National Association of School Nurses and reflects the competency requirements outlined by the Massachusetts Department of Education, but it does not lead to licensure or certification in any state.

Cambridge College

Master of Education With Concentration in

SCHOOL NURSE EDUCATION

32 credits • 3 terms • Starts in Summer or Fall

This degree program is designed for school nurses who seek professional advancement and does not satisfy licensure requirements for nurses or K-12 public school educators.

REQUIREMENTS

Professional Seminar & Project .... 5 credits

ESN691 Professional Seminar I: Professional
Issues and Educational Research 0

ESN692 Professional Seminar II: Implementation
and Presentation of Research 2

ESN800 Independent Learning Project 3

School Nurse Education Courses .... 15 credits

ESN660 Principles, Process, and Practices of School
Health Management. 3

ESN725 Legal Responsibilities and Ethical Issues
for School Nurses 3

ESN750 Evaluation of School Health Programs 3

ESN780 School Nurse Leadership in the School
and Community 3

ESN710 Dealing With Grief and Loss: the Role
of Educators and School Nurses 3

Electives . . . . 12 credits

Electives taken must be in the areas of school nursing, health education, counseling psychology, school guidance, or special education. If electives in these areas are not available, other courses in education may be taken as electives with program coordinator's approval.

Entrance requirements:

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

● Registered nursing (RN) license.

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).

SCHEDULE

EVERY TERM

Electives — Limited selection offered online and at regional centers.

SUMMER

With the National Institute for Teaching Excellence

ESN691 Professional Seminar I

ESN660 School Health Management

ESN710 Dealing With Grief and Loss

ESN725 Legal Responsibilities & Ethical Issues

ESN750 Evaluation of School Health Programs

ESN780 School Nurse Leadership

FALL

ESN691 Professional Seminar I

ESN692 Professional Seminar II **and** ESN800 ILP

ESN710 Dealing With Grief & Loss

ESN725 Legal Responsibilities & Ethical Issues

ESN780 School Nurse Leadership

SPRING

ESN692 Professional Seminar II **and** ESN800 ILP

ESN660 School Health Management

ESN710 Dealing With Grief & Loss

ESN750 Evaluation of School Health Programs

If you enter in the spring

● Work with program coordinator to choose electives and/or begin research for the independent learning project.

Cambridge
College

INDIVIDUALIZED MASTER OF EDUCATION

32 Credits — This degree program does not satisfy licensure requirements for K-12 public school teachers.

First Term .... **6 credits**

In consultation with your faculty advisor, select or create a unified area of study, choose courses, and create an academic plan.

EIM610   Planning Seminar: IMED — directed study
         with your faculty advisor. 3

One course (distance learning) 3

Second Term .... **6 credits**
Distance learning

Two courses 6

Third Term .... **8 credits**
Distance learning

Two courses 6

EIM601   Research Methods I 2

Fourth Term .... **8 credits**
Distance learning

Two courses 6

EIM602   Research Methods II 2

Fifth/Last Term .... **4 credits**
Distance learning

EIM800   IMED Thesis 4

Entrance requirements:

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

● Residency outside Massachusetts, including New England, the U.S.A., and international locations. Exceptions will be made for Massachusetts residents based on one of the following (documentation required): Residence in a rural area or island community, temporary or permanent disability, age over 60, homebound for at least one year, third shift worker.

The Individualized M.Ed. is a distance learning program for motivated independent learners who have a clear academic focus and professional goals. The program's personalized learning experiences are excellent preparation for doctoral study. It is not for students seeking licensure. You will be assigned to a faculty advisor with expertise in the subject area from which you intend to take most of your courses.

Area of Study

In consultation with your faculty advisor, you will select or create a unified area of study, choose courses, and create an academic plan.

Working with experienced Cambridge College faculty, you will receive expert academic guidance to realize your personal and professional goals and complete a master's degree. You will learn how to develop courses, support your studies with College and community resources, and document your learning.

Your courses may include:

● Online courses.

● Directed studies.

● 12 transfer credits relevant to your theme from other institutions; three of these credits may be taken after enrolling.

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge College

Individualized Master of Education With Concentration in
HUMANE EDUCATION
32 Credits ● **6 terms** ● **Starts in Summer, Fall or Spring**

This degree program is offered in collaboration with the International Institute for Humane Education in Surry, Maine. The program is for educators, activists, and concerned citizens who desire to bring the perspectives and methods of humane education to public and private schools, non-profit organizations, and other community settings. The program does not satisfy licensure requirements for K-12 public school teachers.

Term 1 .... 7 credits
Distance learning

EIM610	Planning Seminar: IMED	3
EIH620	Introduction to Humane Education	4

Term 2 .... 4 credits
Distance learning

EIH630	Animal Protection	4

Term 3 .... 4 credits
Distance learning

EIH640	Environmental Ethics	4
Teacher Training Week — in Maine — offered spring & fall		0

Term 4 .... 4 credits
Distance learning

EIH730	Cultural Issues & the Media	4

Term 5 .... 8 credits
Distance learning

EIH740	Human Rights	4
EIM600	Research Methods	4

Term 6/Last Term .... 5 credits
Distance learning

EIH790	Practicum in Humane Education	1
EIM800	IMED Thesis	4

Entrance requirements:

- Bachelor's degree and other general requirements (see Admission).
- Residency outside Massachusetts, including New England, the U.S.A., and international locations. Exceptions will be made for Massachusetts residents based on one of the following (documentation required): Residence in a rural area or island community, temporary or permanent disability, age over 60, homebound for at least one year, third shift worker.

Program length —This program may be completed in six terms as shown above; it may be done in seven terms.

Contact the International Institute for Humane Education
www.iihed.org ● (207) 667-1172 ● masters@iihed.org

Humane Education

Cambridge College, in affiliation with the International Institute for Humane Education (IIHE), addresses global issues at their core and challenges and seeks solutions to systems that perpetuate suffering and injustice. We accomplish this through broad-based humane education, a comprehensive field of study and approach to teaching that draws connections between human rights, environmental ethics, animal protection, and cultural issues. It explores how we might live with compassion and respect for everyone: not just our friends and neighbors, but all people; not just our own dogs and cats, but all animals; not just our personal home environment, but also the earth itself, our ultimate home. It invites people to envision creative solutions to problems and to take individual action, so that their life choices can help improve the world. Humane education is a hopeful and rewarding method of achieving sustainability and peaceful coexistence.

You'll learn to teach about the issues, foster critical thinking, and present complex and sensitive information in traditional and non-traditional settings.

The knowledge base of humane education is drawn from the fields of human and animal rights, cultural studies, environmental ethics, and education. The courses teach presentation and implementation skills, and knowledge of issues.

Teachers — The M.Ed. in Humane Education can provide direction and spirit for your teaching, from the start or at mid-career. However, it **does not meet the requirements for K-12 public school teachers.** Humane education will complement the knowledge and skills you will gain from an educator licensure program (see *Educator Licensure Programs*). If you are a fully licensed/certified teacher, the program may lead to professional advancement.

Mentoring — Students are offered mentoring on a regular basis by faculty. Your mentoring sessions may take place by e-mail or telephone. Module readings and assignments can have a profound effect, and the faculty encourage you to take full advantage of the mentoring available.

Teacher training week— M.Ed. students gather together for a teacher training week (five days). This residency includes practical, hands-on learning, and offers you an opportunity to practice humane education activities and techniques with an audience of fellow students and faculty.

A teaching practicum enables you to apply what you've learned by designing and presenting a humane education program in your community. The practicum must be approved by faculty and can be done at any time in your program.

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Cambridge College

EDUCATIONAL LEADERSHIP: OVERVIEW

Guide to Leadership Programs in Education

Programs of Study	Licensure			Offered in Cambridge & Selected Regional Centers								
	Initial Licensure	Professional	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Master of Education												
School Administration		●	●	●				●	●		●	
Certificate of Advanced Graduate Studies (EdS)												
School Administration		●		●			●	●		●	●	
Special Education Administrator	●			●						●		●
Education Specialist in Curriculum & Instruction	●			●						●		●
Doctor of Education AND Certificate of Advanced Graduate Studies (EdS)												
School Administration		●		●								
Special Education Administrator	●			●								
Education Specialist in Curriculum & Instruction	●			●								
Doctor of Education												
Doctor of Education, executive pathway		●		●								
Doctor of Education, professional pathway	●	●		●								

Programs offered as of July 2007; subject to change. See your regional center's web page for their current program list.

Regional centers will offer only programs authorized by their state education authorities, and there must be sufficient enrollment. If you are interested in a program not offered at your regional center, please see the program outline on the College website or main academic catalog, and speak with the director of your regional center.

Cambridge College

Career & Degree Paths

After teaching for a time, the next steps in your career may become clear. Perhaps you find yourself a leader among your colleagues, and you have discovered a passion and ability to organize other people toward change in your school and community. School leadership — as a principal, superintendent or supervisor — may be your next career step.

After some years as a licensed principal or other school leader, you find that you're capable of expanding your reach beyond your school or your school system. Possibly, you find yourself with the drive and experiences necessary to teach and mentor others to be educators. Or, perhaps you have encountered a specific educational problem that you know you could solve if you were better equipped as a researcher.

The School of Education at Cambridge College can help you reach your goals of serving our children, our schools and our communities, through its Educational Leadership programs:
- Master of Education (MEd).
- Certificate of Advanced Graduate Studies (CAGS).
- Doctorate of Education (EdD).

What can you do with a Master of Education?
- Prepare for initial licensure (credential) as a school administrator.
- If you are already a licensed school administrator (or are not yet seeking licensure), you can choose another concentration of interest and become more knowledgeable in a content area.

What can you do with a CAGS?
- Prepare for licensure as a school administrator.
- Learn to do action-based research and prepare a school improvement plan.
- Increase your earning potential as an educator.
- Earn up to 33 credits toward your doctorate.

What can you do with a Doctorate of Education?
- Conduct original research, analyze findings, develop solutions based upon the data, and put them into action.
- Write scholarly papers.
- Transform your schools through meaningful, collaborative leadership.
- Expand the reach of your leadership from the classroom or school-level to the district and state level.
- Teach on the college level or become an educational consultant.

Pathways From Your Master's to Your Doctorate

After completing your master's degree, you can work toward your doctorate. Talk with your Cambridge College admission counselor to devise a practical strategy most appropriate for your career goals.

ONE BIG STEP may be best for you

EdD Professional Pathway and CAGS (EdS)
70 credits

The Professional Pathway may include options for administrative licensure and/or opportunities to earn a CAGS while completing your doctorate. *This pathway is appropriate for you if:*
- You have the necessary field experience to begin doctoral-level research on a topic of importance to educational leadership.
- Your writing skills are strong.
- You are at a point in your career when a doctorate will help you move forward.
- You have earned post-master's credits. (You may request evaluation of your credits for transfer.)
- You are already enrolled in a CAGS, second master's or EdS program but are realizing that you are ready for doctoral-level work now.

Or TWO SMALLER STEPS may be best for you

CAGS (EdS)
36 credits

EdD Executive Pathway
37 credits to finish degree
with transfer of 33 CAGS credits

If you and your admission counselor conclude that you are not quite ready to apply for the doctorate, you can prepare yourself while completing the CAGS, apply to the doctorate after completing your CAGS, and if admitted, apply your CAGS credits toward the Executive Pathway of the doctoral program.
This pathway is appropriate for you if:
- You want to be a licensed administrator, but you don't have the necessary field experience yet to begin doctoral work.
- You want to continue your education and increase your earning potential, but your career is not yet at the point where a doctorate is the next logical step.
- You need more time to develop a clear goal for research.

ONE LAST STEP may be all you need

EdD Executive Pathway
37 credits to finish degree

The Executive Pathway does not include options for administrative licensure. *This pathway is appropriate for you if:*
- You have earned 27 or more post-master's credits by completion of a second master's degree, a CAGS, or an EdS, OR while enrolled in a terminal degree program, such as an EdD or PhD.
- You are fully credentialed as a school administrator or are not seeking to gain administrative license.
- You have the necessary field experience to begin doctoral-level research on a topic of importance to educational leadership.
- Your writing skills are strong.
- You are at a point in your career when a doctorate will help you move forward.

Cambridge College
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School Leadership Faculty

Includes School Administration (MEd, CAGS, EdD), other CAGS programs, and doctoral faculty.
Faculty are listed only in their primary field; many teach in more than one program.

SCHOOL ADMINISTRATION & CAGS
Part-time faculty

Christopher S. Boe, Ph.D. Berne University
Malcolm Bonner, Ed.D. Fielding Institute
Terrence J. Boylan, Ed.D. Boston University
Patricia R. Brooks, M.S. Indiana University
Joseph E. Buckley, Ed.D. University of Massachusetts
Kathleen M. Buckley, D.Ed. Boston College
Carolyn Joan Burke, Ed.D. Boston University
Daniel Burke, Ed.D. Boston College
Angela L. Futch Davis, Ph.D. Southern Illinois University
Debra Larkin Dunn, Ed.D. University of Massachusetts Lowell
David L. Flynn, Education. Ph.D. Boston College
Patricia B. Grenier, Ed.D. Boston College
Virginia L. Mayo Hardy, Ed.D. Harvard University
William L. Hoyt, Ed.D. Boston University
Mary Athey Jennings, Ph.D. University of Minnesota
Hulon Johnson, Ed.D. Loyola University/Chicago
John J. Kelley, Ed.D. University of Massachusetts/Amherst
John Kerrigan, Ed.D. University of Massachusetts/Amherst
Kathleen M. Lynch, Ph.D. University of Pennsylvania
Christopher H. Martes, Ph.D. Boston College
Patricia E. Martin, Ed.D. Boston College
Sandra McCann-Beavers, Ed.D. Loyola University of Chicago
Kenneth A. Newby, Ph.D. University of Toledo
Morven S.W. Ngaiyaye, Ph.D. Loyola University of Chicago
Barbara Rivers Thompson, Ed.D. University of Massachusetts
Lawrence Turner, Ed.D. Loyola University
Kahris D. White-McLaughlin, Ph.D. Lesley University

Virginia — Full-time faculty

Ella E. Benson, Ed.D. University of Virginia; Education Programs Coordinator

Virginia — Part-time faculty

Rebecca C. W. Adams, Ed.D. College of William and Mary
Janice Barclay, Ed.D. Harvard University
N. George Boothby, Ed.D. Nova Southeastern University
Jarred A. Cotton, Ed.D. George Washington University
Lora Friedman, Ed.D. University of Florida
MichaelD. Kelly, Ed.D. George Washington University
Thomas M. LaGrasta, Ed.D. Boston University
Samuel F. Leary, Jr., Ed.D. Virginia Tech
Lynne Long, Ed.D. George Washington University
Deborah L. Mansfield, Ed.D. Nova Southeastern University
Thomas McAnulty, Ph.D. Old Dominion University
Joseph Christopher Melvin, Ed.D. Virginia Tech
Donald Musselman, Ed.D. Virginia Tech

Linda Scott, Ed.D. George Washington University
Dorothea Shannon, Ph.D. College of William and Mary
Precilla J. Stone, Ed.D. University of Virginia

Georgia — Part-time faculty

Sharlotte Evans, Ed.D. South Carolina State University; Director, Georgia Center
Debbie Alexander, Ed.D. Argosy University (FL)
Joan C. Ashley, Ed.S. Georgia Southern University
Pamila D. Bell-Smith, Ed.D. South Carolina State University
James M. Brown, Ed.D. University of Sarasota
Carol J. Carey, Education Specialist, Georgia Southern University
Samuel W. Cruse, Ed.D. Georgia Southern University
Glenda B. Johnson, Ed.D. Illinois State University
Marie Klofenstine, Georgia Southern University
Murray E. Miller, M.S. Valdosta State College, M.S. University of Georgia, M.S. Fort Valley State College, (Georgia)
Terry L. Nelson, Ed.D. South Carolina State University/ Orangeburg
Veta P. New, Ph.D. University of South Carolina
Charles Barry O'Neill, Ph.D. Georgia State University
Kim N. Ramsey, Ed.S. South Carolina State University/ Orangeburg
Alfred L. Reed, Ed.D University of Colorado
Hershel J. Robinson, Ed.D. Nova South Eastern University (FL)
Geoffrey Schlichter, Ed.S. Augusta State University
Thrisha G. Shiver, Ph.D. Pennsylvania State University
Helena J. Tillar, Ed.D. South Carolina State University
Ronald Wiggins, Ed.D. Georgia Southern University
Roger Williams, Ed.D. University of Georgia
Willie Woodbury, Ed.D. University of Colorado

Puerto Rico — Part-time faculty

Helga Bernard, Ed.D., Walden University
Maggie Crespo-Ocasio, Ed.D. University of Puerto Rico
Luz Ivette Cruz-Martinez, Ed.D. Dowling College
Yvonne Montfort, Ed.D. University of Puerto Rico

DOCTORAL FACULTY

Anthony DeMatteo, Ph.D., LaSalle University, Dean, School of Education

Full-time Faculty

Sandra D. Bridwell, EdD Indiana University/Bloomington; Professor
Dan W. Butin, PhD University of Virginia

Part-time Faculty

Darrell Cleveland, Ph.D. University of North Carolina Chapel Hill
Joseph Daisy, EdD Nova Southeastern University; Vice President for EnrollmentManagement & College Affairs
Steven Maio, Ed.D. Boston University
Deborah Carr Saldana, EdD University of Houston

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Cambridge College

CERTIFICATE OF ADVANCED GRADUATE STUDY

C.A.G.S. IN EDUCATIONAL LEADERSHIP

Cambridge College offers a Certificate of Advanced Graduate Study (C.A.G.S.) for educators with master's degrees in education or closely related fields. The C.A.G.S. in Educational Leadership is an advanced certificate program that provides opportunity to master new areas of practice and broaden knowledge and skills. Students learn to promote effective practice and manage change wisely in their educational communities and professional lives.

Educators can also earn other credentials such as master's-plus-30 or educational specialist in order to advance in their careers.

Standards for Administrative Roles

Course work is structured in accordance with the Commonwealth of Massachusetts common standards for administrators. These competencies – specific field of administration, educational leadership, school management, professional development, and equity – are embedded throughout the course work, practicum, and research project.

The principles of effective administrative leadership prescribed by the Commonwealth of Massachusetts serve as focal points for developing administrative competencies, viz., effective instructional leadership; effective organizational leadership; effective administration and management; promotion of equity and appreciation of diversity, effective relationships with the community; and fulfillment of professional responsibilities.

Students develop self-confidence about learning. They are empowered to bring new, positive leadership to our society and solve problems in schools, school systems, and in community organizations. They will:

- Integrate theory, policy, and research methods with leadership skills, organizational development, and management techniques.
- Effect systemic behavioral and organizational changes at high levels of accountability.
- Develop the capacities of others to participate in change and reconfiguring of community resources. Help others think systematically, use information systems and action research techniques, expand their leadership capabilities, and develop skills needed to manage personal and social change.
- Increase cross-cultural, cross-class communication and problem-solving skills.
- Bring about systematic changes that effectively meet the learning needs of their students, including those in multi-ethnic and multi-lingual communities.

CAGS Practicum

When students enter the program, they are expected to have located a practicum site. Licensure students should have an agreement with a local educator holding a license corresponding to the license for which they wish to apply and who is willing to serve as the supervising practitioner. A faculty supervisor will be appointed by Cambridge College to arrange for on-site visits with licensure students during the practicum period.

Students may petition to waive the practicum if they already hold administrative licensure. If the practicum is waived, students complete the Curriculum and Instruction portfolio.

For general practicum information and policies, see Educator Licensure Programs (MEd).

Licensure Policies

Massachusetts CAGS 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.

For further information, see Educator Licensure Programs (MEd).

Cambridge College

C.A.G.S. in Educational Leadership With Concentration in

EDUCATIONAL SPECIALIST IN CURRICULUM & INSTRUCTION

36 Credits ● 3 terms ● Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school educators.

REQUIREMENTS

Research & Practicum .... **12 credits**
Course and seminar support completion of the research project.

ECL800   Foundations of Social Science Research 3
ECL801   Advanced Graduate Research Seminar 3
ECC805-806 Practicum/Seminar I-II — 2 terms 5

No on-site supervision required; your faculty advisor will provide practicum assignments.

ECC807   Applied Action Research Project 1

Educational Leadership Core .... **9 credits**
ECL802   Advanced Leadership 3
ECL803   Advanced Technologies in Education 3
ECL804   Advanced Leadership in Policy & Practice 3

Courses .... **choose 15 credits**
ECA704   Effective Schools 3
ECA725   Instructional Leadership: Supervision &
             Administration of Educational Personnel. 3
ECC705   Curriculum Design & Renewal for the 21st Century. 3
ECC706   Critical Thinking & Problem Solving 3
ECC707   Meeting the Challenge of School Restructuring . . . 3
ECC708   Learning Theories & Instructional Design 3
ECC709   Alternative Assessment: Theory & Practice. 3
ECC710   Assessment & Developing & Evaluating Curriculum 3

Recommended for teachers who wish to improve their instructional skills and/or take on a non-licensed leadership role.

SCHEDULE

EVERY TERM
ECL800   Foundns of Soc. Sci. Research
ECL801   Adv. Grad. Research Seminar . . . . . . preq. ECL801
ECC805   Practicum/Seminar I . . . . preq. ECL800, 801
ECC806   Practicum/Seminar II . . . . .preq. ECC805 &
             all concentration courses or coordinator's permission
ECC807   Research Project . . . . .with Practicum/Seminar II

SUMMER With the National Institute for Teaching Excellence
ECA725   Instructional Leadership
ECC706   Critical Thinking
ECC707   School Restructuring
ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

FALL
ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Education

SPRING
ECA704   Effective Schools
ECA725   Instructional Leadership
ECC707   School Restructuring
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

Some courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

12 transfer credits may be accepted: Transfer courses must be at post-graduate level with a grade of B or better from a regionally accredited institution and meet all general criteria for transfer (see Transfer of Credit).

Program subject to change: This program includes licensure courses that may change as Massachusetts requirements for licensure change. The College reserves the right to alter this program accordingly.

Cambridge College

C.A.G.S. in Educational Leadership Leading to Massachusetts INITIAL LICENSURE in

SCHOOL ADMINISTRATION

36 Credits, 39 Credits for Superintendent/Ass't. Superintendent ● 4 terms ● Starts in Summer, Fall or Spring
Program approved by the Massachusetts Department of Education for ● Superintendent/Assistant Superintendent (all levels)
● Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) ● Supervisor/Director (at level of prerequisite license)

REQUIREMENTS

Research & Practicum . . . . 12 credits
ECL800   Foundations of Social Science Research 3
ECL801   Advanced Graduate Research Seminar 3
ECA805   Practicum/Seminar I 3
ECA806   Practicum/Seminar II 2
ECA807   Action Research Project. 1

Practicum Prerequisite:

● Pass all teacher tests required by your state for this license,
  if not previously passed.
  Massachusetts: Communication & Literacy (MTEL).

Educational Leadership Core . . . . 9 credits
ECL802   Advanced Leadership 3
ECL803   Advanced Technologies in Education 3
ECL804   Advanced Leadership in Policy & Practice 3

Initial Licensure Courses . . . . 15 credits
ECA701   School Management & the Law 3
ECA703   Managing Financial Resources. 3
ECC707   Meeting the Challenge of School Restructuring . . . 3
ECA725   Instructional Leadership: Supervision &
          Administration of Educational Personnel. 3
ECC710   Assessment & Developing & Evaluating Curriculum 3
ECA720   Advanced Systems Theory (additional course
          for superintendent/assistant superintendent;
          program total 39 credits) 3

Non-licensure option

Students who do not desire licensure, but wish to concentrate their studies in school administration, will follow the program of studies for School Administration. During the two practicum courses, students may complete an administration practicum or the practicum requirements for Curriculum & Instruction. To be admitted, students must sign a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

Entrance requirements: Master's degree and other general requirements (see Admission) & the following:

Superintendent/Assistant Superintendent

● Three full years of employment in an executive management/
  leadership role OR in a supervisory, teaching, or administrative
  role in a private school, charter school, higher education, or
  any approved other educational setting.

Principal/Assistant Principal

● Three full years of employment in a district-wide school-based
  or other educational setting OR in an executive management/
  leadership role OR in a supervisory, teaching, or administrative
  role in a private school, charter school, higher education, or
  any approved other educational setting.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

SCHEDULE

EVERY TERM
ECL800   Foundns. of Social Sci. Research
ECL801   Adv. Grad. Research Seminar . . . . . . preq. ECL801
ECA805-806 Practicum/Seminar I-II. . . . . . . preq. ECL800-801
ECA807   Action Research Project. . . . . with Seminar II

FALL
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Education
ECA703   Managing Financial Resources
ECC710   Assess. Dev. Eval. Curric.
ECA701   School Management & the Law

SPRING
ECA701   School Management & the Law
ECC707   School Restructuring
ECA725   Instructional Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

SUMMER With the National Institute for Teaching Excellence
ECA725   Instructional Leadership
ECC707   School Restructuring
ECC710   Assess. Dev. Eval. Curric.
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
EAD720   Adv. Systems Theory . . . . second summer

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Supervisor/Director

● Initial or preliminary license in another educational role .
● Three full years of employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

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

Cambridge College

C.A.G.S. in Educational Leadership Leading to Massachusetts INITIAL LICENSURE as a
SPECIAL EDUCATION ADMINISTRATOR (All Levels)
36 credits • 4 terms • Starts in Summer, Fall or Spring • Program approved by the Massachusetts Department of Education

REQUIREMENTS

Research & Practicum .... 12 credits
ECL800   Foundations of Social Science Research 3
ECL801   Advanced Graduate Research Seminar 3
ECS805   Practicum/Seminar I 3
ECS806   Practicum/Seminar II 2
Home state site under a special education administrator with the appropriate license, with Cambridge College supervision.
ECS807   Applied Action Research Project 1

Practicum Prerequisites:
● Pass all teacher tests required by your state for this license, if not previously passed.
  Massachusetts: Communication & Literacy (MTEL).
● Pass all course work.

Educational Leadership Core .... 9 credits
ECL802   Advanced Leadership 3
ECL803   Advanced Technologies in Education 3
ECL804   Advanced Leadership in Policy & Practice 3

Initial Licensure Courses .... 15 credits
ECA725   Instructional Leadership: Supervision & Administration of Educational Personnel. 3
ECS712   Advanced Psycho-Educational Assessment & Education Planning. 3
ECS713   Administration of Special Education Programs 3
ECS714   Collaboration & Consultation Techniques 3
ECS716   Philosophical & Psycho-Social Foundations of Education 3

Non-licensure option
Students who do not desire licensure, but wish to concentrate their studies in school administration, will follow the program of studies for Special Education Administrator. During the two practicum courses, students may complete an administration practicum or the practicum requirements for Curriculum & Instruction. To be admitted, students must sign a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

SCHEDULE

EVERY TERM
ECL800   Foundns. of Social Sci. Research
ECL801   Adv. Grad. Research Seminar . . . . . . preq. ECL800
ECS805-806 Practicum/Seminar I-II
ECS807   Action Research Project. . . . . with Seminar II

FALL
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Educ.
ECS716   Philos. & Psycho-Social Found'ns

SPRING
ECA725   Instructional Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS712   Advanced Psycho-Educ. Assess't

SUMMER With the National Institute for Teaching Excellence
ECA725   Instructional Leadership
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS713   Admin. of Special Ed.
ECS714   Collab. & Consult. Technq.
ECL803   Adv. Technol. in Educ. . . . . .second summer

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

Entrance requirements:
● Master's degree and other general requirements (see Admission).
● Initial license: special education, school psychologist, school social worker/school adjustment counselor, or speech, language & hearing disorders teacher.
● Three full years of employment in a district-wide school-based or other educational setting OR:
● Three full years of employment in law, public policy, higher education, or other related field accepted by the department.

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

Cambridge College

DOCTOR OF EDUCATION

IN EDUCATIONAL LEADERSHIP

Introduction & Policies

The Doctor of Education in Educational Leadership degree program is designed to equip practitioners to become more effective leaders and researchers in the field of education. 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. This program is for educators who seek to participate in the highest level of academic pursuit in order to transform our educational system.

Cohort Model

Students come together for an intensive summer residency to form a doctoral research cohort, which is followed by periodic weekend residencies throughout the length of the program. This allows deeper connections to be made between students and faculty. The collective experiences, collaborative research and mutual support of the cohort make the individual research and school leadership of each student more fruitful and rewarding.

Program Objectives

- Develop an in-depth understanding of schools—their actual conditions, problems and potential.
- Understand the role of schools in a community and education in a democracy.
- Work with parents, communities, and political structures to ensure quality instruction for children.
- Acquire the 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.
- Serve as effective team builders.
- Develop the ability to work cooperatively yet think and act independently.
- Emerge as educational leaders who are proud and confident of their skills.

Cambridge College

Program Threads

Leadership Core Content – Coursework in transformational leadership, social justice, and conflict resolution provide a broad conceptual mastery of the historical, psychological, sociological, fiscal and technological factors affecting contemporary education.

Education Theory & Research — Coursework 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 — This project builds bridges between research and educational practice. Under the supervision of faculty advisors, students with common dissertation research themes identify a specific problem and develop an action plan based upon a synthesis of their research findings. Students collaborate in groups on developing and presenting white paper research on one common problem from multiple perspectives, so that the findings and recommendations address the issue in a comprehensive way. The white paper culminates in a presentation to the faculty and students of Cambridge College.

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 term to facilitate the timely planning and implementation of student research activities. The dissertation advisor oversees the content and process of dissertation development from the proposal stage to the final submission and defense of the dissertation. Each student is required to work with his/her dissertation advisor and committee on a regular basis, and to follow the guidelines in the program handbook for completing the dissertation. A primary component for the timely completion of the dissertation is the development of the dissertation proposal during the summer residency. This proposal, once approved by the dissertation advisor and dissertation committee, serves as the academic roadmap for research and writing through the forthcoming semesters. Dissertation conceptualization, research, and writing are further supported by linking and integrating doctoral coursework to the student's particular academic focus.

EdD Cohort 1 & Dissertation Topics

Natalya Burdman
Teaching Staff-Notation in a Fourth Grade General Music Inner-City Elementary School: Exploring the Effectiveness of a Brain-Based Alternative Approach

Mary Campbell
Building Racial Harmony: A Study of Racial Identity, Culture and Prejudice in an Urban High School

Tammy Graham
Race and Referrals: Teacher Attitudes, Culturally Relevant Teaching, and the Special Education Referrals of African American Males

Brenda Grimes
Multidimensional Classrooms: Developing a Comprehensive Research Base for Holistic Education

Vivian Lee
Non-Negotiable Expectations: Program Evaluation of the Transformation of East Technical High School

Lillian Norris-Homes
Making a Difference in After-School Programs: A Study of Research Based Promising Practices and Model Programs

Jessica Pitsillides
The Words We Use and the Pain We Cause: Special Educators' Acceptance and Use of Stigmatizing Language and Terminology Related to Mental Illness

Vickie Seigler
Parental Readiness and Involvement: Does it Make a Difference?

Sam Whack
To Grade Level and Beyond: A Study Examining How Reading Interventions Affect Comprehension of African-American Males

EDD IN EDUCATIONAL LEADERSHIP

70 Credits; 37-43 credits completed at Cambridge College • 4 terms • Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school teachers.

REQUIREMENTS

Prior Post-Master's Work . . . . **33 credits**
Minimum prior credits required 27
May be completed at Cambridge College after enrollment 6

Course Work . . . . **21 credits**
EDL810   Transformational Leadership 3
EDL820   Collective Bargaining & Conflict Resolution. 3
EDL830   Schools & Social Justice 3
EDL840   Social & Cultural Foundations
          of Educational Leadership 3

Research For Leadership

EDL850   Using Quantitative and Qualitative Research for
          School Improvement 3
EDL860   Application of Qualitative Research Skills for
          School Improvement 3
EDL870   Quantitative Research Skills for
          School Improvement 3

Dissertation & White Paper Advising . . . . **16 credits**
EDL900   Introduction to the Dissertation 1
EDL901-903 White Papers — 3 terms @ 1 credit 3
EDL910, 920, 930, 940 Dissertation — 4 terms @ 3 credits . 12

Entrance requirements:

- 27-33 credits beyond a master's degree in educational leadership or a closely related field; see below.
- Five years of progressively responsible professional experience.
- Evaluation through an interview, qualifying assessment and portfolio.
- Recommendations from a post-master's faculty instructor and current administrative supervisor.

33 transfer credits may be accepted: post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer (see Transfer of Credit), and current program requirements.

These post-master's credits must have been earned *either* while completing a second master's, CAGS, or Ed.S.; *or* while enrolled in a terminal degree program (such as an EdD or PhD).

SCHEDULE

SUMMER   **In residency with the National Institute for Teaching Excellence in Cambridge**
EDL810   Transformational Leadership . . . . .take any term
EDL820   Collective Bargaining
          & Conflict Resolution . . . . .take any term
EDL830   Schools & Social Justice . . . . .take any term
EDL840   Social & Cultural Foundations
EDL850   Quantitative and Qualitative Research
EDL900   Introduction to the Dissertation
EDL910   Dissertation I
EDL903   White Paper III . . . . last term
EDL940   Dissertation IV . . . . last term

FALL
Minimum of two weekends in Cambridge & distance learning
EDL830   Schools & Social Justice . . . . .take any term
EDL860   Qualitative Research Skills . . . . preq. EDL850
EDL901   White Paper I. . . . . preq. EDL910
EDL920   Dissertation II. . . . . preq. EDL910

SPRING
Minimum of two weekends in Cambridge & distance learning
EDL810   Transformational Leadership . . . . .take any term
EDL820   Collective Bargaining
          & Conflict Resolution . . . . .take any term
EDL870   Quantitative Research Skills . . . . preq. EDL850
EDL900   Introduction to the Dissertation . . . . . .take any term
EDL902   White Paper II . . . . preq. EDL901
EDL930   Dissertation III . . . . preq. EDL920

Credential to be earned: students in this program can:

- Complete the doctoral degree (EdD).

Students will not concurrently earn a CAGS. The program is recommended for doctoral students who are not seeking licensure or education specialist qualifications.

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

Cambridge College

EDD IN EDUCATIONAL LEADERSHIP

70 Credits ● **7 terms** ● **Starts in Summer, Fall or Spring**

This degree program does not satisfy licensure requirements for K-12 public school educators.

REQUIREMENTS

Research & Practicum .... 21 credits

Course and seminar support completion of the research project.

EDL800   Foundations of Social Science Research 3

EDL801   Advanced Graduate Research Seminar 3

(new)   Practicum/Seminar/Analytical Paper. 6

Individualized based on proposed doctoral research. No on-site supervision required; your faculty advisor will provide practicum assignments.

Research For Leadership

EDL850   Using Quantitative and Qualitative Research for
School Improvement 3

EDL860   Application of Qualitative Research Skills for
School Improvement 3

EDL870   Quantitative Research Skills for
School Improvement 3

Elective Courses .... choose 12 credits

CAGS courses in educational leadership or other 700-800 level courses as approved by the academic advisor.

ECA701   School Management & the Law 3

ECA703   Managing Financial Resources. 3

ECA704   Effective Schools 3

ECA720   Advanced Systems Theory 3

ECA725   Instructional Leadership: Supervision &
Administration of Educational Personnel. 3

ECC705   Curriculum Design & Renewal for the 21st Century. 3

ECC706   Critical Thinking & Problem Solving 3

ECC707   Meeting the Challenge of School Restructuring . . . 3

ECC708   Learning Theories & Instructional Design 3

ECC709   Alternative Assessment: Theory & Practice. 3

ECC710   Assessment & Developing & Evaluating Curriculum 3

ECS712   Advanced Psycho-Educational Assessment
& Education Planning. 3

ECS713   Administration of Special Education Programs 3

ECS714   Collaboration & Consultation Techniques 3

ECS716   Philosophical & Psycho-Social Foundations
of Education 3

Educational Leadership Core Courses ... 21 credits

ECL802   Advanced Leadership 3

ECL803   Advanced Technologies in Education 3

ECL804   Advanced Leadership in Policy & Practice 3

EDL810   Transformational Leadership 3

EDL820   Collective Bargaining & Conflict Resolution. 3

EDL830   Schools & Social Justice 3

EDL840   Social & Cultural Foundations
of Educational Leadership 3

Dissertation & White Paper Advising .... 16 credits

EDL900   Introduction to the Dissertation 1

EDL901-903 White Paper Seminar I-III — 3 terms @ 1 credit . 3

EDL910, 920, 930, 940 Dissertation — 4 terms @ 3 credits . 12

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

21 transfer credits may be accepted: post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer (see Transfer of Credit), and current program requirements.

Credential to be earned: students in this program can:

● Complete the doctoral degree (EdD).

Students will not concurrently earn a CAGS. The program is recommended for doctoral students who are not seeking licensure or education specialist qualifications.

Program subject to change: This program includes licensure courses that may change as Massachusetts requirements for licensure change. The College reserves the right to alter this program accordingly. The Ed. D. is an emerging program. Changes may be expected as the College responds to the approval/accrediting authorities and to students' needs.

Cambridge College

EDD IN EDUCATIONAL LEADERSHIP   Continued

SCHEDULE   research, practicum & electives

OFFERED EVERY TERM
Cambridge, MA ● Augusta, GA ● Chesapeake, VA

EDL800   Foundns of Soc. Sci. Research
EDL801   Adv. Grad. Research Seminar . . . . . . preq. ECL801
ECC805   Practicum/Seminar I . . . . preq. ECL800, 801
ECC806   Practicum/Seminar II . . . . .preq. ECC805 &
              all concentration courses or coordinator's permission
EDL807   Research Project . . . . .with Practicum/Seminar II

SUMMER Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA720   Adv. Systems Theory
ECA725   Instructional Leadership
ECC706   Critical Thinking
ECC707   School Restructuring
ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS713   Admin. of Special Ed.
ECS714   Collab. & Consult. Technq.

FALL Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA701   School Management & the Law
ECA703   Managing Financial Resources
ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Education
ECS716   Philos. & Psycho-Social Found'ns

SPRING Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA704   Effective Schools
ECA725   Instructional Leadership
ECC707   School Restructuring
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS712   Advanced Psycho-Educ. Assess't

Some courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

SCHEDULE   doctoral coursework & research

SUMMER   In residency with the National Institute
for Teaching Excellence in Cambridge
EDL820   Collective Bargaining
              & Conflict Resolution . . . . .take any term
EDL830   Schools & Social Justice . . . . .take any term
EDL840   Social & Cultural Foundations
EDL850   Quantitative and Qualitative Research
EDL900   Introduction to the Dissertation
EDL910   Dissertation I
EDL903   White Paper III . . . . last term
EDL940   Dissertation IV . . . . last term

FALL
Minimum of two weekends in Cambridge & distance learning
EDL830   Schools & Social Justice . . . . .take any term
EDL860   Qualitative Research Skills . . . . preq. EDL850
EDL901   White Paper I. . . . . preq. EDL910
EDL920   Dissertation II. . . . . preq. EDL910

SPRING
Minimum of two weekends in Cambridge & distance learning
EDL820   Collective Bargaining
              & Conflict Resolution . . . . .take any term
EDL870   Quantitative Research Skills . . . . preq. EDL850
EDL900   Introduction to the Dissertation . . . . . .take any term
EDL902   White Paper II . . . . preq. EDL901
EDL930   Dissertation III . . . . preq. EDL920

Cambridge College

EdD & CAGS (EdS) in Educational Leadership in

EDUCATIONAL SPECIALIST IN CURRICULUM & INSTRUCTION

70 Credits ● 7 terms ● Starts in Summer, Fall or Spring
This degree program does not satisfy licensure requirements for K-12 public school educators.

REQUIREMENTS

Research & Practicum .... 21 credits
Research & Practicum: Curriculum & Instruction

Course and seminar support completion of the research project.

EDL800   Foundations of Social Science Research 3
EDL801   Advanced Graduate Research Seminar 3
ECC805-806 Practicum/Seminar I-II — 2 terms 5

No on-site supervision required; your faculty advisor will provide practicum assignments.

EDL807   Applied Action Research Project 1

Research For Leadership

EDL850   Using Quantitative and Qualitative Research for
School Improvement 3
EDL860   Application of Qualitative Research Skills for
School Improvement 3
EDL870   Quantitative Research Skills for
School Improvement 3

Curriculum & Instruction Courses choose 15 credits

ECA704   Effective Schools 3
ECA725   Instructional Leadership: Supervision &
Administration of Educational Personnel. 3
ECC705   Curriculum Design & Renewal for the 21st Century. 3
ECC706   Critical Thinking & Problem Solving 3
ECC707   Meeting the Challenge of School Restructuring . . . 3
ECC708   Learning Theories & Instructional Design 3
ECC709   Alternative Assessment: Theory & Practice. 3
ECC710   Assessment & Developing & Evaluating Curriculum 3

Educational Leadership Core Courses ... 18 credits

ECL802   Advanced Leadership 3
ECL803   Advanced Technologies in Education 3
ECL804   Advanced Leadership in Policy & Practice 3

EDL820   Collective Bargaining & Conflict Resolution. 3
EDL830   Schools & Social Justice 3
EDL840   Social & Cultural Foundations
of Educational Leadership 3

Dissertation & White Paper Advising .... 16 credits

EDL900   Introduction to the Dissertation 1
EDL901-903 White Paper Seminar I-III — 3 terms @ 1 credit . 3
EDL910, 920, 930, 940 Dissertation — 4 terms @ 3 credits . 12

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

12 transfer credits may be accepted: post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer (see Transfer of Credit), and current program requirements.

Credentials to be earned: students in this program can:
● Earn a certificate of advanced graduate studies (CAGS/EdS) and qualify as an education specialist.
● Complete the doctoral degree (EdD).

Program subject to change: This program includes licensure courses that may change as Massachusetts requirements for licensure change. The College reserves the right to alter this program accordingly. The Ed. D. is an emerging program. Changes may be expected as the College responds to the approval/accrediting authorities and to students' needs.

EdD & CAGS (EdS) in Educational Leadership in

EDUCATIONAL SPECIALIST IN
CURRICULUM & INSTRUCTION   Continued

SCHEDULE   educational specialist

OFFERED EVERY TERM   Cambridge, MA ● Augusta, GA

EDL800   Foundns of Soc. Sci. Research
EDL801   Adv. Grad. Research Seminar . . . . . . preq. ECL801
ECC805   Practicum/Seminar I . . . . preq. ECL800, 801
ECC806   Practicum/Seminar II . . . . .preq. ECC805 &
           all concentration courses or coordinator's permission
EDL807   Research Project . . . . .with Practicum/Seminar II

SUMMER   Cambridge, MA ● Augusta, GA

ECA725   Instructional Leadership
ECC706   Critical Thinking
ECC707   School Restructuring
ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

FALL   Cambridge, MA ● Augusta, GA

ECC710   Assess. Dev. Eval. Curriculum
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Education

SPRING   Cambridge, MA ● Augusta, GA

ECA704   Effective Schools
ECA725   Instructional Leadership
ECC707   School Restructuring
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

Some courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

SCHEDULE   doctoral coursework & research

SUMMER   In residency with the National Institute
for Teaching Excellence in Cambridge

EDL820   Collective Bargaining
          & Conflict Resolution . . . . .take any term
EDL830   Schools & Social Justice . . . . .take any term
EDL840   Social & Cultural Foundations
EDL850   Quantitative and Qualitative Research
EDL900   Introduction to the Dissertation
EDL910   Dissertation I
EDL903   White Paper III . . . . last term
EDL940   Dissertation IV . . . . last term

FALL
Minimum of two weekends in Cambridge & distance learning

EDL830   Schools & Social Justice . . . . .take any term
EDL860   Qualitative Research Skills . . . . preq. EDL850
EDL901   White Paper I. . . . . preq. EDL910
EDL920   Dissertation II. . . . . preq. EDL910

SPRING
Minimum of two weekends in Cambridge & distance learning

EDL820   Collective Bargaining
          & Conflict Resolution . . . . .take any term
EDL870   Quantitative Research Skills . . . . preq. EDL850
EDL900   Introduction to the Dissertation . . . . . .take any term
EDL902   White Paper II . . . . preq. EDL901
EDL930   Dissertation III . . . . preq. EDL920

Cambridge **College**

EdD & CAGS (EdS) in Educational Leadership Leading to Massachusetts INITIAL LICENSURE in

SCHOOL ADMINISTRATION

70 Credits, 73 Credits for Superintendent/Ass't. Superintendent ● **7 terms** ● **Starts in Summer, Fall or Spring**
Program approved by the Massachusetts Department of Education for ● Superintendent/Assistant Superintendent (all levels)
● Principal/Assistant Principal (levels PreK-6, 5-8, 9-12) ● Supervisor/Director (at level of prerequisite license)

REQUIREMENTS

Research & Practicum .... 21 credits
Research & Practicum: School Administration

EDL800 Foundations of Social Science Research 3
EDL801 Advanced Graduate Research Seminar 3
ECA805 Practicum/Seminar I 3
ECA806 Practicum/Seminar II 2
EDL807 Action Research Project. 1

Practicum Prerequisite:
● Pass all teacher tests required by your state for this license, if not previously passed.
Massachusetts: Communication & Literacy (MTEL).

Research For Leadership

EDL850 Using Quantitative and Qualitative Research for School Improvement 3
EDL860 Application of Qualitative Research Skills for School Improvement 3
EDL870 Quantitative Research Skills for School Improvement 3

School Administration
Licensure Courses .... 15 credits

ECA701 School Management & the Law 3
ECA703 Managing Financial Resources. 3
ECC707 Meeting the Challenge of School Restructuring . . . 3
ECA725 Instructional Leadership: Supervision & Administration of Educational Personnel. 3
ECC710 Assessment & Developing & Evaluating Curriculum 3
ECA720 Advanced Systems Theory (additional course for superintendent/assistant superintendent; program total 73 credits) 3

Educational Leadership Core Courses ... 18 credits

ECL802 Advanced Leadership 3
ECL803 Advanced Technologies in Education 3
ECL804 Advanced Leadership in Policy & Practice 3

EDL820 Collective Bargaining & Conflict Resolution. 3
EDL830 Schools & Social Justice 3
EDL840 Social & Cultural Foundations of Educational Leadership 3

Dissertation & White Paper Advising .... 16 credits

EDL900 Introduction to the Dissertation 1
EDL901-903 White Paper Seminar I-III — 3 terms @ 1 credit . 3
EDL910, 920, 930, 940 Dissertation — 4 terms @ 3 credits . 12

Non-licensure option
Students who do not desire licensure, but wish to concentrate their studies in school administration, will follow the program of studies for School Administration. During the two practicum courses, students may complete an administration practicum or the practicum requirements for Curriculum & Instruction. To be admitted, students must sign a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

Entrance requirements: Master's degree in education or a closely related field, other general EdD requirements (see Admission), AND experience/license requirements:

Superintendent/Assistant Superintendent
● Three full years of employment in an executive management/ leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

Principal/Assistant Principal
● Three full years of employment in a district-wide school-based or other educational setting OR in an executive management/ leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

Supervisor/Director
● Initial or preliminary license in another educational role.
● Three full years of employment in a school under the prerequisite license OR in an executive management/leadership role OR in a supervisory, teaching, or administrative role in a private school, charter school, higher education, or any approved other educational setting.

12 transfer credits may be accepted: post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer (see Transfer of Credit), and current program requirements.

Credentials to be earned: students in this program can:
● Meet qualifications for administrator licensure.
● Earn a certificate of advanced graduate studies (CAGS/EdS) and qualify as an education specialist.
● Complete the doctoral degree (EdD).

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements. The Ed. D. is an emerging program. Changes may be expected as the College responds to the approval/accrediting authorities and to students' needs.

Cambridge College

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

EdD & CAGS (EdS) in Educational Leadership Leading to Massachusetts INITIAL LICENSURE in
SCHOOL ADMINISTRATION **Continued**

SCHEDULE   school administration

OFFERED EVERY TERM
Cambridge, MA ● Augusta, GA ● Chesapeake, VA
EDL800   Foundns. of Social Sci. Research
EDL80   Adv. Grad. Research Seminar . . . . . . preq. ECL801
ECA805-806 Practicum/Seminar I-II. . . . . . .preq. ECL800-801
EDL807   Action Research Project. . . . . with Seminar II

SUMMER   Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA725   Instructional Leadership
ECC707   School Restructuring
ECC710   Assess. Dev. Eval. Curric.
ECL802   Adv. Leadership
ECL804   Adv. Leadership
              in Policy & Pract.. . . preq. ECL802, second summer
ECA720   Adv. Systems Theory . . . . .second summer

FALL   Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA701   School Management & the Law
ECA703   Managing Financial Resources
ECC710   Assess. Dev. Eval. Curric.
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Education

SPRING   Cambridge, MA ● Augusta, GA ● Chesapeake, VA
ECA701   School Management & the Law
ECC707   School Restructuring
ECA725   Instructional Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802

All courses meet for 35 contact hours/3 credits.

SCHEDULE   doctoral coursework & research

SUMMER   In residency with the National Institute
for Teaching Excellence in Cambridge
EDL820   Collective Bargaining
              & Conflict Resolution . . . . .take any term
EDL830   Schools & Social Justice . . . . .take any term
EDL840   Social & Cultural Foundations
EDL850   Quantitative and Qualitative Research
EDL900   Introduction to the Dissertation
EDL910   Dissertation I
EDL903   White Paper III . . . . last term
EDL940   Dissertation IV . . . . last term

FALL
Minimum of two weekends in Cambridge & distance learning
EDL830   Schools & Social Justice . . . . .take any term
EDL860   Qualitative Research Skills . . . . preq. EDL850
EDL901   White Paper I. . . . . preq. EDL910
EDL920   Dissertation II. . . . . preq. EDL910

SPRING
Minimum of two weekends in Cambridge & distance learning
EDL820   Collective Bargaining
              & Conflict Resolution . . . . .take any term
EDL870   Quantitative Research Skills . . . . preq. EDL850
EDL900   Introduction to the Dissertation . . . . . .take any term
EDL902   White Paper II . . . . preq. EDL901
EDL930   Dissertation III . . . . preq. EDL920

Cambridge College

EdD & CAGS (EdS) in Educational Leadership Leading to Massachusetts INITIAL LICENSURE as a

SPECIAL EDUCATION ADMINISTRATOR (All Levels)

70 Credits ● **7 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education

REQUIREMENTS

Research & Practicum .... 21 credits

Research & Practicum : Special Education Administration

EDL800   Foundations of Social Science Research 3

EDL801   Advanced Graduate Research Seminar 3

ECS805   Practicum/Seminar I 3

ECS806   Practicum/Seminar II 2

Home state site under a special education administrator with the appropriate license, with Cambridge College supervision.

EDL807   Applied Action Research Project 1

Practicum Prerequisites:

● Pass all teacher tests required by your state for this license, if not previously passed.
  Massachusetts: Communication & Literacy (MTEL).

● Pass all course work.

Research For Leadership

EDL850   Using Quantitative and Qualitative Research for School Improvement 3

EDL860   Application of Qualitative Research Skills for School Improvement 3

EDL870   Quantitative Research Skills for School Improvement 3

Special Education Licensure Courses ... 15 credits

ECA725   Instructional Leadership: Supervision & Administration of Educational Personnel. 3

ECS712   Advanced Psycho-Educational Assessment & Education Planning. 3

ECS713   Administration of Special Education Programs 3

ECS714   Collaboration & Consultation Techniques 3

ECS716   Philosophical & Psycho-Social Foundations of Education 3

Educational Leadership Core Courses ... 18 credits

ECL802   Advanced Leadership 3

ECL803   Advanced Technologies in Education 3

ECL804   Advanced Leadership in Policy & Practice 3

EDL820   Collective Bargaining & Conflict Resolution. 3

EDL830   Schools & Social Justice 3

EDL840   Social & Cultural Foundations of Educational Leadership 3

Dissertation & White Paper Advising .... 16 credits

EDL900   Introduction to the Dissertation 1

EDL901-903 White Paper Seminar I-III — 3 terms @ 1 credit . 3

EDL910, 920, 930, 940 Dissertation — 4 terms @ 3 credits . 12

Non-licensure option

Students who do not desire licensure, but wish to concentrate their studies in school administration, will follow the program of studies for Special Education Administrator. During the two practicum courses, students may complete an administration practicum or the practicum requirements for Curriculum & Instruction. To be admitted, students must sign a waiver stating that they understand that they will not be eligible for licensure at the completion of the program.

Entrance requirements: Master's degree in education or a closely related field, other general EdD requirements (see Admission), AND experience/license requirements:

● Initial license: special education, school psychologist, school social worker/school adjustment counselor, or speech, language & hearing disorders teacher.

● Three full years of employment in a district-wide school-based or other educational setting OR:

● Three full years of employment in law, public policy, higher education, or other related field accepted by the department.

12 transfer credits may be accepted: post-master's courses in educational leadership or closely related fields must meet all general criteria for transfer (see Transfer of Credit), and current program requirements.

Credentials to be earned: students in this program can:

● Meet qualifications for administrator licensure.

● Earn a certificate of advanced graduate studies (CAGS/EdS) and qualify as an education specialist.

● Complete the doctoral degree (EdD).

Program subject to change: As Massachusetts requirements for licensure change, the College reserves the right to alter the program to better prepare students to meet new requirements. The EdD is an emerging program. Changes may be expected as the College responds to the approval/accrediting authorities and to students' needs.

Cambridge College

EdD & CAGS (EdS) in Educational Leadership Leading to Massachusetts INITIAL LICENSURE as a

SPECIAL EDUCATION ADMINISTRATOR **Continued**

SCHEDULE   special education administration

OFFERED EVERY TERM Cambridge, MA • Augusta, GA
EDL800   Foundns. of Social Sci. Research
EDL801   Adv. Grad. Research Seminar . . . . . . preq. ECL800
ECS805-806 Practicum/Seminar I-II
EDL807   Action Research Project. . . . . with Seminar II

SUMMER Cambridge, MA • Augusta, GA
ECA725   Instructional Leadership
ECL802   Adv. Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS713   Admin. of Special Ed.
ECS714   Collab. & Consult. Technq.
ECL803   Adv. Technol. in Educ. . . . . .second summer

FALL Cambridge, MA • Augusta, GA
ECL802   Adv. Leadership
ECL803   Adv. Technol. in Educ.
ECS716   Philos. & Psycho-Social Found'ns

SPRING Cambridge, MA • Augusta, GA
ECA725   Instructional Leadership
ECL804   Adv. Leadership in Policy & Pract. . . . preq. ECL802
ECS712   Advanced Psycho-Educ. Assess't

All courses meet for 35 contact hours/3 credits.

SCHEDULE   doctoral coursework & research

SUMMER   In residency with the National Institute
for Teaching Excellence in Cambridge
EDL820   Collective Bargaining
         & Conflict Resolution . . . . .take any term
EDL830   Schools & Social Justice . . . . .take any term
EDL840   Social & Cultural Foundations
EDL850   Quantitative and Qualitative Research
EDL900   Introduction to the Dissertation
EDL910   Dissertation I
EDL903   White Paper III . . . . last term
EDL940   Dissertation IV . . . . last term

FALL
Minimum of two weekends in Cambridge & distance learning
EDL830   Schools & Social Justice . . . . .take any term
EDL860   Qualitative Research Skills . . . . preq. EDL850
EDL901   White Paper I. . . . . preq. EDL910
EDL920   Dissertation II. . . . . preq. EDL910

SPRING
Minimum of two weekends in Cambridge & distance learning
EDL820   Collective Bargaining
         & Conflict Resolution . . . . .take any term
EDL870   Quantitative Research Skills . . . . preq. EDL850
EDL900   Introduction to the Dissertation . . . . . .take any term
EDL902   White Paper II . . . . preq. EDL901
EDL930   Dissertation III . . . . preq. EDL920

NATIONAL INSTITUTE
FOR
TEACHING EXCELLENCE

Cambridge College's National Institute for Teaching Excellence (NITE) gathers educators from around the country and abroad together for an intensive residential summer institute. Students earn a range of degrees beginning with a bachelor's degree or a master of education in a wide variety of fields. Advanced degrees in educational leadership include C.A.G.S. and Ed.D. programs.

The NITE faculty, a diverse group of experienced educators, teachers and school administrators, attracts a highly diverse student body. The academic programs and courses are readily applicable across many states and school systems.

Summer Institute

NITE students live and learn together for the summer term, typically taking one intensive course each week. They get academic support, attend colloquia, and participate in other activities. They return to their schools renewed and empowered to improve their classrooms, schools and their own lives.

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

Fall Term & Beyond

The learning groups established in the summer continue their study together in the fall. They meet at regional centers, online, or in their own school systems. Educational experiences vary from one program to another, and may include a practicum, distance learning, professional seminar, implementation of school improvement plans, and independent learning or research projects. Some programs require further study.

Regional centers are available for fall, spring, and second-summer course work:
- Where Cambridge College holds state authorization (currently CA, GA, MA, TN, VA, and Puerto Rico), and

- Where the practicum experience would be strengthened for licensure programs, and
- Where there are 15 or more students in one program to support on-site course work.

Otherwise, fall and spring work is conducted online via distance learning tools.

Program Choices

Cambridge College offers cutting-edge programs that lead to educator licensure, renew teachers' passion and advance their careers, and move into leadership positions. The programs offered at each NITE location varies, chosen from among the School of Education's broad range of programs:

- Bachelor's degree completion program in Multidisciplinary Studies. Paraprofessionals and others interested in becoming teachers can prepare for master's level study.
- Master of Education programs leading to licensure/certification in many areas and levels.
- Master of Education programs in special topics, for advancement and renewal. These programs are for fully credentialed educators, and those who work in educational settings where licensure is not required.
- Certificate of Advanced Graduate Studies programs in educational leadership.
- Doctor of Education in Educational Leadership

More information about Cambridge College's National Institute for Teaching Excellence is available in the NITE Academic Catalog and on the Cambridge College website.

EDUCATION COURSES

EARLY CHILDHOOD & ELEMENTARY EDUCATION

(ECE, ELE)

ECE691-693 Professional Seminar in Early Childhood Education - 3 terms, 6 credits total

"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in early childhood education. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for early childhood teachers and the requirements for state licensure. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ECE790   Early Childhood Education Practicum - 3 credits

Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: ECE791.
400 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.

The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ECE791   Practicum Seminar in Early Childhood Education - 2 credits

Practicum required concurrently: ECE790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

ECE800   Independent Learning Project in Early Childhood Education - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful

whole. It reflects the general guidelines for early childhood educators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education. Parts of the project may be implemented during the practicum.

ELE500   Teaching Phonemic Awareness and Phonics - 0 credit
Prerequisite for ELE521.

A balanced reading program includes direct and explicit instructional strategies for teaching. A major thrust for instructional strategies for teaching. A major thrust for instructional strategies is the teaching of phonemic awareness and phonics. This workshop is designed to teach phonics/phonemic awareness which is part of the primary foundation for reading.

ELE510   Developmental Psychology - 2 credits
Pre-practicum: 10 hours of directed field-based training required.
This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget 's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observation and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction.

ELE521   Teaching Reading and Writing in the Early Childhood and Elementary Curriculum - 3 credits
Prerequisite: ELE500.
Pre-practicum: 10 hours of directed field-based training required.
This course emphasizes the development of children's reading and writing skills in early childhood and the elementary grades and the learning environment that supports the development of such skills. The course reviews and analyzes relationships between theories and current research on emergent literacy, oral language, vocabulary development, comprehension, the reading and writing process, and assessment. Participants review and discuss whole language, balanced literacy, effective teaching strategies, use of research-based literacy programs, literature-based instruction, use of different assessment tools to inform instruction, standards-based instruction, federal funding, culture, and democracy.

ELE593   Integration of Visual Arts in Early Childhood and Elementary Grades - 1 credit
Pre-practicum hours of directed field-based training required.
Visual arts can engage students with various learning styles and reach students who might not otherwise succeed. Using the arts as teaching tools can sharpen and develop observation, criti-

cal thinking, and writing skills. This course introduces basic art techniques and inexpensive, easily available materials that are simple to use.

Educators learn how to create works of art and develop lessons that integrate the visual arts into general curricula and enrich the learning and understanding of other disciplines, in accord with Learning Standard #10 in the Massachusetts Arts Curriculum Framework. Educators develop an appreciation of art history and learn strategies to incorporate art-historical images into the curriculum. A trip to the Fogg Museum is included.

ELE594   Integrating Physical Education into the Early Childhood and Elementary Curriculum - 1 credit
Pre-practicum hours of directed field-based training required.
This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines. It is here that we see a widening of achievement and gained knowledge in student performance.

ELE620   Integration of Children's Literature in Early Childhood and Elementary Curriculum - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks. Many genres of literature are explored, along with basic literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented.

ELE630   Classroom Management with Models of Teaching - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
Participants learn strategies and techniques for managing students in the classroom. Students observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, non-directive teaching models and problem-solving. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures and working with content and process. The Massachusetts Frameworks and teacher licensure competencies are taught to fully support teacher/student learning and instruction techniques.

An historical approach to elementary education in America is researched in the course. One to two hundred years of teaching/learning techniques, legislation, and philosophies are discussed and paralleled with contemporary educational issues and guidelines for student learning.

ELE653   Teaching Science and Technology in the Early Childhood and Elementary Curriculum - 3 credits
Pre-practicum: 15 hours of directed field-based training required.

This course provides the knowledge, tools and methods for making early childhood and elementary science an exciting, hands-on learning experience for children. Educators learn how to develop lessons that address student experimentation and design techniques using readily available materials. Safe laboratory practices for the classroom are also addressed.

A standards-based approach to science education is our template for lesson development, covering the major domains in science: life, physical, earth, inquiry-applied and engineering technology; and historical scientific discoveries in each area. Alignment of curriculum with the Massachusetts state frameworks in science and technology is emphasized; national benchmark standards in elementary science are also supported. We examine open-response questions from the Massachusetts State MCAS test at grade five.

ELE656 Teaching Social Science, History, and Multicultural Education in Early Childhood and Elementary Curriculum - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
This course prepares educators to teach social studies that includes the multicultural contributions of the world. They gain skills and varied methods for teaching basic information in social studies, history and geography. They gain a basis for researching issues in social studies and history that give their students more universal perspectives. The materials chosen are appropriate to the Massachusetts Curriculum frameworks in history and social studies. Educators will gain the basic information and know the principles for teaching social sciences, history and geography as outlined in the Massachusetts regulations for educator licensure.

ELE691-693 Professional Seminar in Elementary Teaching - 3 terms, 6 credits total
ELE691N-693N - Initial Level
ELE691P-693P - Professional Level
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in elementary education. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for elementary teachers, and the requirements for state licensure. They also look at related questions such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ELE790 Elementary Teaching Practicum - 3 credits
Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: ELE791.
Effective Fall 2003: 400 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.
The Practicum experience provides student teachers with an opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials for the elementary level, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ELE791 Practicum Seminar in Elementary Education - 2 credits
Practicum required concurrently: ELE790.
Exit Performance Portfolio required for credit.
The seminar for classroom/clinical experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

ELE800 Independent Learning Project in Elementary Education - 3 credits
The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for elementary teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in the field; parts of the project may be implemented during the practicum.

GENERAL EDUCATION (EDU, EED, EUE)

(new)   Thinking Globally: Across Cultures, Genders and Disciplines – 3 credits

Globalization, a powerful system that integrates capital, technology and information across national borders, influences almost every facet of daily life. Although some educational standards address global issues, generally there is no agreement on what should be included in curricula to prepare students to live and work in a globalized society. This course examines three main themes: global issues, global cultures, and global connections across national boundaries, genders and disciplines. We will consider such topics as colonialism; global sweatshops; culture, consumption, and the environment; patriarchy and human rights; the digital divide; as well as topics suggested by students. The course will serve as a forum for the exchange of ideas and practices in global education, problem solving and evaluation of solutions. Students will be encouraged to think globally and act locally to address problems and local effects of globalization.

EDU602 The Theory and Practice of Teaching Reading Comprehension (8-12) – 3 credits

An exploration of the multiple aspects of teaching reading, this course covers present methodologies, the connection between reading and writing, approaches to the study of literature and culture, criteria for the selection of materials, the use of technology, and media in the teaching of reading.

EDU603   Integrating Media Literacy Instruction into the Classroom - 3 credits

"Integrating Media Literacy" targets teachers of grades 5-12 who are considering building elements of media literacy instruction into their program. Participants will be introduced to the core principles of media literacy. Classes will focus on both print and electronic media, but will especially consider issues related to television consumption. Members will be exposed to various media research avenues, current literature and some classroom media education approaches. The role of media literacy in the establishment of the Massachusetts English Language Arts Curriculum Framework will be a significant focus. Participating teachers can develop a unit suitable for introduction into their classes.

EDU610   Project-Based Learning in Middle and High School - 3 credits

This course examines the educational research and theories in the area of teaching, learning, and human development and how it can be applied to educational practices in middle and high school classrooms. The focus of the course is on project-based learning and includes the teacher's role and responsibilities in learning, the motivational strategies that support an effective learning environment, and the design of authentic learning experiences. Project-based learning is a philosophy and a practice; it is what we, as educators, believe about education and how we act on those beliefs in the classroom. Participants will explore techniques that encourage students to engage in complex, real world problem solving that is academically rigorous and relevant to the students' lives.

EDU612   From Writing to Reading - 3 credits

This introductory course gives an overview of basic perspectives on writing instruction in 8-12 classrooms, emphasizing the use of writing as a bridge to reading. The focus is on technical features of language, movement between the particular and the global, making of sentences, and text structure.

EDU616   Meeting the Social and Emotional Needs of Gifted Students - 3 credits

This course focuses on the unique social and emotional development of gifted learners and the special needs that result. Review and discussion of several case studies provide students with an in-depth understanding of the social/emotional needs of gifted learners. Exploration of a variety of theories of development are applied to the development of gifted learners. Affective strategies that respond to these needs are applied and evaluated.

EDU622   Active Assessment for Active Reading - 3 credits

This course offers an overview of formative and summative reading assessments for middle and high school students. Educators are provided with practical information on developing, interpreting, and scoring alternatives to traditional tests to inform reading instruction. This course combines practical discussion with theoretical information on the rationale for active assessments. It enables educators to explore questions and gain ideas that they can immediately use in their classrooms.

EDU625   Reading Comprehension in the Content Areas - 3 credits

This course explores reading comprehension in the content areas. Reading to learn, learning to read—reading as being more that the integration of strategies, but as a discreet set of separate components. Different approaches to doing word study are covered. This is a practical course; teachers reflect on ways to set up classroom contexts that best enhance reading comprehension.

EDU630   Emergent Literacy: Reading, Writing and Oral Development in the Early Grades - 3 credits

The practice of offering the same reading and writing instruction to all children in first grade at the same time and in the same order has contributed to children failing initial reading instruction. This course gives an overview of basic perspectives on communication and the role of language; how biological, social, and cultural factors influence literacy development; and how it is manifested in children learning oral language and literacy. Pre-service and early development teachers gain a strong grounding in the theoretical and practical aspects of emerging literacy; they will observe and analyze reading and writing.

EDU632   Understanding Reading K-5 - 3 credits

This course introduces theoretical and instructional issues in reading development. Educators engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis is given to the social nature of reading; thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: reader capacities that help explain variations in comprehension outcomes (e.g., short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features

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that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

EDU635 Developing Writing Skills in the Early Childhood Years - 3 credits

In this course teachers and pre-service teachers are introduced to the writing components essential to a balanced literacy program. Topics include: interactive writing, writing workshop, conferring with student authors, content area writing, reading-writing connections, writing with special education and bilingual students, and assessing student writing. Students take part in a writing mini-workshop, keeping a writing notebook to gather seed ideas, developing one idea into a piece of writing, meeting in response groups, revising and publishing the piece in a group anthology. Throughout the semester, they draw from their experience to inform their teaching. Students are expected to complete readings, keep a reflection journal and a writers' notebook and design a unit of study for writing workshop.

EED503 Teaching Children with Different Learning Styles - 3 credits

This course discusses various learning styles of children from infants to teenagers. The course reviews the internal and external environment responsible for the development of learning styles, how we can provide a positive environment to inculcate good habits and learning styles, and how to recognize children's learning styles in order to facilitate learning. Current research and literature are reviewed.

EED504 Brain-Based Strategies for Teaching Today - 3 credits

Today's classrooms provide an enormous challenge for educators at all levels. This course presents the latest brain based research and uses that research to identify problems and develop strategies to successfully meet the needs of even the most challenging students.

EED507 Educational Testing and Measurement - 3 credits

Educators are experiencing greater pressure to become more knowledgeable about assessment techniques. This course introduces educational testing and measurement, including traditional teacher-made tests and newer methods. Prospective teachers try out new skills for classroom application. More experienced teachers "finally make sense" of some basic testing concepts including norm-referenced and criterion-referenced tests. We practice structuring test items and learn what constitutes content validity. We apply performance based measures and learn about portfolio assessment. An overview of basic statistical concepts increases confidence in interpreting test results. More importantly, new skills improve teaching and enhance learning.

EED509 The Universal Language of Music in Education and Culture - 3 credits

"If we achieve that purity of the heart when it is 'emptied of all but love,' if we keep all the chords in proper tune, they 'trembling pass in music out of sight' (Gandhi). This dynamic course explores music's potency in the classroom. Music is approached as a means of comprehending the soul of diversity and thereby resolving dissonance into harmony in the diverse classroom. Teachers develop perception and interpretation of distinct sounds through knowledge of the fundamental elements of sound and music. They learn to integrate music and/or musical education across the curriculum. They gain understanding and a taste for varied styles of music, including their own musical preferences, in a multi-cultural society and classroom. A special focus is on practical classroom activities for immediate use. (2)

EED511 Education, Spirituality and Personal Growth - 3 credits

The psychology of religious experience touches upon a myriad of contemporary issues relevant to educational and clinical contexts and raises questions about the limitations of our usual educational/developmental models in dealing with such matters. Cross-cultural and comparative studies of religious traditions reveal that many cultures have viewed normal stages of growth and development as including periodic, non-ordinary states of consciousness, often called "extraordinary" or "spiritual" by western psychological observers. Interdisciplinary in nature, this course explores educational and psychological research materials that deal with the impact of the spiritual dimensions upon education and development.

EED514 Classroom Assessment Techniques - 3 credits

As classes become larger and more diverse, teachers need alternative, non-traditional methods of assessing student performance. Based on the theory that teachers who are deeply involved with their students don't need a test to know how well they read, write, compute or think, this course describes and devises practical ways for classroom teachers across the curriculum to become more skilled assessors of student learning with less reliance on standardized testing. Theory and accepted classroom assessment practices are examined and course participants devise techniques applicable to their own teaching situations.

EED516 Writing Across the Curriculum - 3 credits

Writing is the most difficult activity we ask students to do and the stakes for improving writing skills continue to escalate. State and national performance assessments increasingly require written responses from students that explain thinking processes — in all content areas. The goal of this course is to enable all students to become comfortable thinking on paper, to develop the essential writing skills they need for future academic success, and to perform well on state and national assessments. It develops thinking skills through five types of writing assignments and can be easily used in any content area. The goal of the course is to give teachers a unified program that can be used in all classrooms and in all subject areas from grades K-College. To achieve this goal, the program provides techniques that require the student to be the intellectual worker in the room. It is a challenging, demanding program for students and a manageable program for teachers.

EED518 Effective Classroom Discipline Strategies - 3 credits

Educators evaluate their expectations of students' behavior and learn practical strategies to increase student responsibility,

self-control and self-management. Teachers learn how to create a classroom environment that will allow them to spend the major part of their contact time in instructional activities.

EED520   Civil Rights and Social Justice: History of the Civil Rights Movement - 3 credits
This course is an historical review of the civil rights movement. Participants come to understand the context and conditions under which African American children live. Topics covered include desegregation of public schools, the tactics of nonviolence, the role of young people in the movement, the struggles for the right to vote, the relationship between protest and legislative action, affirmative action, the 1967 uprising in Detroit, the founding of the Black Panthers, Malcolm X, the connections between the war in Vietnam and the problems of poverty in the United States, and the call for black power.

Participants view the video series *Eyes on the Prize* and discuss the societal implications of the civil rights movement. Social justice and social responsibility are the key concepts which serve as a model for action. Participants create curriculum resources which can empower teachers and students.

EED522   Negotiation and Conflict Resolution for the Classroom Teacher - 3 credits
This course increases knowledge and skills in conflict management. Teachers become better negotiators and conflict managers with ability to: (1) incorporate these skills into their curriculum, (2) use the skills in the classroom with their students, and (3) draw upon these skills in their interactions with parents, peers, colleagues and administrators. Participants experience personal and professional growth in conflict resolution. Teaching communication and problem-solving skills so all may learn how to express and resolve their disputes and reduce tensions and hostilities is also emphasized. Learning is experiential, including video-tapes, role plays and simulations.

EED525   Language Arts Methods and Materials for Elementary Teachers (K-6) - 3 credits
This course provides teachers with practical techniques in guided and independent reading, writing, editing and word skills to take back to their classrooms for immediate use. Teachers learn to improve reading and raise overall writing assessment scores of their students regardless of ability levels.

EED533   Integration of Technology and Computer Applications to Enlighten the Curriculum for the 21st century - 3 credits
No computer experience necessary.
Participants explore technology and computer applications with hands-on activities. The course surveys interactive learning systems by reviewing lessons in each discipline that use technology to enhance learning. Software applications and programs use both the Apple and IBM systems.

EED536   Moral Development in Children - 3 credits
What is "excellent" moral behavior? Is it natural biological inclination? Divine/"natural" gift? Culturally learned behavior? A com-

bination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, Vigotsky, and others, especially in regard to children's moral development from birth through puberty, especially children in grades K-6.

Students prepare a short case study from their own teaching, parenting or counseling, illustrating the adult's role in cultivating some aspect of moral development in a child. The class puts together an informal guide for colleagues that challenges our ingenuity — especially in our republic's strict separation of church and state and teachers having taken on, in many cases, the roles of parents and clergy.

EED538   Introduction to Storytelling - 3 credits
Once upon a time, fairy tales and folk tales were the first introduction to literature, but that was long ago and most people have forgotten. The purpose of this course is to read, tell and compare stories in their varied and multicultural settings. We shall examine a variety of techniques used in storytelling. The course will acquaint students with a wide range of fairy tales, folk tales, myths, and modern stories and relate them to the ethnic backgrounds and experience of the class. The course will be helpful to educators, counselors, and adults who wish to rediscover the joys of storytelling.

EED541   The Process of Teacher Renewal - 3 credits
In an era of education reform, we need to understand the conditions and techniques that keep experienced teachers motivated and challenged. This course helps teachers and administrators understand teacher career cycles and stages and respond to different needs and interests at various career points. Particular attention is paid to research on professional development, intrinsic and extrinsic rewards and appropriate challenges. Students learn the role of reflection in renewing a sense of purpose and revitalizing a commitment to teaching. Attention is paid to both the teacher's and the administrator's role in facilitating and supporting renewal.

EED544   The Teacher As Artist - 3 credits
Materials fee.
This course provides classroom teachers with the basic concepts and methodology of traditional art experience. This class has been a constant source of inspiration to those with "limited" art experience as well as to those who are practicing art teachers. The course is committed to the philosophy that you need not be an "artist" to take this course because you already are one. Activities include an introduction to drawing and color theory, creative visualization, and a final symbolic self portrait.

EED547   Sound Psychology: Musical Alternatives for Learning, Teaching and Counseling - 3 credits
This highly interactive, experiential course introduces the use of music and sound, combined with basic psychology, for counseling, learning and teaching. The course presents practical exercises and psycho-musicology concepts and techniques to enhance personal and professional experiences, control internal

and external environments, increase learning, enhance socialization and communication skills, and create more positive, trusting and comfortable relationships with students. Psycho-musicology concepts and techniques provide creative ways of enhancing relaxation and creativity as well as listening, time management and memorization skills. Sound psychology approaches to bridging cross-cultural differences and dealing with anger, depression, stress, and low self-esteem are also modeled.

EED552   Facing History and Ourselves: Holocaust and Human Behavior - 3 credits

This course studies, mostly, 20th century genocide as a way of understanding history and human behavior. How did this horror take place? Who were the perpetrators, bystanders, resisters, victims, and rescuers? What do those labels mean? How did decisions get made? We also ask of ourselves: How do we identify ourselves and others? How do we divide people into "us" and "them"? What are prejudice, discrimination, stereotyping, and racism? We carefully reflect on the *Facing History and Ourselves* educational materials to see why they have been so effective for students and teachers.

EED553   Wellness: Understanding The Dynamics of Health - 3 credits

This course addresses the multidimensional factors that influence our health and wellness. Going beyond the traditional notion of "wellness" (nutrition and fitness), we explore the emerging paradigm shift in health and address the new research findings in mind-body dynamics and psychoneuroimmunology. The six dimensions of health and their lifestyle implications are examined. Students examine strategies for self-empowerment and healthy behavior. While we explore acknowledged and non-traditional risk factors for disease, and identify protective factors in health and wellness. A presentation/paper, journal writing, goal setting and readings are required for the course.

EED558   Integrating Self-Esteem Development Activities into the Content Areas - 3 credits

This course helps participants understand the impact of self-esteem on their own lives and the lives of their students. The course focuses on developing of self-esteem through hands on lessons and activities which will be transferable to classrooms using journals, affirmations, kinesiology, visualizations, and specific subject area strategies. Special emphasis is given to the theories and implementation strategies of Jack Canfield and Michelle Borba. Participants create curriculum resources for their own classroom. The course is premised on the belief that neither an individual nor organization will out-achieve their perceived level of self-esteem.

EED560   Models of Teaching - 3 credits

Course participants observe, analyze, and discuss a variety of teaching models including information processing, group investigation, social inquiry, inductive models, nondirective teaching models and problem-solving. Within each of these general categories, ways of using learning activities, materials and media are explored. Improving skills in presenting information, asking questions, soliciting and incorporating feedback into curriculum planning, as well as using students' interests and ideas in designing learning activities and developing ways of evaluating what has been learned are reviewed. This course is appropriate for teachers of any grade level and subject matter and anyone whose job involves the development of workshops, training seminars, lectures or other types of presentations.

EED564   Motivation and Teaching: Theories and Practices - 3 credits

The strategies teachers use in many classrooms to reinforce learning are based on the theory, "If you learn this, then I will give you that." Much of what is taught is reinforced by extrinsic rewards such as praise, kisses and hugs, or gold stars. However, many teachers feel frustrated because they want children to love learning and to see learning as a reward in and of itself. This course will examine current research and theoretical models which can help educators understand how to develop a child's intrinsic desire to learn by satisfying certain needs we all have within us.

EED566   Education of the Exceptional Child - 3 credits

This course examines contemporary issues related to identifying and defining exceptionality within the context of public education. Students focus on the selection of specific techniques and curriculum materials to alleviate learning difficulties and maximize learning experiences for children with cognitive, speech and language, sensory motor and attentional limitations. Strategies and practical interventions that optimize social and emotional development and reduce behavioral and discipline concerns are explored. Lastly, the course examines methods of encouraging and stimulating students who are exceptionally talented in a variety of domains but tend to be underachievers.

EED567   Science for Every Learner: Brain-Compatible Paths to Scientific Understanding - 3 credits

This course demonstrates a format that combines inquiry-based learning with accelerated learning, multiple intelligences, performance tasks, rubrics, and ongoing assessment to increase scientific understanding. Stories and songs put children's scientific discoveries into a broader context. The course helps link curriculum to the National Science Standards. Teachers can use the format presented here to make their own multi-faceted lesson plans for science or other topics.

EED568   Spanish for Educators - 3 credits

This course teaches a unique and effective way to communicate in situations where language barriers exist. It enhances communication between all school personnel and Spanish-speaking students, their parents, and community members. Topics include proper pronunciation, obtaining basic information, school safety, incidents, parental contacts, and much more. This course will benefit all school personnel at elementary, middle, and high school levels.

EED573   EcoPsychology - 3 credits

Study abroad in Puerto Rico or Cuba with required readings and classroom sessions before and after.

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

EED574 Humanities Perspectives: Images of Women - 3 credits

An exploration of the contributions of women to society, this course will develop students' awareness, sensitivity, and knowledge of the achievements of women. The course examines images of women from many fields and challenges students to develop new images and role models for the 21st century

EED579 The Balanced Literacy Curriculum in the Elementary School - 3 credits

This course reviews current research and literature on literacy instruction at a elementary school level, and investigates various methods of implementing a comprehensive literacy curriculum in the elementary classroom. We also share literacy instructional resources, including big books, chants, poetry, trade books, read-alouds, and skills development material, both commercial and teacher-made.

EED580 Problem-Solving and Thinking Skills - 3 credits

Materials fee.

We look at various skills and strategies for problem-solving. We study methods to assess individual problem-solving and learning styles, and ways of acquiring good problem-solving strategies and skills. This course is a practical hands-on experience for anybody who deals with problems at the individual or group level. Readings and other handouts are provided by the instructor for which a fee will be collected. A bibliography will be available at the first class session.

EED583 How to Write Classroom Tests and Performance-Based Assessments - 3 credits

"This is a "how to" course that gives a basic introduction to classroom test design and performance-based (authentic) assessments. It provides needed context, with more emphasis on skill development and practice than on measurement theory and statistics. We learn how to construct more valid and reliable traditional test items including true/false, multiple choice, completion, matching and essay. We also learn how to create performance-based learning assessment tasks, how to design rubrics, and how a portfolio is used in performance-based learning.

EED584 Images and Information: An African American Woman's Notebook - 3 credits

Literature-based curriculum can develop a student's critical reading and writing skills using entire novels as a method of discovery and a source of information. This course will explore novels written by African American women from autobiographical, historical, and cultural perspectives unique to the Black woman's experience. These novels trace the lives of contemporary African American women who made their marks on society.

Participants should read, in advance of the course, Alice Walker's *The Color Purple*, Maya Angelou's *I Know Why The Caged Bird Sings*, and Toni Morrison's *Beloved*. These are only some of the rich curriculum material.

EED586 How to Teach and Reach All Students Using Multiple Intelligence - 3 credits

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

EED587 All Kids Can Learn: You Can Make It Happen - 3 credits

This highly interactive course examines new instructional strategies and demonstrates learning processes necessary in 21st century classrooms. We explore mental literacy and brain-compatible learning, and answer the question, "Why is it imperative that we change instructional strategies?" Learner outcomes, educational values, and methodology become evident. Instructional strategies are modeled, including brain-based learning, learning styles, developing integrated units with multiple intelligences, selecting alternative assessments and conducting collaborative problem-solving experiences.

EED589 Integrating Educational Technology into the Elementary Curriculum to Enhance Content (K-6) - 3 credits

In this course educators explore techniques for integrating technology into the classroom curriculum, including the one-computer classroom, parent and community involvement, and using technology in early childhood. Participants develop a complete interdisciplinary unit, locate and organize existing web sites on a topic, and design interesting units around those sites. Students look at a variety of software packages and learn how to introduce and modify them to meet the needs of their classroom.

EED590-591 Theory and Practice of Education - 1 credit each

Fall and Spring only.

Education workshops; 10 hours of workshops earn one credit; 20 hours earn two credits. Choice among many topics in education, school and health.

EED592 Interdisciplinary Curriculum: Arts, Science and Social Studies - 3 credits

Participants investigate the arts, science and social studies with a multi-disciplinary approach. Using participatory, hands-on learning, concepts in each area are explored, emphasizing problem solving and designing integrated curricula. This course: (1) enables teachers to understand basic concepts in the arts, science and social studies, (2) encourages individual investigation in these areas, using discovery approaches, and (3) supports teachers' construction of new understandings of these disciplines and their interconnections.

EED598　Creativity and Critical Thinking - 3 credits

This course increases understanding and practice of critical and creative thinking. It introduces basic questions about the nature of thinking and the relationship between critical and creative thinking. Students are involved in activities designed to improve their own critical and creative thinking skills. They explore observation, interpretation, inference, conclusion, problem-solving, imaging and invention. Readings cover issues such as thinking strategies, environments that foster critical and creative thinking, traits of creative individuals, and related educational topics. A special focus is on promoting critical and creative thinking in educational settings.

EED604　Graduate Level Writing for Social Science Research: Writing Your ILP - 3 credits

The Independent Learning Project (ILP) involves researching a topic and communicating the findings in writing. This course is designed to support the writing of social science research projects. It explores the following: determining the research statement, developing an outline and design, organizing information, and mechanically correct writing. The course covers both the "thesis-type" project and the "project-type" ILP as outlined in the Cambridge College ILP handbook.

EED606　Preparing Students to Learn Calculus Concepts and Skills - 3 credits

This course develops the concepts that play a central role in learning calculus at the high school level, exploring these ideas from graphical, numerical, and algebraic perspectives. Teachers learn to demonstrate how mathematics is used to model physical reality, and how this modeling facilitates problem solving. They learn how to facilitate small group work with their students to increase their confidence in their own ability to master calculus topics.

EED608　The Successful Inclusion Classroom - 3 credits

Students learn about different techniques and models that promote the successful inclusion of all students in a classroom. They learn how to plan collaboratively with other teachers to meet students' needs and enrich the learning environment for all. By reading current literature, sharing experiential knowledge and engaging in collaborative activities, participants construct an image of a successful inclusionary environment and develop plans for implementation in their own teaching environments.

EED610　Strategies for Teaching Critical Thinking Skills Across the Curriculum - 3 credits

Strategies for teaching critical thinking are among the most important tools that teachers need in order to support children in becoming successful thinkers and problem solvers in the 21st century. With the increased attention to national and state academic content standards, teachers are challenged to incorporate strategies in the classroom that will facilitate success for all children in high-stakes testing and in the real world beyond the classroom. This course explores the possibilities for creating critical thinking classrooms by examining the concepts of thinking, intelligence, and problem solving, and how these understandings are translated into curriculum, teacher expectations, and student participation. This course incorporates and models the effective-

ness of active participation and student-centered curriculum. Assignments draw on and pertain directly to the personal and professional experience of the students.

EED613　Teaching High School Geometry Effectively to Low Performing Students - 3 credits

This course examines the nature of posing high school geometry problems, writing proofs that involve fundamental mathematics concepts, and the major types of problems that some high school students have in learning the subject. It discusses possible causes of these learning problems and suggests remediation techniques. Teachers focus on the structure of space and the spatial relations around them, measure selected aspects of their environment, and learn how to communicate these clearly to their students.

EED615　Introduction to Integrative Learning and Learning Styles - 3 credits

Professional licensure course: additional instructional hours and requirements.

This course introduces a full-spectrum, whole-brain learning and teaching method known as Integrative Learning. This highly effective model of teaching has resulted in enhanced teacher motivation, creativity, positive attitude, improved school climate and organizational transformation in many schools and corporations. Learning styles research is used to assist educators and trainers to design effective teaching strategies for learners with different styles.

EED617　Developing Social Responsibility in Learners - 3 credits

This course heightens awareness of contemporary social issues and helps students develop personal action plans including ways to teach social responsibility. We examine values, discuss social commitment, and develop critical thinking and social inquiry skills. Eyes on the Prize videotapes, which document the civil rights movement in this country, are a major resource (5)

EED618　Integrative/Accelerated Learning: Classroom Applications - 3 credits

Professional licensure course: additional instructional hours and requirements.

This course helps teachers develop effective instructional strategies to address the various learning styles found in classrooms. Educators study current brain-based research about memory and learning and how to translate this research into classroom practice. Integrative/accelerative learning theories are explored and used to create a carefully orchestrated positive learning environment. Techniques and activities are incorporated into lessons to increase understanding and recall, including multi-sensory teaching strategies, experiential activities, dramatic and improvisational activities, music, speaking clearly and effectively, and educational kinesiology exercises.

EED619　Whole-Brain Teaching Techniques for At-Risk Students - 3 credits

This course provides specific whole-brain teaching strategies for successfully teaching "at-risk" students. Topics include group-

building, team building, paradigm shifting activities, cooperation skills, coping with stress, working with values, and goal-setting. Educators learn about teaching children study skills which really work, NLP techniques to enroll, not control, use of feedback, activating the "7 intelligences," teacher presentation skills, and behavior-changing skills. These strategies can be applied to any classroom teaching situation.

EED620   Drama and Improvisation Techniques for Creative Leadership and Teaching - 3 credits

This course is an experiential exploration of dramatic and improvisational theater techniques applied to teaching across the curriculum and to leading and presenting to groups. Class includes physical exercise, movement and theater games, emotional and expressive exercises, presentations on stage, problem solving for effective communication, and development of original content lessons. Participants develop a powerful stage presence, effective communication, and creative expression and leadership in groups. Techniques are applied to classroom and business environments.

EED621   Grant Development and Management For Educators and Not-For-Profit Managers - 3 credits

This course is for educators and non-profit managers who have never written a grant proposal and wish to know more about this seemingly mysterious aspect of fundraising. By the end of the course, students will be able to: shape funding ideas; research funding sources; construct components of a grant proposal; master technical writing skills; and become familiar with non-profit management practices. Students experience a non-threatening environment in which to practice new skills. They produce a technically sound and competitive grant proposal specific to their professional needs.

EED622   Ethical Dilemmas of the Twenty-first Century - 3 credits

This course addresses the nature of ethical dilemmas, namely, the tension that arises when two or more values compete for our attention or allegiance in particular situations (such as truth vs. loyalty, short term vs. long term goals, justice vs. mercy, or self vs. society). More particularly, the course focuses on the dilemmas which surface in professional life and social institutions. The course includes discussion of ethical cases and exploration of the various sides of contemporary ethical debates.

EED623   Classroom Management Using Accelerated Learning - 3 credits

Accelerated learning is employed to explore strategies for creating an environment which supports students and minimizes teacher stress. Traditional strategies including control of movement, time and space management, establishing effective rules, interpersonal relationships, small and large group dynamics, behavior modification, as well as relaxation, mood setting, win-win solutions and a range of alternative methods of intervention and curriculum strategies are explored through role play, group activities and readings.

EED626   Schools, Teachers and the Law - 3 credits

This course will survey all major laws effecting teachers, administrators and students. Topics such as special education, student discipline, bilingual education, testing, employment discrimination and disability issues will be discussed. No background in law is required. This course will satisfy licensing requirements for school administrators in many areas.

EED628   Effective Schools - 3 credits

Professional licensure course: additional instructional hours and requirements.

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school.

EED629   Solving Your Own Problems and Those at Your School - 3 credits

Discover ingenious answers to your own issues and to some of the issues and problems of your classroom and school while learning three or more of the major systems of creative problem solving methods now in professional use around the world. Note: anyone who tries to achieve something unusually worthwhile in schools is going to encounter problems and needs to know some of the more effective systematic ways to solve them! Also note: anyone now reading this can readily, ingeniously and creatively solve problems, given the right methods to work with. Also note: learning and creativity overlap by about 95%, which means that what helps the one also helps the other.

EED633   Authentic Assessment for Differing Learning Styles - 3 credits

How many times have your students said, after taking one of your tests, "I studied the wrong stuff." This course shows how to redesign assessments so as to ascertain what students really know, enhance the learning process, and enable teachers to use more innovative instructional methods. Participants learn how to design authentic assessments such as portfolios, exhibitions, oral presentations, projects, and apprenticeships.

EED634   Inside the Problem Solving and Critical Thinking Technology Classroom - 3 credits

Teachers/educators explore and discover, implementation and integration techniques of educational technology for classroom instruction. Emphasis is on analyzing strategies for curriculum integration using national and state standards, problem solving software for curriculum mapping, utilizing technology for alternate assessment, and higher-order web based classroom projects. Various disciplines (K-12) are explored including curriculum technology software, critical thinking, and problem solving software.

EED635   Integrating Algebra and Geometry at the High School Level - 3 credits
This course explores the relationship between the study of algebra and of geometry at the high school level. Teachers examine strategies for solving problems and developing geometric proofs through explorations of hands-on methods of instruction. The nature and process of mathematical thinking and the application of algebraic and geometric concepts are the underlying components of this course.

EED642   Succeeding with the Resistant Student - 3 credits
Teachers are excellent because of how they teach, not what they teach. Students learn how to help the most resistant students love school, believe in their own ability to succeed, and always want to do their best. Many of these strategies are simple movements and activities that are easily used in grades PreK-12 and with adult learners. The course draws on the activities of Brain Gym, Neuro-Linguistic Programming, and the latest brain research to maximize learning. Teachers using these strategies report an average of 50% reduction in class disruptions, improved achievement, and special education students moving to regular education.

EED643   Using the Multiple Intelligences to Master the Standards - 3 credits
This highly interactive course shows you how to motivate and engage all kinds of learners while, at the same time, mastering the required standards. Learn how to turn any subject matter into an exciting adventure. Develop skills to keep intelligences-fair assessments and activities in alignment with what matters most.

EED644   Theories of Leadership for Educators and Administrators - 3 credits
Leadership is defined as working through and with people to accomplish organizational goals; it represents a blend of theory and experiential activities. Participants discuss leadership, motivation, effective use of personal and organizational power, and teacher empowerment. Learning is supported through sharing new ideas, debating current issues and understanding certain trends in managerial practice and leadership behavior.

EED645   Using Educational Technology in the Project-Based Classroom - 3 credits
Professional licensure course: additional instructional hours and requirements.
Participants create and explore project-based educational technology that engages students in higher order thinking and cooperative learning. Participants learn how to develop internet lesson plans, use Powerpoint for instructional delivery and alternate assessment, use graphic organizers for curriculum mapping, develop a Webquest, work collaboratively with other teachers at remote sites, and discover models of successful student outcomes using portfolio rubrics. Emphasis is on successful classroom applications and using these tools in the one-computer classroom. Strong focus is on helping teachers to implement the beginning stages of educational technology. Beginners and newly initiated computer users are encouraged to register.

EED647   Human Brain, Human Learning - 3 credits
This course will introduce educators, trainers and counselors to "brain-compatible" teaching and learning strategies based upon current research in the neurosciences, cognitive sciences, information theory, neurophilosophy, emotional intelligence and behavioral psychology. Many teaching techniques will be demonstrated including role-play, model-making, mini-lectures, demonstrations, videos, use of multiple intelligences, accelerated learning and total physical response. No prior knowledge of the anatomy or physiology of the brain and nervous system is required. A final paper summarizing applied classroom research will be required of each participant. Audio tapes, manual, text and curriculum units will be provided by the course instructor.

EED652   Classroom Management - 3 credits
Participants learn strategies and techniques for managing students in classrooms. Emphasis is on interpersonal relations, arrangement of space, management of time, working with individual students, small group and large group structures, content and process. Conflict resolution strategies are presented. We also examine teaching strategies which result in effective management of learning.

EED653   Curriculum Development and Design Using the Accelerated Model - 3 credits
This course gives participants an opportunity to become more skillful in effectively facilitating and designing using the AL method. It offers participants the chance to integrate everything they have learned about effective teaching and classroom management strategies, brain research, and how it impacts the learning environment, and the importance of designing curriculum that addresses the individual needs of each learner.

EED657   The Inner Game of Teaching: Body, Mind and Energy as Hidden Resources - 3 credits
Drawing from disciplines as varied as alternative medicine, new physics and the spiritual and healing traditions of indigenous peoples, this didactic and experiential course introduces new and ancient perspectives on the relationship between energy, consciousness and the body.

Topics include intuition, altered states, energy fields and field theory, effect of beliefs and emotions on the body, creativity and imagination in the learning process, eco-psychology and more. Students explore ways to deepen and enhance the quality of their own lives and their work in education.

EED658   The Cognitive and Affective Education of Urban Youth - 3 credits
The course examines theoretical and practical approaches to educating urban youth for the 21st century. Emphasis is on socio-cultural, psychological and educational practices that contribute to positive or inhibit optimal development in urban youth. Models of pedagogy are evaluated to determine if they foster behaviors that maximize the development of creativity, social awareness and social responsibility and motivations for academic excellence and community service.

EED663   Teaching Social Studies: The United States Through the Media - 3 credits

This intensive survey course explores social, political, economic, and cultural values of the United States from Colonial times to the present through an examination of electronic and print media. Day one examines Colonial times, the pre-industrial North, and the Antebellum South. Day two investigates the westward movement, the Civil War, Reconstruction, and immigration/migration. Day three is devoted to World War I and the Depression, Prohibition, the rise of the white gangster/hero, and the Harlem Renaissance. Day four culminates with World War II, Civil Rights, Vietnam, and the Women's Movement.

EED664   Creativity Intelligence: Teach Smarter, Not Harder - 3 credits

This hands-on course explores ways to involve and motivate students and improve results. Modern forms of the Socratic method can be used effectively with large numbers of students and gets them to examine their own awareness and respond with understanding. Use of Einstein-style discovery visual thinking provides intellectual benefits and makes thinking more effective. The techniques learned in this course may save a substantial amount of classroom time and effort; however, this is not a time management course. It is a major methods and self-development course.

EED666   Methods for Altering Unproductive Student Behavior - 3 credits

Several key concepts are involved in altering unproductive student behavior. Teachers will most effectively help children develop new skills and demonstrate responsible behavior when everyone understands his/her responsibility and works cooperatively. All interventions made in response to behavior problems should be educational in nature. As educators, we will most effectively assist children if we view misbehavior as based on the dual factors of responses to the environment and skill deficits. Underlying behavior change interventions is the belief that students should be actively involved in all attempts to alter their behavior.

EED667   Teaching Tools for the Twenty-First Century - 3 credits

Professional licensure course: additional instructional hours and requirements.

This is a highly interactive learning experience examining new instructional strategies for the twenty-first century. "Mental literacy" and "brain compatible learning" are explored. The learning processes in the classroom are reviewed. The question, "Why is it imperative that we change instructional strategies?" is answered. Twenty-first century learner outcomes, educational values, and methodology become evident. Instructional strategies useful to everyday classrooms are modeled such as crafting lessons, developing integrated units, selecting alternative assessments, and conducting collaborative problem-solving experiences.

EED669   Language and Literacy for Teachers K-12 - 3 credits

Professional licensure course: additional instructional hours and requirements.

This course considers modern approaches to a balanced literacy program, including reading, writing, listening, and speaking. It gives an overview of the historical unfolding of the transmission and transaction approaches to learning and teaching reading and writing. It reviews recent research on the development of language and literacy in childhood and youth. Based on this, students investigate best practices at different stages — emergent literacy, the guided reading stage, and methods such as literature circles for independent readers and older students. Modern strategies are reviewed, such as authentic assessment, new approaches to phonics and spelling, writing as process, and the reading-writing connection.

EED672   Training for Trainers - 3 credits

Concepts and practices of staff development and training are considered from the perspective of adult learning in the workforce and the impact of organizational environments on possibilities for such learning. Course content includes designing and evaluating training as a learning intervention, and varieties of training interventions.

EED673   Teachers as Leaders - 3 credits

This course relates the role of teacher to that of leader. It specifically targets teachers who intend to practice leadership in the classroom rather than in an administrative position. The course bolsters the self-esteem of the teaching professional. Participation in class discussions and group presentations is required.

EED674   The Examined Life - 3 credits

From Socrates, Plato, and Aristotle down to Benjamin Franklin, Frederick Douglas and 20th century thinkers and writers, we have been warned that an "unexamined life is no life at all." While I agree with this notion, the course need not be limited to Western thinking and methods; this is up to the participants. This course convenes a forum for penetrating the hazy areas between thought, language and action. How we feel, believe, and think forms the truths of our lives and methods of seeming and being.

The class may explore how we deal with the strong effects of subliminal imagery from high-tech advertising, how we distinguish human inconsistency from hypocrisy, how we interpret human sexuality, how we understand the nature of law, and how we deal with possibility/probability (or none at all) of god(s).

EED682   Schools and Their Communities - 3 credits

This course analyzes school-community relationships from a variety of perspectives, forms of parent participation, the community as a resource for learning, the political dimension of schools. Participants reflect on their own setting and build a community relations plan.

EED685   Assessment of Learning K-12 - 3 credits

This course introduces educators to the study of assessment methods based on two premises: (1) Single assessments are a poor basis for making important decisions about student performance and (2) assessments do not always provide valid information. Participants study and develop authentic methods for assessing higher order thinking skills and learn how to design

and interpret traditional test data. In context of social issues such as ethnic and gender bias and special learners in the regular classroom, participants develop formats that suit their own professional needs and design performance-based, portfolio assessments and objective assessments. They learn to knowledgeably converse with students, parents and administrators about the appropriate use and interpretation of test data; and become stronger advocates for fair testing.

EED687   Educational Leadership - 3 credits

This course on educational leadership analyzes factors, issues, and concepts in leadership and policy development. The course focuses on theories, models, strategies and practices germane to educational leadership. The class includes hands-on activities and critical analysis of case studies and emphasizes analysis of leadership strategies. Leadership and policy development are placed in the context of current national school reform' efforts to show the significance of the relationship between leadership and learning, teaching, curriculum, and instruction in effecting school improvement.

EED691-693 Professional Seminar in Education - three terms @ 2 credits

"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The group studies professional issues in education, such as what it means to be an educator today, and how educators can work in the organizational culture of schools and contribute to social progress. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

EED704   Seminar in Current Educational Issues - 3 credits

Professional licensure course: additional instructional hours and requirements.
This course defines some concepts, philosophies, that serve as foundations for structuring schools and learning environments, including: humanistic education, essentialism, perennialism, progressivism, social reconstructivism, and critical theory. The seminar also examines critical practical realities including: change, the economy, technology and science, leisure and work, communications, the human population, ecology, government and politics, values and lifestyles. Students explore and evaluate school/learning environment structures and teaching strategies, and they make compelling arguments for their professional points of view.

EED705   Multicultural Diversity Issues at the Workplace and the Classroom - 3 credits

Professional licensure course: additional instructional hours and requirements.

This course studies (1) ethnic-cultural history, (2) prejudice, biases and value systems, and (3) the appreciation of diversity in professional skills and personal strengths. Students discuss teaching cultural diversity in various learning environments, and individuals' power in realizing differences and similarities. Students explore ethnicity, race, gender and class from an historical and contemporary perspectives. The class looks at teaching styles and ways to manage culturally diverse classrooms. The importance of building students' self-esteem and sensitivity to their varied learning styles are addressed. Students should come prepared with a brief overview of their ethnic/cultural history (e.g., photo albums, letters, journals, and family trees).

EED706   Working with Parents in the Public School - 3 credits

Although a teacher's primary role is with students, teachers find that their work with parents is also important and rewarding. When parents feel good about their child's teacher and school, the youngster is more likely to receive encouragement and reinforcement of desirable school behavior. Parents can also be valuable resources for teachers, sharing their time and expertise. The rewards and punishments available in school may not elicit desired behavior from a youngster. When this occurs, school personnel need to involve parents in developing a behavior change program for the student. This course presents techniques and strategies for developing better working relationships with parents, as well the literature in this area.

EED710   Alternate Assessment Strategies Across the Curriculum - 3 credits

Professional licensure course: additional instructional hours and requirements.
This course enhances educators' ability to develop a conceptual framework of assessment procedures to improve their teaching techniques for the wide variety of learning styles found in the classroom today. Assessment is an important component of our educational system. However, many educators are now questioning the heavy emphasis on standardized tests and the decreasing attention to the value of classroom assessment. Dissatisfied with the current methods of assessment, and motivated by the desire to improve public education, educators, policy makers, parents, and community members are focusing increased attention on how we go about determining what our students know and can do, from kindergarten through grade 12.

EED715   Theory and Practice of Accelerated Learning - 3 credits

Building on the pioneering work of Dr. Georgi Lozanov and Suggestopedia, this intensive course introduces teachers, management trainers and counselors to the art of full spectrum learning and teaching through which students acquire new information more rapidly and with less stress. Participants receive instruction and practice in creating a carefully orchestrated, highly positive learning environment for making learning more rapid, effective and enjoyable. Course requirements include attendance at all class sessions, participation in all class activities, completion of a group curriculum project, and completion of all required reading.

Cambridge College

**EED721   Special Topics in Contemporary Education -
3 credits**
This course offers varying viewpoints on educational issues of
current concern. Students select topics that are being debated in
their home districts. They conduct literature searches to find pos-
sible solutions and develop position papers for possible presenta-
tion to students, faculty, administrators, school boards, and other
community groups.

EED732   The Culture of Adolescence - 3 credits
What was your world like as a teenager? What were your pas-
sions? What were your dreams? What was your favorite song?
What did you think you would become when you "grew up"?
These are some of the questions we explore to understand ado-
lescent culture. Through recollection of our own teenage years,
various readings, and interviews with young people we explore
the experience of being a young person in confusing times, how
they cope with stress, and how we as teachers can help. Videos,
readings, and discussions include frank depictions of adolescent
sexuality and violence, which some students may find disturbing.

**EED733   Use of Puppetry in Integrated Learning and
Teaching - 3 credits**
This course helps students integrate their visual and perform-
ing artistic capabilities into their teaching, and use puppetry in
children's learning. Lectures, cooperative learning projects, and
hands-on activities provide a knowledge of the history of puppetry
and instructional techniques in the use of puppetry to teaching
subject content and manage a classroom. Students develop skills
for crafting several kinds of puppets and introductory techniques
for using puppets in classrooms and other teaching settings.

EED800   Independent Learning Project - 3 credits
The Independent Learning Project (ILP) is a comprehensive, cul-
minating learning experience in the master's program. Students
relate their learning experiences in the Master of Education pro-
gram to their experiences as educators and to their professional
development interests. The ILP may take a number of forms: a
traditional thesis, a professional or curriculum project for use in
the classroom, or a creative project with discussion of its peda-
gogical value. The Professional Seminar leader provides support,
advice, and oversight throughout the ILP process; the seminar
group and some of its activities provide additional support.

**EUE513   Critical Thinking and Analysis Through the Visual
and Performing Arts - 3 credits**
This overview and in-depth introduction to the multidisciplinary
arts acquaints students with how artists of different cultures think
and create. The course includes the visual arts, music (classical
and jazz), theater, ballet, tap, the Broadway stage, Hollywood,
television, and their interrelationships. Students examine the
lives, works or performances of artists in each discipline and their
theories of expression. We carefully develop an awareness of how
artists use intuitive and critical thinking to create and re-create.
Students increase their range of understanding through hands-on
experience of the arts — exhibits, performances, films, interviews
of artists, and group projects.

**EUE522-523   Survey of African American Literature to
the 1920s; 1920s to the Present - 3 credits each**
The rise of the Atlantic slave trade; literature by Africans, Anglo-
Africans and Afro-Americans, especially poetry and autobiogra-
phy; literature on slavery.

EUE537   Integrating Music in the Curriculum - 3 credits
This course helps teachers learn to create a "sound" learning
environment that builds upon musical intelligence and enhances
learning. Participants learn to use music to enhance their stu-
dents' concentration, attentiveness, motivation, and retention.
Music therapy principles are used to explain the physical, mental,
emotional, and spiritual effects of music. Techniques for develop-
ing motivating and exciting lesson plans include selection of ap-
propriate music for desired effect. We also explore the integration
of various cultural music styles into the curriculum.

This course is applicable to all grade levels and content areas. It
is also useful for music and special education teachers, coun-
selors, and administrators interested in understanding the use of
music in the classroom.

EUE545   Brain Gym - 3 credits
Brain Gym is a series of quick, fun, and energizing activities that
integrate and balance the brain for thinking, feeling and perform-
ing in any context. In a learning environment these movements
eliminate stress from the environment and maximize students'
ability to receive, process, store and access information. Teach-
ers who participate in these activities will increase their ability
to effectively manage their behavior and raise their self esteem.
Teachers in this course learn the Brain Gym activities and how to
use them in their classrooms.

**EUE572   Brain-Compatible Learning and the Arts of
Teaching - 3 credits**
Here's how to create a powerful classroom learning experience
that is based upon how the brain learns. This course presents
effective classroom approaches and activities that support natural
learning processes. Learn about multiple intelligences and dis-
cover how to teach to all students through their strengths while
increasing abilities in challenge areas. Find out how brain-body
cycles effect learning and discover Edu-K and other techniques
that prepare the learner by integrating mind and body. Experience
numerous ways to use music to create an enhanced atmosphere
that expands retention, stimulates problem-solving abilities, and
increases joy and meaning in the classroom. Explore the reasons
accelerated learning techniques are so effective in helping stu-
dents learn quickly and easily.

**EUE589   Cross-Cultural Rhythms: Sound Ethnomusicology
for Bridging Diversity in the Classroom - 3 credits**
Diversity implies difference, novelty, variety. Cultural, social, racial,
gender, age, ethnic, economic, political and other differences can
create barriers. In this course, psychology and music are com-
bined to provide practical techniques, concepts and resources to
help educators bridge differences and increase our sensitivity to
differences that can hinder understanding. Emphasis is on rela-
tionship building, attentive listening, clear communication, respect

and acceptance of diversity. Experiential exercises involve class participation, relaxation techniques, skill building exercises, music and video presentations, readings and discussion. Unique identities are celebrated in a safe, collaborative environment.

EUE603   Asking the Right Questions - 3 credits

Getting students to ask the right questions is a crucial step on the path to developing life-long learners. When students ask the right questions, they not only learn what we want them to learn; they also develop habits of mind that will enable them to learn on their own. We explore methods of using journals and discussions to explicitly teach the habit of thoughtful questioning. The core model is the Socratic seminar. In addition, teachers look at how projects, particularly those involving the arts, naturally lead students to ask the right questions. Teachers share their thoughts and reflect on their own practice as they move toward creating a short unit.

EUE613   Roll Up Your Sleeves for Science - 3 credits

Students gain the knowledge, tools, desire, and methods to make elementary science an exciting "hands-on" learning experience. We cover units in life sciences, physical sciences, earth science, and inquiry-applied science. One of the highlights of the course is a half-day marine science trip to one of the New England Aquarium's tidepool collecting sites at Marblehead, MA. The remaining days are packed with experiments and activities that utilize readily available materials. The activities support the national benchmark standards in elementary science and the Massachusetts state frameworks. Students will get their hands soiled, curiosity stirred, and emotions heightened, and leave with bags filled with experiments to use to spark their students' interests.

ENGLISH (ENG)

ENG701   Integration of Reading and Writing With Children's Literature - 3 credits

Professional licensure course: additional instructional hours and requirements.

Participants acquire knowledge of the Massachusetts English Language Arts Curriculum Frameworks. Many genres of literature are explored, along with basic literacy elements and techniques. These include the necessary basics of the English language with emphasis on correct grammar, usage and composition. Participants explore the current research, techniques, and materials used in a balanced curriculum. This course facilitates instruction and use of materials for teaching reading and language arts for children ages 3-7, students functioning at levels 2.0 to 6.0, and students moving to more advanced writing.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL605   Teaching ESL Learners in Diverse Settings - 3 credits

This course builds participants' professional knowledge so that as educators, they can more effectively differentiate instruction for ESL learners (ESLs) in diverse K-12 settings. Instructional methods will address listening, speaking, reading, and writing, with a primary focus on English language development. This includes increasing participant awareness of ESL differences in home experiences, background knowledge, skills, and linguistic development. The role of culture and heritage of languages will also be considered. Participants will learn about teaching strategies and learning activities appropriate for various disciplines across K-12 classrooms and with students of diverse English language proficiency. Participants will learn how to integrate appropriate sheltered English or subject matter strategies for ESLs as well as guidelines for interpreting formal and informal assessments of content knowledge.

ESL610   Linguistics and Language Variation - 3 credits

This course is designed for teachers responding to NCLB and Massachusetts Dept. of Education's regulations that require all teachers with ESL learners in their classrooms to be "highly qualified" and have the appropriate credentials for their teaching assignments. This course will give intensive instruction in the following key areas: a) the foundations of second language instruction, b) second language and content learning, c) reading and writing instruction, and d) assessment for ESL learners.

ESL620   Teaching Reading and Writing to ESL Students - 3 credits

This course will provide a comprehensive analysis of reading and writing theory with practical classroom applications for ESL learners. This will enable students to provide a balanced, comprehensive program of instruction with explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies for ESL learners. A balanced approach to reading and writing includes explicit instruction in basic reading skills and comprehension strategies. The course will explore theory and practice through discussion, demonstration, and other strategies. In addition, students will better understand how cultural and linguistic differences affect literacy development and how to implement literacy instruction that motivates students.

ESL625   Technology for Linguistically Diverse Classrooms - 3 credits

Due to the rapidly changing demographics in our classrooms, teachers face the challenge of working with culturally diverse and multi-level populations. Technology, both low-tech and high-tech, can facilitate the adaptation and differentiation of the core curriculum to assure that ESL learners gain access to the content material. This course reviews a range of technologies that can be integrated into the mainstream, bilingual, or SEI (Sheltered English Instruction) classroom that will help scaffold and accelerate their learning. Participants will also explore the teaching/learning theo-

ries that informed the development and use of these technologies in the classroom.

ESL630   Equitable Assessment for ESL Learners - 3 credits
This course helps participants understand and explore a variety of assessment approaches. They will learn how to use assessment as a tool to place ESL learners appropriately, and how to interpret assessment results to plan instruction that helps the students achieve high standards at all levels of English proficiency. Strategies will be included in class activities that give participants experience with a variety of ways to assess the progress of limited English proficient students.

ESL631   Second Language Acquisition and Culture - 3 credits
This course provides participants with an overview of the study of language as it applies to second language acquisition and second language learning. It enables participants to understand the principles of language acquisition and language learning to facilitate the learning of English of students with various language skills and cultural backgrounds in content classrooms. The content of this course will focus on the different analytical levels of language and their impact on cognitive academic language proficiency of English language learners. Participants will also have an opportunity to put into practice their personal awareness of social, political and cultural constraints on teaching ELLs. They will explore how culture influences attitudes and approaches to education. Culturally relevant pedagogy for the academic development of English language learners will be strongly emphasized.

ESL635   Sheltered Instruction and Assessment - 3 credits
This course is designed for teachers and administrators experiencing the challenge of meeting the academic needs of multilevel, diverse classrooms that require sheltered instruction techniques and assessment instruments for ESL Learners. This course will provide participants with multiple opportunities to learn and apply sheltering strategies to their specific content area and curriculum.

The instructional focus of the course is the SIOP (Sheltered Instruction Observation Protocol) Model based on the work of Deborah Short, Justine Hudec and Jane Echevarria at the Center for Applied Linguistics.

ESL640   Identification and Instruction of ESL Learners with Disabilities and Limited Formal Schooling - 3 credits
This course attempts to provide a framework to participants in developing a comprehensive system for the assessment and instruction of ESL learners with disabilities through an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners limited or interrupted formal schooling. Participants will identify key issues in the assessment and instruction of ESL learners with disabilities including under-representation and over-representation in special education, limited or interrupted formal schooling, appropriate assessment measures, and legal responsibilities.

ESL650   Teaching Content to ESL Learners - 3 credits
This course provides educators working with second language learners a theoretical and practical framework for integrating academic language development into content area instruction. Students will be presented with an overview of instructional concepts and approaches that recognize the role that language plays as the major medium of instruction and learning; e.g. language across the curriculum, CALLA, process writing, cooperative learning and cognitive instruction. Students will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. Students will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher order thinking skills, and strategically apply learning strategies.

ESL691N-692N Professional Seminar I, II, III in English as a Second Language - Initial Level - two terms, 4 credits total
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in English as a second language. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for ESL teachers, and the requirements for state licensure — PreK-6 and 5-12. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics relevant to their course of study, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESL790   Practicum in ESL - 3 credits
Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: ESL791.
● **ESL790A (levels Prek-6)** — 300 hours
● **ESL790B (levels 5-12)** — 300 hours
The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision.

The Practicum experience provides student teachers opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with English language learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interac-

tive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ESL791 Practicum Seminar in ESL - 2 credits
Practicum required concurrently: ESL790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks and English Language Proficiency Benchmarks and Outcomes, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

ESL800 Independent Learning Project in Moderate Disabilities - 3 credits
The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

GENERAL SCIENCE (ESE, SCI)
See SCIENCE

HEALTH/FAMILY & CONSUMER SCIENCES (EHE, HEA)

EHE610 Principles of Health Promotion and Disease Prevention: Public Health Issues - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
This course provides a public health framework for health promotion and disease prevention activities. Participants discuss and analyze methods of coping with local, national and global health challenges in the past and in the 21st century. Morbidity and mortality statistics and national goals for the health of the nation are analyzed. The role of the individual and the community in the prevention and control of local, national and global health problems such as HIV, STD's, cancer, heart disease as well as outbreaks of new and old communicable diseases and environmental health issues are discussed.

EHE620 Curriculum Implementation in the Health Classroom - 3 credits
Pre-practicum: 10 hours of directed field-based training required.

This course reviews current research findings and practices proven successful in the development of health literate students. National and state health standards provide guidelines for classroom instruction. Participants evaluate curricula for different age groups, prepare lesson plans, develop/adapt curricula. They also model teaching techniques such as cooperative learning, role-playing, health advocacy and peer teaching to encourage active classroom participation. Critical thinking skills and reading enhancement are stressed. Research- and skills-based curricula and various methods of assessing student knowledge are reviewed.

EHE630 Growth and Development, Human Sexuality and Family Management Skills - 3 credits
Pre-practicum: 10 hours of directed field-based training required
This course prepares educators to give young people sensitive age-and culturally-appropriate information on the growth and development of their bodies, including the reproductive system and human sexuality. The maintenance of reproductive health will be dependent upon the young person's knowledge of and ability to prevent sexually-transmitted diseases, early sexual experimentation and unintended pregnancy. Teaching about sensitive issues such as diversity in sexual orientation is discussed. The course explores ways of teaching about pre-natal development, infant and child care, parenting skills, consumer and environmental health issues affecting the family.

EHE640 Promoting Wellness: Building Positive Health Behavior - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
Poor diet and physical inactivity are widespread among children and adolescents. These two risk factors contribute to the development of a number of chronic diseases and together are the second leading cause of preventable death in U.S. adults; tobacco use, another behavior that begins in youth, is the leading cause. This course prepares educators to provide young people with the knowledge and skills necessary to establish healthy eating and physical activity habits and to set goals for fitness and wellness. It also prepares health educators to work with other members of the coordinated school health team to create a school environment that supports and promotes healthy eating, physical activity, and other healthy habits.

EHE650 Preventing Unintentional Injury and Violence - 3 credits
Pre-practicum: 10 hours of directed field-based training required.
For young people accidents are a major source of death or disability. This course assists educators in providing young people with the skills and knowledge necessary to help them avoid injury at home, in school, in the neighborhood and in the larger community. Assisting young people with the development of a "Personal Safety Plan" is also described, as well as a review of the importance of teaching First Aid and CPR. Research on youth violence, recent behavioral surveys and resources for students affected by violence is discussed. Science-based curricula, negotiation and mediation skills and bullying, sexual harassment, domestic violence, sexual assault and racial intolerance are addressed. Successful school and community models are investigated.

**EHE660	Family and Interpersonal Health: Promoting Mental Health Through School-Based Interventions - 3 credits**
Pre-practicum: 10 hours of directed field-based training required. A growing number of young people experience serious mental and emotional problems which interfere with their learning. Depression, anger, anxiety, and stress are possible reactions to family and/or community dysfunction. These reactions can lead to various high-risk behaviors. In this course, participants investigate ways to identify young people who may require professional interventions such as counseling, psychological and/or social services. Crisis response, models for student assistance, and access to community mental health services are investigated and assessed. Participants practice ways of assisting young people to communicate constructively with peers and families, to handle stress, and to seek help from others.

**EHE670	Building and Evaluating Coordinated School Health Programs - 3 credits**
Pre-practicum: five hours of directed field-based training required. What are the components of a successfully coordinated school health program and who are the players? Health educators need to involve other teachers, school personnel and community representatives in developing a coordinated program. In this course, participants investigate ways of serving as resource specialists in building these collaborations by providing input on current student health issues and by advocating for science-based health education programs and policies. Needs assessment models, health indices, student and community surveys and sample program evaluations will be presented. Participants develop grant writing skills to assist them in seeking funding for coordinated programs.

**EHE680	Teaching Skills for Risk Reduction and Positive Behavior Change - 3 credits**
Pre-practicum: 10 hours of directed field-based training required. This course involves educators in teaching the special skills which their students need in order to avoid the high risk behaviors which could expose them to life-threatening situations such as substance abuse, violent behavior, early sexual activity and/or gambling. Educators practice teaching skills such as decision-making, assertiveness, refusal, conflict resolution, anger management, stress reduction and goal-setting. The course also reviews research and practice in the development of youth leadership, social responsibility, community service and advocacy skills shown to contribute to positive behavior change.

EHE691N-693N Professional Seminar I, II, III in Health Education - Initial Level - three terms @ 2 credits
The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The seminar is a forum for discussion of professional issues in school health/family and consumer sciences education, current issues facing students, faculty and parents, ways in which educators can work in the organizational culture of schools today and contribute to social progress. Students integrate their learning from classes, workshops and experience. Transformed by thinking, reading and discussion, students become reflective practitioners and lifelong learners.

**EHE691P	Professional Seminar I in Health Education - Professional Level - 2 credits**
The first term of the professional seminar assists students to develop insight into the role of the health educator in the school community. In order to acquire the skills needed to become life-long learners and "health literate" teachers, students are involved in planned and structured activities around issues related to professional development and academic excellence in health education in the context of the culture of the school. The seminar group becomes the curriculum and serves as the source of discussion, problem-solving and networking around current experiences as classroom health educators in school settings. Students discuss the unique challenges and issues in school health encountered in today's challenging environment, when resources are scarce.

**EHE692P	Professional Seminar II in Health Education - Professional Level - 2 credits**
The second term emphasizes the development and implementation of school health policies and procedures which impact the health status of students and classroom health education programs. The group continues to serve as a source of discussion, problem-solving and networking on recent developments affecting school health policies in the context of current health issues—local, state, national and global. Through case studies and sharing of school health policies and their implementation, students examine new ways of approaching current school health education problems. Class discussion of real situations allows presenters to see the issues more clearly and view them from other perspectives. The case study method permits a more objective view of problematic issues and may provide suggestions for new approaches and solutions.

**EHE693P	Professional Seminar III in Health Education - Professional Level - 2 credits**
In the third term, students focus on community and public heath. They learn about the influence of social factors on health and the contribution of public health. They investigate the role of health teachers in promoting health education locally, in the state and in the country. They investigate ways of encouraging their own students to promote the health of others in their schools, families and communities. They share ideas for developing student awareness of national and global health needs and concerns. Other strategies explored include service on advisory councils and professional organizations; outreach to parents and community members; and collaboration with others to facilitate healthy, safe and supportive communities.

**EHE701	Current Research on the Interrelationship of Risk Factors - 3 credits**
This course investigates the findings of biomedical and behavioral health research about youth risk behavior. Societal, psychological, family and environmental influences are analyzed and discussed. Research is presented on interrelationships between drug and alcohol abuse, violence, early sexual experimentation, smoking

and mental health issues such as depression. Educators also investigate other recent long-term scientific findings about health risk behaviors and programs that have been successful in helping their students avoid these behaviors. Educators learn to analyze the best ways of building student skills and promoting coordinated health programs.

EHE703   New Perspectives in Teaching Human Sexuality - 3 credits

Educators investigate current trends in comprehensive sexuality education at all grade levels. Issues addressed include: different cultural and religious attitudes toward teaching about sexuality, gender identity, homophobia; strategies for building support for gay, lesbian, bisexual, and transgender youth; and building acceptance of diverse family structures. Other areas discussed include: local, state and national policies; teaching sexuality to youth with disabilities; methods of handling controversy; sexual exploitation and sexual harassment; updated statistics on sexually-transmitted diseases. Special attention is given to sensitive issues and strategies for involving parents in the teaching program.

EHE705   Promoting Wellness in a Media-Saturated Society - 3 credits

Educators explore their own approaches to viewing the media and interpreting health messages. They also analyze ways in which the media influence youth behavior in areas such as nutrition and body image, smoking, consumer buying patterns, early sexual experimentation, stereotypes, violence, and attitudes toward environmental issues. They study examples of messages affecting health in the media including television, film, advertising, teen magazines, music videos, and the Internet. Educators also learn to use media analysis in teaching written and oral expression in the health classroom.

EHE707   Aspects of Violence Prevention: Special Concerns in Today's School Environment - 3 credits

School health educators need to address new concerns: bullying, interpersonal violence, sexual harassment, gender-based violence, racial/ethnic prejudice, child abuse. In this course, educators review the many different aspects of violence in school settings and various ways of responding to these incidents. The mental and emotional short- and long-term effects of viewing or being victimized by violence are discussed. New approaches to classroom discipline and raising awareness of students to the effects of their behavior are discussed. Materials for addressing these issues with students at all grade levels and parents are presented. Educators learn to review interactive strategies and develop their own plans for use of the material.

EHE709   The Interdependence Between the Ecological Environment and Human Health - 3 credits

Educators address issues related to personal responsibility for the maintenance and improvement of the ecological environment. Personal and societal behavior affects individual, family, community, and global health through energy use, water use, waste disposal, food production, and care of the natural environment. Educators investigate strategies for teaching young people about the conservation of the environment and effects of inattention to these issues on the future health of all people. Methods of involving young people in promoting the health of the community are developed.

EHE711   Evaluation of School Health Programs - 3 credits
Cross-listed as ESN750.

This course presents theory and practice of program evaluation with emphasis on how to design, focus and implement program evaluation. Content includes program theory and evaluation models, identification of outcome indicators; quantitative and qualitative methods; standardized testing, data analysis and communication of evaluation findings. Special topics address needs assessment, cost-benefit analysis, and impact analysis.

EHE713   Assessing Health Literacy - 3 credits

As new health problems have emerged in young people, educators need new methods of assessing student skills, attitudes, behavior, and knowledge to ensure that young people have developed the skills they will need in order to practice lifetime health behaviors successfully, starting in kindergarten. In this course health educators review national and state health standards and existing assessments (e.g. CCSSO-SCASS). They practice writing questions of all types, taking into account diverse learning styles and language proficiency. They identify various uses of technology in assessing student learning. They develop rubrics for various grade levels, learn to score papers, and experiment with exemplars/benchmarks/models of excellence. They practice developing and evaluating portfolios. They discuss methods of involving students in self-assessment and strategies for changing behavior in a creative classroom atmosphere. They learn to develop alternative strategies for assessing students with special needs and students with language difficulties.

EHE800   Independent Learning Project in Health/Family and Consumer Science - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of health/family and consumer science and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in the field; parts of the project may be implemented during the practicum.

HEA790   Practicum in Health/Family and Consumer Science - 3 credits

Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: HEA791.
Effective Fall 2003: 300 hours (150 elementary and 150 secondary) in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.

The Practicum experience provides opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced health/family and consumer science educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials for the elementary level, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

HEA791   Practicum Seminar in Health/Family and Consumer Science - 2 credits
Practicum required concurrently: HEA790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role in health/family and consumer science. It is the setting for students to interpret and discuss their field-based experiences and transform them into skills, knowledge, attitudes and values for the health classroom. The seminar provides a cohort/support for students to address problems, find solutions, and share best practices which they have observed and used themselves. They will also be able to relate current research in health education to a real school setting. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

HISTORY, HUMANITIES

HIS600   The Ancient Greek World - 2 credits
A systematic exposition of the ancient classical Greek world, emphasizing the so-called "Greek miracle" but with recognition of inheritance from other cultures, especially Babylonian science and mythology. This is an introductory survey course which will cover Greek history from the Dorian invasions, the Mycenaeans, the influence of the Hittites, and the wars with Persia. It will also give approximately half the time to literature, philosophy and science.

HIS606   The Cultural Basis of Greek Civilization: Homer - 2 credits
Plato calls Homer "the educator of Hellas" and it is true that Greek education and its moral and political ideals remained supremely Homeric, based more on the Iliad than the Odyssey, until challenged and modified first by the poets and pre-Socratic philosophers, then by the dramatists, and finally by Plato and his successors. This course, through a historical consideration of Homer and Achilles, the sacker of cities, and Socrates, the founder of cities, explores the presuppositions of Greek culture and its dynamics.

HIS609   The Renaissance in Italy and Beyond - 2 credits
This course combines history with historiography. It was the work of Jacob Burckhardt (The Civilization of the Renaissance in Italy, 1860) that established the Renaissance as an identifiable historical period (approx. 1350-1550) and a viable intellectual category in western thought. The work of Burckhardt will be examined together with commentaries on it, in order to make clear the structure imposed upon the events of the time, and to consider alternative views and the reality of historical "movements."

HIS610   World History (Part One to 1492) - 3 credits
Our beginning: a rapid survey of where we are now and how we understand the nature of history. The geography of the earth (including climate and resources) and the astronomy of space; the political units and their structures; the cultural (including art forms) and linguistic divisions; the distribution of religions and languages. This survey invites the question "how did it (or we) get that way?" The remainder of World History (Parts One and Two) is an exploration of that question.

An analysis of the Graeco-Roman worlds; the rise of political ideas, especially of citizen, state and empire. Israel and the Torah. From there, a study going backwards in time, through the early civilizations of Mesopotamia, Phoenicia, Africa, Egypt, India, and China, for which there is little literary evidence. Includes the archaeological record, and the anthropological knowledge of human beginnings. Hunting, gathering, agriculture. The extent of travel and communication, trade routes.

The fall of Rome and the slow formation of modern Europe. The struggle to reconcile Christianity and its Hebrew origins with Greek philosophy. The barbarian invasions and the move towards nation states. The Holy Roman Empire. Expansions. The rise of Islam, its religion and conquests. The Crusades. Medieval Christianity and the Gothic cathedral. Scriptures and printing. The Renaissance and Reformation and the counter-Reformation. The age of exploration. The concept of a New World.

HIS611   World History (Part Two 1492 – 2006) - 3 credits
A review of the world in the period 1492 – 1620. The rise of new empires (the struggle for land): trade and colonialism (the struggle for markets). The Golden Century of Spain. Sea power. Religion and the rise of capitalism. The middle class. The development of both technology and science. Agricultural improvements. A new theory of politics and a new distribution of power. The English, American and French Revolutions and their results. The growth of political and economic stability and the rise of a leisure class. Intellectual growth. Industrialization: the problems of production, the later problem of sales. European economic colonialism and the effects on Africa, Asia, and South America. The rise of the urban proletariat. Social justice and injustice. Modern concepts of democracy and socialism. Marxism. World wars and the concept of total war. Ideologies. Improved social and health conditions and the increase in populations. The struggle for resources. The United Nations and the search for the unity of mankind. Unity and diversity.

HIS630   Birth of a Nation: the Federalist Papers - 2 credits
To use the Federalist Papers to explore the construction and meaning of the Constitution of the United States, and to ask the question: Is this a good model for a country? What is its relevance? What is its morality? Special attention will be focused on the concept of the responsible use of freedom. The course will include readings from the Federalist Papers as well as other contemporary sources; the design is, having first established a historical context for the Constitutional Convention, to read the Papers themselves, relying primarily on students' close reading and analytical skills to unpack and articulate their meaning.

HIS631   Revolution to Reconstruction - 3 credits
This course is designed for the student of history. It has been designed as a professional development course for educators, especially those who teach history and the social sciences. Students who enroll in this course should have a basic understanding of American history and western civilization. The course covers the political, social, religious, economic and societal influences that encouraged the American Revolution, the development of the United States government, the westward expansion of the United States, and the American Civil War. The period from 1770 to 1877 is explored through the view of various groups of Americans who shaped the times in which they lived. Special notice is paid to the roles of women and peoples of color. The course explores this time from the perspective of the different groups. It is believed that the students who complete this course will be well prepared to teach early US history themselves.

HIS632   America at War - 3 credits
This course is designed for the student of history. It has been designed as a professional development course for educators, especially those who teach history and the social sciences. Students who enroll in this course should have a basic understanding of American history and western civilization. The course covers the political, social, religious, economic and societal influences that the Revolutionary War, Civil War, Spanish American War, World War I, World War II, Korea, Vietnam, and both Gulf Wars had on the United States. This course will examine America's response to war, the influences war has had on various groups of Americans who shaped the times in which they fought. Special notice is paid to the roles of women and peoples of color. The course explores this time from the perspectives of the different groups. It is believed that the students who complete this course will be well prepared to teach early US history themselves.

HIS633   The Rise of America as a World Power - 3 credits
This course is designed for the student of history. It has been designed as a professional development course for educators, especially those who teach history and the social sciences. Students who enroll in this course should have a basic understanding of American history and western civilization. The course covers the political, social, religious, economic and societal influences that the end of The Great Depression, the Second World War, The Cold War and the Space Age. The period from 1930 to 1980 is explored through the view of various groups of Americans who shaped the times in which they lived. Special notice is paid to the

roles of women and peoples of color. The course explores this time from the perspective of the different groups. It is believed that the students who complete this course will be well prepared to teach early US history themselves.

HIS634   Philosophy of History - 3 credits
This course is designed for the student of history. It has been designed as a professional development course for educators, especially those who teach history and the social sciences. Students who enroll in this course should have a basic under-standing of American history and western civilization. The course covers the concerns philosophers have had in respect to histori-cal knowledge. By examining actual historical writings the course will attempt to connect philosophy to historical understanding. It is believed that the students who complete this course will be well prepared to teach US History.

HIS635   The First Five Presidents/U.S. - 2 credits
To use the lives, public and private, of the first five U.S. Presi-dents as prisms through which we will examine the formation and growth of the American nation, the office of the Presidency itself, and the concept of the responsible uses of freedom and power. The course will include a number of biographical excerpts from primary and secondary sources; the design is to look at the Presidents serially, thus tracing the course of one man's life and then intentionally backtracking to other lives of presidents so that the students examine the same historical events from a different perspective.

HIS636   The Discovery of America - 3 credits
This course is designed for the student of history. It has been designed as a professional development course for educators, especially those who teach history and the sciences. Students who enroll in this course should have a basic understanding of modern history and western civilization. The course covers the political, social, religious, economic and societal influences that encouraged the exploration of the New World, the settling of the Americas and the development of the United States' form of government. Examined in this course are the interactions of the peoples of Europe, Africa and Asia as well as their collective inter-action with the Native Americans. The course explores this time from the perspective of the different groups. It is believed that the students who complete this course will be well prepared to teach early US history themselves.

HIS640   Social Justice and Citizenship - 3 credits
The goal of this course is to explore the fundamental ideas and ideals that inspired our forefathers and made this country unique. The tension created between constitutional ideals and the inter-pretation of these ideals will remain throughout history. This is the test of a democracy. As a "nation of laws," our constitution, with its Bill of Rights, determines how citizens can promote the best in society. Among the issues to be discussed are: What does we mean by "all men are created equal?" Can capitalism and social justice co-exist? What power do citizens have? Who founded the United States? Why do we fight wars? Can young people trans-form a society? What is government? The course will address

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these essential questions as it travels throughout history identifying the tensions between justice and government from 1850 through today. The course will use primary sources, audio-visual and multimedia resources, and learning technologies to support humanities teaching and research.

HIS650 The History of Ideas I: Plato's *Republic* - 2 credits

A careful and systematic reading of Plato's greatest dialogue, the Republic. The dialogues has been interpreted in many different ways, but it seems universally admitted that it has something to do with the connection between education and politics, and between the individual and society. The course will explore these connections, using the divided line and the cave, the light of nature and convention, virtue and knowledge, knowledge and opinion, poetry and philosophy, the soul and immortality and the idea of the Good.

HIS700 History of Ideas: Plato on Love and Friendship - 2 credits

Just as biography offers a viewpoint on an individual's life - and hence a way to reflect upon our own - so the study of an idea's evolution can help us uncover its meaning for us today. Any "biography" of Love must include among its first chapters Plato's masterful Symposium, in which poets, playwrights, doctors, philosophers, and warriors all offer their views on the subject. This witty, wise and funny piece of drama is a prism through which we may examine the enterprises of philosophy and literature, parody and satire, the very course os Athenian history itself, the nature and aim of education in general, and the intimate connection between education and Friendship, and of course, What Love Has to Do With it. Augmenting this central reading will be other selections from Plato and his own friend and colleague, Aristotle.

HUM620 Humanities Seminar I: The Meaning of the Humanities - 2 credits

A course of lectures designed to illuminate the idea of the humanities as a defined area of human study. The humanities are usually described rather than defined — that is, they are listed as conventional subject matters with the exclusion only of anything that is obviously mathematics or science. The point of view of *Humanities and Freedom* is that the central freedom and creativity of the human soul defines our study, and the true subject matter is that very freedom of thought and expression.

The expression of ideas, of created thought, depends upon some system of notation — mainly, of course, ordinary language. Therefore, a major part of the humanities must concern itself with the arts of language, the liberal arts of grammar, rhetoric, and logic or dialectic. Some of the fundamental concepts of knowledge, especially in literature and history, such as time and cause, truth and falsity, will be examined, and explicit examples from the western tradition will be analyzed.

HUM520 Museum - 3 credits

The "Museum" component of the humanities certificate will examine the history of the interaction of the arts and civilizations from prehistory up to and including the 20th century. Methodology will include lectures, a/v presentations, Interactive participation and field trips.

HUM640 Arts Seminar I: The Arts - 4 credits

This is an action course on the fine arts, exploring different arts in each of the five weeks. Learning unfamiliar arts, we reflect on the human arts generally and on the sameness and difference between the arts that use the intellect and those that give greater play to the body. This also provides an opportunity to reflect on the nature of learning as a whole.

HUM751-753 Humanities Essay I-III - 8 credits total

751 Humanities Essay I - 3 credits

752 Humanities Essay II - 3 credits

753 Humanities Essay III - 2 credits

Each essay is a humanistic analysis of a problem of a problem or issue related to humanities and freedom. Clearly identity and explain the subject, (interpret, elaborate) account for the ideas and meaning involved.

10 hours of independent work and supervised study per credit hours is required; the final essay will be a minimum of 5,000 words. Essays II and III expect a more advanced level of sophistication and research, with an extensive bibliography where appropriate.

LIT600 Introduction to Fiction Writing - 2 credits

This class will focus on writing the short story and the novel. We will pay attention to character development, tone, narrative structure, and plot development. In this class you'll develop concrete skills and narrative techniques through fun, in-class writing exercises designed to help you master your craft. The class will also analyze other narrative genres from movie scenes to comic books, in order to learn storytelling skills that can be applied to fiction writing. Writers include: Samuel Beckett, Thomas Hardy, Harvey Pecar, Mary Gaitskill, Heather McGowan, Michael Cunningham, Jumpa Lahiri and Ha Jin.

LIT640 From Book to Film: Representations of Literature in Popular Cinema - 2 credits

This class will explore the relationship between the written word and its translation into film. Through the particular representation and/or adaptation, we can look at the decisions made by the author in relation to the decisions made by the director and/or screen writer. While comparing aesthetic, content, and style, we can talk about the similarities and gaps that have happened or are emerging in the world of entertainment's utilization of literature. Texts will include: *The Orchid Thief*, *Sense & Sensibility*, *Frankenstein*, *The Mystic Masseu*, and *The Hours*.

INDIVIDUALIZED M.ED. (EIE, EIH)

EIH620   Introduction to Humane Education - 4 credits
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME.
This directed study introduces the field of humane education and helps students acquire skills and knowledge needed by the humane educator. Specifically, the course introduces teaching and learning styles and provides strategies to present and communicate principles and issues of humane education in the community.

EIH630   Animal Protection - 4 credits
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME.
Prerequisite: EIH620.
Through books, articles and videos, students are exposed to a variety of issues (animal agriculture, experimentation, entertainment, hunting, companion animal) and views pertaining to animal protection and rights. This module provides information for students to consider and evaluate for the purpose of educating others—children, teens, or adults—who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

EIH640   Environmental Ethics - 4 credits
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME.
Prerequisites: EIH620, EIH630.
Through books, articles and videos students are exposed to a variety of issues (population, endangered species, pollution, resource and energy issues) and views pertaining to the environment. This module provides information for students to consider and evaluate for the purpose of educating others—children, teens, or adults—who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

EIH730   Cultural Issues and the Media - 4 credits
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME.
Prerequisites: EIH620, EIH630, EIH640.
Through books, articles and videos students are exposed to a variety of cultural issues (conservation, consumerism, globalization, the media and other influences on ideas and beliefs). Like the other modules of the Humane Education program, this module provides information for students to consider and evaluate for the purpose of educating others who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

EIH740   Human Rights - 4 credits
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME
Prerequisites: EIH620, EIH630, EIH640, EIH730.
Through books, articles and videos students are exposed to a

variety of human rights issues (civil, gay and lesbian, disability, women's, children's, and other rights). This module provides information for students to consider and evaluate for the purpose of educating others who play various roles in society and assume different positions on these issues. Students respond in short written assignments, essays and projects, and participate in regular consultation with the instructor.

EIH790   Practicum in Humane Education - 1 credit
Distance learning module available through affiliation with the International Institute for Humane Education, Surry, ME
Prerequisites: EIH620, EIH630, EIH640, EIH730, EIH740
Students apply principles and practices of humane education within a field setting. This practicum is supervised by a faculty member.

EIM600   Research Methods/Individualized M.Ed. - 4 credits
May be completed in two segments: EIM601-602
This individualized directed study with the Project Mentor focuses on methods of research appropriate to the chosen topic. Students develop a full project proposal including a literature review.

EIM601   Research Methods I - 2 credits
In this individualized directed study with the Project Mentor, the student identifies a topic and develops a project proposal, consisting of the elements of the introduction: problem statement, historical context, goals, rationale, methodology, and anticipated outcomes.

EIM602   Research Methods II - 2 credits
This continuation of the research methods study with the Project Mentor assists the learner in developing the project and completing a literature review.

EIM610   Planning Seminar: Individualized M.Ed - 3 credits
This intensive seminar focuses on adult learning theory and strategies for successful program design and completion. Students complete relevant self-assessments, a mission statement, an academic plan, course proposals, and a summary of learning.

EIM800   Individualized M.Ed. Thesis - 4 credits
This research project is the focal point and culmination of the I.M.Ed. program. The topic and format must be professionally and socially relevant, challenging, and appropriate for the student's chosen theme. In the project the learner demonstrates ability to integrate theory, resource skills, academic course work and professional experience.

INFORMATION TECHNOLOGY LITERACY

See also Instructional Technology and Library Teacher sections.

ETL691-693 Professional Seminar in Information Technology Literacy - three terms @ 2 credits

"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The group studies professional issues in information technology for schools and organizations. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

INSTRUCTIONAL TECHNOLOGY (EIT)

EIT600   Using the Computer as a Research Tool for Educators - 3 credits

Pre-practicum hours of directed field-based training required Considering the expanse of information available on the Internet, educators need to develop effective Internet search strategies, sound criteria for evaluating and analyzing Web sites, and experience in integrating Web-based research into classroom research methods. This course trains educators to search, evaluate, and document online educational resources, for their own use as graduate students and for classroom use with their pupils. The course helps educators use the resources available on the Internet to nurture curiosity and facilitate knowledge acquisition in their classrooms.

EIT610   Designing Educational Materials Online - 3 credits

This course requires students to apply perspectives on teaching and curriculum to the design of original interactive Internet materials. The course covers the elements of Web site design, including selection of materials, organization and navigational design, rhetorical strategies, visual layout, and interactivity. Students learn the HyperText Markup Language of the World Wide Web, as well as how to use HTML and graphics editors, scanners, and digital recording equipment to create texts, illustrations, digitized photographs, and diagrams for educational Web sites. Further, students focus on various design technologies in their most effective applications for curricular design. They gain hands-on experience in using multimedia integration techniques and educational design principles.

EIT621   Networks and Intranet for Educators - 1 credit

Students are introduced to the concepts of networks and intranets (in contrast to the Internet), and develop an understanding of their underlying function and operation, and how they function in academic settings. This overview will enable teachers to participate in their schools' decision-making processes concerning the technologies to be implemented and supported in their classrooms.

EIT622   Integrated Online Educational Platforms - 1 credit

This course reviews the elements of successful online learning environments (OLE's), with the goal of incorporating and recreating them in the teacher's online work. The rationale, potential, and problems of online educational platforms are explored from the viewpoints of teachers and learners. Students write reviews of existing online platforms in light of theory and share their reviews with other students.

EIT630   Perspectives on Pedagogy, Curriculum, and the Web - 3 credits

This foundation course explores teaching practices and their relation to broader theories of curriculum design. The course examines the relation between theory and practice within the context of networked learning environments. Students make connections between their own and others' teaching practices, curriculum development strategies, and both the promises and pitfalls presented by technology and the Web. Opportunities will be provided to develop criteria for evaluating Web-based curriculum materials, assess appropriateness to teaching goals, and to create strategies for incorporating technology and the Web into existing curriculum. Further, class projects will engage students in examining current trends in curriculum reform, standards development, school change, and alternative assessment.

EIT640   Integration of Technology and Computer Applications in the Classroom - 3 credits

The use of information technology in the classroom and, in particular, the Internet, as tools for teaching has been growing exponentially since the advent of personal computers in classrooms. The spillover factors of home use for both students and instructors has created many new opportunities for teaching and learning. In this course teachers become familiar with the basic concepts of utilizing and harnessing this technology in their everyday classroom teaching and beyond. Topics include the elements of basic Design 1: HTML, evaluating and designing educational web sites according to UDL principles. Teachers are introduced to high quality freeware/shareware which can be used in graduate projects and in the classroom.

EIT691, 692, 693 Professional Seminar in Instructional Technology - 3 terms @ 2 credits

"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in Instructional Technology. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for instructional technology, and the requirements for state licensure in the field (all levels). Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

EIT703   Impact of Technology on Education - 3 credits
Educators will improve teaching and learning in the classroom by using educational technology. The course includes an overview of technology's impact on education, evaluation of educational software, integration of multimedia applications, the World Wide Web, curriculum frameworks integration, and hands-on experience in the development of instructional materials. Practical examples of successful schools are examined. Educators also gain experience with a variety of educational software related to the curriculum. Strategies for inclusion of special needs students are explored.

EIT710   Legal and Ethical Internet Issues for Educational Technology - 3 credits
Pre-practicum hours of directed field-based training required
Who owns what on the Internet? What are the issues surrounding privacy and protection, selection of age-appropriate materials, and careful consideration of censorship options in an online environment? This course explores the highlights of intellectual property and copyright issues concerning educational materials, including the latest legislation and guidelines available. Students also examine privacy legislation, landmark censorship cases, and filtering issues.This course covers the current material dealing with content and authorship rights on the Internet, emphasizing plagiarism, copyright, and intellectual property.

EIT711   Advanced Technologies in Education - 3 credits
Cross-listed as ECL803.
This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

EIT712   Using Educational Technology to Improve Teaching and Learning in the Math, Science and Language Arts Classroom - 3 credits
Through discussion, use of the latest hardware and software, participants explore computer based multimedia and communications technologies that enhance classroom instruction. This course is geared for PreK-12 teachers to experiment with the tools of the classroom with emphasis on math, science and language arts. Software and Internet applications are explored, including best practice applications. Focus is on developing technology-based thematic units that integrate theory, practice and standards in the language arts, science, and math classroom. Recent developments in technology integration regarding math and language with the No Child Left Behind Act are discussed.

EIT730   Planning for Change in Education - 3 credits
Pre-practicum hours of directed field-based training required
Integrating technology and the Web into teaching and learning is a complex process, involving many layers of change within an individual classroom, a whole school, or an entire district. This course provides planning strategies for students who will eventually lead change involving teaching, learning, and the Web. Topics include political and economic ramifications of technology integration, needs for professional development, organizational models for effective integration, and strategies for change management.

EIT800   Independent Learning Project in Instructional Technology - 3 credits
The independent learning project is equivalent to a master's thesis. They demonstrate mastery of the interdisciplinary curriculum and implementation of an innovative concept for using the Internet in an organizational or educational setting.

Past examples of Independent Learning Projects include: the design of an online course curriculum for K-12 teachers; the re-design of a school system's computer network considering issues of security, usability, management and cost effectiveness; and the development and delivery of a Website which promotes the educational, social, and cultural activities of a community service organization.

LIBRARY TEACHER (ELM)

ELM509   Overview of the School Library Program - 3 credits
Pre-practicum: 20 hours of directed field-based training required. This course introduces school library programs to library teacher candidates. They explore their anticipated responsibilities as teachers, information specialists, instructional consultants and program managers. They consider the evolution of school libraries, look at information literacy K-12, and explore the process of planning a quality school library program. Candidates consider continuous evaluation of their roles and library programs.

ELM515   Evaluation, Selection, and Management of Learning Resources - 3 credits
Pre-practicum: 10 hours of directed field-based training required. Part I of this management, evaluation and selection course looks at administration: the program, instruction and learning, and program evaluation. Part II, collection development, considers evaluation of learning resources, selection criteria and policies as applied to learning resources, weeding the collection, and acquisition procedures. This course gives students a clear view of the inner workings of a school library program and its resources,

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so that they may plan, teach, and manage time more effectively, as well as being able to develop, organize, manage and evaluate school library programs.

ELM517   Literature for Young Adults - 3 credits
This survey course for introduces classic and contemporary literature considered appropriate for young adults, that bridges the gap between children's and adult books. It provides educators with the knowledge and skills needed to integrate young adult literature into classrooms and libraries. Emphasis is on fiction: full-length novels (with a film version of one novel), and short stories. Thematic approaches are explored along with practical activities to promote lifelong reading, writing and appreciation of literature. Critical review sources and selection tools are also examined.

ELM521   Reference Resources - 3 credits
Pre-practicum: 17 hours of directed field-based training required. This course provides skills and knowledge needed to manage reference services for students and staff in a K-12 environment. Students are encouraged to gear their research projects to specialties or a preferred grade level. Students explore text-based and electronic reference materials and their use to enhance learning. Students look at professional library selection tools to locate the best and most relevant information resources. The reference interview and skills instruction methods are also considered.

ELM523   Children's Literature - 3 credits
This course enhances and extends students' knowledge of literature for children through in-depth involvement with books. The course focuses on selection, evaluation, and methods of sharing and discussing various types of literature, using print and other media. Students read widely from a broad range of literature and develop methods of incorporating literature into classroom and library experiences.

ELM532   New Technologies in the School Library - 3 credits
Pre-practicum: 13 hours of directed field-based training required. This course is for administrators, classroom teachers, and new library teachers. The course explores access to online databases, educational use of the internet, webquests, distance learning, school use of DVD, video, television, and cable, copyright issues, the use of scanners, and major issues in media literacy. (2)

ELM561   Production of Instructional Materials - 3 credits
This hands-on course introduces multimedia technology and its instructional uses. Candidates gain experience creating multimedia projects for classrooms, libraries, colleagues, and students. They learn how to publish a Powerpoint presentation on the Web. They are introduced to presentation software, digital video cameras, and digital video editing software. Basic film production vocabulary and basic concepts of media literacy are also studied.

ELM624   Cataloging and Classification - 3 credits
This course provides an overview of the skills, tools, theories, and decisions made by school library teachers regarding the organization and maintenance of a school library collection according to national standards.

ELM691N-693N Professional Seminar in Library Teaching - Initial Level - three terms, 2 credits each
Pre-practicum: five hours of directed field-based training required each term (15 hours total).
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional standards for school library teachers, licensure requirements and process, and the job search. It also links them with wider networks in the field. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ELM790   Practicum Experience in Library Teaching - 3 credits
Prerequisites: Pre-Practicum, pass all initial licensure courses, pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: ELM791.
Effective Fall 2003: 200 clock hours in a school library. The Practicum experience is in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.
The Practicum experience provides library teacher candidates the opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools, libraries, and classrooms. Students work with the guidance and support of an experienced library teacher and by observing his/her instructional and library management strategies in action. Students reflect on their own professional growth and examine theory through actual practice. An Exit Performance Portfolio documents their experiences.

ELM791   Practicum Seminar in Library Teaching - 2 credits
Practicum required concurrently: ELM790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the library teacher's role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

ELM800   Independent Learning Project in Library Teaching - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for library teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

MATHEMATICS (EME, MAT)

EME691-693 Professional Seminar in Mathematics I, II, III - three terms, 2 credits each
EME691N-693N - Initial Level
EME691P-693P - Professional Level
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge college. It grounds learning in a cohort group of students with a faculty leader. The cohort studies professional issues in teaching mathematics, national standards and student achievement in mathematics. Students explore what they are learning, brainstorm about applications, and reinforce each other's focus and enthusiasm as teachers. They integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.

MAT800   Independent Learning Project in Mathematics - 3 credits

The Independent Learning Project is a culminating learning experience that helps mathematics teachers to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for mathematics teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure. It engages educators in sustained research into educational practice and curriculum development in mathematics; parts of the project may be implemented during the practicum.

MAT601   Psychology of Mathematics Learning - 3 credits
Prerequisites: MAT607 & 609 or program coordinator's approval.
This course is an in-depth exploration of how children learn mathematics, learner characteristics, and differences in what children bring to mathematics learning tasks. Teachers learn how this informs mathematics curriculum, teaching and choice of instructional strategies and materials. Teachers experience how children develop understanding of mathematics concepts and skills. Teachers develop strategies to facilitate effective classroom learning and teaching, understand why learning problems occur, and explore the strengths of using a variety of cognitive strategies in the mathematics classroom.

MAT603   Arithmetic to Algebra: Developing Mathematics Patterns and Ideas - 3 credits
This course explores the relationship between the study of arithmetic and of algebra in grades K-8. Teachers explore selected mathematical concepts at an adult level and discuss how children develop an understanding of it. They explore ways to facilitate classroom learning, and effective activities and materials that enhance learning of algebraic concepts and skills. They learn how to use vertical acceleration to connect arithmetic to algebra.

MAT605   Technology in Mathematics Learning and Teaching - 3 credits
Prerequisites: MAT607, 609, 611 & 613 or program coordinator's approval.
Pre-practicum: 15 hours of directed field-based training required.
This course provides teachers with a strong foundation in effectively using technology in mathematics classrooms, K-8. They develop and implement comprehensive lessons using calculators, graphing calculators, computer graphing, algebra and geometry software, and Internet resources for teaching mathematical concepts and skills. This course makes educational technology an integral component of the teaching, learning, and assessment of mathematics instruction and learning.

MAT607   College Algebra - 3 credits
Pre-practicum: 15 hours of directed field-based training required.
This course focuses on the major components of a college level course in algebra: real, rational, and irrational numbers; linear, radical, and quadratic equations and inequalities; functions and graphs; polynomial, rational, exponential, and logarithmic functions; conic sections; systems of equations and inequalities; and sequences and series.

MAT609   Euclidean Geometry - 3 credits
Pre-practicum: 15 hours of directed field-based training required.
This course emphasizes the fundamental ideas of Euclidean geometry with a focus on logic, observations, predictions, and conclusions. Significant geometric properties and concepts are explored through the systematic presentation of the axioms, definitions, constructions, and theorems of classical geometry. Major topics include: the foundations of geometry, direct proofing techniques, triangles, parallel lines, and polygons, right triangles and the Pythagorean theorem, circles, and solid geometry. (2)

MAT611   Calculus I - 3 credits
Prerequisites: MAT607 & 609 or program coordinator's approval.
Pre-practicum: 15 hours of directed field-based training required.
This course focuses on trigonometric and calculus concepts by providing numerical, graphical, and algebraic approaches for a clear understanding and mastering of the material. Course activities are placed in a context of real-world problems which enable students to create mathematical models that will help them understand the world in which they live. Major topics include: functions and graphs; exponential, logarithmic, and trigonometric functions and equations; trigonometric identities; applications of trigonometry; continuity; limits; derivative of a function; definite integral; fundamental theorem of calculus; and techniques of integration.

MAT613   Discrete Mathematics - 3 credits
Prerequisites: MAT607 & 609 or program coordinator's approval.
Pre-practicum: 15 hours of directed field-based training required.
This course is designed to cover the major components of discrete mathematics by studying the connections among mathematics topics and real-life events and situations, emphasizing problem solving, mathematical reasoning, and communications. Major topics include: counting and number systems; combinatorics; codes; recurrence relations; graphs and networks; and matrix operations.

MAT615   History of Mathematics - 3 credits
Prerequisites: MAT607, 609 & 611 or program coordinator's approval.
Pre-practicum: 15 hours of directed field-based training required.
This course shows how a historical perspective accentuates many different approaches to problem solving, allowing mathematics to take on an international, multicultural flavor. It illustrates how mathematics history creates a bridge from the past to the future and how students can learn to value mathematics more by being exposed to its historical and cultural contexts. Major trends in mathematical thought are introduced, as well as the interplay of mathematical and technological innovations, and the contributions of great mathematicians. Understanding the origins of certain ideas, such as counting, symbolic notation, algebra, etc., gives these ideas a basis in reality and makes students more receptive to even difficult or abstract mathematical procedures. This course demonstrates how the history of mathematics can be integrated and used on a daily basis in order to demonstrate that mathematical discoveries have been made because living people had need of them and therefore mathematics is an integral part of human development.

MAT617   Teaching Mathematics in a Changing World (PreK-12) - 3 credits
Prerequisites: a mathematics content course, developmental psychology, a computer course, a writing course, a psychology course (preferably a learning theory or educational psychology course).
Pre-practicum: 10 hours of directed field-based training required.
This course acquaints students with different methods of teaching mathematics concepts, skills, and procedures. It examines assumptions, values, philosophical and psychological constructs, and socio-political structures that guide the teaching of mathematics. Students critically examine their own mathematics learning, and develop an ideal mathematics curriculum (preparing at least one lesson) suitable for children in a multicultural, multiethnic, multiracial society such as ours. The culminating activity is an autobiographical statement of one's own learning, a plan for educating one's own children in light of this study, and the preparation of lesson(s) to teach a major concept, skill, or procedure.

MAT618   Mathematics Essentials - 3 credits
Course description in preparation.

MAT621   Data Analysis - 3 credits
Pre-practicum: 15 hours of directed field-based training required.
This course focuses on how data analysis can reveal a more complete picture of the world, by emphasizing concepts and applications of probability and statistics from a wide range of fields. Major topics include: collecting, organizing and displaying data; using appropriate statistical methods and prediction based on data; developing and evaluating inferences; and applying basic concepts of probability.

MAT623   Numerical and Geometric Structures - 3 credits
Pre-practicum: 15 hours of directed field-based training required.
This course covers the basic foundation of the mathematics curriculum in terms of its numerical and geometric structures. Major topics include: number sense, numeration, estimation, mental math, modeling operations using concrete objects, geometry, spatial sense and measurement.

MAT625   Number Theory - 3 credits
Prerequisite: MAT611 or program coordinator's approval.
This course focuses on integers and the generalizations of integers. Major topics include: divisibility, prime numbers, congruences, Pythagorean triples, the Euclidean algorithm, diophantine equations, and the fundamental theorem of arithmetic.

MAT627   Abstract Algebra - 3 credits
Prerequisite: MAT607 or program coordinator's approval.
This course investigates the algebraic properties of the real numbers and their generalizations. Major topics include algebraic structures such as groups, integral domains, rings, and the formal development of their properties, complemented by examples and applications.

MAT629   Non-Euclidean Geometry - 3 credits
Prerequisite: MAT609 or program coordinator's approval.
This course reviews a variety of approaches to the axiomatic developments of Euclidean plane geometry; followed by a treatment of non-Euclidean geometries, and the geometric properties of transformation, particularly Isometries.

MAT631   Calculus II - 3 credits
Prerequisite: MAT611 or program coordinator's approval.
This course covers a thorough review of the Calculus in terms of limits, continuity, differentiation, and integration. It also investigates analytical, graphical, and approximate solutions of first and second order linear differential equations with constant coefficients, the Laplace transforms, power series, and applications to real world problems.

MAT633   Probability and Statistics - 3 credits
Prerequisite: MAT613 or program coordinator's approval.
This course focuses on how Probability and Statistics can reveal a more complete picture of the world, by emphasizing concepts and applications from a wide range of fields. Major topics include: concept of sample space; descriptive measures; probability and sampling distributions; estimation and hypothesis testing; analysis of variance; correlational analysis; regression analysis; experimental design; modeling; and decision criteria.

MAT635   Applied Mathematics - 3 credits
Prerequisites: MAT611 & 631 or program coordinator's approval.
This course focuses on mathematical applications in everyday situations. Problem solving techniques are selected from several

major areas that include: matrix theory, equilibrium equations, fourier series and integrals, linear and non-linear equations, Laplace transforms, differential equations, network flows, and optimization strategies.

MAT702   Elementary Statistics - 3 credits
Prerequisite: MAT613 or program coordinator's approval.
This course focuses on how statistics can reveal a more complete picture of the world by emphasizing concepts and applications of statistics from a wide range of fields. Major topics include: organizing data; numerical descriptive measures; probability and sampling distributions: estimation and hypothesis testing: and regression analysis.

MAT704   Mathematical Modeling - 3 credits
Prerequisite: MAT706 or program coordinator's approval.
This course is an introduction to the role of mathematics as a modeling tool for revealing the underlying mathematical links between apparently disparate phenomena. Major topics include: functions in modeling; creating mathematical models; modeling with exponential and logarithmic functions; polynomial models; matrices; analytic geometry models; and the binomial theorem.

MAT706   Linear Algebra - 3 credits
Prerequisites: MAT607, MAT609 & MAT611 or program coordinator's approval.
This course focuses on a subject that lies at the foundation of modern mathematics, physics, statistics, and many other disciplines. Major topics include: matrices; determinants; systems of linear equations; vector spaces; linear transformations and projections; eigenvalues and eigenvectors; and applications.

MAT708   Diagnosis and Remediation of Learning Problems in Mathematics - 3 credits
Prerequisites: MAT702 & 710 or program coordinator's approval.
This course examines the nature of mathematics learning, major types of mathematics learning problems, and their aetiology. It discusses possible causes of these problems and suggests remediation strategies that teachers and parents can use to help children learn mathematics more effectively. Teachers focus on selected areas of mathematics at the K-8 levels that challenge children, and on how to remediate and facilitate mathematics learning in classroom and one-to-one settings.

MAT710   Improving Mathematics Instruction (K-12) - 3 credits
Prerequisites: MAT607, 609 & 611 or program coordinator's approval.
Pre-practicum hours of directed field-based training required
This course acquaints students with different methods of teaching mathematics concepts, skills, and procedures. It examines assumptions, values, philosophical and psychological constructs, and socio-political structures that guide the teaching of mathematics. Students critically examine their own mathematics learning, and develop an ideal mathematics curriculum (preparing at least one lesson) suitable for children in a multicultural, multiethnic and multiracial society such as ours. The culminating activity is an autobiographical statement of one's own learning, a plan for educating one's own children in light of this study, and the preparation of lessons to teach a major concept, skill or procedure.

MAT712   Integrating Quantitative and Spatial Thinking: Geometry, Patterns, Graphs, and Charts - 3 credits
Prerequisites: MAT609 & 702 or program coordinator's approval.
Teachers in this course become familiar with strategies that integrate quantitative and spatial thinking in mathematics classrooms, K-8. Using the concept of area, teachers study strategies that actively engage elementary and middle school children in developing their spatial sense, and understanding how mathematics plays a major role in their lives and environment. Teachers learn how to present mathematics knowledge, concepts, and skills so that children can acquire and use them in representing and solving problems using geometric models.

MAT714   Problem Solving Strategies in Mathematics - 3 credits
This course explores problem solving as the central focus of a mathematics curriculum, the primary goal of all mathematics instruction and learning, and an integral part of all mathematical activity. Teachers investigate a wide variety of mathematical concepts and problem solving situations, discuss how children develop an understanding of problem solving techniques, and how to facilitate classroom activities for their students to explore effective strategies for solving mathematics problems.

MAT716   Mathematics Curriculum Development - 3 credits
This course explores the theoretical and practical views on the effective teaching and learning of mathematics. It examines current principles of curriculum and instruction in terms of national and state standards; and studies the relationship of curriculum to student learning styles and cultural diversity in the mathematics classroom. Teachers explore the creation of classroom environments that promote student inquiry and understanding of mathematics concepts and skills. They also review mathematics teaching materials and methods, design curriculum units and lessons, and develop student assessment instruments.

MAT720   Mathematical Connections - 3 credits
This course focuses on developing and implementing an integrated approach within the mathematics curriculum. Students learn mathematics as an integrated collection of many interconnected topics, rules, and procedures. Topics include: connections among mathematics topics and between mathematics and real-world situations; linking conceptual and procedural knowledge; and making the connection between home and school, and between school and work.

MAT790   Practicum in Mathematics - 3 credits
- *MAT790A Levels 1-6 — 300 hours*
- *MAT790B Levels 5-8 — 150 hours*
- *MAT790C Levels 8-12 — 150 hours*
Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.

Practicum Seminar required concurrently: MAT791.
The practicum hours must be in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.

The Practicum experience provides student mathematics teachers the opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials for the elementary level, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

MAT791   Practicum Seminar in Mathematics Teaching - 2 credits
Practicum required concurrently: MAT790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

MATHEMATICS & SCIENCE
See also Mathematics and Science sections.

ESM791   Practicum Seminar in Middle School Mathematics/Science Teaching - 2 credits
Math/Science Practicum required concurrently.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks for Middle School Mathematics/Science, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

SCHOOL ADMINISTRATION
EAD662   Contemporary Issues and Topics in Educational Administration - 3 credits
Pre-practicum: 15 hours of directed field-based training required. The effective educational administrator actively pursues further study in his/her field. By so doing, the administrator strives to acquire a knowledge base which will help deal with contemporary issues that will affect students, staff, community and the organization of the school. This course, therefore, features research and in-depth discussion of topics of immediate concern to the educational administrator. The topics may include, but will not necessarily be limited to strategic planning, organizational change, effective staff development, team building, interpersonal skills necessary for site-based management, issues of equity, and community relationships.

EAD684   Selection, Development and Supervision of Education Personnel - 3 credits
This course alerts students to the wide range of activities covered by the term "personnel management" and presents the best of current practices in the field. This course helps students develop new ways of addressing the changes that school personnel will need to continue to make in the 21st century. The process of recruitment, selection, training, and evaluation of staff will make the difference between mediocrity and excellence. This course helps students improve the school system's personnel through institutional change, in-service education, personnel and program planning.

EAD688   Legal Aspects of School Administration - 3 credits
This course explores the legal principles which apply to current educational practice. It specifically deals with issues of students' rights and teachers' rights which impact and influence the operation of schools and the related tension created by multiple structures. Laws/regulations and court decisions related to free speech, equal rights, and school discipline are studied. In addition, IDEA (special education) and No Child Left Behind are examined in depth.

EAD690   Finance and Business Administration for the School Administrator - 3 credits
Pre-practicum: 15 hours of directed field-based training required. This course prepares educators to understand and effectively manage the fiscal aspects of a school or school district. The work focuses on school finance as a matter of public policy and law, the different sources of school financing, and the funding mechanisms at various levels of government. Proposition 2 1/2, the Massachusetts foundation budget process, and the financing of charter, choice and voucher programs are examined. In addition, educators study school budgets, the role of the school's community in developing and establishing the budget, and different approaches to the budgeting process. Finally, educators address the issues of plant management - custodial care, building maintenance, preventive maintenance, scheduling, energy management, collective bargaining and purchasing of materials for plant management.

EAD691N   Professional Seminar I in School Administration - Initial Level - 2 credits

Pre-practicum: 15 hours of directed field-based training required. This seminar, held during the student's first term in the program that leads to licensure as a school administrator, focuses on the development of leadership and human relationships within the school and community. Attention is paid to personal aspects of leadership such as style, dealing with stress, time management and the moral responsibility of school administrators. There are 10 field-based pre-practicum hours associated with this course. Students also discuss educational topics and issues of current interest. (This theme continues through all four terms.) Students are introduced to basic research skills such as use of on-line and professional libraries and the conventions of APA style for writing papers and the ILP.

EAD692N   Professional Seminar II in School Administration - Initial Level - 2 credits

Prerequisite: EAD691N.

Pre-practicum: 15 hours of directed field-based training required. The second seminar emphasizes the development and functioning of organizations and the study of organizational behavior. Attention is paid to the leader's role in culture and climate. Students examine the culture and climate of their own work setting within frameworks reviewed in the seminar. There are 20 field-based pre-practicum hours associated with this course. Students are expected to identify a research topic and complete a proposal for the ILP.

EAD693N   Professional Seminar III in School Administration - Initial Level - 2 credits

Prerequisite: EAD692N.

The third seminar emphasizes the study of introducing and supporting change efforts in schools. Topics include responding to the need for change, managing change, dealing with varying attitudes toward change and, finally, institutionalizing change. Supporting topics include the use of vision, goal setting, identifying priorities, allocating resources and collecting data on learning. Students should develop the initial draft of their ILP this term. Those students completing a practicum in this term will present for discussion issues and questions that arise during their field experience.

EAD694N   Professional Seminar IV in School Administration - Initial Level - 2 credits

Prerequisite: EAD693N.

The final seminar emphasizes linking practice and theory. Particular attention is paid to processing the issues and questions that arise during the practicum experience. Interpersonal aspects of leadership are revisited in the context of the field experience. Students discuss issues connected with obtaining a leadership position including resumes, the interview process and contracts. The ILP is completed and presented to the members of the seminar, providing a basis for the discussion of the relationship of action research to the reality of school reform.

EAD712   Curriculum Development, Assessment and Improvement for the School Administrator - 3 credits

Pre-practicum: 15 hours of directed field-based training required. Development, assessment and improvement of curriculum to engage students in the learning process and prepare them to be active contributors in the information age is a challenge for school administrators nationwide. This course familiarizes students with proven practical techniques, methods and strategies for developing, implementing and evaluating curriculum. Current theories, research and practices of effective teaching, staff development, in-service programs, curriculum designs and frameworks are explored. Internet resources and research sites are explored to aid students in understanding the complexities of curriculum development. Students also address different learning styles, cultural awareness, ethnic minorities, equity issues, and the use of community resources while designing and evaluating curriculum.

EAD720   Advanced Systems Theory - 3 credits

It is essential that educational administrators in the central office understand the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively.

EAD782   Reconceptualization of Schools for the School Administrator - 3 credits

Students examine the historical and metaphoric forces responsible for the shaping of our modern schools, changes in the dominant values, school culture and the culture of organizations in general. Attention is paid to changing roles and expectations of school administrators, pressures for school reforms, the role of school boards and methods of educational evaluation.

EAD790   School Administration Practicum - 5 credits
- *EAD790A Superintendent/Assistant Superintendent (all levels)*
- *EAD790B Principal/Assistant Principal (levels PreK-6)*
- *EAD790C Principal/Assistant Principal (levels 5-8)*
- *EAD790D Principal/Assistant Principal (levels 9-12)*
- *EAD790E Supervisor/Director (at level of prerequisite license)*

Prerequisites: Prepracticum, all initial licensure courses, pass all teacher tests required by your own state for this license (in Massachusetts: Communication and Literacy Test-MTEL).
Professional Seminar III or IV required concurrently: EAD693 or 694.
Effective Fall 2003: 300 hours in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision. The College supervisor and the cooperating practitioner plan the practicum with the student to achieve the minimum 300 hours at the practicum site. At least 95% of these hours will include direct administrative responsibility and some of the hours should be logged during the school vacation periods when students are not present, and other

administrative tasks such as scheduling, budget preparation and similar tasks are being performed. No more than 80 hours of the 300 should be logged during vacation periods.

Exit Performance Portfolio required for credit.

This practicum experience provides field-based training for students pursuing licensure as district superintendents, principals, directors or supervisors. Students work with the guidance and support of an experienced school administrator and observe his/her administrative strategies in action. Students reflect on their own professional growth and examine theory through actual practice. During the practicum, the cohort group continues to meet in the Professional Seminar. This support system serves as a forum for discussion of administrative experiences, problems and solutions; and provides opportunity to share ILP experiences. An Exit Performance Portfolio documents the experiences. Evaluation is based on current standards for licensure.

EAD800   Independent Learning Project in School Administration - 3 credits
Prerequisites: EAD691-693.
The Independent Learning Project is a culminating learning experience that helps school administrators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for school administrators and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area and level of licensure sought. It engages students in sustained research into school administration. Parts of the project may be implemented during the practicum.

SCHOOL GUIDANCE COUNSELOR
See the School of Psychology and Counseling.

SCHOOL NURSE EDUCATION (ESN)

ESN590-591   Workshops - 1 credit each
Education workshops; 10 hours of workshops earn one credit; 20 hours earn two credits. Students choose among numerous short topics related to schools, education, and health.

ESN592   Developmental Leadership for School Nurses - 1 credit
This course covers the role of the school nurse including issues related to emergency situations, the promotion of healthy behavior, and the special needs of at-risk populations. Basic nursing materials are reviewed including disease prevention, the body's physiology, and health appraisal methods. We touch upon the legal, ethical and administrative responsibilities of the school

nurse. We discuss the management of conditions encountered in the school clinical setting. Students examine functions particular to the school nurse's role including health promotion, counseling and community needs. Students learn the background, history, benefits and methods of becoming a certified school nurse. This course assists students in preparing for the School Nurse National Certification test that is administered by the National Board for Certification of School Nurses, Inc.

ESN660   Principles, Process and Practices of School Health Management - 3 credits
Combining theory and applying knowledge acquired in the practice setting, students will develop strategies using the nursing process to analyze the impact of significant medical, psychological, cultural, and social issues/problems on the pediatric population. Consideration will be given to how the major cultural and societal issues affecting children impact on the practice of nursing within the school practice setting. In addition, students will be encouraged to become familiar with the components of the coordinated school health model and to recognize the importance of collaboratively engaging with professionals in other school service areas to effect a successful coordinated intervention activity or program.

ESN691-693 Professional Seminar in School Nurse Education I-III - three terms @ 2 credits
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The group studies professional issues in school nursing, such as what it means to be a school nurse in the twenty-first century, how school nurses can influence positive behavior in schools and their communities, and current responsibilities of school nurses. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.

ESN710   Dealing with Grief and Loss: The Role of Educators, Counselors and School Nurses - 3 credits
This course assists students in dealing with grief and loss as it impacts their professional role. Students identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. The role of death education is presented and students learn how the development of our understanding of death influences our reactions. The course focuses on how issues of grief and loss are present in the work environment and explores approaches to help the grieving individual cope with loss.

ESN715   Informatics for School Nurses - 3 credits
This course presents an overview of information technology that can be utilized by school nurses with a focus on managing school health records. Levels of security, industry standards, and the impact of legislation that applies to electronic healthcare records will be discussed with emphasis on school nurses' practices.

ESN725   Legal Responsibilities and Ethical Issues for School Nurses - 3 credits
An analysis of federal, state and municipal legal mandates which govern school health programs. A review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

ESN750   Evaluation of School Health Programs - 3 credits
Cross-listed as EHE711.
Theory and practice of program evaluation with emphasis on how to focus an evaluation, design a program evaluation, use quantitative and qualitative methods in evaluation, assess program implementation, measure attitudes, measure performance and use tests, analyze data, and communicate evaluation findings. Special topics include needs assessment, cost-benefit analysis, and an introduction to grant and proposal development.

ESN780   School Nurse Leadership in the School and Community - 3 credits
Overview of the professional roles of the school nurse. Introduction to leadership theory, process, and outcomes with special emphasis on critical thinking, decision-making, and change. Examination of interdisciplinary initiatives within the school and community. Introduction to the National Association of School Nurses and state associations.

SCIENCE

Science, General Science, Science Education, ESE, SCI, and individual sciences: BIO, PHY, etc.

Biology & BioPhysics

BIO610   Cell Biology (includes lab) - 4 credits
This course is for the student of science. Students who enroll in this course should have a basic understanding of modern science and cell structure. Cellular and molecular biology are the fastest growing fields of study in the biological sciences. Long gone are the times when you could study a few electron photomicrographs and be on the leading edge in cell biology. In one course, one can not hope to provide a comprehensive outline that explores all facets of this exciting area. This course will present the basics of cell structure and function and provide you with a few investigative and learning tools with which you can continue to explore cell biology.

BIO615   Genetics - 3 credits
Genetics deals with the basic molecular units of life, DNA and genes. Knowledge of genetics is essential to understanding biology and increasingly modern medicine. One only needs to open the paper or a magazine to read about the new, exciting, and sometimes disturbing advancements in genetics. The human genome project has been a milestone of human accomplishment.

BIO620   Ecology (includes lab)- 4 credits
This course is for the student of science and is designed to present an in-depth introduction to the current theories and practices of ecological science. Students who enroll in this course should have a basic understanding of modern science. Students will be exposed to the questions asked by ecologists, the models and theories used by ecologists, and methodologies used by today's ecologists. Students should expect to participate in group activities, outdoor activities, lecture sessions, give presentations, and use Microsoft PowerPoint®.

BIO625   Anatomy & Physiology - 3 credits
This course covers the major elements of the human body, including basic anatomy, and the integration, organization, and control of all the body systems. Upon completion of this course, you will acquire an understanding of normal anatomy and physiology, of physiological adaptations to special conditions, and of some of the physiological factors in disease processes.

PHY590   Introduction to BioPhysics - 3 credits
This course is designed for students with a basic understanding in several science disciplines. The biophysics course is a graduate level introductory course for the discipline of physics. Students should be prepared for this course with a basic understanding of biology, chemistry, and physics concepts. Students should expect to participate in group activities, lecture sessions, hands-on learning activities and a laboratory component.

(new)   Evolution & Systematics
This course introduces students to the history, concepts, and analysis of evolutionary theory. It is broad in scope, and includes topical reviews of fitness, functional analysis, adaptation, optimization theory, selection theory, and the ethics of predictive modeling in sociobiology. Additional discussions of modern views and applications of evolutionary theory to business models, interpersonal relationships, and the development of human culture will be included.

Using a scientific viewpoint, current issues in science, such as Intelligent Design, should be considered science. Students should expect to participate in group activities, lecture sessions, give presentations, and use Microsoft PowerPoint®.

ESE691-692 Professional Seminar in General Science Education - two terms @ 2 credits
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in general science (5-8) education. This seminar leader is the students' academic advisor and guides them through their graduate program.

Students integrate professional standards with science content, conducting meaningful hands-on laboratory activities. These in-class activities with faculty guidance support the middle school science content standards and make online course work in the sciences more meaningful for students.

Pro-Sem I makes a model for the middle school science class-room. Activities address technology and engineering content and methods to support the Massachusetts Curriculum Frameworks standards. Students also learn how to align their district's middle school science curriculum with the Frameworks. Pro-Sem II activities address safety in the science classroom, and methodology, and pedagogy.

The cohort studies professional standards for general science teachers, and the requirements for state licensure. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective science teachers and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

SCI591   Introduction to Online Science Learning - 1 credit
Online course.
This activity-based course is strongly recommended for teach-ers new to online courses and navigating the World Wide Web. It provides a foundation for success for online learners as well as an in-depth look at inquiry and teaching and learning styles. Course participants will develop a personal professional develop-ment plan and learn how to set up and use probeware in student inquiry activities.

SCI601   Aquatic Ecology - 1 credit
Online course.
This course leads teachers to investigate principles of ecology through examples from fresh water, marine, and other water envi-ronments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and interactive relationships among producers, con-sumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

SCI603   Electricity and Magnetism - 1 credit
Online course.
Although the essentials of electricity may be familiar, fundamental understanding may be muddled with misconceptions and confu-sion. Week one of this course addresses the misconceptions of electrostatic charging. Week two examines charge separation and its role in voltage generation. Weeks three and four explore cur-rent electricity and the circuits through which it flows. Concepts including Ohm's Law, schematic diagrams, and current that flows from wall outlets are covered in this section. Week five examines the intimate relationship between magnetism and electricity. Be-fore leaving this class, teachers have the opportunity to construct a simple electric motor using everyday, inexpensive materials.

SCI604   Exploring the Science and Math of Change
Museum Institute for Teaching Science - Summer of 2005.
During this intensive 2-week course, teachers in the Boston region receive training at the Boston Children's Museum, Franklin Park Zoo, the MIT Museum, and the New England Aquarium. At each site, educators draw from their unique resources and areas of expertise to demonstrate innovative, inquiry-based techniques for teaching science and math. First-hand experience and ex-perimentation are essential elements of our dynamic, hands-on approach.

The 2005 Institute will feature the science and math of change. Change takes many forms and can occur in a matter of sec-onds or over the course of evolutionary time. Whether biological, chemical, physical, or cultural, the causes and effects of change can be quantified. During the upcoming Summer Institute, we will explore methods for recording change and using its measurement to identify predictable cycles.

SCI605   Water Quality - 1 credit
Online course.
The earth is covered with water, but the quantity available for use by earth's living inhabitants is limited. Natural and human impacts restrict our access to clean water. This course explores the factors that affect our water supply and solutions that may maintain it. Week one reviews the basic chemistry of water on earth, relating the effects of temperature, salinity, and climate to the availability of fresh water. Week two explores the sources of fresh water used by humans for their personal use, for industry, and for agriculture. In week three, the "water cycle" is examined, and human impacts are traced that can change the distribution and availability of water. Humans affect the quality of the water as well, and those effects are examined in week four. Week five in-vestigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

SCI607   Structure of the Earth - 1 credit
Online course.
This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at the structure of matter, including atomic bonding and the formation of minerals. The second week concentrates on the origin of landforms and constructive forces like volcanoes, earthquakes, and mountain building. During this week, igneous and metamorphic processes and their contribu-tion to the rock cycle are examined. Week three takes a close-up look at weathering, erosion, and other destructive forces that not only re-shape earth's surface, but also contribute sediment to that portion of the rock cycle. Finally, in weeks four and five, the learner digs deep into the inner depths of the planet to examine plate tectonic theory and is rewarded with a greater understand-ing of the internal forces which help drive our dynamic earth.

SCI609   Transfer of Energy - 1 credit
Online course.
This course focuses on the National Science Education Stan-

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dards' approach to energy and its transformation between forms. Week one addresses common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to concepts that range from dieting to firefly lights. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to the sun and assumes an interdisciplinary approach to light energy. During this week, teachers will integrate elements of physical, space, and life sciences. Week five opens with wacky Rube Goldberg machines, advancing from the whimsical to the practical with the operations of everyday energy transformation devices such as car engines and air conditioners.

SCI611   Ocean Science - 1 credit
Online course.

The oceans dominate our planet, influencing every aspect of Earth's environment. This course reviews the physical science, geology, and biology of the oceans emphasizing a systemic approach. Week one reviews the basic geography and geology of the Earth's oceans and the forces that shape and propel ocean waters. Week two looks at the water in the ocean, its chemistry, and what is dissolved in it. The mysteries of the ocean depths are explored in week three, with investigations into how humans explore the world beneath the ocean surface. Week four examines the effect of Earth's oceans on climate and on the land. In week five, learners examine ocean life and investigate the effects of ocean environments on the living things within the water.

SCI613   Earth in the Solar System - 1 credit
Online course.

Learn more about our neighborhood in space. This course examines the earth's relationship to the sun, moon, and other planets in the solar system. The first week focuses on earth-bound celestial observations and the origins of modern astronomy, including the development of the heliocentric model. Week two features an in-depth look at the moon, our partner in space and the explanations for such phenomena as eclipses, phases, and tides. Weeks three and four present a detailed inventory of the solar system including the planets, moons, meteoroids, asteroids, and comets. Finally week five concludes with a close-up look at the star of our solar system, the sun, focusing on both its physical structure a well as its control over earth.

SCI615   Forces and Motion - 1 credit
Online course.

Focusing on conceptual understanding, week one introduces Kinematics, the study of how things move on a straight path. Week two advances this understanding into accelerated motion and introduces inertia. During this week, gravity is introduced within a multidisciplinary arena. Week three introduces dynamics, the study of forces and why things move, and looks at inertia, mass, and weight. Week four presents opportunities to measure forces and to examine their effects. Coverage includes Bernoulli's principles, friction, terminal velocity, and buoyancy. Week five explores the everyday world with its focus on mechanical advantage, work, and simple machines.

SCI617   Earth's History - 1 credit
Online course.

This course focuses on the basic geologic principles that have shaped the history of the earth, integrating thematic content in the life and earth sciences with a chronological approach. Week one sets the stage with a review of basic geological principles and field geology. Week two presents the earth's first billion years with the formation of the earth and moon. Reading the fossil record is covered in week three with evolution and extinction providing the major themes. The Proterozoic and Paleozoic eras are the focus of week four, and the Mesozoic and Cenozoic eras are covered in week five.

SCI619   Teaching Project-Based Science - 1 credit
Online course.

This course presents the advantages of project-based science, guidelines on how to succeed in using this instructional and assessment approach, and strategies for customizing for individual school settings. Week one presents comparisons between traditional and project-based science curriculum and includes management issues and requirements for student success. Week two deals with student projects that involve science, society and decision-making and connections to service learning. Assessment and evaluation of student projects are the focus of week three. In weeks four and five, teachers develop a unit of instruction for use with their own classes and to share with online colleagues

SCI623   Science and Young Children - 1 credit
Online course.

This course probes the exploratory nature of science experiences for preK-3 children; presents a variety of activities in earth, life, and physical sciences; and reviews selected pedagogical strategies that promote success in teaching and learning in science in the early grades. Students in the course engage in focused online discussions that expand and deepen weekly content, collaborate in building an individual and class bank of annotated resources, plan standards-based instruction, and submit a formal paper.

SCI630   Philosophical Foundations of Science - 2 credits
This course is for students of science with a basic understanding of modern science and western civilization. The purpose of this course is to examine the philosophical underpinnings of science. Students will discuss how "scientific thinking" is different that "normal thinking." The meanings of words such as *fact, theory,* and *hypothesis* as used in the sciences will be examined and compared to their lay meanings. Using a scientific viewpoint, current issues in science, such as Intelligent Design, will be discussed and the question "should this issue be considered science?" will be answered. Students will participate in group activities, lecture sessions, give presentations, and use Microsoft PowerPoint®.

SCI632   Historical Foundations of Science - 2 credits
This course is for students of science with a basic understanding of modern science and western civilization. The course explores the major scientific discoveries throughout history. Special attention will be given to those discoveries that have changed the

course of scientific thinking. Students will analyze historical events in science as to their significance to today's science. Emphasis will be given to events from the 1800s to current date. Students should will participate in group activities, lecture sessions, give presentations, and use Microsoft PowerPoint®.

SCI680   Attaining Science Literacy - 3 credits

Pre-practicum: 12 hours of directed field-based training required
This course addresses science literacy by (1) examining the development of the knowledge and skills needed to understand the natural world and to intelligently participate in decisions that affect it, (2) considering science as a way of knowing and as a basis for thinking and problem-solving, and (3) reviewing strategies for promoting science literacy in school programs. Course content includes practical and theoretical constructs with emphasis on connecting theory to practice, applying conceptual understandings to individual teaching settings, and developing skills for independent professional development and scholarship.

SCI681   Methods and Materials for Teaching High School Chemistry - 3 credits

This course pays special attention to safe laboratory techniques for entry-level chemistry courses in public high schools. Some of the core standards supported by hands-on instructional techniques include: properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions, solutions, acids and bases.

SCI687   Methods and Materials for Teaching High School Earth Science/Astronomy - 3 credits

This lab-based course exposes teachers to current teaching techniques in earth science and astronomy. Content area include: earth, sun and moon movement; planetary motion; earth history, geology and structure; and fossils.

SCI685   Methods and Materials for Teaching High School Physical Science - 3 credits

A laboratory focus takes center stage in this course. Core standards supporting the national benchmarks for physics include: motion and forces, conservation of energy and momentum, heat and heat transfer, waves, electromagnetism and electromagnetic radiation.

SCI682   Methods and Materials for Teaching Life Science - 3 credits

Pre-practicum: 12 hours of directed field-based training required. Educators will develop competency in the skills and methods used in the teaching of natural science. Basic concepts in chemistry, biology, and ecology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that help their students construct understandings in these areas.

SCI683   Methods and Materials for Teaching High School Biology - 3 credits

Students will apply biology content and principles to the high school classroom environment. A hands-on approach to life science will expose teachers to current laboratory practices

of seasoned practitioners. Topics will vary, including form and function, cell biology, classification, general zoology/botany and environmental science.

SCI684   Methods and Materials for Teaching Earth Science - 3 credits

Pre-practicum: 12 hours of directed field-based training required. Educators will develop competency in the skills and methods used in the teaching of earth science. Basic concepts in astronomy, geology, geography, and paleontology will be illustrated with applications suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experience that help their students construct understanding in these areas.

SCI686   Methods and Materials for Teaching Physical Science - 3 credits

Pre-practicum: 12 hours of directed field-based training required. Educators will develop competency in the skills and methods used in the teaching of physical science. Basic concepts in matter and energy will be illustrated and supplemented with a rich assortment of activities suitable for the classroom. Educators will demonstrate their knowledge of concepts, methods, and classroom management of the experiences that best help their students construct understandings in these areas. Attention will be given to the construction and understanding of inquiry skills as they apply to traditional classroom experiments and activities.

SCI688   Methods and Materials in Teaching Middle School Chemistry - 3 credits

This course will focus on providing middle school science teachers with a clear understanding of scientific inquiry and basic chemistry concepts. Grade level appropriate activities will be highlighted with special consideration for the middle school classroom environment and safety issues. Fundamental chemistry concepts discussed and reinforced with experimentation will include: physical properties and physical change, states of matter, density, solutions, mixtures, compounds, chemical change and the applications our elements to technology. This will be a lab-centered course.

SCI790   Practicum in General Science - 3 credits
● *SCI790A   Levels 1-6 — 300 hours*
● *SCI790B   Levels 5-8 — 150 hours*
Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: SCI791.
Practicum hours must be in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.

The Practicum experience provides student science teachers the opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people in public schools and classrooms. Students work with the guidance and support of an experienced science teacher and by observing his/her instructional and classroom management strategies in action. Students develop instructional

strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

SCI791 Practicum Seminar in General Science - 2 credits

Practicum required concurrently: SCI790.

Exit Performance Portfolio required for credit.

The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

SCI800 Independent Learning Project in General Science - 3 credits

The Independent Learning Project is a culminating learning experience that helps science educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for general science teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the student, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in general science teaching. Parts of the project may be implemented during the practicum.

TEACHER OF STUDENTS WITH MODERATE DISABILITIES (SPECIAL EDUCATION)

Some additional licensure courses are listed under Education and Mathematics.

ESP512 Inclusion and Behavior Management - 3 credits

Pre-practicum: 10 hours of directed field-based training required. In this course students learn the basic components of an effective inclusionary program. In addition, they understand the etiology of learning problems and strategies to remediate these problems. They learn how to fully include these students in the regular classroom. Emphasis is on learning behavior management skills that are effective with both regular and special education students.

ESP592 Adapting Materials and Instruction for the Student With Disabilities in the Regular Education Classroom - 1 credit

This course introduces teacher self-assessment, mainstreaming, and teaching techniques for students with disabilities in general education classrooms. Educators discuss solutions to difficult problems, academic interventions, lessening anxiety and frustration and increasing participation, organizing thinking, strategies to create a positive learning environment, the reading wheel, writing a paragraph, reasonable classroom accommodations, lesson presentation and realistic alternatives, herringbone technique, classroom management, and adapting tests.

ESP594 Collaboration and Consultation Techniques - 2 credits

The course explores the concept of school and community working together as partners to support each other in a strong coalition. A school district serves several smaller communities in one, and rarely does a community act as a single entity. To establish and sustain community and school linkage is critical to an effective partnership.

The course explores the core mission of public schools and creates an environment that helps young people learn and achieve at high standards. The community school approach supports young people's academic, social, and interpersonal goals by creating an effective learning atmosphere. Schools are a microcosm of societal values and community philosophy that daily affects students' lives. The power structure of a community —its formal and informal networks and the people in them —that makes things happen is studied.

ESP607 Psycho-Educational Assessment for Teaching Exceptional Children - 3 credits

Pre-practicum: 10 hours of directed field-based training required. This course increases educators' ability to assess various educational test instruments, understand outcome data, analyze various data sets and make hypotheses, and formulate academic goals and objectives. Educators develop a conceptual framework in which to understand their students' academic needs and develop appropriate interventions based upon testing outcome data. A general understanding of statistics, ethics, and test construction is introduced for evaluating various assessment instruments and the appropriateness of their use. Students utilize formal and informal assessments, standardized instrumentation, and screening instrumentation to gather data and formulate appropriate interventions and accommodations for various educational plans.

ESP615 Assistive Technology: Modifying Curriculum For Diverse Learners - 3 credits

How do we as educators implement the mandated requirements of the Individuals with Disabilities Education Act that calls for assistive technology to be considered in each Individualized Education Plan (IEP). Educators in this course examine assistive technologies and the federal laws affecting the education of children with disabilities. They look at assistive technologies addressing seating and positioning, access to the technology, augmentative and alternative communication (low-tech and high-tech). Educators look at curriculum modifications using technology, and software that addresses curriculum modifications and individual learning styles. Educators consider how these assistive technologies support inclusion and access to the curriculum, and IEP goals, objectives, and instructional profiles.

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ESP662   Principles of Language Development Bridging Differences and Disorders - 3 credits
Pre-practicum: 15 hours of directed field-based training required. The course develops a thorough understanding of how children acquire language and how language develops over the life span. Language acquisition is one of the most important domains within the sciences of the mind. Developments in cognitive neuroscience have made it evident that language, once acquired, is not static, but rather has constant neural reorganization. Students develop an overview of the course of language development, biological foundations for language, the major linguistic systems individuals must acquire, and finally the methods of study for language development. Theories of first and second language acquisition and development are introduced.

Because there is no single process of language acquisition, students are exposed to different theories of semantic development, phonological development, morphological development, and syntax. Students come to understand the relationship between language acquisition, theoretical approaches, and individual differences. Atypical language development, language impairment, and treatment of children with communicative handicaps are also discussed.

ESP680   Pedagogy of Reading and English Language Arts - 3 credits
Pre-practicum: 15 hours of directed field-based training required. This course develops a thorough understanding of the fundamental principles of English/language arts, focusing on the interrelationships among reading, writing, speaking, and listening. The course also focuses on the student as learner, and the processes involved in content reading and literacy. There is a direct correlation between the growing social and cultural diversity in today's classrooms and the tie to information on literacy. Since high levels of literacy are expected in today's contemporary society, children and families need to expand literacy activities to provide a range of options available to them in work and life.

Diagnostic tools and classroom techniques for assessing, decoding, encoding, comprehension, literacy, and fluency skills are explored, along with related theories and research, and developmentally appropriate practices. The language arts are incomplete without making connections to all parts of the curriculum. Children require dynamic role models to emulate so that they are apprenticed into literate behavior. A variety of reading programs are discussed and researched, including philosophy, teaching techniques and materials. Information on how to plan and implement instruction in content area classrooms is included. Frameworks are provided for teaching and learning subject matter and planning lessons.

ESP689   Theories of Typical and Atypical Human Development - 3 credits
Pre-practicum: 10 hours of directed field-based training required. This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding children's psychological, intellectual, and physical development. Piaget's theory of cognitive develop-

ment is examined along with more recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The course also investigates the impact of developmental theories on the education of children with disabilities. Formulation of developmentally appropriate Individual Educational Programs are discussed.

ESP691-693 Professional Seminar I, II, III in Special Education - two terms, 4 credits total
ESP691N-693N - Initial Level
ESP691P-693P - Professional Level
"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader licensed in moderate needs special education. This seminar leader is the students' academic advisor and guides them through their graduate program.

The cohort studies professional standards for special needs teachers, and the requirements for state licensure in moderate special needs — PreK-8 and 5-12. Students integrate their learning from classes, workshops, and experience. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective practitioners and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

ESP695   Laws and Regulations Pertaining to Special Education - 3 credits
Pre-practicum: 15 hours of directed field-based training required. This course reviews all special education laws (IDEA'97, and specific regulations (34 C.F.R. 300; 603 CMR 28.00) regarding the pre-referral and referral of a student, and the development of an Individual Educational Program (IEP). Additionally, the course discusses the application of Section 504 of the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act* (ADA, 1990), the *Family Education Rights and Privacy Act* (FERPA), and the *Hearing Rules for Special Education Appeals* relating to public schools' obligations to handicapped students and children with disabilities. The emphasis in this course is on the process for developing IEPs for students in the least restrictive environment (LRE), using theories and strategies for mainstreaming students. The historical development of special education from 1900 to 2000 is introduced.

ESP696   Characteristics of Learning Disabilities and Laws and Regulations Pertaining to Special Education - 3 credits
This course provides the professional educator a review of all special education laws (IDEA'97) and specific regulations (34 C.F.R.300) regarding the pre-referral and referral of a student, and the development of an individual educational program (IEP). Additionally, the course discusses the application of *Section 504 of the Rehabilitation Act of 1973*, the *Americans With Disabilities Act* (ADA, 1990), the *Family Education Rights to Privacy* (FERPA), and the *Hearing Rules for Special Education Appeals* relating to public schools' obligations to handicapped students and children

with disabilities. The emphasis in this course is on the process for developing IEPs for students in the least restrictive environment (LRE), using theories and strategies for mainstreaming students. A historical development of special education from 1900 to 2000 will be introduced. (Virginia Core Competencies covered in this course: 8VAC 20-21-430).

ESP701   Students With Disabilities and the Visual Arts - 3 credits

This course is for teachers who teach students with special needs. The course focuses on how they can use the visual arts as an innovative approach to facilitate their students' learning and understanding. Teachers explore how the visual arts can accommodate different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of multiple intelligences. Teachers develop an understanding of how the visual arts can help motivate students to learn, foster self-esteem and self-expression, develop motor coordination skills and enhance social skills.

This is a hands-on class in which teachers become familiar with a variety of art materials, for example clay, paints, pastels, charcoal, and simple print-making techniques. They also gain a basic understanding of the principles of art history. They learn how to develop lessons and alternative assessment instruments that incorporate the visual arts. A visit to the Fogg Museum is included.

ESP721   Using Multiple Intelligences and Accelerated Learning Techniques in Teaching English Language Arts, Mathematics, History, and Science - 3 credits

Special education teachers learn to apply multiple intelligences and accelerated learning instructional strategies in order to teach to the standards in the content areas. They are grounded in Howard Gardner's theory of multiple intelligences, as well as in the work of Georgi Lozanov, Roger Sperry, John Grassi, David Kolk, Paul and Gail Dennison. They gain an understanding of the implications for these theorists' research, and how they are changing the way some teachers teach.

They learn to select, evaluate, and use differentiated teaching and assessment strategies to meet the needs of the special education students in the general classroom. Teachers learn how to design multiple intelligences and accelerated learning lessons to engage their students in acquiring specific knowledge and skills.

The course engages teachers with a multisensory, integrative approach that draws upon the theory of multiple intelligences and suggestopedia. It incorporates learning styles, cooperative learning, kinesiology, music and movement, storytelling, art, drama, and poetry into a unified whole. Thematic material connects the elements from one discipline to another. Teachers learn to tap into their own sense of wonder, their own creative and critical thinking process.

ESP790   Practicum in Moderate Disabilities - 3 credits

Prerequisites: Prepracticum, all initial licensure courses, Pass all teacher tests required by Massachusetts (or your own state) for this license.
Practicum Seminar required concurrently: ESP791.

Effective Fall 2003:
- ***ESP790A (levels 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 (levels 5-12)*** — 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a separate setting for students with moderate disabilities.

The Practicum experience is in the role and at the level of the license sought, under a cooperating practitioner with the appropriate license, with Cambridge College supervision.

The Practicum experience provides student teachers opportunity to gain insights into the profession and to master the current Professional Standards for Teachers by working with young people with moderate special needs in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

ESP791   Practicum Seminar in Moderate Special Needs - 2 credits

Practicum required concurrently: ESP790.
Exit Performance Portfolio required for credit.
The seminar for classroom experience supports students' growth as they assume the teaching role. It is the setting for students to interpret their field-based experiences and transform them into skills, knowledge constructs, attitudes and values. The seminar provides a cohort/support for students to address problems and find solutions, while utilizing current academic research and practices. They master understanding and practice of the Massachusetts Curriculum Frameworks, develop the skills necessary for the teacher tests, and become familiar with the current reforms and changes in state regulations on educator licensure.

ESP800   Independent Learning Project in Moderate Disabilities - 3 credits

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

EdD/Professional & CAGS Course Descriptions

SCHOOL ADMINISTRATION

Some courses are listed under Curriculum and Instruction.

ECA701   School Management and the Law - 3 credits

This course focuses on the organizational skills that enhance the successful administration and management of a comprehensive school system. Particular emphasis is given to Massachusetts laws relevant to education, including the Education Reform Act of 1993, management of fiscal responsibilities, and collaborative structures. Participants examine these issues to develop understandings and skills needed to be an effective school administrator during these times of challenge and change.

ECA702   Technology and Leadership in School Settings - 3 credits

Through lectures, discussion, networking, laboratory experiences, and site visits, participants explore the significance of the changing role of leadership in education as it relates to pervasive advances in technology. Through integration of technology advances into their school organizations, participants develop a vision for the future that will enhance teaching and learning processes.

ECA703   Managing Financial Resources - 3 credits

This course focuses on fiscal management issues in schools and school systems. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and accounting, budgeting, cost containment and retrenchment, and strategic planning. Proposition 2 1/2, the Massachusetts foundation budget process, and the financing of charter, choice and voucher programs are studied. The importance of and the methods for addressing issues of plant and equipment maintenance are addressed.

ECA704   Effective Schools - 3 credits

This course helps students acquire a basic knowledge and understanding of the concept of effective schools and related theories and ideas. Participants develop a definition of an effective school and identify the dimensions and factors that characterize effective schools. This is accomplished by examining the research findings and personal reflections of noted educators. Particular emphasis is placed on the pivotal role of teachers, parents, and students in the school administrator's conceptualization of an effective school. Students use a variety of stimulating and helpful case studies to examine how theory is translated into practice, as they develop and test their own convictions about the values that shape the life of an effective school.

ECA720   Advanced Systems Theory - 3 credits

It is essential that educational administrators in the central office understand the dynamics of complex social entities such as schools and school systems. With knowledge of the system and subsystems that make up the total school organization, a school leader will be able to understand better the impact that decisions have on the entire school organization and therefore manage change more effectively.

ECA725   Instructional Leadership: Supervision and Administration of Educational Personnel - 3 credits

Leaders in all roles must see their purpose as improving student learning. In this course we focus on practices that supervisors can use to create a culture where all staff members recognize this as the goal and work toward achieving it. Best practices in formative and summative evaluation of staff are investigated. Students learn methods and laws connected with the selection, hiring, support and dismissal of staff. Particular attention is paid to the role of professional development and its implementation, including mentoring for new staff.

ECA805-806 Educational Leadership Practicum/Seminar I-II — School Administration - 3 credits ; 2 credits

Prerequisites: ECA800 and ECA801.
Prerequisites for supervised portion of the practicum: ECL805 and completion of all concentration courses, or permission of the coordinator.

In these courses, taken during the third and fourth terms, students implement their research designs developed in ECA800 and 801. Students monitor the planned interventions, note results, and relate them to their hypotheses. There are four seminar meetings each term, in which students discuss research issues, field experiences, and current issues at their practicum sites.

During this supervised practicum, students complete a 300-hour field experience in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration.

CURRICULUM & INSTRUCTION

Some courses are listed under School Administration.

ECC705   Curriculum Design and Renewal for the 21st Century - 3 credits

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development.

ECC706   Critical Thinking and Problem Solving - 3 credits

This course explores critical thinking and problem solving as cornerstones of education reform movements, and vital skills for

Cambridge College

students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints, and methods of assessing higher-order thinking skills.

ECC707 Meeting the Challenge of School Restructuring - 3 credits

This course enhances the ability of educational leaders to get their teachers to acquire the skills needed to prepare their students for life in the 21st century. Emphasis is placed on building the collaborative relationships necessary to bring about deep-rooted school change. Participants focus on building strong teams within the school community; and on techniques for problem solving and negotiation leading to positive outcomes for all parties. Participants also explore methods for effectively communicating with various stakeholders who impact student learning.

ECC708 Learning Theories and Instructional Design - 3 credits

This course for experienced educators provides a workspace to examine a wide range of learning theories. Students learn instructional design using a model that is both robust and flexible, making it appropriate for use throughout K-12. We explore behavioral, cognitive, and constructivist theories, and balance new discoveries with older theories that are still relevant to 21st century classrooms. In addition, we examine Howard Gardner's work on multiple intelligences and developments in collaborative and cooperative learning as they relate to the design process. Using materials from their own curriculum, students complete an instructional design project using the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). Students present their projects to the class, explaining their experience with the ID process and share the learning theories incorporated into the design.

ECC709 Alternative Assessment: Theory and Practice - 3 credits

This course explores alternative assessment: what it is, what it does, what it measures; its strategies, applications, types, and uses. Students gain a thorough understanding of portfolio techniques; open-ended questions; and the design, use, and evaluation of performance tasks. They explore assessment procedures such as exhibition, interview, journals, observation, peer assessment, and self-evaluation. Students are empowered to confidently use alternative assessment strategies in the classroom as an integral component of the curriculum-instruction-assessment link.

ECC710 Assessment and Developing and Evaluating Curriculum - 3 credits

All educational leaders regardless of their position within a school system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and disposi-

tions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, the course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, work with data to inform decisions about instruction, and discuss current issues that impact teaching and learning.

ECC805 Educational Leadership Practicum/ Seminar I — Curriculum and Instruction - 3 credits
Prerequisites: ECL800 and ECL801

This is the first half of a 300-hour individually structured field experience in a school setting that emphasizes a commitment to continued learning. This practicum is completed in the third semester and provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in the design, implementation and assessment of curriculum development. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites. With a cooperating practitioner, students design learning opportunities consistent with their professional development goals for leadership in curriculum and instruction. The seminar advisor must approve the design. They continue work on the school improvement plan, begun in ECL800 and 801, continues with a focus on conducting action research at the school site.

ECC806 Educational Leadership Practicum/ Seminar II — Curriculum and Instruction - 2 credits
Prerequisite: ECC805 and completion of all concentration courses, or permission of the coordinator.
This course is a continuation of ECL805 and requires attendance at four seminar meetings. During this course, students work to complete the school improvement plan.

EDUCATIONAL LEADERSHIP

ECL800 Foundations of Social Science Research - 3 credits
The information in this course supports the research design and analysis of data for completion of the Applied Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. An overview of commonly used statistical procedures, including introductory computer applications for data analysis.

Each student designs an independent research project which includes: identifying a topic relevant to his or her field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. Students create projects appropriate to their concentrations. School administrators write a school improvement plan. Special educators write a program implemen-

tation plan. Professionals in curriculum and instruction develop a curriculum development plan.

ECL801   Advanced Graduate Research Seminar - 3 credits
Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECA800. They systematically organize inquiries demonstrating connections between academic theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace.

Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress.

Students complete a culminating capstone learning project in the form of an applied action research project or a program evaluation. Practicum capstone learning projects are assessed by committee review.

ECL802   Advanced Leadership - 3 credits
This advanced topical issues course merges theory with practice to examine administrative and supervisory roles in educational settings. Using case studies and problem-solving techniques, students actively examine a wide variety of current issues that impact the ability of educational institutions to fulfill their public trust. Topics include practical considerations of collective bargaining, managing student and staff diversity, budgeting, legal issues, and implementing school reforms from the perspective of an educational leader.

ECL803   Advanced Technologies in Education - 3 credits
This course focuses on the impact of a worldwide information-intensive society on education policy and planning. Students study practical and theoretical issues pertaining to educational technologies. The course surveys practical applications for managing organizational information systems and databases. From a theoretical perspective, it focuses on using new technologies to serve various pedagogical philosophies and the impact of new technologies on instructional design, teaching, and school reform.

ECL804   Advanced Leadership Policy and Practice - 3 credits
Prerequisite: ECL802.

This course explores the effect of organizational structures and managerial action on teaching and learning. Simulations and scenarios from class members, practitioners and research are used to inform managerial decision-making in complex situations involving competing constituencies. Leadership skills are challenged by the opposing perceptions of stakeholders vying for scarce resources, and by the need to identify an appropriate theoretical context from which to work toward problem solutions. Students gain skills for identifying educational issues in the context of practical problems,

and to strategize, implement, and assess policy outcomes that directly impact teaching and learning environments.

ECL807   Applied Action Research Project - 1 credit
This course, taken in the student's last term, requires the student to complete the school improvement plan and present the results to a panel of faculty and students.

SPECIAL EDUCATION ADMINISTRATION (ECS)
Some courses are listed under School Administration.

ECS712   Advanced Psycho-Educational Assessment and Educational Planning - 3 credits
Students learn to select, use, and interpret appropriate evaluation techniques, instruments, and technologies. A case study approach is used to administer and interpret formal and informal assessments. The results of various evaluative procedures are used to assess and improve the effectiveness of programs and personnel. Students learn to use developmentally appropriate formal and informal assessments for mild and moderate special needs children.

ECS713   Administration of Special Education Programs - 3 credits
This course uses various service delivery models as they relate to children and young adults with handicapping conditions in a school setting. This course emphasizes facilities and curriculum adjustments, staff roles, methods and content for in-service training, and the use of a team approach. Field trips to observe and evaluate programs may be required. Students become well versed in the requirements of federal and state laws and regulations related to special education.

ECS714   Collaboration and Consultation Techniques - 3 credits
This course introduces interpersonal communication skills for working with teachers, outside agencies, and families of students from diverse backgrounds. Students are exposed to political structures and regulations for improving a school and/or community. Students review research findings on public relations programs involving educational systems, businesses, industry, and governmental agencies. This course emphasizes the role of the administrator in developing a comprehensive program of school community relations to the administrative unit.

ECS716   Philosophical and Psycho-Social Foundations of Education - 3 credits
Participants study the basic assumptions underlying educational goals, content, and process. They explore the relationship between knowledge, learners, and metacognition. The functioning of educational institutions in their social and cultural milieu is examined from anthropological and sociological perspectives. A school is viewed as a social system. Students examine the influences upon the educational enterprise of the stratification system, youth cultures, race, religion, language, and values.

ECS725   Instructional Leadership: Supervision and Administration of Educational Personnel - 3 credits
Leaders in all roles must see their purpose as improving student learning. In this course we focus on practices that supervisors can use to create a culture where all staff members recognize this as the goal and work toward achieving it. Best practices in formative and summative evaluation of staff are investigated. Students learn methods and laws connected with the selection, hiring, support and dismissal of staff. Particular attention is paid to the role of professional development and its implementation, including mentoring for new staff.

ECS805-806 Practicum/Seminar I-II: Special Education Administration - 710–3 credits , 711–2 credits
Prerequisite: Completion of all course work.
Exit Performance Portfolio required for credit.
Students complete 300 hours of field experience in a school setting under the direction of a licensed administrator of special education. They perform a range of administrative activities under the direction of the on-site administrator. This course facilitates the application of theory to practice in a real life situation. Each student maintains a journal and generates an exit portfolio showing the implementation of requisite standards into practice. Students present their research action plans during Seminar II.

Doctoral Course Descriptions

EDL800   Foundations of Social Science Research - 3 credits
The information in this course supports the research design and analysis of data for completion of the Applied Action Research Project. The emphasis is on familiarizing students with methods of research and data analysis. Examples of quantitative and qualitative methods are presented. Students explore techniques used in the identification of research problems, the formulation of hypotheses, the construction and use of data-gathering instruments, the design of research studies, and utilization of statistical procedures. An overview of commonly used statistical procedures, including introductory computer applications for data analysis.

Each student designs an independent research project which includes: identifying a topic relevant to his or her field, conducting a literature review, and writing an introduction, a purpose statement, method and procedure. Students create projects appropriate to their concentrations. School administrators write a school improvement plan. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan.

EDL801   Advanced Graduate Research Seminar - 3 credits
Prerequisite EDL800.
Students begin implementing their research designs that were created and approved in ECA800. They systematically organize inquiries demonstrating connections between academic theory and professional practice in an organization or school setting. Students design and implement quantitative and/or qualitative research methodologies as they apply research theory to gathering, analyzing, and summarizing data that will inform policy and leadership decision-making in the workplace.

Students receive ongoing support during research and have a learning environment that helps them develop their projects successfully. This seminar serves as a learning lab, allowing students to experience peer learning and support. Students discuss their research designs, share resources, questions, ideas, and concerns, and sense one another's progress. Students complete a culminating capstone learning project in the form of an applied action research project or a program evaluation. Practicum capstone learning projects are assessed by committee review.

EDL807   Applied Action Research Project - 1 credit
This course, taken in the student's last term, requires the student to complete the school improvement plan and present the results to a panel of faculty and students.

EDL810   Transformational Leadership - 3 credits
This course is based upon understanding a range of leadership theories. It provides opportunities to apply leadership principles to influence educational decisions. This course challenges leaders to serve as catalysts for the establishment of learning communities designed to promote this sense of mutual care and responsibility. Student will study change and how to anticipate, understand, plan and implement change to achieve goals. This course will build leadership capacity and enable the creative leader uses his or her talents to help others identify and use their talents.

EDL820   Collective Bargaining and Conflict Resolution - 3 credits
School leaders report that much of their interaction takes the form of problem solving, conflict resolution and negotiating. This course presents the principles necessary for effective behaviors in these areas in both formal and informal situations. In addition, the role of the administrator in collective bargaining and in the interpretation and maintenance of contract and personnel policies is addressed. Topics addressed include: school/community culture, conflict resolution, collective bargaining and contract maintenance (grievance, mediation and arbitration), as well as principles of power, justice and fairness.

EDL830   Schools and Social Justice- 3 credits
Schools have long been regarded as part of the fabric of social justice in our American democracy as they pursue the goal of providing a means of equal opportunity to all children. This course asks how well the schools have accomplished this task and presents ways leaders can do better at reaching this goal. We'll discuss what the saying "all children can learn" means in school practice, and evaluate organizational and institutional policies to determine if they support or undermine this belief. We'll discuss how school leaders can collaborate with parents, community agencies and other institutions to work for social justice and we'll examine ways leaders can assist students to learn their role as

citizens in working for social justice. Finally, we'll consider the ethical dilemmas faced by school leaders as they apply policies and resources in the task of ensuring that all children can learn.

EDL840 Social & Cultural Foundations of Educational Leadership - 3 credits

This course introduces students to the social and cultural foundations of educational leadership. Its purpose is to assist educational leadership professionals in understanding the philosophical, historical, sociological and organizational underpinnings of educational leadership. It provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing and evaluating strategies designed to develop effective learning communities. The course focuses on three specific themes critical to understanding and becoming effective educational leaders: the role of schools in a democratic society, issues of equity and diversity in our pluralistic society, and the functioning of schools as a specific type of (bureaucratic) organization.

EDL850 Using Quantitative and Qualitative Research for School Improvement - 3 credits

Educational leaders must be able to make sound decisions based on meaningful data and proven research. In this course students learn the quantitative and qualitative research skills needed in today's climate of school accountability. Students review the core strategies of both quantitative and qualitative methodologies and consider how these strategies may be used to inform school/district decision making. Each student identifies a researchable question from his/her educational or worksite experience and creates a research design to investigate that question. Students will study the meaning of data-driven decision making and design a module to use with the faculty in their schools to develop a school culture where all are informed about the technical skills of research and aware of the importance of quality research in achieving school improvement goals.

EDL860 Application of Qualitative Research Skills for School Improvement - 3 credits

This course introduces advanced graduate students to the foundations and methodologies of qualitative inquiry/research. Course topics include philosophical underpinnings of qualitative research, planning for a qualitative research project, negotiating entry to the field, ethics of conducting research, data collection and analysis techniques (e.g., interviewing, observations, content analysis, focus groups), and writing/presenting qualitative research. The course includes field-based exercises and assignments involving participant observation and interviewing. It also includes the analysis and presentation of qualitative research data through computer-based lab assignments. Student learning activities may be integrated into the White Paper and dissertation.

EDL870 Quantitative Research Skills for School Improvement - 3 credits

This course is designed to provide advanced graduate students with the quantitative research skills required of effective executive educational leaders. Students study the descriptive and inferential statistical methods often used in research in education. Areas of study will include sampling, probability, variables, reliability and validity, confidence intervals, hypotheses testing, correlation and regression. Students will be introduced to data analysis techniques using a computer and statistical software package (e.g., SPSS).

The goals of the course are to: provide students with the analytical tools necessary to become effective, critical consumers of educational research; and to enable students to oversee and supervise staff in the preparation, development, and dissemination of evaluative research. Student learning activities may be integrated into the White Paper and dissertation.

EDL901-904 White Paper - 4 terms @ 1 credit; total 4 credits

The White Paper is an executive summary and synthesis of the collective findings of a sub-cohort of Ed. D. candidates designed for presentation to local school leadership. The White Paper is intended to directly link the educational leadership theory with practice through the synthesis of an action plan. This course supports the collaborative development of the White Paper and culminates in a formal presentation. Students learn to create a vision, develop leadership capacity, and synthesize research. Enrollment in this course requires advisor approval.

Dissertation

EDL900 Introduction to the Dissertation 1 credit

This course serves as an introduction to the dissertation process for all Cambridge College doctoral students. It provides an opportunity for students to explore both the big picture of what it means to be a doctoral student and the specifics of the doctoral process at Cambridge College. This course is meant to complement doctoral coursework in general and the doctoral seminar in particular. Readings, seminars, and online coursework (individual and collaborative) will provide the student with the opportunity to develop a solid grounding for future research, reflection, and action in their doctoral studies.

EDL910 Dissertation I - 2 credits
EDL920 Dissertation II - 4 credits
EDL930 Dissertation III - 3 credits
EDL940 Dissertation IV - 3 credits

This course supports and advises the student in completing the dissertation. The dissertation is based on the candidate's own systematic inquiry into an area of educational leadership. In designing and conducting research and in writing the dissertation, students engage in the giving and receiving of ideas, information, sources, and materials in the context of a community of scholarship. The White Paper and dissertation are designed to develop school leaders who are scholars/practitioners who understand the interrelationship among the scholarship of discovery, integration of practice and theory, and application of different modes of learning and teaching.

EDL941 Dissertation Extension

Register each term as needed for further advisement if dissertation is not completed by the end of EDL940.

SCHOOL OF MANAGEMENT

Introduction & Policies

Cambridge College's Master of Management program prepares adult practitioners for improved management performance, increased advancement opportunities, and more effective leadership in private, public, and not-for-profit organizations. Students with professional or technical experience expand their managerial training as they assume leadership positions.

The curriculum provides comprehensive management and leadership skills including best practices, newest academic content and concepts, and proven strategies students can use to increase their organizations' effectiveness in today's world.

Entering students are expected to have college level computer, writing, and numeracy skills.

Broad Management Skills
Students gain the broad range of skills they need to manage the people, policies, and financial resources of today's businesses and institutions. They also acquire personal skills such as analysis, goal-setting, self-direction, and life-long learning, which are essential to effectiveness throughout one's career.

Students bring their unique experiences of management in the workplace, home, and community to the classroom and examine them using academic perspectives, thus producing a very powerful integration of management theory and practice. Students learn

how to utilize computer and information technologies to increase their organization's effectiveness.

Diversity and Collaborative Learning
The student body and learning environment are highly diverse by design. In stimulating, interactive classroom environments, students learn how to help people with diverse skills and backgrounds work together effectively as teams; and this collaboration makes organizations and businesses more successful.

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

Orientation — Just before each term begins, an Introductory Seminar provides group course advising for new students and assistance with course registration.

Management Seminar — The Management Seminar is a key feature of graduate study at Cambridge College. A group of students and their academic advisor meet regularly over four terms to share and apply their learning from the workplace and manage-

Guide to Management Programs

Programs of Study

Offered at Cambridge & Selected Regional Centers

	Cambridge, MA	Springfield, MA	Lawrence, MA	AdaptNet/ Western MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Bachelor of Science										
Management Studies (see Undergraduate Programs)	●		●						●	
Master of Management *(37 credits)*										
Choose your management electives or concentration:										
General Business	●	A	●	A	●A	●A			●	
Health Care Management	●	A	●	A	●	●			●	
MM-55 credits (for qualified students without bachelor's)	●	A	●	A	●	●				
Business Negotiation & Conflict Resolution	●								●	
Entrepreneurship & Small Business Management	●									
Leadership in Human & Organizational Dynamics	●								●	
Non-Profit & Public Organization Management	●									
Technology-Related Concentrations										
Computer Security Management (43 credits)	●				●	●				
Health Care Informatics	●									
Information Technology Mgt/E-Commerce (42 credits)					●	●				
Technology Management	●								●	
Graduate Certificates										
Health Care Management	●									
Computer Security Management	●									

Program formats

● In classroom

A AdaptNet blended adaptive learning - in classroom and online

Programs offered as of July 2007; subject to change. See your regional center's web page for the current program list.

Regional centers will offer only programs authorized by their state education authorities, and there must be sufficient enrollment. If you are interested in a program not offered at your regional center, please see the program outline on the College website or main academic catalog, and speak with the director of your regional center.

ment courses. Students learn to assess their own strengths and abilities, and create academic and professional development plans that build teamwork, leadership, and communication skills.

The seminar leader is the students' academic adviser for the duration of the program and schedules periodic individual meetings. The seminar leader is the supervisor of the Independent Learning Project with responsibility for approval, and signs off on workshop/directed studies credits, independent study, leave of absence, and graduation clearance. Seminars focus on professional issues and support professional development.

Independent Learning Project

The Management Seminar provides support for students' work on the Independent Learning Project. The topic must be related to each student's concentration.

Professional Development Certificate Option

Students desiring only coursework focused in a specific field of study may earn a certificate in any management concentration. 12 of these credits, taken within three years of matriculation, may be accepted into a Master of Management degree program if they meet current requirements. An earned bachelor's degree is required to transfer graduate credit into a degree program. (See also Transfer of Credit).

Health Care Management Concentrations

A Master of Management degree with a concentration in Health Care Management provides the education needed to meet current and future challenges faced by health care managers and team members. Healthcare is viewed from a systems perspective — as a totality of structure, process, and outcome — and from a multi-cultural perspective.

Work experience in the healthcare system is required because the program builds further learning on this experience.

Program Objectives
- Enhance sound management skills, blending theory and practice; apply them to health care with a problem solving orientation.

- Increase awareness of social and environmental influences on health care delivery, including racial, ethnic, and economic factors in health disparities.
- Understand health care issues, practices, and systems in historical, national, and international context.

Master of Management at Regional Centers— Adaptive Blended Learning

Management courses and programs are now offered at some Cambridge College regional centers using our adaptive blended learning (AdaptNet) delivery system. Cambridge College's intensive classroom learning is combined with adaptive online learning. The result is a highly effective learning experience.

- **Weekends in class** enable working adults to translate their experience into valuable learning through dynamic class room interaction with faculty and other students.

- **Individualized online learning. Between classes,** online instruction is facilitated by the management faculty, with individualized, interactive learning adapted to your best learning style.

Please note:
- Special AdaptNet tuition rate applies (see Tuition & Fees).
- In Cambridge, all management courses are onsite, in class.

School of Management Faculty
Graduate & Undergraduate Management Faculty

Joseph Crawford Reed, Ph.D. University of Wisconsin; Dean

William F. Hancock, M.B.A., CPA, CMA, CLU, CPCU, CDP, Wharton School, University of Pennsylvania; Associate Dean

Ralph J. Covino, Ph.D. Nova Southeastern University

Full-time faculty

Martha Belden, J.D. Western New England College, Professor

Shirley J. Harrell, M.A. Case Western Reserve University, Assistant Professor

Mary Ann Joseph, Ph.D. Northwestern University, Professor

Cynthia Y. Ker, Ph.D. University of Colorado at Boulder, Professor

Joseph J. Miglio, Ed.D. National-Louis University

Joseph Crawford Reed, Ph.D. University of Wisconsin (on leave)

Part-time faculty

Clark C. Abt, Ph.D. Massachusetts Institute of Technology

Robert J. Awkward, M.Ed. Boston University, M.S. Northeastern University

Joanne M. Baker, M.M. Cambridge College

Carl F. Barron, M.B.A. Harvard University; Distinguished Guest Lecturer

Veronica Beeson, M.B.A. New Hampshire College

Prabhakara Bhat, M.B.A. Worcester Polytechnic Institute

Cynthia I. Bloom, M.P.A. Suffolk University

Donald J. Boyle, M.B.A. Columbia University

Melissa Brodrick, M.Ed. Harvard Graduate School of Education

David S. Browne, J.D. University of Michigan Law School

Dennis C. Butler, M.B.A. Wharton School of Business, University of Pennsylvania

Diego A. Camacho, M.B.A. Santa Clara University

Donald A. Carbone, M.A. Boston State College

Matthew Casey, M.B.A. University of Massachusetts Boston

Bruce E. Cohen, M.B.A. Boston College, M.A. Ohio University

Moshe Cohen, M.B.A. Boston University

Norma Saba Corey, Ed.D. Harvard University

Martin Joseph Cotton, M.A. Antioch University

Rita Daniel, Dr. Life Chiropractic University

Edmund M. Dunn, M.B.A. University of California

Ronald R. Franceschi, M.A.P.A. Golden Gate University

Steve A. Frigand, M.A. Massachusetts Institute of Technology Sloan School of Management

Liu Gang, M.B.A. Jilin University of Technology

Kristen W. Girrell, M.Ed. Pennsylvania State University

Barry G. Gnatek, M.B.A. Davenport University

Peter Gold, B.S. Suffolk University

Robert Goldberg, M.B.A. Boston University

Jonathan Grollman, M.B.A. Boston University

Thomas C. Hewett, Ph.D. Century University

Roger A. Holt, D.B.A. Nova Southeastern University

David F. Hoover, Ph.D. New York University

Frank Jenkins, M.B.A. Wharton School, University of Pennsylvania

Ge Jintian, Ph.D. Hehai University Business School

Daniel R. LeBlanc, MS University of Massachusetts

Baiqing Li, M.S. Springfield College

Donna Maimes, M.Ed. Cambridge College

Mark D. Mason, J.D. Boston University School of Law

Edward F. McDonough, Ph.D. University of Massachusetts Amherst

Hugh V. McGill, M.M. Cambridge College

Liza D. Molina, Sc.D. Harvard University School of Public Health

Stephen A. Morreale, D.P.A. Nova Southeastern University

Kevin R. Morrissette, M.A. University of Massachusetts/ Boston

Joel Nitzberg, M.Ed. Cambridge College

Haresh K. Patel, M.S. Lesley University

Michael J. Pieroni, J.D. New England School of Law

Laura Pogue, D.M. University of Phoenix

David Precopio, M.B.A. Thunderbird, American Graduate School of International Management

Barbara Reinhold, Ed.D. Northeastern University

David W. Rynick, MALS Wesleyan University

Eric O. Schmidt, PhD Georgia Institute of Technology

Catherine Seo, M.S. Marlboro College

Lesley C. Sheppard, A.B.D. Argosy University

Edward H. Simches, M.S. Bentley College

Jayant Sonwalkar, Ph.D. University of Indore

Nishikant Sonwalkar, Sc.D. Massachusetts Institute of Technology

Trellany V. Thomas-Evans, M.B.A. Pfeiffer University

Jennifer J. Tonneson-Benoit, C.A.G.S. Suffolk University

Michele Vitti, M.A. Lesley University

Jixia Wang, Ph.D. Hehai University Business School

Sharon A. Wulf, Ph.D. Columbia Pacific University

Cai Xiajin, Ph.D. Jilin University

Qingmei Zhu, Ph.D. Hehai University Business School

Health Care Management

John Bove, CAS, M.M. Cambridge College, PhD (c) Capella
University; Assistant Dean for Health Care Management Programs

Susan Abughosh, Ph.D. University of Rhode Island

Ellen Alperen, Ph.D. Le Salle University

John A. Brennan, M.B.A. Pace University

Linda A. Burns, M.B.A. University of Chicago

Lisa Cerbone, M.H.S.A. University of Michigan School of Public
Health

Deanna Devaney, M.A. Lesley University

Anne D. Durgin, M.B.A. Anna Maria College

Frances C. Fairbanks, M.M. Cambridge College

Ken Farbstein, M.P.P. Harvard University

Jeffrey J. Isaacson, J.D. New England School of Law

L. William Katz, D.B.A. George Washington University

Jo Ann K. Mackey, Ed.D. Nova Southeastern University

Bruce A. Maloof, Ph.D. Brandeis University

Jackie K. Moore, Ph.D. Florida State University

Daniel S. Mumbauer, M.B.A. University of Rhode Island

Charles O'Donnell, M.S., Leslie University

Judith L. Palmer Castor, Ph.D. Brandeis University

Gary C. Phillips, M.P.A. Northeastern University

Thomas P. Salmon, M.P.H. University of Michigan

Raymond D. Sanzone, M.H.A. Columbia University

Ruth B. Smith, Ph.D. Boston College

Matthew Sweeney, M.S., N.H.A. Lesley University

Mary-Louise White, Ph.D. Kennedy Western University

Nancie Zecco, M.P.H. University of Massachusetts

Springfield, MA
Full-time faculty

Richard Turner, Ph.D. Nova Southeastern University; Springfield
Coordinator of Management and Academic Technology

Joseph Defazio, J.D. Western New England College, Professor

Part-time faculty

Barbara Ann Baker, M.S. Kansas State University

Carol Bevan-Bogart, M.A. Emerson College

Patricia Crutchfield, M.A. City College of the City University of
New York; M.L.S. SUNY at Albany, M.Ed. University of
Massachusetts

Rita Hardiman, Ed.D. University of Massachusetts Amherst

Mohammad Idrees, D.Ed. University of Massachusetts Amherst

Colleen Moynihan, M.Ed. Springfield College

Barbara Mroz, M.M. Cambridge College

Barry M. Sponder, Ed.D. Utah State University

Lawrence, MA   Part-time faculty

Howard F. Allen, M.Ed. Cambridge College

Alberto Betances-Mendez, M.D., Universidad Nordestana

Thomas Campbell, M.Ed. Cambridge College

David Crimmin, M.A. Harvard University School of Education

Robert J. Cuomo, Ph.D. Boston College

Kanchan Dandage, M.S. University of Central Florida

Subhash Dandage, Ph.D. University of Wisconsin

Srirama (Sas) Sastri Durvasula, M.B.A. Columbia University Busi-
ness School

Carlos R. Espendez, M.M. Cambridge College

Peter J Hughes, M.Ed. Antioch University

Edward L. Jaye, M.B.A. Fairleigh Dickinson University

Ruben Nieves, M.B.A. Southern New Hampshire University

Isa A. Perez, M.B.A. Suffolk University

Jony Perez, M.B.A. University of Massachusetts / Lowell

Hilda Ramirez, M.Ed. Harvard University

Joel Rubin, Ed.D. Harvard University

Susan Smith, Ed.D. University of Massachusetts / Lowell

Virginia   Part-time faculty

Nancy Carlo Adams M.A.P.A. Old Dominion University

Michael J. Aroney, M.B.A. Embry-Riddle Aeronautical University

Michael Bryant, Ph.D. Nova Southeastern University

William J. Dempsey M.B.A. Golden Gate University

Jan D. Felton, Ph.D. Walden University

Nathaniel Fuller, M.S. Nova Southeastern University

William C. Harper, III, B.S. Southwest Missouri State University

Albert Mauzy, MM Cambridge College

William McMican, M.S. Naval Postgraduate School, Monterey, CA

Kelly Nevala, M.A. George Washington University

Lisa D. Orton, M.S. SUNY/Buffalo

Raymond Tranchant, M.S. Old Dominion University

Year Up   Part-time faculty

Michael J. Boyle, M.F.A. Bennington College

Karen J. Crane, B.S. York College of Pennsylvania

William Davidge, M.S. Northeastern University

Yvonne Lerew, Ed.M. Harvard University

Damien J. Rudzinski, B.S. Keene State College

Henry C. Tarbi, M.Ed. Northeastern University

Mark Wilson, M.A. George Washington University

MASTER OF MANAGEMENT
37 credits

REQUIREMENTS

Management Seminar & Project ....**12 credits**
MMG690 Introductory Seminar 1
Management Seminar I-IV:
MMG691 Self-Diagnosis & Goal Setting. 2
MMG692 The Manager as Team Developer & Leader 2
MMG693 Continuous Improvement, Lifelong Learning &
        Enhanced Employability 2
MMG694 Current Issues in Management. 2
MMG800 Independent Learning Project 3

Core Courses.....................................**9 credits**
MMG511 Foundations of Management 3
MMG512 Organizational Environment 3
MMG517 Research Methods for Managers 3

Concentration ....**16 credits**
Choose a concentration (below) or 16 credits of management
course work to meet career and academic goals.

CONCENTRATIONS

GENERAL BUSINESS
MMG520 Financial Accounting 3
MMG525 Decision Techniques for Managers 3
MMG733 Marketing Management 3
MMG740 Human Resource Management 3
Choose one elective course:
MMG521 Managerial Accounting 3
MMG560 Managing a Diverse Workforce. 3
MMG706 Economics 3
MMG707 Innovation & Product Development 3
MMG713 Total Quality & Operations Management 3
MMG725 Financial Management 3
MMG732 Global Business. 3
MMG735 Entrepreneurship & Small Business Management . . 3
MMG746 The Manager as Negotiator 3
MMG757 Consulting Skills for Managers 3
(new)   Business Law 3
Choose one directed study:
DMG506 Essentials of Accounting 1
DMG602 Project Management 1
DMG617 Zen & the Art of Business. 1
DMG621 Statistical Analysis With Spreadsheets 1

BUSINESS NEGOTIATION & CONFLICT RESOLUTION
MMG746 The Manager as Negotiator — required first course 3
MMG747 Conflict Management: Strategies, Tactics & Behavior . 3
MMG748 Multi-party/Multi-Issue Negotiations 3
(new)   Practicum in Business Negotiation & Conflict
       Resolution 1
Choose two:
MMG749 Conflict Management & the Organization 3
MMG758 Mediation in the Workplace 3
MMG560 Managing a Diverse Workforce. 3
MMG761 Conflict Resolution in Multicultural Organizations . . 3

ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT
MMG725 Financial Management 3
MMG733 Marketing Management 3
MMG735 Entrepreneurship & Small Business Management . . 3
MMG746 The Manager as Negotiator 3
Management Electives 4

LEADERSHIP IN HUMAN & ORGANIZATIONAL DYNAMICS
MMG560 Managing a Diverse Workforce. 3
MMG740 Human Resources Management 3
MMG743 Models of Leadership 3
MMG755 Organization Development & Change Management 3
Choose one elective course:
MMG541 Human Relations Lab. 3
MMG744 Management Training & Development 3
MMG746 The Manager as Negotiator 3
MMG757 Consulting Skills for Managers 3
Choose one directed study:
DMG602 Project Management 1
DMG614 Performance Management. 1
MMG753 Introduction to Organizational Coaching. 1

Entrance requirements:
- Bachelor's degree and other general requirements (see Admission).
- Five years work experience recommended.

Additional requirements for Health Care Management:
- Five years health care experience.
- Interview with program director or regional center director.

Cambridge College

MASTER OF MANAGEMENT
Concentrations, continued

NON-PROFIT & PUBLIC ORGANIZATION MANAGEMENT

DMG506   Essentials of Accounting 1
DMG602   Project Management 1
DMG605   Grant Writing 1
DMG614   Performance Management 1
MMG727   Budgeting & Finance for Non-Profit & Public Organization 3
MMG740   Human Resources Management 3
Choose one elective course:
MMG746   The Manager as Negotiator 3
MMG750   Business, Government & Ethics 3

HEALTH CARE MANAGEMENT

DMG605   Grant Writing 1
MHC710   Risk Management in Health Care 3
MHC720   Health Care Systems 3
MHC740   Strategic Planning in Health Care 3
MMG741   Terrorism & Disaster Management in a Health Care Setting 3
MHC750   Health Care Policy & Ethics 3

TECHNOLOGY MANAGEMENT . . . . choose 16 credits

DMG623   Business Solutions Using the Internet 1
(new)   Project Management 3
MMG715   Management Information Technology 3
MMG716   Emerging Technologies 3
MMG717   Systems Analysis & Design for the IT Manager 3
MMG718   E-Business Development for IT Managers 3
MMG723   Telecommunications & Network Security 3
MMG730   Information Law, Privacy, Forensics & Ethics 3
MMG519   IT Security Management, Planning, Procedure & Policy 3
MMG802   Business Continuity & Disaster Recovery Project (includes ILP, replaces MMG800) 3

HEALTH CARE INFORMATICS

MHC520   Fundamentals of Computing for Healthcare Professionals 3
MHC730   Health Care Information Systems 3
MHC732   Life Cycle of Information Systems 3
MHC733   Information Management & Knowledge Development 3
MHC734   Professional Practice, Trends & Issues 3
MHC735   Health Care informatics Field Work: Experience . . . 1

MASTER OF MANAGEMENT with Concentration in
COMPUTER SECURITY MANAGEMENT
43 credits

Management Seminar & Project . . . . 10 credits
MMG690   Introductory Seminar 1
Management Seminar I-III:
MMG691   Self-Diagnosis & Goal Setting 2
MMG692   The Manager as Team Developer & Leader 2
MMG693   Continuous Improvement, Lifelong Learning & Enhanced Employability 2
MMG802   Business Continuity & Disaster Recovery Project (includes Independent Learning Project) 3

Core Courses . . . . 9 credits
MMG511   Foundations of Management 3
MMG512   Organizational Environment 3
MMG517   Research Methods for Managers 3

Computer Security Management . . . . 24 credits
MMG519   IT Security Management, Planning, Procedure & Policy 3
MMG719   Cryptography 3
MMG720   Application & system Development 3
MMG721   Physical & Operations Security 3
MMG722   Security Models & Architecture 3
MMG723   Telecommunications & Network Security 3
MMG724   Access Control Systems & Methodology 3
MMG730   Information Law, Privacy, Forensics & Ethics 3

Entrance requirements:
- Bachelor's degree and other general requirements (see Admission).
- Five years work experience recommended.

Cambridge College

MASTER OF MANAGEMENT

55 credits ● **For qualified students without bachelor's degrees**

Introduction to Managerial Competencies & Theory ....18 credits
First two terms

MMG504	Computer Applications for Business.	3
MMG505	Graduate Writing	3
MMG506	Quantitative Analysis for Managers.	3
MMG507	Managerial Analysis & Communication	3
MMG508	Information Research & Technology	3
MMG509	Political, Social & Economic Aspects of Business. .	3

Management Seminar & Project ....12 credits

| MMG690 | Introductory Seminar . . . . | 1 |

Management Seminar I-IV:

MMG691	Self-Diagnosis & Goal Setting.	2
MMG692	The Manager as Team Developer & Leader	2
MMG693	Continuous Improvement, Lifelong Learning & Enhanced Employability	2
MMG694	Current Issues in Management.	2
MMG800	Independent Learning Project	3

Core Courses....................................9 credits

MMG511	Foundations of Management	3
MMG512	Organizational Environment	3
MMG517	Research Methods for Managers	3

Concentration................................16 credits

Choose a concentration (below) or 16 credits of management course work to meet career and academic goals.

Business Negotiation & Conflict Resolution
Entrepreneurship & Small Business Management
General Business
Health Care Informatics
Health Care Management
Leadership in Human & Organizational Dynamics
Non-Profit & Public Organization Management
Technology Management

See MM37 program for concentration details.

Entrance requirements:
● Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study.
● High school diploma, GED certificate, or associate's degree and other general requirements (see Admission).
● Five years of responsible, relevant work experience recommended.

Additional requirements for Health Care Management:
● Associate's degree.
● Five years health care experience.
● Interview with program director or regional center director.

MM55 is for qualified adult learners who do not need a bachelor's degree to advance their careers or to pursue further education. The additional coursework enables students to gain the necessary skills, competencies and knowledge needed to excel in graduate management study and managerial careers.

Learning Outcomes — In addition to the general outcomes of the Master of Management program, the additional courses include clearly defined, measurable skill outcomes and areas of knowledge that will enhance students' ability to achieve their personal, academic and career goals. Students must demonstrate competency in each of these learning outcomes before they move on to subsequent levels of the MM program.

These outcomes ensure mastery of the graduate level writing and quantitative analysis skills required for continued graduate study. They sharpen skills in managerial analysis and communication, and in the utilization of research and technology.

Cambridge College

MASTER OF MANAGEMENT with Concentration in

INFORMATION TECHNOLOGY MANAGEMENT/E-COMMERCE

42 credits

Term 1 . . . . 11 credits

MME691	Management Seminar I: Self-Diagnosis & Professional Development	2
MMG511	Foundations of Management	3
MME710	Relational Database Management Systems Concepts & Methods	3
MME711	Relational Database Management Systems Programming	3

Term 2 . . . . 11 credits

MME692	Management Seminar II: The Manager as Team Developer & Leader	2
MMG512	Organizational Environment	3
MME713	Internet Web Site Application Development	3
MME714	Internet Applications With Object Oriented Programming	3

Term 3 . . . . 11 credits

MME693	Management Seminar III: The Manager as Strategist	2
MME705	Information & Internet Security Essentials	3
MME715	Internet Enterprise Applications & Project	3
MME790	Managing Software Development Projects	3

Term 4 . . . . 9 credits

MME800	Project Management Practicum	3
MMG715	Management Information Technology	3
MME792	E-Business Development	3

Schedule subject to change.

Information Technology Management/ E-Commerce Program

The Master of Management with a concentration in information technology management/e-commerce teaches adult learners the tools used for development of e-commerce systems, information technology, and the management skills needed to plan projects and lead people in organizations in the field of information technology.

Program Objectives

- **Technical skills** — Ability to understand and apply concepts of relational database management systems and applications; Internet web site application development, programming, and database integration; construction of complete web based applications using Internet-based technologies.

- **Business skills** — Ability to analyze and propose information technology projects based on internet applications, understand, familiarity with project management techniques and tools for planning, organization, and control of development projects, and understand legal issues relating to e-commerce; emphasis on Internet and information security including development of security policy.

- **Management/Leadership** — Ability to define strategies, set goals and objectives, manage projects, build and lead teams, present ideas and information effectively, negotiate agreements and schedules, and manage change and diversity.

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Cambridge College

Cambridge College graduate School of Management

NON-DEGREE STUDY IN MANAGEMENT

Graduate level certificate in

HEALTH CARE MANAGEMENT
16 credits

DMG605	Grant Writing	1
MHC710	Risk Management in Health Care	3
MHC720	Health Care Systems	3
MHC740	Strategic Planning in Health Care	3
MMG741	Terrorism & Disaster Management in a Health Care Setting	3
MHC750	Health Care Policy & Ethics	3

Entrance requirements:

- Bachelor's degree and other general requirements (see Admission).
- Five years heath care experience.
- Interview with program director or regional center director.

Health Care Management

The era of rapid change that has characterized the health care sector in the United States is projected to continue. With change, opportunity arises. Today's health care providers and managers must possess skills, understanding, and creativity to seize these new opportunities and lead their organizations. Participants are prepared for such opportunities with advanced business concepts, evaluation techniques, and strategic thinking so they can lead effectively, improve quality, increase productivity, and manage costs.

The Certificate in Health Care Management is a professional development program for health practitioners who require management training and for managers who require training in healthcare. Healthcare delivery organizations include hospitals and clinics, insurance agencies, pharmaceutical companies, makers of medical equipment and instruments, and others employed by health and medical regulatory organizations. The program is also for health professionals who have not had any business education. These include: physicians with their own practice, professionals employed in clinics and diagnostics laboratories who rise to positions of management responsibility, and other healthcare professionals who need a short infusion of business knowledge, without having to spend too much time or money to get a business degree.

The focus is to assist students to envision a broadened career perspective of the changing scope of health care delivery and management.

Graduate level certificate in

COMPUTER SECURITY MANAGEMENT
27 credits

MMG519	IT Security Management, Planning, Procedure & Policy	3
MMG719	Cryptography.	3
MMG720	Application & system Development	3
MMG721	Physical & Operations Security.	3
MMG722	Security Models & Architecture	3
MMG723	Telecommunications & Network Security	3
MMG724	Access Control Systems & Methodology	3
MMG730	Information Law, Privacy, Forensics & Ethics	3
MMG802	Business Continuity & Disaster Recovery	3

Entrance requirements:

- Bachelor's degree and other general requirements (see Admission).
- Computer/IT basic knowledge (IT work experience preferred)

This certificate is based upon the information typically found in the Certified Information Systems Security Professional (CISSP) examination administered by International Information Systems Security Certification Consortium (ISC). The Consortium is recognized in over 100 countries and viewed as the gold standard of security management certification.

Non-degree program offered by the Olin Center in partnership with Cambridge College

INTERNATIONAL BUSINESS DIPLOMA

Four courses

One Olin Center course
● Business Communications

Choose three areas of study, and take one course in each.
● Management
● Marketing
● Global Business
● Management Information Systems

Select your three courses from the current course schedule.

Students who successfully complete the International Business Diploma and the Olin Center's highest level of English may apply to a Cambridge College degree program:
● Bachelor of Science in Management Studies.
● Students who have not earned a bachelor's degree but have considerable professional experience may be considered for the Master of Management-Access (MM-55).
● Students who have earned a bachelor's degree may apply for the Master of Management.

The courses of the diploma program may be evaluated for transfer into a Cambridge College degree program.

For more information (entrance requirements, non-credit program components, schedule, etc.), contact the Olin Center for International Study in Boston or visit www.olincenter.com/.
617-247-3033 ● info@olincenter.com.

Management Course Descriptions

DMG506 Essentials of Accounting - 1 credit
This course covers basic accounting concepts and principles, the essentials of the accounting process, the concept of the time value of money, and the application of present value techniques to accounting valuations. The course also covers analysis of financial statements used in hospitals and the healthcare arena with a view towards using accounting information in making investing, lending and other management decisions.

DMG601 Forecasting and Planning 1 credit
This directed study covers short and medium term forecasting techniques, and long term and strategic planning; quantitative and qualitative forecasting techniques are emphasized. Quantitative techniques using computer applications are presented and used for situations for which historical data is available. When no such data is available, e.g., to forecast demand or revenues for new products, qualitative techniques are used. For longer-term projections, strategic planning concepts will be utilized.

DMG602 Project Management - 1 credit
This directed study explores the major issues and techniques of project management. It has been designed to provide the students with the basic skills and knowledge necessary to plan and manage projects within their organizations.

DMG603 Drafting Business Contracts - 1 credit
This directed study is designed for students who have completed at least one of the following courses: MMG746, MMG747, or MMG748, and/or those who are interested in developing a basic understanding of the mechanics of creating a formal contract. When one has completed a negotiation, whether using a hardball (distributive) or an interest-based (integrative) approach, the time comes when it is necessary to finalize (memorialize) the agreement by putting it into writing in the form of a legal and binding

contract. Through this directed study students will develop the skills and resources to create such a document. The focus will be on the legal elements of a contract; the ramifications, legal and otherwise, of "loopholes" within contracts; and the basic law governing contracts in the United States.

DMG605 Grant Writing - 1 credit
This module for educators and non-profit managers introduces the planning and proposal development phases of grant writing. It demystifies the process, from developing a fundable idea to identifying potential donors and structuring the technical components. Hand-on activities provide practice in the art and craft of grantsmanship.

DMG614 Performance Management: A Systematic Approach to Getting and Sustaining Higher Performance Through People - 1 credit
This course helps managers learn a more holistic approach to performance management and communicate more effectively with their employees regarding performance. It helps them understand that performance management is not just a "once-a-year" phenomenon connected to compensation, but is an ongoing process that includes a clear understanding of work goals and expectations, development of skills, knowledge and abilities, and ongoing communication. The learning methodology includes a transfer of content and knowledge that includes a performance management system as well as the use of simulations, role-plays and case studies.

DMG617 Zen and the Art of Business - 1 credit
Leadership, corporate ethics and the business environment have been in turmoil and chaos during these years. Situations like Enron and WorldCom bring into focus serious questions of integrity and values. This course will explore both the problems we face in

re-aligning our values and the possibilities that Zen and spirituality offer us in understanding the current crisis and discovering alternatives that can bring renewed clarity to our work lives and business endeavors.

DMG621   Statistical Analysis With Spreadsheets - 1 credit
Students should have some previous experience with Windows and spreadsheets.
This course helps students use spreadsheets to develop complete analysis and presentations. Using Microsoft Excel, this course reviews the fundamentals of spreadsheet design, creation and formatting. Students learn how to create graphs and charts, and how to perform a variety of time-series, financial and statistical calculations. They learn to perform "what if" analyses and use spreadsheets for simple descriptive statistics and regression analysis.

DMG623   Business Solutions Using the Internet - 1 credit
The rapid adoption of Internet-based technology by business and other organizations to improve productivity and to enhance value provided to customers is examined. Students look at evolving business models, and the implications of these technologies for individuals, organizations and the economy. Topics covered include trends in electronic commerce, the use of Web sites, intranets and extranets, and their function in knowledge management and customer service delivery. Privacy, security, intellectual property and governance issues are also examined. Students do a final presentation on the business use of Internet technology and/or a design for an organizational Web site or intranet.

DMG647   Negotiation in the Health Care System - 1 credit
This course helps professionals in the health care system to develop the skills of interest-based, win-win negotiation. Students learn theory and tactics for diagnosing a conflict, planning for negotiation, and implementing a cooperative strategy within a health care setting. Students are observed through simulation and role play; a final application paper is required. Texts are Getting to Yes by Roger Fisher and Renegotiating Health Care by Leonard Marcus.

MHC520   Fundamentals of Computing for Healthcare Professionals - 3 credits
This course is to promote information literacy as a foundation for entering the health care informatics field. This course provides the student with an introduction to computers that will influence the development of knowledge that is necessary in the health care informatics field. The course will cover such topics as operating systems, software applications, and an introduction to Microsoft office. Students will also learn how to access and use the web for computer assisted communication, and the search and evaluation of information found on any web. There will be a beginning discussion on the security and integrity of electronic data.

MHC710   Risk Management in Health Care- 3 credits
This course explains the discipline of dealing with the possibility that some future event will cause harm. It provides strategies, techniques, and an approach to recognizing and confronting any threat faced by an organization in fulfilling its mission. It considers the questions: What can go wrong?, What will we do?, and How will we pay for it?

MHC720   Health Care Systems - 3 credits
This course provides an overview of national and international health care systems, using a systems framework and a problem solving perspective. The structure, organization, and process of heath care are introduced. Students learn about the functioning and outcomes of health care.

MHC730   Health Care Information Systems - 3 credits
The Health Care Information Systems course introduces the student to the arena of healthcare information. The topics will be an overview of the healthcare system; the importance of disaster planning; standards and regulatory environment related to informatics; the quality risk and cost; telemedicine and the internet and finally emerging technologies. The purpose of this course is to help students become leaders in their health care facility in introducing, developing and assisting the utilization of the systems that are behind the technology.

MHC732   Life Cycle of Information Systems - 3 credits
The purpose of the course is to provide the student with detailed information about the health care informatics system's life cycle. In this course the student will learn the system life cycle of health care information systems. Included will be strategic planning, analysis, design, implementation and testing with evaluation and support of the system.

MHC733   Information Management and Knowledge Development - 3 credits
The purpose of the course is to help health care professionals to transform data into useful information for decision making. The information explosion requires that students have a sound foundation in using data to develop useful information. This information is then utilized to support administrative and clinical decision making. Course content will include process of decision making, securing the right information, human factors that affect the use of information, information classifications, and the human-computer interactions in health care organizations.

MHC734   Professional Practice, Trends and Issues - 3 credits
The purpose of the course is to provide the student with detailed information about the future of health care informatics. This course will explore ways to advance (1) medical technologies, (2) health information infrastructure, and (3) intellectual leadership. It will also explore new technology creation and adoption processes including the impact of rapidly evolving technologies in the healthcare area. People discover and respond to the future as much as they plan it. Health systems and societies must have a clear vision of future health technology, information, dissemination of that information.

MHC735   Health Care informatics Field Work: Experience - 1 credit
The purpose of this fieldwork experience will be to develop a beginning understanding of the healthcare information system and its application to improvement of patient outcomes, employee satisfaction, and cost effectiveness in providing health care. This fieldwork course is to provide the student with hands on experience in a healthcare informatics setting. Students will be expected to complete a total of 56 hours over a 7-8 week semester with

a preceptor. A faculty member will be assigned to guide the student experience. It is expected that each student will be given a project that can be completed in the 7-8 week period while in the fieldwork experience. Learning assignments will be coordinated with the agency, preceptor, the student, and the faculty member.

MHC740   Strategic Planning in Health Care - 3 credits
This course focuses on developing an organizational vision, mission and goals, and integrating all components of the organization to achieve those goals. Strategic analysis, plan development and implementation strategies are included, as well as monitoring and evaluation.

MHC750   Health Care Policy and Ethics - 3 credits
This course gives an overview of policy development at the organizational, local and national levels. Students assess the influence of actors, arenas, and socio-historical trends on health care policy. They explore ethical principles and how they are infused into all aspects of health care and health care management.

MMG504   Computer Applications for Business - 3 credits
This course familiarizes learners with the personal computer, Windows, word processing (Microsoft Word), spreadsheet (EXCEL), presentations (PowerPoint), E-mail and the Internet (Netscape). Students get hands-on experience with these applications and an overview of personal and professional uses. Students progress from a beginning level through an intermediate level.

MMG505   Graduate Writing - 3 credits
This course concentrates on strategies and techniques for building an academic essay. Challenging readings are used to promote the kind of critical thinking and analysis that best support graduate work. Students move from initial ideas, to first drafts, to strategies for revising their papers to achieve a polished product. Through a sequence of three to four progressively longer essays, students come to understand their own writing styles, strengths and difficulties, and become competent evaluators of their own work. By giving attention to the writing process itself and its different phases, students gain awareness of how to achieve their best work.

MMG506   Quantitative Analysis for Managers - 3 credits
Students learn to think about and express business problems in quantitative terms. They examine the basics of number theory, arithmetic operations including ratios and proportion, percentages, algebraic operations, probability and statistics. Charts and graphs are created using spreadsheet software. Financial calculations and the elements of financial decision-making are explored, including interest, credit and borrowing, depreciation and valuation, annuities, investments, financial statements, break-even points, budgeting, pricing, and the time value of money. Students learn to apply quantitative tools to solve a variety of business problems, and create and use quantitative models for real-world problems.

MMG507   Managerial Analysis and Communication - 3 credits
Prerequisite: MMG505 or equivalent
This course addresses the analytical and communication skills necessary for success in business environments. Building on the critical thinking skills developed in Graduate Writing, students enhance their ability to evaluate claims, evidence and assumptions and develop persuasive arguments through analysis of management case studies. The course also covers different forms of business communications including memos, reports, and oral presentations.

MMG508   Information Research and Technology - 3 credits
Prerequisite: MMG504 or equivalent
Students gain the knowledge, skills and abilities to apply principles of information research to their academic, work and professional lives. They gain ability to analyze problems, research and select relevant information from healthcare publications, non-profit health financials, print and electronic sources. They will become able to create an effective presentation and publish it in print or electronic form.

MMG509   Political, Social and Economic Aspects of Business - 3 credits
This course provides a broad liberal arts foundation to management theory and concepts. It draws upon the disciplines of economics and political science, the study of society and culture, and the tools of ethical analysis. It helps students gain a basic understanding of economic concepts and institutions, the role of government in business and the impact of political institutions and processes. Issues of interrelatedness in the global economy and polity are considered. The societal implications of business decisions, issues of multiculturalism and diversity and the use of ethical analysis to guide business decisions are addressed.

MMG511   Foundations of Management - 3 credits
This course provides an overview of the field of management and establishes a foundation and common vocabulary for future course work. It emphasizes the functions of planning, organizing, directing and controlling. The course assumes students have limited academic knowledge of management theory, and some experience in real world management situations to bring into the classroom. In each session the class explores some aspects of management in theoretical terms and then focuses on application of the theory to the practical problems facing managers.

MMG512   Organizational Environment - 3 credits
This course provides an overview of the external and internal environment of organizations. It helps students understand the resource, market, technological, economic, and socio-political context of the organization, and the impact of multiple stakeholders on its goals and decision-making processes. It examines organizational architecture and dynamics from the structural, human resource, political and symbolic perspectives. The course draws on theories and research on organizations, including topics such as motivation, leadership, and organizational change and development. The intent of the course is to provide students with the theoretical base to better understand organizational behavior, and to equip them with tools to analyze and improve upon their own managerial practice.

MMG517   Research Methods for Managers - 3 credits
This course helps students understand the role of research in the management decision making process and in the development of business plans and strategies. It helps students become familiar with the research process and with a variety of business research tools and techniques. Students learn how to define a problem

and write good research questions, determine what tools and techniques are appropriate for different kinds of problems, find information sources and assess their reliability, and critically analyze information. They also learn how to present the results of research in appropriate output formats. This course helps students with their independent learning projects.

MMG519   IT Security Management, Planning, Procedure and Policy - 3 credits
Security management includes the identification of an organization's information assets and the development, documentation, and implementation of policies, standards, procedures, and guidelines. Students learn from a management perspective the tools required to rate system vulnerabilities. Students also define an information security strategy while prioritizing threats to information assets.

MMG520   Financial Accounting - 3 credits
The course covers accounting principles, financial analysis and planning, managing the organization's asset structure, and managing the organization's financial structure. Accounting and financial management are considered from a decision-making perspective which conceptually links the organization's value as it is determined in the marketplace and which makes it possible for the organization to achieve its purpose. Students present decisions designed to maximize wealth in terms of risk and return factors and their potential impact on the institution.

MMG521   Managerial Accounting - 3 credits
Prerequisite: MMG520
This course examines the application of accounting principles and procedures to the planning and control functions of management. The emphasis is on costs, cost-profit relationships, measures of performance, and uses of accounting in long-range planning. Topics will include cost accounting techniques, overhead allocations, standard cost, profit planning and responsibility accounting.

MMG525   Decision Techniques for Managers - 3 credits
Prerequisites: basic spreadsheet skills and successful completion of a course in Business Mathematics (or equivalent math skills). As today's managers face decisions, they have access to more data than ever, and risk confusion unless they can effectively screen the data for useful information. This course provides students with the knowledge and appropriate use of basic descriptive and inferential statistical procedures for management applications, and builds a foundation of analytical and quantitative skills. Topics include: data collection, measures of location and variability, graphical procedures, index numbers, probability, estimation, hypothesis testing, times series and regression analysis. Emphasis is on understanding and applying the procedures. Spreadsheet and statistical computer programs are used in the class.

MMG535   Communication Strategies for Organizational Effectiveness - 3 credits
Organizational Effectiveness is a process, not an event. This course will look at the assessment, analysis and evaluation of present organizational strategies and provide opportunities to design and implement more effective communication within the organization. By measuring the functions of (1) purpose, (2) strategy, (3) feedback, (4) processes and procedures, and (5) leadership/membership.

MMG541   Human Relations Lab - 3 credits
Laboratory learning is an interactive process based on principles of group dynamics and adult education. Students gain insights into their personal style of communicating and through self-disclosure and feedback learn how to become more effective in their communications with others. This course is designed for people who wish to increase understanding and develop skills in the human side of their business.

MMG542   Effective Group Management and Team Building - 3 credits
This course develops skills in the management and leadership of task groups. Students are introduced to group theory and human interaction as applied to management and team development within an organization. Many students are involved in work groups, leading a project team supervision a group of employees, directing a department or managing a unit. As is often the case with managers, they have limited cognizance of the impact of human interaction and group dynamics on the desired outcomes. Through this course, students learn the skills and understanding necessary to manipulate those human factors within the work group structure for the most effective completion of a task and the development of each work group member's potential.

MMG550   Organizational Theory and Behavior - 3 credits
This course provides the student with the opportunity to understand behavioral patterns within an organizational setting. Taken from a managerial perspective, this social system approach focuses on the use of available managerial tools to influence workers' managers. Through the use of lectures, group discussion and case analyses, particular emphasis will be placed upon classical, neoclassical and systems approaches, as well as upon motivation, behavior dimension adaptation, leadership, and organizational development.

MMG560   Managing a Diverse Workforce - 3 credits
Current business conditions are surveyed, and participants are introduced to the link between the business agenda and human capital. Since the workforce is critical to the success of the American business agenda, much of this course is dedicated to the development of competencies necessary to manage a diverse workforce. This course is for professionals dealing with issues of differences and diversity in contemporary organizations.

MMG690   Introductory Seminar - 1 credit
The purpose of the seminar is to introduce participants to the resources of the College, provide a coherent overview of the philosophy of the program, and review the benefits and the rationale of the academic model. The course also will focus on self-assessment and goal-setting to assist the student in developing his or her academic and professional development plan.

MMG691   Management Seminar I: Self-Diagnosis and Goal Setting - 2 credits

The Management Seminar serves as a learning laboratory for students to develop, integrate and demonstrate competencies in personal, professional and academic development. It provides an opportunity for students to test and apply learning in a practical and experiential context and to integrate experience and theory. In the first semester students self-diagnose their academic and managerial skills and develop academic and professional goals and plans. They also develop skills at being effective members of a learning community and explore topics and ideas for their Independent Learning Projects.

MMG692   Management Seminar II: The Manager as Team Developer and Leader - 2 credits

This seminar focuses on the manager as a leader and developer of people and teams. Students develop important cognitive and affective skills-developing people, peer relationships, working with others, and resolving conflict. The seminar also helps the student learn how to leverage the diversity in teams and how utilize team resources effectively.

MMG693   Management Seminar III: Continuous Improvement, Lifelong Learning and Enhanced Employability - 2 credits

This seminar focuses on developing and demonstrating enhanced skills and on present and future employability. Students assess their learning and benchmark them against standards in their professional field. Students learn and practice networking skills to develop and expand their connections within their professional field and learning community.

MMG694   Management Seminar IV: Current Issues in Management - 2 credits

This is the final seminar of the management seminar series. Students integrate their learning from courses and research and update their knowledge through the examination of topics that reflect current issues and trends in management. The seminar is conducted with the help of several guest speakers/ faculty.

MMG712   Operations Management - 3 credits

Operations refers to the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This process involves management functions such as planning, the acquisition and utilization of resources, control, evaluation, and appropriate change. This course also develops an appreciation of the distinctions and relationships between the operations function and other functions of the organization including finance and marketing.

MMG713   Total Quality and Operations Management - 3 credits

Operations Management is the process by which an organization converts inputs (facilities, equipment, labor, etc.) into outputs (services and goods). This conversion process involves management functions including planning, acquisition and utilization of resources, control and evaluation. Total Quality Management (TQM) is a way for businesses and organizations to improve the quality of business processes and performance. This course develops an

appreciation of the TQM concept as well as the distinctions and relationships between the operations function and other functions of the organization.

MMG715   Management Information Technology - 3 credits

This course provides an understanding of how information technology may be efficiently and effectively used in the business environment. Students get an overview of hardware, software, file/database concepts, systems analysis and design methodologies. The complex integration of hardware, software, data, procedures and personnel that is required for managing information systems is addressed. The impact of constantly changing information technology upon the organization and the management of the firm is discussed.

MMG716   Emerging Technologies - 3 credits

This course focuses on future and developing technologies too new to be in the textbooks but too important to neglect: robotics, neural networks, nanotechnologies, expert systems, and the human computer interface. This course examines the rapid adoption of new technologies by organizations and their impact, future trends, and potential to transfer to businesses and society.

MMG717   Systems Analysis and Design - 3 credits

Systems analysis and design is a critical competency for information technology. The linking of information systems, technology, and business mission and purpose are mastered in this course. Other key areas are project management, process re-engineering, and change management.

MMG718   E-Business Development For IT Managers - 3 credits

This course provides an overview of electronic business and e-commerce development. It develops students' understanding of the e-business environment and explores strategies, business models, and approaches to leveraging the expanding world of the Internet. Students learn the business strategies and technologies that go into developing a successful e-business and how to successfully expand and market a web-based business.

MMG719   Cryptography - 3 credits

This course is designed to help students understand the basic concepts within cryptography, public and secret/shared key algorithms, algorithm types, key distribution and management of cryptographic attacks. Students will be introduced to the concepts used when defining applications, the construction and use of keys, algorithms, and digital signatures to ensure the confidential transmission of data that has integrity, which can be authenticated, and which provides non-repudiation.

MMG720   Application and System Development - 3 credits

This course emphasizes to the student that security planning during application development is critical at every stage of the process. The financial impact of application downtime and lost productivity caused by the increasing number of application level vulnerabilities and frequency of attacks is substantial. Existing network security solutions, including firewalls, were not designed to handle network and application layer attacks such as Denial of

Service and Distributed Denial of Service attacks, worms, viruses, intrusions and Trojans.

MMG721   Physical and Operations Security - 3 credits
This course examines the principles of both physical and personnel security. Risk management and vulnerability assessment are included along with aspects of facility and environmental architecture, physical security methods, loss prevention strategies, guard forces and government public safety infrastructure. Students will demonstrate integration of security components for specific threats.

MMG722   Security Models & Architecture - 3 credits
This course provides you with analytical methods to assess and improve system security and survivability. It covers architecture fundamentals, security and survivability methods, and development of secure and survivable systems. Architecture analysis and tradeoffs can assess the relative merits of security strategies for particular environments of system use. In addition, systems must be analyzed and designed for survivability of critical mission functions. The Survivable System Analysis (SSA) method is used to evaluate and improve survivability.

MMG723   Telecommunications & Network Security - 3 credits
This course introduces the student to network structures, transmission methods, transport formats, security measures used to provide availability, integrity, and confidentiality, and the authentication for transmission over private and public communications networks and media. Telecommunications, networks, and Internet security will be examined from a management perspective. The student will learn both hands-on and theoretical information that will provide a foundation of knowledge concerning the seven layers of the OSUI model, 802.11, broadband wireless, ADSL, Bluetooth, gigabit Ethernet, the Web, the wireless Web, streaming audio, IPsec, AES, quantum cryptography, and more.

MMG724   Access Control Systems & Methodology - 3 credits
The Access Control Systems and Methodology course addresses the collection of mechanisms that permit system managers to exercise a directing or restraining influence over the behavior, use, and content of a system. Access control permits management to specify what users can do, what resources they can access, and what operations they can perform on a system.

MMG725   Financial Management - 3 credits
Prerequisite: MMG520
The major goal of the financial manager is to maximize the value of the firm. Accordingly, this course introduces financial accounting, managerial accounting and financial management and contemporary financial concepts such as economic value added (EVA) and market value added (MVA). Students learn how to prepare and analyze the income statement, the balance sheet and the statement of cash flows. Powerful planning and control tools such as budgeting and break-even analysis are introduced. Students learn how to estimate the amount of cash an organization will need in its operations, decide whether to use short-term or long-term credit, and choose the right time to issue stock or to sell bonds.

MMG727   Budgeting and Finance for Non-profit and Public Organizations - 3 credits
This course provides an introduction to the basic financial accounting systems used in non-profit and public organizations. It also focuses on how to use the financial and program data to effectively analyze the costs associated with programs and services provided by the organization. The final area to be covered will be budget preparation and monitoring. The politics of the budgeting process will be examined. By the conclusion of the course the student will be able to effectively participate in the financial decision-making within his or her organization.

MMG730   Information Law, Privacy, Forensics and Ethics - 3 credits
The course provides a fundamental understanding of the legal implications related to information security and assurance. Students are exposed to a wide spectrum of current security-related laws and the various legal, privacy and ethical issues faced information security professionals. Particular focus is placed on protecting information assets, governing privacy and procedures for collecting and preserving evidence in a global environment.

MMG732   Global Business - 3 credits
Prerequisite: MMG503
The purpose of this course is to introduce students to the dominant themes and theories of global business. The course consists of a fundamental study of the nature of business and its environment. In the course of our study we will examine the functions and managerial processes in an global context.

MMG733   Marketing Management - 3 credits
Prerequisites: MMG503 recommended
This course provides a basic overview of the marketing management process, oriented primarily to the non-marketing specialist. It examines the role of marketing in a variety of organizations – product/service, public/private. It introduces students to the analysis of an organization's market environment, and the development of marketing programs designed to achieve organizational goals.

Topics covered include the analysis of markets, buyers and competition; the identification and selection of target markets; the design of product, pricing, distribution and communication programs appropriate to selected markets; and the planning, implementation and control of the marketing effort. The course emphasizes the practical utility of marketing tools and concepts through the use of case studies and application to the students' own work environment. The course also attempts to create a heightened awareness of the global interrelationships affecting marketing, and the societal implications of marketing decisions.

MMG735   Entrepreneurship and Small Business Management - 3 credits
Prerequisite: MMG511
This course examines the major characteristics of a self-employment venture and the issues facing the person starting or managing a small business. The focus is on the opportunities, risks, issues and problems facing the entrepreneur. Techniques learned in other management courses are integrated and applied

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to small businesses. Students prepare a business plan for a small business which defines the business concept and provides an integrated strategy for starting up or expanding a business.

MMG740 Human Resources Management - 3 credits
Prerequisite: MMG511

Changes in the social and legal environment, and the workforce, make it increasingly difficult for organizations to manage relations with employees. The Human Resources Manager needs to be able to formulate organization-wide human resource policies which result in competitive strategy, efficiency and effectiveness, and which are consistent with the organization's culture and environment. The interests of many stakeholders have to be reflected in such policies — employees, unions, communities and government. The course helps students identify and understand Human Resources Management issues, develop skills in diagnosing situations, discuss effective approaches to problems and assess the comparative effects of immediate action and long-term policies.

MMG741 Terrorism & Disaster Management: Preparing Health Care Leaders - 3 credits

This course prepares the Healthcare administrator, manager or leader who is responsible for the preparedness of his or her facility, employees, and staff in any disaster situation. The course focuses on planning and preparedness, with a special emphasis on issues of terrorism. Goals: After completing this course, the student will be able to understand and discuss the following:

- Understanding the legal and ethical issues surrounding disaster planning and preparedness.
- Obtaining disaster assistance from FEMA, the Federal Emergency Management Agency.
- Navigating the confusing web of governmental and agency direction, control, and oversight.
- Achieving and maintaining local interagenacy cooperation.
- Integrating civilian and military response.
- Meeting the preparedness needs of special populations.

MMG743 Models of Leadership - 3 credits

An essential component of a successful career is an effective personal leadership style that fits appropriately within one's professional setting. Students explore the elements of individual style with the goal of increasing effectiveness. The course also examines the content of the professional setting and looks at the different strategies for achieving the most congruent fit possible. This course will be experiential, and there will be guest speakers.

MMG744 Management Training and Development - 3 credits

This course will explore many of the tools and techniques that are available to organizations for the use of upgrading staff. Some of those tools and techniques will include needs assessment, alternative methodologies for presenting material and evaluation techniques. Students will develop a total system for training and development within their organization or sub-unit. The course is aimed at corporate training staffs and human resource managers. The focus will be on actual situations and case analyses.

MMG746 The Manager as Negotiator - 3 credits

Effective managers must be able to deal successfully with limited resources, divergent interests of people, and organizational conflict. This course improves skills in negotiation and joint decision-making that students can apply immediately. Emphasis is on integrative bargaining and problem-solving. Students learn the theory and tactics for understanding and diagnosing a conflict, planning for negotiations, and implementing an effective conflict resolution strategy.

The methodology includes lecture, discussion, video and negotiation simulations and role-plays. The texts are Getting to Yes and Getting Past No, and other readings provided by the instructor. Instructor and student analyze each negotiation in which the student participates. Students apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

MMG747 Conflict Management: Strategies, Tactics and Behavior - 3 credits
Prerequisite: MM746

This course explores different conflict management styles and situational considerations available to the individual that impact negotiations. It introduces theories and strategies that characterize the competitive and cooperative bargaining styles and evaluates the consequences of using each. The course also explores planning, communication, perception, cognitive biases, and the impact of power imbalance in negotiations. Emphasis is on the integration of negotiation theory, practice and behavior, including ethical considerations. The methodology includes lecture, discussion, video, negotiation simulations and role-plays. The text for the course is Negotiation by Roy Lewicki. Other readings are provided by the instructor. Instructor and student analyze each negotiation in which the student participates. Students apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

MMG748 Multi-Party/Multi-Issue Negotiations - 3 credits
Prerequisite: MMG746

This course focuses on the pre- and post-bargaining table influences of groups (constituents, community, opponents) on individual negotiation and conflict resolution styles. Students develop an understanding of the impact of group process on negotiation and the roles that individual group members play within the negotiation context. Students learn techniques for managing complex, multi-issue negotiations. The course includes typical third party approaches to conflict resolution. Methodology includes readings and handouts. The text is Negotiation by Roy Lewicki. Instructor and student analyze each negotiation in which the student participates. In a final paper students apply the analytic concepts and interpersonal skills in this and previous courses.

MMG749 Conflict Management and the Organization - 3 credits
Prerequisite: MMG746

This course is for students who deal with complex disputes and need to manage cultural differences within their organization, and

for managers and consultants who are responsible for assessing conflict and evaluating processes and dispute resolution systems within an organization. This course explores how organizations respond to conflict and how to identify the existing conflict management systems. Students develop the skills necessary to design and improve organizational conflict resolution systems. The course also emphasizes how to negotiate deals, resolve disputes and make decisions in multicultural environments. It extends negotiation theory into a global environment and focuses on negotiation in a multicultural business environment.

The methodology is lecture, discussion, video, negotiation simulations and role-plays. The texts for the course are Negotiating Globally by Jeanne Brett and Designing Conflict Management Systems by Cosantino and Merchant. Other readings are provided by the instructor. Students to apply the theory learned to one of their current real-life negotiations through a written paper or in-class discussion.

MMG750   Business, Government and Ethics - 3 credits
Prerequisite: MMG511
This course explores the ethical environment of business and the ongoing relationship between business, government and society. Topics include the development of government regulations and the impact of regulations and likely future developments with an emphasis on ethical considerations.

MMG755   Organization Development and Change Management- 3 credits
Prerequisite: MMG512 recommended
The theory and practice of organization development and change management are introduced. Students gain an understanding of how organizational systems operate together, including organizational culture, leadership, structure, human resources, rewards, and technology.

Managing change effectively is challenging and the outcomes are too important to leave to chance. Students learn how to make effective change through dealing with an organization as a whole. They gain the specific competencies, skills, attitudes and behaviors that are required. They learn to develop strategies to help organizations make internal changes in response to changing technologies, markets, and other challenges. Case studies and simulations are used throughout the classwork.

MMG757   Consulting Skills for Managers - 3 credits
This course explores the essentials of the consulting relationship and the skills critical to the consulting process. Managers develop ability to apply consulting skills and processes in a variety of situations from working with international personnel to getting the most from cross-functional teams to dealing with external clients and vendors. Tools for assessment, analysis and implementation will be reviewed. Topics include negotiating scope, influencing expectations, overcoming resistance and giving clients feedback.

MMG758   Mediation in the Workplace - 3 credits
Prerequisite: MMG746
Workplace mediation supplements or replaces institutional conflict resolution processes in order to increase job satisfaction, boost productivity, reduce employee turnover and decrease the chance of legal action. The course gives students the theory and skills necessary to begin to practice mediation within their professional life. The course covers theory and models of mediation; stages of the mediation process; skill development, and ethical considerations. The methodology is lecture, discussion, video, and mediation simulations and role-plays. The texts for the course are The Mediation Process: Practical Strategies for Resolving Conflict by Christopher Moore and The Promise of Mediation by Robert Baruch Bush and Joseph Folger. For those students interested, a practicum component may be added to the course.

MMG761   Conflict Resolution in Multicultural Organizations - 3 credits
Increasing competition and globalization magnify differences among people, and with the increasing diversity of the workforce comes potential incompatibility and conflict. Effective leaders stimulate functional conflict and prevent or resolve dysfunctional conflict. This course develops conflict resolution skills and understanding of conflict in multi-cultural organizations and its effect on innovation and productivity. The course uses a model developed by Tjosvold, which makes conflict positive and creates a conflict-positive organizations.

MMG762   Global Diversity: International Dimensions of Diversity Work - 3 credits
Students are challenged to go beyond parochialism and view organizations from a global perspective. The course explores management lessons from "the borderless world" and the conceptual, theoretical, and practical boundaries which limit ability to understand and manage people in countries worldwide. The course examines conventional attitudes, thinking patterns and behavior and develops a new vision of what it means to be a "global thinker."

MMG800   Independent Learning Project - 3 credits
This comprehensive final project is focused on a topic in a student's concentration. The Management Seminar and the Seminar Leader provide direction and support for the project. The project demonstrates ability to define a problem, use appropriate resources, collect and analyze data, draw conclusions, and organize the written report.

MMG802   Business Continuity & Disaster Recovery Project - 3 credits
(includes ILP, replaces MMG800)
This course teaches the concepts, policies, regulations and practices of business continuity. It demonstrates how business continuity is good business practice and an integral part of corporate governance. It promotes learning from the perspective of professional practitioners, incorporating proven tools, tips, techniques and industry resources. The course explores changes in business climate, planning and assessment procedures, consulting on the topic, and implementation principles. Students gain the ability to construct a case for business continuity and engage in basic business continuity processes.

E-COMMERCE (MME)

MME691   Management Seminar I: Self-Diagnosis and Professional Development - 2 credits

The Management Seminar is a learning laboratory for developing, integrating and demonstrating competencies in personal, professional, and academic development. This seminar equips individuals with the knowledge and self-awareness to meet the challenges of changing job markets and establishes a foundation for self-directed career advancement. It promotes a career focus in information technology and e-commerce. It helps students develop an awareness of the changing career opportunities in this field, increase their knowledge of the industry and of resources for career development.

MME692   Management Seminar II: The Manager as Team Developer and Leader - 2 credits

This seminar focuses on the technical manager as a leader and developer of people and teams. Students develop important cognitive and affective skills — developing people, peer relationships, working with others, and resolving conflict. Students also learn how to leverage the diversity in teams and utilize team resources effectively.

MME693   Management Seminar III: The Manager as Strategist - 2 credits

This seminar focuses on the development and implementation of strategies for gaining competitive advantage in the competitive, global e-business market. It covers varied approaches to analyzing strategic situations, developing a competitive strategy and managing policies to implement these strategies. Managers must also know how to lead organizational change and how to allocate and leverage resources. Business-governmental relationships, corporate social responsibility and cooperative strategy are also covered.

MME705   Information and Internet Security Essentials - 3 credits

As organizations are grappling with the plethora of attacks to their networks, data and Internet presence, E-Commerce managers must learn how to prepare and prevent disaster and intrusion. Security is no longer optional and any manager unprepared in this area becomes a risk to the enterprise. This hands-on course is designed to equip individuals with the knowledge about different kinds of security threats to the enterprise networks and what technologies and techniques can be used to protect the organization.

MME710   Relational Database Management Systems Concepts and Methods - 3 credits

This course concentrates on the full life-cycle database application development process. Using case method, students analyze a project narrative and learn to create a data model following the Relational Database Management System. Structured Query Language is used to enable students to create a database following the business narrative provided for the required course project.

MME711   Relational Database Management Systems Programming- 3 credits

PL/SQL programming units are learned and used to provide designer-enhanced functionality, incorporating block structure, error handling, control structures, functions and procedures, triggers and packages.

MME713   Internet Web Site Application Development - 3 credits

This course presents the theory and methods of web site design. The course focuses on the foundations of three-tiered application development. Students apply theory and methods through applications developed by using HTML, Java script and XML.

MME714   Internet Applications With Object Oriented Programming - 3 credits

This course presents the theory and methods of object oriented programming. This includes programming logic and specific object oriented programming project applications, three tiered architecture and Internet programming applications.

MME715   Internet Enterprise Applications and Project - 3 credits

This course presents the theory and methods of Java enterprise applications. Students apply these methods in publishing a JDBC application integrating Java and Oracle technology on the web.

MME790   Managing Software Development Projects - 3 credits

This course examines knowledge, techniques and tools needed to manage the development of software products. The course covers materials needed by managers to create plans for software development and to correctly estimate both project sizes and efforts needed to successfully execute plans. Topics such as risk management, life-cycle model alternatives, team development and technical personnel management are discussed.

MME792   E-Business Development - 3 credits

Students develop competencies in establishing and maintaining long term e-commerce client relationships. Topics include new account development and account maintenance through effective client/consultant teaming. The course examines the importance of presenting methods for effective account management, team effectiveness and effective negotiating skills.

MME800   Project Management Practicum (ILP) - 3 credits

In the practicum, students integrate knowledge and skills learned in MME790. Students develop, design and present a software design project; plan and justify the project; work to satisfy performance, schedule and budget requirements; adjust for unplanned occurrences; and provide status reports.

SCHOOL OF PSYCHOLOGY & COUNSELING

Introduction & Policies

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

Diverse Populations & Perspectives

Our students are highly diverse in experience, cultural background and values. Our interactive classrooms and collaborative learning bring cross-cultural perspectives to the counseling process. Counseling students serve diverse client groups in agencies with varied philosophies. Many of the agencies that collaborate with Cambridge College focus on under-served populations.

Licensure

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

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

On-going training

After completing a master's degree, continuing graduate education is typically required to maintain licensure. Cambridge College courses and workshops can meet this on-going need for alumni.

Advising & Professional Seminar

Admissions counselors give applicants an overview of the College's academic programs and assist with the application process. Program directors are available for further academic counseling. Faculty Admission Committee recommendations are communicated to applicants.

Guide to Psychology & Counseling Programs

Programs of Study

Offered in Cambridge & Selected Regional Centers

Master of Education	Licensures in Massachusetts	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	South Boston, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
Counseling Psychology	pre-licensure	●	●							●
CP/Forensic Counseling	pre-licensure	●								●
Addiction Counseling	CADAC	●	●							●
Marriage & Family Therapy	LMFT & LMHC	●								●
Mental Health Counseling	LMHC	●	●	●						
Mental Health & Addiction Counseling	LMHC & CADAC	●	●							
School Adjustment Counseling	DOE & LMHC	●	●							
Mental Health, Addiction & School Adjustment Counseling	LMHC, CADAC, & DOE	●	●							
Psychological Studies	none	●	●							
School Guidance Counselor	DOE initial	●	●			●	●	●	●	●

Certificate of Advanced Graduate Studies

Counseling Psychology	LMHC (optional)	●	●							

Certificate

Alcohol & Drug Counseling	CADAC, LADC	●								
Mental Health Counseling for School Guidance Counselors	LMHC, DOE professional	●								

Programs offered as of July 2007; subject to change. See your regional center's web page for their current program list.

Regional centers will offer only programs authorized by their state education authorities, and there must be sufficient enrollment. If you are interested in a program not offered at your regional center, please see the program outline on the College website or main academic catalog, and speak with the director of your regional center.

Orientation — Just before each term begins, an Orientation/Registration session provides group course advising for new students and assistance with course registration.

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

The seminar leader is the students' academic adviser for the duration of the program, and schedules periodic individual meetings. In addition, students in licensure programs must seek advising from the program coordinator.

The seminar leader is the supervisor of the ILP/IRP with responsibility for approval, and signs off on workshop/directed studies credits, independent study, leave of absence, and graduation clearance. Seminars focus on professional issues and support professional development.

Writing

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

Course Contact Hours

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

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Criminal Offender Record Information (CORI)

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

On-site Component

The on-site component must be successfully completed in order for students to receive credit for an internship, practicum, or clinical course. The minimum on-site component must be completed while the course is in progress; not before or after. The instructor and the site supervisor verify successful completion; the decision to award or withhold credit is made by the instructor.

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

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

Review of Progress & Practice

Due to the impact graduates will have on clients throughout their careers, the School of Psychology and Counseling considers the training and credentialling of master's level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students' behavior within the graduate academic program and the field work site.

The Committee on Professional Conduct has developed guidelines for students' professional behavior with which all graduate counseling students are expected to comply. The complete document and list of the guidelines is available from Counseling

Psychology faculty. Students are encouraged to contact graduate faculty if they need further information.

The School reserves the right to require additional courses, field work, supervision, personal counseling and/or leave of absence. A student may be suspended or disenrolled for violation of ethical standards or lack of academic progress. The School may also recommend a change to a non-clinical major or require a student to leave the School of Psychology and Counseling.

Guidelines for Students' Professional Behavior

Rationale — The following guidelines apply to each student's academic performance, classroom behavior, field-site performance, and general decorum while enrolled at Cambridge College and includes interactions with peers, colleagues, supervisors, clients, other professionals, faculty, advisors, staff, and administrators. The School of Psychology and Counseling recognizes that "professional behavior" is an evolving process and that students will be developing their awareness and skills in this area as they advance in their program. Students will be offered feedback and guidance from instructors and supervisors throughout their program, but students are also responsible for initiating such input. Attitudes and attributes include but are not limited to:

1. Demonstration of the capacity to work collaboratively and respectfully with others throughout all ranges of professional training experience.
2. Sustained awareness of one's effectiveness and functioning in clinical and academic settings as well as an awareness of use-of-self and one's personal and professional impact on others.
3. Demonstration of the capacity and willingness to actively respect professional boundaries in interactions with faculty, site supervisors, and staff.
4. Demonstration of the capacity to interpret accurately and reasonably the conduct of one's self and of others.
5. Demonstration of and willingness to assume responsibility for learning by utilizing appropriate available resources to fulfill clinical and academic responsibilities (e.g., consultation, supervision, literature, etc.).
6. Demonstration of and willingness to meet academic and professional obligations in fieldwork and in the classroom in a timely and responsible manner.
7. Receptivity to constructive commentary and/or criticism from instructors to address such issues that may have been identified.
8. Demonstration of the capacity and willingness to evaluate one's self and others honestly, fairly, and sensitively (e.g., in supervision, in classroom exchanges and exercises, during conferences, etc.).
9. Ability to empathize with clients and an ability to demonstrate this quality effectively in professional role responsibilities (i.e., in both clinical and applied work as well as in general behavior within school, field, or other work settings).

10. Demonstration of recognition, appreciation, and sensitivity to individual differences and diversity in the human experience and the relevance of such understanding for the practice of counseling and marriage and family therapy.

11. Overall knowledge, appreciation, and acceptance of the ethical standards and guidelines for the practice of counseling and marriage and family therapy.

12. Demonstration of the willingness and ability to take corrective actions once a problem area has been identified.

13. Not repeating any behavior perceived as "misconduct" after being informed of this perception.

14. Full cooperation and compliance with this Council and its process.

Counseling Psychology Faculty

Niti Seth, Professor, Ed.D. Harvard University, Dean, School of Psychology & Counseling

Full-time Faculty

John Carew, Ph.D. Boston College

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

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

Leroy L. Kelly, M.A. Boston College; Coordinator: CARS, Addiction Counseling, Counseling Psychology, Psychological Studies

Stephen Merther, M.A. Antioch New England Graduate School; Mental Health Counseling and Marriage & Family Counsling Coordinator

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

Robert Prague, M.Ed. Boston College; Professor

Niti Seth, Professor, Ed.D. Harvard University

Part-time Faculty

Larry M. Allen, M.Ed. Antioch College

John Ansty, M.S.W. Boston University

Diane L. Boettcher, D.Ed. Boston College

Harvey Botman, Ph.D. Duke University

Judith Bralove, M.S.W. Boston College

Mara L. Brenner, M.A. Lesley University

Elena Cherepanov, Ph.D. Moscow State University (Russia)

D. E. Dale, C.A.G.S. Boston University

Paul R. Deschenes, M.Ed. Northeastern University

George H. Eastman, Ph.D. New York University, Ed.D. Harvard University

Joseph M. Erickson, M.S.W. Simons College

Eleanor A. Farinato Ed.D. University of Massachusetts/Amherst

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

Steffen Fuller, Ph.D. Purdue University

Margery Gans Ed.D. Harvard Graduate School of Education

Irle M. Goldman, Ph.D. Rutgers University

Vita Golub, M.Ed. SUNY/Buffalo, M.A University of Massachusetts/

Boston; School Adjustment Counseling Coordinator

Russell Gwilliam, M.A. Anna Maria College

Seward T. Hunter, M.S.W. Simmons College, M.Div. Harvard University

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

Edward McGrath, Ed.D. Cambridge College

Kathy A. McMahon, Psy.D. Antioch College

Jesse Mellor, M.S. Columbia College

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

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

Daniel J. Simone, M.A. Lesley University

John Twomey, Ed.D. Boston University

Joel Ziff, Ed.D. University of Massachusetts/Amherst

Center for Addiction Rehabilitation Studies (CARS)—Cambridge

Leroy L. Kelly, M.A. Boston College; Coordinator

Maureen McGlame, M.Ed. University of Massachusetts

Giovanna Franchi, M.A. Lesley College

Thomas P. Salmon, M.P.H. University of Michigan

Arthur B. Trundy, M.Ed. Cambridge College

Lawrence, MA — Part-time faculty

Susan E. Beliveau, M.Ed. Cambridge College

Belen E.O. Brito, M.S.W. Simmons College

Nancy C. Foster, M.S. Boston University

Nancy Hocking-McDonough, Ph.D. Union Institute

Lionel S. Joseph, Psy.D. Massachusetts School of Professional Psychology

Paul L. Koppenhaver, Ph.D. Walden University

Thomas J. McDonough, Ed.D. Boston University

Kevin Charles Grimes, Ph.D. Wright Institute (Los Angeles)

Kimberly Sara Smith, Psy.D. Mass. School of Professional Psychology

Elaine C. Walker, M.A. Lesley University

Springfield, MA — Full-time faculty

Deborah Merriman, C.A.G.S. University of Massachusetts

Springfield, MA — Part-time faculty

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

Michelle Barbara Caliento M.Ed. Springfield College

Efrain DeJesus, MSW, University of CT

Constance B. Johnson, M.S.W. University of Maryland

Deborah Manzano-Sickler Psy.D. Caribbean Center for Advanced Studies (Carlos Albizu University)

Jeffrey R. McCarthy, Psy.D. Adler School of Professional Psychology

Maybelle Mercado-Martinez, Ph.D. Caribbean Center for Advanced Studies; Coordinator, Counseling Psychology

James A. Mundy, Ed.D. University of Virginia

Paul A. Redstone, M.D. Cornell Medical College

Doris K. Schuh, M.Ed. Springfield College

Walter M. Stephaniv, Ph.D. Ball State University

See also School Guidance faculty.

Puerto Rico — Part-time faculty

Maria S. Mangual, M.A. University of Phoenix

Edith Santiago-Estrada, M.A. Interamerican University

Ivonne Bayron-Huertas, M.A. University of Turako, Gurabo

School Guidance Faculty

Joseph A. Huff, Licensed School Guidance Counselor K-12; Ed.D. Boston University; Coordinator

Janice I. Brenner, M.Ed. Suffolk University

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

Victoria M. DaPonte, M.Ed. Cambridge College

Beth A. (Zieff) Hecker, M.Ed. University of Massachusetts/ Boston

Edward Holland, M.S. Simmons College

Allyson Livingstone, M.S. New York University

Maureen Martin, M.Ed. Boston College

Mary B. Mastrangelo, M.Ed., C.A.G.S. Suffolk University

Deborah A. Merriam, Ed.D. Boston University

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

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

Charles Virga, C.A.G.S. University of Massachusetts/Amherst

Springfield, MA — Full-time faculty

Joseph A. Huff, Licensed School Guidance Counselor K-12; Ed.D. Boston University

Springfield, MA — Part-time faculty

Robert C. Kirschling, M.Ed. Westfield State College

Jeanne Cyr Trinque, M.A. Westfield State College

Georgia — Full-time faculty

Joseph A. Huff, Licensed School Guidance Counselor K-12; Ed.D. Boston University

Georgia — Part-time faculty

Rhonda M. Bryant, Ph.D. University of Virginia

Shannon L. Crosslin, Ed.D. Argosy University

Elias Etonge Etinge, Ph.D. University of Alabama

Audrey Clinton Fisher, Ph.D. University of Michigan

Dovie Wesley Gray, Ed.D. University of Sarasota (FL)

Kay S. Marsh, Ed.D. University of Sarasota

Joanne L. Newby, Education Specialist in Guidance and Counseling West Georgia College, M.A. University of Toledo

Myrel Seigler, Ed.D. Georgia Southern University

Susan H. Stafford-Hawes, M.Ed. Georgia College & State University

Pamela D. Thomas, Ph.D. Capella University

Virginia — Full-time faculty

Joseph A. Huff, Licensed School Guidance Counselor K-12; Ed.D. Boston University

Virginia — Part-time faculty

Muriel Rachel Azria-Evans, Ph.D. Auburn University

Diane Boettcher, Ph.D. Boston College

Norma Wright Brumage, Ed.D. Virginia Tech

Melendez O. Byrd, Ph.D. Virginia Tech

Carla Castor, Ph. D. Virginia Commonwealth University

Dana Cook, M.S. Old Dominion University

Sylinda B. Gilchrist, Ed.D. George Washington University

Sandra A. Rasmussen, Ph.D. Harvard University

Susan M. Sigler, Ed.D. Nova Southeastern University

Alveta G. Sutton, Ed.D. George Washington University

Thomas McAnulty, Ph.D. Old Dominion University

Master of Education With Concentration in
COUNSELING PSYCHOLOGY
36 credits ● Pre-licensure

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

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

Practicum & Internship .... 6 credits
Includes supervised field experience
CCP520   Counseling Practicum 3
CCP641   Counseling Internship 3

Electives ....choose 9 credits
Two electives must be in Counseling Psychology,
one may be in a related field.

Master of Education With Concentration in
COUNSELING PSYCHOLOGY
36 credits ● With Focus on Forensic Counseling ● Pre-licensure

Core ....11 credits
CCP691-693 Professional Seminar I-III — 3 terms
@ 2 credits — with focus on issues, concerns &
professional development of forensic students 6
CCP590-591 Theory & Practice of Counseling —
workshops on current topics in counseling 2
CCP800   Independent Research Project —
with forensic focus. 3

Counseling Psychology Courses.......... 10 credits
CCP501   Introduction to Counseling 1
CCP540   Personality & Counseling Theory 3
CCP650   Group Dynamics/Group Counseling & Human Systems   3

Basic Skills Course — Choose one
CCP550   Basic Counseling Skills: Rogerian Therapy 3
CCP715   Counseling Children & Adolescents
in Context: Basic Counseling Skills. 3

Practicum & Internship .... 6 credits
Includes supervised field experience in an approved
forensic setting.
CCP520   Counseling Practicum 3
CCP641   Counseling Internship 3

Forensic Focus................................... 9 credits
CCP611   Introduction to Forensic Counseling 3
CCP621   Assessment & Intervention for the
Forensic Counselor 3
CCP631   The Counselor in the Forensic Environment 3

Graduates are not eligible for licensure or vendorship
in Massachusetts.

Counseling Psychology with focus on
forensic counseling provides an introduction to the field
of counseling with a focus on issues which pertain to counseling
adult and juvenile offenders, and the process of working with their
families, agencies, the courts, and other aspects of the criminal
and juvenile justice systems. Students may seek employment as
state and private provider case managers, clinicians, probation
officers, and family outreach workers.

Cambridge College

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Master of Education With Concentration in
PSYCHOLOGICAL STUDIES
36 credits • No licensure

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

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

Electives . . . . **choose 15 credits**
Four elective courses must be in Counseling Psychology; one
may be in any department.

Cambridge College Graduate Certificate
ALCOHOL & DRUG COUNSELING
21 credits • CADAC/LADC

Center for Addiction Rehabilitation Studies
The Center for Addiction Rehabilitation Studies in the School of
Psychology and Counseling at Cambridge College focuses on
the needs of adult learners. Our academic and training programs
build on your experience, skills, and background.

We offer a certificate in alcohol and drug counseling that can help
further your career. The certificate can then lead to a bachelor's or
master's degree.

ADC505   Alcohol & Drugs in Society 3
ADC611   Family Treatment of Substance Abuse 3
ADC601   The Role of the Professional in Alcohol
          & Drug Treatment. 3
ADC625   Psychopharmacology in Addictions Treatment 3
ADC642   Addiction Counseling. 3
ADC515   Ethics & Boundaries for Substance Abuse
          Professionals 3

Practicum — 300 hours of supervised practical experience in an
approved substance abuse treatment program with appropriate
supervision in the 12 core functions.
ADC521   Practicum Seminar in Alcohol & Drug Counseling . . 3

Entrance requirements
- Interview with and approval of program director.
- Five years of work experience.

Certificate and degree options — These courses may be taken
as a Cambridge College certificate of completion, or evaluated for
transfer into a Master of Education or bachelor's degree program.
Courses must meet current program requirements at time of
matriculation.

CADAC certification/LADC licensing — Cambridge College
strives to offer the appropriate educational requirements for cer-
tification by MBSACC and licensing by The Massachusetts Dept.
of Public Health. Additional courses may be required for CADAC
certification; consult the program coordinator.

Students are responsible for monitoring and understanding state
requirements and regulations, and for ensuring that their program
of study complies with all requirements for certification/licensure.

Master of Education With Concentration in
ADDICTION COUNSELING
36 credits ● **CADAC/LADC**

Core . . . . 10 credits
CCP691-693 Professional Seminar I, II, III —
        3 terms @ 2 credits 6
CCP590 or 591 Theory & Practice of Counseling —
        workshops on current topics in counseling 1
CCP800   Independent Research Project 3

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

Practicum & Internship . . . . 6 credits
300 hours of supervised practical experience in an approved
substance abuse treatment program with appropriate supervision
in the 12 core functions.
CCP520   Counseling Practicum 3
CCP641   Counseling Internship 3

Addiction Courses . . . . 10 credits
CCP510   Ethics and Boundaries in Substance
        Abuse Counseling 1
CCP640   Addiction Disorders 3
CCP606   Family Treatment of Substance Abuse 3
CCP740   Substance Abuse Advanced Clinical Methods 3

CADAC certification/LADC Licensing — Cambridge College
strives to offer the appropriate educational requirements for cer-
tification by MBSACC and licensing by The Massachusetts Dept.
of Public Health. Additional courses may be required for CADAC
certification in other states; consult the program coordinator.

Students are responsible for monitoring and understanding state
requirements and regulations, and for ensuring that their program
of study complies with all requirements for certification/licensure.

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

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

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

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

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

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Cambridge College

Master of Education With Concentration in

MENTAL HEALTH COUNSELING

62 credits ● Mental Health Counselor (LMHC)

First Year .... 32 credits

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

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

CCP800 Independent Research Project 3

Counseling Practice Courses

CCP501 Introduction to Counseling 1
CCP540 Personality & Counseling Theory 3
CCP550 Basic Counseling Skills: Rogerian Therapy 3
CCP615 Psychopathology 3
CCP630 Human Development Across the Lifespan 3
CCP650 Group Dynamics/Group Counseling & Human Systems 3

Practicum & Internship

Includes supervised field experience; see program handbook for requirements.

CCP520 Counseling Practicum 3
CCP641 Counseling Internship 3

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

Social/cultural courses taken prior to Summer 2006 will still be accepted by the Board of Registration as fulfilling the social/cultural requirement:

CCP561 Counseling Techniques with Multi-Problem Families...
CCP627 Family Assessment from a Multicultural Perspective
CCP715 Multicultural Counseling: Children & Adolescents...
CCP721 Women in the Family: a Cross-Cultural Perspective
CCP766 Cultural & Religious Issues in Counseling

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for certification/licensure.

Second Year .... 30 credits

CCP700 Internship Seminar. 3
CCP701 Advanced Internship Seminar 3

Professional Identity, Function & Ethics

CCP730 The Practice of Mental Health Counseling 3
CCP622 Ethics & Professional Issues for School
  Counselors & Mental Health Practitioners. 3

Social/Cultural 3

CCP754 Perspectives in Cross-Cultural Counseling

Assessment/Appraisal — choose one 3

CCP624 Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626 Assmt/Appraisal Proc: Projective Testing

Special Treatment Issues — choose one 3

CCP616 Counseling in the Schools
CCP617 School Adjustment Counseling/School Social Work
CCP640 Addiction Disorders
CCP670 Career Counseling
CCP680 Human Sexuality
CCP710 Principles of Family Systems Therapy

Electives — choose three 9

Two electives must be in counseling psychology, one may be in education or a mediation course in the graduate management curriculum.

Master of Education With Concentration in
MENTAL HEALTH & ADDICTION COUNSELING
62 credits ● CADAC/LADC ● Mental Health Counselor (LMHC)

First Year ....31 credits
CCP691-693 Professional Seminar I, II, III —
    3 terms @ 2 credits 6
CCP800   Independent Research Project 3
Counseling Practice Courses
CCP501   Introduction to Counseling 1
CCP540   Personality & Counseling Theory 3
CCP550   Basic Counseling Skills: Rogerian Therapy 3
CCP615   Psychopathology 3
CCP630   Human Development Across the Lifespan 3
CCP650   Group Dynamics/Group Counseling & Human Systems 3
Practicum & Internship
As part of your Practicum/Internship experience, 300 hours of supervised practical experience must be in an approved substance abuse treatment program with appropriate supervision in the 12 core functions.
CCP520   Counseling Practicum 3
CCP641   Counseling Internship 3

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

Social/cultural courses taken prior to Summer 2006 will still be accepted by the Board of Registration as fulfilling the social/cultural requirement:
CCP561   Counseling Techniques with Multi-Problem Families...
CCP627   Family Assessment from a Multicultural Perspective
CCP715   Multicultural Counseling: Children & Adolescents...
CCP721   Women in the Family: a Cross-Cultural Perspective
CCP766   Cultural & Religious Issues in Counseling

CADAC licensure/certification — Cambridge College strives to offer the appropriate educational requirements for certification by MBSACC and licensing by The Massachusetts Dept. of Public Health. Additional courses may be required for CADAC certification in other states; consult the program coordinator.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for certification/licensure.

Second Year ....31 credits
CCP700   Internship Seminar. 3
CCP701   Advanced Internship Seminar 3
Professional Identity, Function & Ethics
CCP730   The Practice of Mental Health Counseling 3
CCP622   Ethics & Professional Issues for School
    Counselors & Mental Health Practitioners........ 3
Social/Cultural 3
CCP754   Perspectives in Cross-Cultural Counseling
Assessment/Appraisal — choose one 3
CCP624   Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626   Assmt/Appraisal Proc: Projective Testing
Special Treatment Issues — choose one 3
CCP616   Counseling in the Schools
CCP617   School Adjustment Counseling/School Social Work
CCP670   Career Counseling
CCP680   Human Sexuality
CCP710   Principles of Family Systems Therapy
Addictions
CCP510   Ethics & Boundaries in Substance Abuse Counseling 1
CCP640   Addiction Disorders 3
CCP606   Family Treatment of Substance Abuse 3
CCP740   Substance Abuse Advanced Clinical Methods 3

Master of Education With Concentration in

MARRIAGE & FAMILY COUNSELING

68 credits ● Marital & Family Therapist (LMFT) ● Mental Health Counselor (LMHC)

First Year . . . . 32 credits

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

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

CCP800　Independent Research Project 3

Counseling Practice Courses

CCP501　Introduction to Counseling 1
CCP540　Personality & Counseling Theory 3
CCP550　Basic Counseling Skills: Rogerian Therapy 3
CCP615　Psychopathology 3
CCP630　Human Development Across the Lifespan 3
CCP650　Group Dynamics/Group Counseling & Human Systems　3

Practicum & Internship

Includes supervised field experience; see program handbook for requirements.

CCP520　Counseling Practicum 3
CCP641　Counseling Internship 3

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

Licensed Marital & Family Therapist (LMFT) — This program is designed for students to complete the academic requirements for LMFT licensure by the Massachusetts Board of Registration as well as LMHC. Candidates must also pass a competency examination and complete two years of post-masters supervised clinical practice with a family treatment focus prior to licensure. As this is part of a dual licensure track, students will be able to use their LMHC to apply to insurance companies as independent practitioners.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for certification/licensure.

Second Year . . . . 36 credits

CCP700　Internship Seminar. 3
CCP701　Advanced Internship Seminar 3

Professional Identity, Function & Ethics

CCP730　The Practice of Mental Health Counseling 3
CCP622　Ethics & Professional Issues for School
Counselors & Mental Health Practitioners. 3

Social/Cultural 3

CCP754　Perspectives in Cross-Cultural Counseling

Assessment/Appraisal — choose one 3

CCP624　Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626　Assmt/Appraisal Proc: Projective Testing

Marriage & Family   (Includes LMHC special treatment issues)

CCP561　Counseling Techniques with Multi-Problem
Families in Changing Communities 3
CCP606　Substance Abuse in the Family 3
CCP625　Foundations of Couples Counseling 3
CCP627　Family Assessment from a Multicultural Perspective　3
CCP710　Principles of Family Systems Therapy 3

Electives — choose one 3

CCP601　Spiritual Dimensions of Aging in Families
& Larger Systems
CCP721　Women in the Family: a Cross-Cultural Perspective
CCP766　Cultural & Religious Issues in Counseling
& Family Therapy

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Cambridge College

Master of Education With Concentration in
SCHOOL ADJUSTMENT COUNSELING
65 credits • School Social Worker/School Adjustment Counselor • Mental Health Counselor (LMHC)

First Year ....35 credits
CCP691-693 Professional Seminar I, II, III — 3 terms
@ 2 credits; begin in first term 6
Includes clinical journal, assessments, professional growth plan.
Take Communication & Literacy test (MTEL) in term 1 or 2.
CCP590 or 591 Theory & Practice of Counseling —
workshops on current topics in counseling 1
CCP800   Independent Research Project — on a topic related
to school adjustment counseling; term 3 3
Counseling Practice Courses
CCP501   Introduction to Counseling 1
CCP540   Personality & Counseling Theory 3
CCP550   Basic Counseling Skills: Rogerian Therapy 3
CCP614   Child & Adolescent Psychopathology 3
CCP617   School Adjustment Counseling/School Social Work 3
CCP630   Human Development Across the Lifespan 3
CCP650   Group Dynamics/Group Counseling & Human Systems   3

Mass. D.O.E. Practicum/Internship Prerequisites
- Pass all teacher tests required by your state for this license.
  Massachusetts: Communication & Literacy test (MTEL).
- Pre-Practicum — 75 hours of directed field-based
  training in conjunction with first-year courses 0
- Pass all first-year requirements including IRP (38 credits).

First half (450 hrs) of 900-hour D.O.E. Practicum/LMHC Internship
- In school and/or mental health settings. SAC & LMHC site
  supervisors must meet Board of Registration requirements; SAC
  site supervisors must also meet D.O.E. requirements.
- SAC: 450 hours minimum must be completed in two
  sequential terms in a D.O.E.-approved school setting.

CCP790-791 School Adjustment/Mental Health Field
Experience I-II — 2 terms @ 3 credits 6
- SAC coordinator approval required for SAC field experience.

School Social Worker/School Adjustment Counselor (all levels)
 — Program approved by the Massachusetts Department of
Education (D.O.E.) as preparation for initial licensure.

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

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

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Second Year ....30 credits
CCP615   Psychopathology 3
Professional Identity, Function & Ethics
CCP730   The Practice of Mental Health Counseling 3
CCP622   Ethics & Professional Issues for School
Counselors & Mental Health Practitioners 3
Assessment/Appraisal — choose one 3
CCP624   Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626   Assmt/Appraisal Proc: Projective Testing
Social/Cultural
CCP754   Perspectives in Cross-Cultural Counseling 3
Working with Families & the Community
CCP561   Counseling Techniques with Multi-Problem
Families in Changing Communities 3
CCP606   Substance Abuse in the Family 3
Elective — choose one 3
CCP624   Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626   Assmt/Appraisal Proc: Projective Testing
CCP627   Family Assessment from a Multicultural Perspective
CCP631   The Counselor in the Forensic Environment
CCP640   Addiction Disorders
CCP658   Expressive & Activity Therapies
CCP670   Career Counseling
CCP710   Principles of Family Systems Therapy
CCP715   Multicultural Counseling: Children, Adolescents in Context
CCP716   Cognitive Behavior Therapy: Theory & Practice

Second half (450 hrs) of 900-hour D.O.E. Practicum/LMHC Internship
CCP792-793 School Adjustment/Mental Health Field
Experience III-IV — 2 terms @ 3 credits 6
- SAC coordinator approval required for SAC field experience.

CCP708   School Adjustment Counseling Exit Portfolio 0

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

Students are responsible for monitoring and understanding state
requirements and regulations, and for ensuring that their program
of study complies with all requirements for certification/licensure.

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

Cambridge College

Master of Education Leading to Massachusetts INITIAL LICENSURE in

SCHOOL GUIDANCE COUNSELING

48 Credits ● **5 terms** ● **Starts in Summer, Fall or Spring** ● **Program approved** by the Massachusetts Department of Education for the preparation of **school guidance counselors (PreK-8 or 5-12).**

REQUIREMENTS

CSG691-693 Professional Seminar: School Guidance Counseling & Graduate Research I, II, III — 3 terms @ 2 credits 6

Includes clinical journal, assessments, advisement, professional growth plan.

CSG800 Independent Research Project in Guidance 3
CCP501 Introduction to Counseling 1
CCP540 Personality & Counseling Theory 3
CCP616 Counseling in the Schools 3
CCP622 Ethics & Professional Issues for School
Counselors & Mental Health Practitioners. 3
CCP624 Assessment/Appraisal Process: Intelligence
& Achievement Testing. 3
CCP630 Human Development Across the Lifespan 3
CCP650 Group Dynamics/Group Counseling & Human Systems . 3
CCP670 Career Counseling 3
CSG695 Counseling & Consulting Techniques Lab 3
Multicultural Course —choose one 3
CCP715 Multicultural Counseling: Children & Adolescents
in Context
CCP754 Perspectives in Cross-Cultural Counseling
Counseling Elective — choose one 3
CCP609 Counseling for Grief & Loss
CCP613 Counseling College Bound Students
CCP614 Child & Adolescent Psychopathology
CCP640 Addiction Disorders

Guidance Counseling Practicum & Internship

Practicum prerequisite

● Pre-Practicum — 75 hours of directed field-based training. . 0
CSG789 Practicum Fieldwork & Seminar — 100 hours 2

Internship Prerequisites

● Completion of 6-hour workshop on DSM-IV.
● Pass all teacher tests required by your state for this license.
Massachusetts: Communication & Literacy test (MTEL).
● Successful practicum evaluation by Practicum Supervisor.
● Positive recommendations by Practicum/Internship Coordinator
and Practicum Supervisor.
● Complete and pass all term 1, 2 & 3 coursework & IRP.

CSG790 Fieldwork — 600 hours total 3
CSG791 Internship Seminar 3
● Completed Exit Portfolio required for credit.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

SCHEDULE

FALL or Term 1
CSG691 Professional Seminar I
Take state test required for licensure
CCP501 Intro. to Counseling
CCP540 Personality & Counseling
CCP616 Counseling in the Schools
CSG695 Couns. & Consult. Technq. Lab
Pre-Practicum — 75 hours

SPRING or Term 2
CSG692 Professional Seminar II
CCP630 Human Development
CCP650 Group Dynamics
CCP715 Multicultural Counseling
CCP754 Cross-Cultural Counseling
CSG789 Practicum — 100 hours

SUMMER or Term 3
CSG693 Professional Seminar III
CSG800 Independent Research Project
CCP622 Ethics & Professional Issues
CCP624 Intelligence & Achievement Testing

FALL or Term 4
CCP670 Career Counseling
Fieldwork & Internship Seminar — first term, 300 hours
Fall & Spring only; 600 hours total. Home state site under a licensed/certified guidance counselor, with Cambridge College supervision. Please choose your licensure level and register for:
PreK-8: CSG790**C** Fieldwork **and** CSG791**C** Internship Seminar
5-12: CSG790**E** Fieldwork **and** CSG791**E** Internship Seminar

SPRING or Term 5
Counseling elective
Fieldwork & Internship Seminar — second term, 300 hours
PreK-8 CSG790**D** Fieldwork **and** CSG791**D** Internship Seminar
5-12 CSG790**F** Fieldwork **and** CSG791**F** Internship Seminar

All courses meet for 35 contact hours/3 credits.
Schedule for Cambridge; subject to change without notice.
Regional centers set their own schedules.

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

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

Cambridge College

Master of Education With Concentration in
MENTAL HEALTH, ADDICTION & SCHOOL ADJUSTMENT COUNSELING
75 credits ● Mental Health Counselor (LMHC) ● CADAC/LADC ● School Social Worker/School Adjustment Counselor

First Year ....35 credits

CCP691-693 Professional Seminar I, II, III — 3 terms
@ 2 credits; begin in first term 6

Includes clinical journal, assessments, professional growth plan.

Take Communication & Literacy test (MTEL) in term 1 or 2.

CCP800   Independent Research Project — on a topic related
to school adjustment counseling; term 3 3

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

Counseling Practice Courses

CCP501   Introduction to Counseling 1
CCP540   Personality & Counseling Theory 3
CCP550   Basic Counseling Skills: Rogerian Therapy 3
CCP614   Child & Adolescent Psychopathology 3
CCP617   School Adjustment Counseling/School Social Work . 3
CCP630   Human Development Across the Lifespan 3
CCP650   Group Dynamics/Group Counseling & Human Systems 3

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

● Pass all teacher tests required by your state for this license.
Massachusetts: Communication & Literacy test (MTEL).

● Pre-Practicum — 75 hours of directed field-based training . 0

● Pass all first-year requirements including IRP (38 credits.)

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

● In school and/or mental health settings. SAC & LMHC site
supervisors must meet Board of Registration requirements; SAC
site supervisors must also meet D.O.E. requirements.

● SAC: 450 hours minimum must be completed in two
sequential terms in a D.O.E.-approved school setting.

● 300 hours must be in an approved substance abuse treatment
program with appropriate supervision in the 12 core functions.

CCP790-791 School Adjustment/Mental Health Field
Experience I-II — 2 terms @ 3 credits 6

● SAC coordinator approval required for SAC field experience.

Second Year ....40 credits

CCP615   Psychopathology 3

Professional Identity, Function & Ethics

CCP730   The Practice of Mental Health Counseling 3
CCP622   Ethics & Professional Issues for School
Counselors & Mental Health Practitioners. 3

Assessment/Appraisal — choose one 3

CCP624   Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626   Assmt/Appraisal Proc: Projective Testing

Social/Cultural

CCP754   Perspectives in Cross-Cultural Counseling 3

Working with Families & the Community

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

Electives — choose two 6

CCP624   Assmt/Appraisal Proc: Intelligence & Achiev Testing
CCP626   Assmt/Appraisal Proc: Projective Testing
CCP627   Family Assessment from a Multicultural Perspective
CCP631   The Counselor in the Forensic Environment
CCP658   Expressive & Activity Therapies
CCP670   Career Counseling
CCP710   Principles of Family Systems Therapy
CCP715   Multicultural Counseling: Children, Adolescents in Context
CCP716   Cognitive Behavior Therapy: Theory & Practice
CCP725   Psychopharmacology

Addictions

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

Second half (450 hrs) of 900-hour D.O.E. Practicum/LMHC Internship

CCP792-793 School Adjustment/Mental Health Field
Experience III-IV — 2 terms @ 3 credits 6

● SAC coordinator approval required for SAC field experience.

CCP708   School Adjustment Counseling Exit Portfolio 0

Cambridge College

MENTAL HEALTH, ADDICTION & SCHOOL ADJUSTMENT COUNSELING
continued

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

School Social Worker/School Adjustment Counselor (all levels) — Program approved by the Massachusetts Department of Education as preparation for initial licensure.

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

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

CADAC licensure/certification — Cambridge College strives to offer the appropriate educational requirements for certification by MBSACC and licensing by The Massachusetts Dept. of Public Health. Additional courses may be required for CADAC certification in other states; consult the program coordinator.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for certification/licensure.

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

Cambridge College post-master's certificate

MENTAL HEALTH COUNSELING LICENSE FOR SCHOOL GUIDANCE COUNSELORS
24 credits ● 4 terms ● Mental Health Counselor (LMHC) ● School Guidance PROFESSIONAL LICENSURE

Counseling Practice Courses

CCP550   Basic Counseling Skills: Rogerian Therapy 3
CCP615   Psychopathology 3

Professional Identity, Function & Ethics

CCP730   The Practice of Mental Health Counseling 3

Social/Cultural 3
CCP754   Perspectives in Cross-Cultural Counseling

Practicum & Internship — 4 terms

Includes supervised field experience; see program handbook for requirements.

CCP520   Counseling Practicum 3
CCP641   Counseling Internship 3

CCP700   Internship Seminar. 3
CCP701   Advanced Internship Seminar 3

Entrance requirements: Completion of current Cambridge College 48-credit MEd in school guidance counseling. (Students who took an earlier version of this program, or who earned their MEd at another college, may need to take additional course work to meet LMHC academic requirements.)

Licensed Mental Health Counselor (LMHC) — Some licensure requirements will have been covered in the MEd in School Guidance Counseling. This program provides the remaining academic requirements for LMHC licensure by the Massachusetts Board of Registration of Allied Mental Health Professionals. Candidates must also pass a competency examination and complete two years of post-masters supervised clinical practice.

School Guidance Counselor Professional Licensure (D.O.E.) — Students are expected to get their initial license once they have completed the M.Ed. in School Guidance Counseling. This further certificate will provide the academic requirements for professional licensure.

Students are responsible for monitoring and understanding state requirements and regulations, and for ensuring that their program of study complies with all requirements for certification/licensure.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College

Certificate of Advanced Graduate Study in
COUNSELING PSYCHOLOGY
Minimum 36 credits ● Mental Health Counselor (LMHC)

Professional Seminar & Project .... 9 credits

CCA801   Professional Seminar I: Foundations of Social Science Research 3
CCA802   Professional Seminar II: Research Project. 3
CCA803   Professional Seminar III: Advanced Research Project   3

Internship or Electives .... 6 credits

CCA820-821 CAGS Counseling Internship: Mental Health Counseling — includes supervised field experience — 2 terms @ 3 credits 6

OR electives if licensure is not desired: post-graduate courses in counseling psychology . . . . choose 6

Courses................................. choose 21 credits

Choose at least six courses in consultation with advisor.

CCA704   Psychopharmacology 3
CCA705   Human Sexuality 3
CCA708   Counseling Techniques With Multi-Problem Families 3
CCA709   Basic Counseling Skills: Rogerian 3
CCA710   Child & Adolescent Psychological Development . . . 3
CCA711   Introduction to Forensic Counseling 3
CCA712   Assessment & Intervention or the Forensic Counselor 3
CCA715   Multicultural Counseling Children & Adolescents. . . 3
CCA716   Child & Adolescent Psychopathology 3
CCA721   Women in the Family 3
CCA730   The Practice of Mental Health Counseling 3
CCA731   The Counselor in the Forensic Environment 3
CCA746   Marriage and Family Therapy: Basic Counseling Skills 3
CCA754   Perspectives in Cross-Cultural Counseling 3
CCA756   Substance Abuse in the Family 3
CCA766   Cultural & Religious Issues in Counseling & Family Therapy 3
CCA768 Addiction Disorders. 3
CCA772   Psychopathology 3
CCA773   Group Dynamics/Group Counseling & Human Systems 3
CCA774   Biological Basis of Behavior 3
CCA775   Substance Abuse: Advanced Clinical Methods. . . . 3

CCA776   Basic Techniques in Brief Therapy 3
CCA777   Cognitive Behavior Therapy 3
CCA778   Assessment/Appraisal Process: Intelligence & Achievement Testing. 3
CCA779   Assessment/Appraisal Process: Projective Testing . 3
CCA780   Foundations of Couples Counseling 3
CCA781   Foundations in HIV/AIDS Education 3
CCA782   School Adjustment Counseling/School Social Work 3
CCA783   Career Counseling 3
CCA785   Human Psychological Development 3
CCA790   Professional Issues & Roles in School Counseling . 3
CCA791   Ethics & Professional Issues for School Counselors & Mental Health Practitioners. 3
CCA792   Counseling in the Schools 3
CCA796   Personality & Counseling Theory 3

The CAGS in Counseling Psychology is an advanced, post-master's certificate program.

Students will increase their expertise, add a new credential and area of competency, or upgrade their credentials in order to meet requirements for licensure.

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

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

An Individualized Program — Each student meets with an advisor to plan an individualized academic program and establish a learning contract. Students choose licensure track or an academic, non-licensure track. Students meet periodically with their advisor to review educational and career goals.

Mental Health Counseling — Your CAGS course work and internship may meet the LMHC licensure requirements. Course choices must be considered carefully in consultation with the program coordinator.

Counseling Psychology
Course Descriptions — M.Ed.

ALCOHOL & DRUG COUNSELING (ADC)

ADC505   Alcohol and Drugs in Society - 3 credits
This course provides an overview of alcohol and other drugs of abuse in our society today. The common drugs of abuse will be named and their actions based on substance, setting and individual psychological set will be described and examined. We will explore the consequences of abuse and dependence to the individual, the family, and society at large. Historical approaches to this issue including understanding etiological factors, as well as scientific methods of treatment, rehabilitation and prevention will be covered. Biopsychosocial assessment and related interventions will be identified, including medications, counseling, 12 Step support and other psychological methods.

ADC611   The Family Treatment of Substance Abuse - 3 credits
This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/ under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

ADC601   Role of the Professional in Alcohol and Drug Treatment - 3 credits
This course introduces students to the role of the professional in alcohol and drug treatment. The historical development of treatment services and the various professionals associated with the field. The development of treatment modalities, the influence of the federal government and private facilities in developing standards and credentials for counselors and other professionals as well as certification, licensing standards, the institution of organizations and agencies designed to promote appropriate and evidence-based treatment for alcohol and drug abuse/dependency will all be explored. The language and descriptors of treatment, The patient placement criteria of the American Society of Addiction Medicine and other instruments will be demonstrated. The "12 core functions" for substance abuse counselors, five domains and 46 global criteria of the international Certification Consortium will be presented and demonstrated. Levels of care and various settings of treatment programs will be explored.

ADC521   Practicum Seminar in Alcohol and Drug Counseling - 3 credits
Enrollment limited to 10.
This course is for students beginning their alcohol and drug counseling program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-IV TR. The 300 hour practical supervised experience takes place in a facility or agency licensed to provide counseling services. An opportunity to provide 10 hours in each of the "12 core functions" will be part of this experiential placement. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure as a an LMHC. Requirements for those not seeking a Mental Health License will be provided by the Program Director or your advisor.

ADC625   Psychopharmacology in Addictions Treatment - 3 credits
The use of medications in the treatment of alcohol and drug dependence has often been controversial. Recent times have seen the advent of more and different types of medications to address addiction directly. Agonist and antagonist drugs are designed to have a direct impact on the neurochemistry of addiction. The use of other psychotropic drugs can be contraindicated in persons with addictive disorders. Because psychopharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: antipsychotics, antidepressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one topical presentation. We will also share responsibility for presenting cases.

ADC642   Addiction Counseling - 3 credits
Designed for counselors with some knowledge in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV-positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors. Evidence based treatment from

Cambridge College

Psychodynamic to Motivational Enhancement as well as modern approaches to relapse prevention will be explored.

PSYCHOLOGY & COUNSELING (CCP)

CCP501   Introduction to Counseling - 1 credit
Pre-Practicum hours of directed field-based training required for D.O.E. licensure.

This course introduces the field of counseling. It orients individuals to the field and enables them to make optimum use of practicum, internship and academic experiences. The course addresses counseling assessment, learning resources, cultural and racial factors, roles on the interdisciplinary team, elements of professional training, professional issues (including ethics and relevant laws), credentialing, professional associations (ACA, ASCA), making the best use of supervision and consultation, supervisor and agency expectations of intern behavior, personal survival and growth, and basic guidelines for documentation. This is a content-rich survey course that exposes participants to the expectations, resources and responsibilities which are associated with master's level training in counseling. The course also presents an overview and resources for further reference.

CCP502   General Psychology - 3 credits
Students survey the broad range of topics including ethics, schools of psychological thought, the brain and its functions, language perceptions, dreams, learning, attention and concentration, psychology of gender, historical, social and cultural perspectives of psychology.

CCP503   Communication Skills for Counseling and Human Services - 3 credits
This course focuses on communication skills for counseling and human services professionals. We explore the nature of helping relationships and the communication necessary to build rapport and relationship, foster a working alliance, and establish mutually shared goals. Our exploration of spoken communication includes listening skills and attending behaviors, nonverbal communication, building empathy, gathering information and summarizing, self-disclosure, interpretation, and confrontation. Students learn to give and receive feedback, interact with clinical supervisors and graduate instructors, use role plays in training, and participate in groups. Our exploration of written communication focuses on observing and recording behavior of individuals and groups, summarizing observations, recording participant observations, reaction papers, and clinical record keeping.

CCP504   Computer Applications - 3 credits
This course familiarizes learners with the personal computer, Windows, word processing (Microsoft Word), spreadsheet (EXCEL), presentations (PowerPoint), E-mail and the Internet (Netscape). Students get hands-on experience with these applications and an overview of personal and professional uses. Students progress from a beginning level through an intermediate level.

CCP505   Graduate Writing - 3 credits
Cross-listed as MMG505.

This course concentrates on strategies and techniques for building an academic essay. Challenging readings are used to promote the kind of critical thinking and analysis that best support graduate work. Students move from initial ideas, to first drafts, to strategies for revising their papers to achieve a polished product. Through a sequence of three to four progressively longer essays, students come to understand their own writing styles, strengths and difficulties, and become competent evaluators of their own work. By giving attention to the writing process itself and its different phases, students gain awareness of how to achieve their best work.

CCP506   Evaluating & Understanding Psychological Research - 3 credits
This course orients students to psychology, counseling and other relevant journals. Students learn to identify relevant journals, develop a basic understanding of research design and types of articles, comprehend statistics, set criteria for selection and evaluation of relevant research, and write a sample critique. Students are encouraged to think critically and recognize varied research designs.

CCP507   Writing and Studying Effectively: Mechanics and Methods - non-credit
This review of the basics of English grammar and good writing helps students write papers and research projects. First, the course reviews the parts of speech, sentence structure, and punctuation, with emphasis on avoiding the most common errors. The second half of the course focuses on the fundamentals of good writing, including constructing correct sentences, creating an outline, and following it. Students are encouraged to work on the independent research project and other writing projects in class. Study methods are presented, such as using index cards, studying texts by outlining them and summarizing the main ideas.

CCP508   Physiological Bases of Human Behavior - 3 credits
This course explores the physiological factors contributing to observed and reported human behavior and experience. Topics include: the structure and function of the brain and nervous system; memory; the control of behavior; the control of internal functions; automatic behavior; brain damage (causes, types, and assessment, life-cycle and family sequelae); the effects of alcohol, drugs, and toxic substances; and addiction. The course explores relevant academic, professional, and popular literature.

CCP509   Critical Thinking for the Counseling Professions - 3 credits
This course develops the analytical thinking skills necessary to critically examine claims, evidence and assumptions, and to evaluate arguments. The course presents techniques for developing persuasive written and oral arguments. Students formulate hypotheses, conceive and state definitions, and understand the difference between arguments of fact, value and policy.

**CCP510	Ethics and Boundaries in Substance Abuse Counseling - 1 credit**
This course allows students to review ethical standards and raise awareness and standards. The course also addresses and educates participants in some of the common mistakes made by counselors in the substance abuse treatment field. Students studying to be substance abuse counselors are advised of certification requirements related to ethics.

**CCP520	Counseling Practicum - 3 credits**
Enrollment limited to 10.
This course is for students beginning their master's program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-IV TR. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure.

**CCP535	Gestalt Therapy: The Use of Self in Therapy - 3 credits**
This course will focus on Gestalt Therapy as well as transactional analysis. The student will learn to be simultaneously aware of interpersonal and intrapersonal dialogues. Role-playing, case presentation, and personal experiences will generate the material for academic discussion. The student will acquire tools appropriate to employ his/her self in counseling clients/patients in a variety of settings.

**CCP540	Personality and Counseling Theory - 3 credits**
Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure.
This course explores personality theory and counseling theory, and identifies strengths and weaknesses in each. Cultural elements are stressed as well. The theories are approached from an eclectic standpoint, exploring established counseling theories in depth, criticized from a variety of perspectives, and placed in a context which recognizes their strengths and limits. Students are encouraged to identify an approach or approaches which are compatible with their history, current philosophy, clients and counseling setting. The course also explores modern notions of cultural and family identity.

**CCP550	Rogerian Person-Centered Therapy: Basic Counseling Skills - 3 credits**
The person-centered therapy of Carl Rogers and his followers is the focus of this course. Rogers's major theories and techniques and current modifications, as they evolved, are explored via readings, tapes and discussions. Students also observe and participate in Rogerian counseling dyads. In the dyads, students work on individual issues and thereby promote their personal growth and counseling skills. The instructor models, by example, the distinctive characteristics of a Rogerian teacher and counselor; and helps develop a therapeutic atmosphere that diminishes

defensiveness and facilitates student learning and growth. By this process, students learn person-centered therapy.

One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience.

**CCP561	Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits**
It is strongly recommended that students participate in a practicum/internship while enrolled in this course.
This course is for those beginning work with "multi-problem" families, and for those with some experience who wish to adopt a systemic, strengths-focused model of counseling. Instructor- and student-generated case studies are supported by role-playing and outside readings. Students go step-by-step through assessment, contracting, and counseling processes. They learn how to evaluate resources and needs, how to identify and collaborate with outside helpers, and how to deal with conflicts between the needs of family members. Issues relating to family violence, substance abuse and the use of home visiting are also discussed. In addition to class participation and readings, two papers analyzing families and the counseling process are required. This course emphasizes approaches which honor the socio-economic, linguistic and cultural differences which may affect families and relationship between the family and therapist.

CCP590-591 Theory and Practice of Counseling - 1 credit each
10 hours of workshops earn one credit.
Students choose from a variety of 2-hour (or longer) seminars on current topics in Counseling Psychology, taught by faculty and visiting practitioners. Topics include in-depth explorations of subjects not covered or only surveyed in academic courses, and aspects of counseling which are stressed in particular areas of counseling. Students and alumni are invited to attend additional workshops beyond their program requirement.

**CCP597	Professional Development Seminar I - 2 credits**
Through instruction and a supportive, collaborative, and investigative group process, this seminar provides group advisement and the ongoing opportunity for self-evaluation of adult learners in the Counseling Psychology Graduate Program. Students investigate career interests, evaluate work experiences, and network with other students and professionals in the field. Students receive assistance in setting goals and objectives within their program of choice.

**CCP598	Professional Development Seminar II - 2 credits**
Continuing the instruction, group process and personal investigation which began in Seminar I, this seminar intensifies students' exploration and field research concerning future practica, internships, chosen sub-major, and individual skills and preferences. Students conduct formal investigations of their own skills, prospective professional settings and working professionals in those settings.

**CCP599	Professional Development Seminar III - 2 credits**
This seminar continues the development of issues, data collection and relationships which began in Seminars I-II, and carries them forward through the development of a formal professional/learning plan and the completion of a number of mini-projects which lead students to reality-test personal choices, goals, interests and plans for further study.

**CCP600	Biopsychosocial Dimensions of Aging - 3 credits**
Students explore the biology, psychology, and sociology of aging. Topics include: physical changes with aging, major medical conditions, physical impairment, psychological changes, common psychiatric problems, and psychological impairment. Family dynamics are explored as well as the economic burdens of aging. Discrimination, abuse and neglect are confronted. Client management needs are identified. Ethical and legal issues associated with elder care are explored.

**CCP601	Spiritual Dimensions of Aging in Families and Larger Systems - 3 credits**
The spiritual needs of aging include: identity, meaning, love and wisdom. While these basic needs do not change with age, they often become intensified. In this seminar we look closely at the importance of spirituality in the care and treatment of our aging clients. We consider how the family, culture, media, and our own professional and personal histories shape our understanding and attitudes about aging and spirituality. We review contemporary theories about aging, families, and spirituality and consider the possibility that there is something primary, perhaps even sacred about the human quest for connectedness.

**CCP605	Elder Care: Contemporary Issues and Innovations - 1 credit**
Current trends and issues in elder care are addressed. Speakers from the community discuss employment possibilities and the future of elder care in our nation. The class addresses policy changes and the politics of elder care, with special consideration of how these changes impact new elder care professionals. Career and personal development are highlighted.

**CCP606	Substance Abuse in the Family - 3 credits**
This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on additive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/ under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

**CCP608	Basic Techniques in Brief Therapy - 3 credits**
Brief therapy involves an active process of therapeutic interaction, during which therapist and client negotiate and complete an entire course of treatment in a pre-specified number of sessions (usually 12 or fewer). This course introduces participants to principle and practice in brief therapy. Students learn the basic skills needed to: (1) understand the principles of brief therapeutic practice; (2) act in accord with the requirements for ethical practice within a brief therapy framework; (3) explain a brief therapeutic approach to a client; (4) protect a client against untoward clinical results during a course of brief therapy; (5) assess for appropriateness of brief therapeutic treatment; (6) understand and utilize basic problem-solving techniques; (7) understand and utilize basic cognitive-behavioral techniques; (8) plan a brief therapy program; (9) create expectancies for positive change; (10) gain and utilize client feedback to maximize therapeutic efficacy; and (11) terminate with a client within a brief therapy model. Course format includes lecture, discussion, demonstration and participatory exercise. Students share their own cases for discussion and analysis.

**CCP609	Counseling for Grief and Loss - 3 credits**
This course examines a broad range of topics within the scope of grief and loss, including Kubler-Ross' stages of grief and William Worden's task model. Students explore personal beliefs concerning grief and loss as the class examines the beliefs, death rituals and practices of a variety of cultures. This class addresses counseling challenges presented by clients who are experiencing loss. Students learn a current bereavement counseling model, then practice related techniques in classroom exercises. The class explores issues related to death and dying in contemporary society, including suicide, assisted suicide and capital punishment. Guest speakers may address special topics.

**CCP611	Introduction to Forensic Counseling - 3 credits**
Prerequisite: Take concurrently with CCP540 or after completing it. This course relates counseling theory and practice to the specialized roles and settings of forensic counselors. It identifies the counseling theories and technical approaches most appropriate to forensic work, and explores current social theories of offending behavior. Students examine relevant social, familial, psychological, and physiological factors in forensic case histories and social research on identified populations. Students explore concepts of client strengths, coping skills, risk factors, dangerousness, and addiction, as well as the processes of classification and profiling as related to members of identified populations. Students also are informed of laws and standards concerning victim protection and the duty to warn intended victims.

**CCP613	Counseling College Bound Students - 3 credits**
This course will explore the college admissions process, with emphasis on current issues confronting school counselors, application and admission criteria for various types of colleges, and college counseling for special student populations. Students will gain an understanding of the resources available to counselors in the college admissions process including print material, software, websites and organizations. They will develop strategies to work effectively with students, parents, and college admissions personnel. Topics will include the college search process, understanding testing and financial aid, development of a classroom guidance curriculum, supporting parents, and outreach to students of all backgrounds.

CCP614   Child and Adolescent Psychopathology - 3 credits
This course deals with the nature of neurotic and abnormal behavior and learning in childhood and adolescence. Particular attention is given to ego-defensive, adaptive and socio-cultural aspects of behavior, and ways in which adaptive behavior becomes symptomatic. This course organizes disorders according to DSM IV. Case studies provide experience in classifying, diagnosing and categorizing various mental and emotional disorders common to children and adolescents. Discussions focus on psychopharmacology, prevalent psychotherapies, theories of normal and abnormal behavior, and current research findings that can assist the school counselor with consultation and developing a plan of action.

CCP615   Psychopathology - 3 credits
This course deals with the nature of neurotic behavior, abnormal behavior and the psychoses. Particular attention is given to ego-defensive, adaptive and sociocultural aspects of behavior and ways in which adaptive behavior becomes symptomatic. The historical contexts in which psychopathology has been diagnosed and viewed historically from early medical concepts through the currently used Diagnostic Criteria, DSM-IV, are presented. Case studies provide experience in classifying, diagnosing and categorizing various mental disorders. Discussions of treatment of mental illness include psychopharmacology, prevalent psychotherapies used in individual, family, couple and group psychotherapy and current research findings related to treatment. This course utilizes films, tapes, case studies, class presentations, lectures and group discussion.

CCP616   Counseling in the Schools - 3 credits
Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure.
This course explores the world of the school counselor. This course will also discuss school laws and regulations with respect to national (ASCA) and state standards (MASCA), as well as state competency testing, classroom guidance and a variety of developmental/preventative programs. Students are also introduced to the uses of technology as applied to the role of the school guidance counselor.

CCP617   School Adjustment Counseling/School Social Work - 3 credits
Offered in Fall and Summer only.
This course explores the roles and functions of school adjustment counselors and other professionals who have similar interests in those students identified as having personal and social problems. The course operates on the assumption that such students are best served using personal, systems, family and group counseling approaches, with strong emphasis on identifying, assessing and utilizing community and family resources. Course issues include counseling process, systems assessment, exploring peer, parental and teacher-student relationships, mediating focal relationships, consulting to significant adults in the student's life as well as identifying, advocating and facilitating relationships with community and government agencies. The course will address juvenile justice and child protection issues as they impact young people and their families.

CCP621   Assessment and Intervention for the Forensic Counselor - 3 credits
Prerequisites: CCP540, CCP550 or CCP715, CCP611, and CCP631.
This course surveys psychopathology and assessment procedures and tools appropriate to forensic counseling. It continues the student's training in counseling and systems skills in forensic settings. Students survey the structure and elements of the DSM-IV diagnostic system, and apply them to sample case presentations. Then they survey the ACA ethical standards and identify ethical issues particularly relevant to forensic work. This is followed by a review of assessment tools and procedures found in forensic settings, with an emphasis on understanding assessment results as reported in the records of offenders. The course concludes with role-plays and case analyses which allow students to integrate, apply, and practice knowledge and skills learned in the course.

CCP622   Ethics and Professional Issues for School Counselors and Mental Health Practitioners - 3 credits
Replaces CCP602 and CCP612.
Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure
This course provides an orientation to ACA and ASCA ethical issues in counseling practice including mental health, school adjustment and school guidance counseling. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies, cross cultural and cross social class practices and their impact on mental health, and school counseling. Ethical practices are examined by the use of vignettes describing ethical dilemmas presented to the counselors.

CCP624   Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits
Students learn about the administration, scoring and interpretation of the Wechsler Scales with emphasis on the WISC IV, WPPSI, and the WAIS. Test reliability, validity, standard deviations, scaled scores, percentiles and the interpretation of significant differences are taught. Use of alternative, non-language-based tests to assess intelligence, such as the TONI (Test of Non-Verbal Intelligence) is also discussed. Achievement testing and use of the WIAT (Wechsler Individual Achievement Test) as part of a test battery is utilized. Achievement-ability discrepancy analysis is included in the understanding of how a student qualifies for an IEP or a 504. This class also explores the MCAS (Massachusetts Comprehensive Assessment System) or other state competency tests and discusses factors related to school achievement and state-approved curriculum frameworks.

Students develop an understanding of the importance of intelligence testing in a school/clinic setting and how it fits into a complete assessment including achievement and modality testing such as the Detroit Tests and the WRAML (Wide Range Assessment of Memory & Learning).

CCP625   Foundations of Couples Counseling - 3 credits
Designed for beginning counselors working with couples, this course will cover the basic approaches to couples counseling. Presentations and discussions of key topics will be accompanied by videotapes and experiential exercises. Therapy techniques such as family sculpture, doubling, and psychodrama will be presented. Special topics in couples counseling such as divorce, violence, and alcoholism will be discussed. The goals of the course are to help students learn how to: (1) assess the couples' presenting problem; (2) develop appropriate counseling plans; and (3) evaluate counseling as it proceeds. Course requirements include class attendance, readings, active participation, and two five-page papers.

CCP626   Assessment/Appraisal Process: Projective Testing - 3 credits
Offered in Spring and Fall only.
This course focuses on reviewing projective testing techniques for individuals and group administration of tests for understanding personality development and pathology. Basic administration and diagnostic skill development is demonstrated in the use of such techniques as the TAT, MMPI, and the Rorschach, which will be taught as viable adjuncts to special issue interviewing, understanding cognitive style, and character development. Emphasis is on practice techniques, clinical integration of the testing materials, useful intervention strategies, and recommendations for the counselor, treatment team, and/or referral agent.

CCP627   Family Assessment from a Multicultural Perspective - 3 credits
This course will address methods of family assessment in relation to a range of ethnic groups. We will study cultural attitudes regarding problems and seeking help. We will look at the advantages and disadvantages of each method of assessment from the perspectives of different ethnic groups. Students will practice the skills of bridging cultural differences.

CCP630   Human Development Across the Lifespan - 3 credits
This course will address all aspects of human development from conception through childhood, adolescence, early adulthood, mid-life and aging. Psychological, biological, familial, environmental and cultural factors will be explored as they impact the development of people across the continuum of life. Theory will combine with application related to physical, emotional, cognitive, moral, and vocational adjustment. The processes of physical and psychological development including ethnic and gender differences will be studied.

CCP631   The Counselor in the Forensic Environment - 3 credits
Prerequisites: CCP540 and CCP611; must be taken concurrently with CPP550 or CPP715 or after completing it.
This course further explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques.

CCP635   Foundations in HIV/AIDS Education and Counseling - 3 credits
This course gives an overview of medical and psychosocial issues confronting HIV-positive clients and their significant others. It reviews the purpose and procedures of conventional interventions, alternative treatments, and social service modalities. Social, cultural and political forces that impact client acceptance, adjustment, and adaptation processes are examined. Training, supervision and respite concerns of educators and counselors are also considered.

CCP640   Addiction Disorders - 3 credits
Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. Topics include: theories of etiology of addiction; pharmacology of psychoactive drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups. Students will have the opportunity to participate in simulated interviews and experiential exercises.

CCP641   Counseling Internship - 3 credits
Prerequisite CCP520; Enrollment limited to 10; revised April 2005.
This course provides a real life experience of providing mental health counseling services to clients. A minimum of 200 hours of field placement gives the student intern an opportunity to learn, apply and sharpen diagnostic, treatment planning and counseling skills under the supervision of a qualified on site field supervisor and overseen by a Cambridge College internship facilitator.

Coursework integrates the practice of mental health counseling from screening through aftercare planning and discharge from treatment, with content areas necessary for aftercare planning and discharge from treatment, with content areas necessary for appropriate client treatment including but not limited to: Diagnosis and application of DSMIV-TR, treatment planning, application of appropriate counseling theories and related clinical interventions, methods and techniques, documentation of progress, referral and collaboration and treatment professionals and families.

Case presentations, biopsychosocial histories, progress notes and other relevant documentation of the field placement will be presented in class.

This internship must conform with Massachusetts regulations 262 CMR.

CCP645   Psychodynamic Perspectives - 3 credits

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

CCP650   Group Dynamics/Group Counseling and Human Systems - 3 credits

This course involves the study of the dynamics common to all small groups, through examining their structural and interactional properties and learning the bases for understanding groups as therapeutic, organizational, social, psychological, and collective phenomena. The class will be divided into two groups. All students will participate in an experiential, interactional group for one half of the term and observe another interactional group for one half of the term. Each experiential phase of a group will be followed by a didactic analysis of the process. The instructor will demonstrate various techniques as leader of all experiential sessions. Leadership styles will be examined as they influence group process. Students are required to write journal analyses of group sessions, complete assigned readings, and attend every session. (No one will be admitted to the course in the event of failure to attend the first session.)

CCP658   Expressive and Activity Therapies - 3 credits

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

CCP670   Career Counseling - 3 credits

This course provides an experiential approach to analyzing the stages responsible for successful career development. The course enables students to identify, assess, and act upon data pertinent to career fulfillment and success in group counsel-

ing settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research and analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of appropriate career resource materials. Course experiences include worksheets, sub grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), and discussion of computer resources which enhance the career guidance process. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career.* The course stresses a practical approach to career development; underlying career development theory is discussed.

CCP680   Human Sexuality - 3 credits

Sensitization to sexual issues and exploration of how a therapist's perceptions of such issues affects her/his work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system.

CCP691   Counseling Psychology Professional Seminar I - 2 credits

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

CCP692   Counseling Psychology Professional Seminar II - 2 credits

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

CCP693   Counseling Psychology Professional Seminar III - 2 credits

The final term of the Professional Seminar examines professional requirements in relation to individuals' career paths and goals. Students are encouraged to express challenges to current themes in order to strengthen and continue their growth in flexible

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thinking and tolerating differences. Class discussions include reflections on the experiences of the prior year, including group dynamics, observations and assessments of students' learning experiences.

CCP700   Internship Seminar - 3 credits
Prerequisites: CCP520 and CCP641; Enrollment limited to 10.
The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience are required under the supervision of a qualified supervisor (Mass Regs 262 CMR). Goals for each student will be established with their college internship facilitator at the beginning of the experience. A self assessment of these appropriate learning goals will be conducted by the student and their College internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus of enhancing students' clinical skills in these areas. This course may be combined with CCP701.

This internship must conform with Massachusetts regulations 262 CMR.

CCP701   Advanced Internship Seminar - 3 credits
Prerequisites: CCP520, 641 and 700; CCP800/801 or IRP Completion; Enrollment limited to 10.
The course focuses on students' counseling practice which is conducted in the field from week-to-week during the course. A minimum of 200 hours of internship experience are required under the supervision of a qualified supervisor (Massachusetts Regulations 262 CMR). Goals for each student will be established with their College internship facilitator at the beginning of the experience. A self assessment of these appropriate learning goals will be conducted by the student and their college internship facilitator throughout the term. Casework, note taking, diagnostic and treatment planning will be analyzed and explored in the classroom with a focus on enhancing students' clinical skills in these areas. The completion of a portfolio demonstrating students advancement through their program of study is required in this course.

CCP710   Principles of Family Systems Therapy - 3 credits
This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists.

Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored.

One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience.

CCP715   Multicultural Counseling: Children and Adolescents in Context: Basic Counseling Skills - 3 credits
Pre-Practicum: 15 hours of directed field-based training required for D.O.E. licensure.
This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an eco-logical/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child, exceptionality, family approaches, evaluation, consultation, play/activity techniques, group work, counseling in the schools. Also: assessment; diagnosis; gathering and communicating information; relevant laws and regulations; ethics, ethnic, linguistic, racial, gender and religious diversity; interviewing, dealing with research; resources and referrals; hazards and problems of normal development; communicating with children and adolescents of different ages.

CCP716   Cognitive Behavior Therapy: Theory and Practice - 3 credits
This course reviews operant conditioning, classical conditioning and social learning theory, especially as they relate to the development and current practice of cognitive behavior therapy. Special attention is paid to dialectical behavior therapy as the most recent research-based application of behavioral treatment, in combination with Eastern theories and practice. The primary focus of the course is on the actual practice in class of the most relevant behavioral techniques including: deep muscle relaxation, mindfulness mediation, systemic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues are specially considered as we progress through these and other techniques.

CCP721   Women in the Family: a Cross-Cultural Perspective - 3 credits
This course addresses new findings in women's psychology and internal experience, the conflicts and expectations women experience in various environments, with specific focus on the family. A family systems perspective is the framework within which women's roles and status are analyzed. The course considers the ways in which the gender experience has been understood and researched and how this can be helpful to counselors. Topics include gender differences, cultural roles, the myths about motherhood and sexuality, and new psychologies of women. Students are expected to complete assigned readings, participate actively in class discussions and role plays, do a class presentation and submit a paper.

CCP725   Psychopharmacology - 3 credits
Because psychopharmacology treatment depends on diagnosis, this course will review the medical model's analytical mode, differential diagnosis. A brief review of relevant neuroanatomy and neurophysiology will then set the stage for an examination of the major psychotropic medications: antipsychotics, antidepressants, mood stabilizers and anti-anxiety agents. The course will be grounded throughout in clinical material, and case histories will be discussed during each class. Requirements will include one

topical presentation. We will also share responsibility for presenting cases.

CCP726   Elder Care Planning and Management - 3 credits
This course gives a current picture of chronic illness, impairment, and disability in America. Students learn how demographic trends, advances in medical treatment, and the changing character of the American community impact health care and long term care. Students examine the health care system's response to the growing challenges of chronic care.

CCP730   The Practice of Mental Health Counseling - 3 credits
Offered in Spring and Fall only.
This course looks at issues in the practice of mental health counseling, including: history and trends; specialized roles related to young people and schools (school social worker/school adjustment counselor, guardian ad-litem, juvenile court clinician); roles, settings and special populations in mental health counseling practice; specialized treatment planning, assessment, and documentation for managed care. (The course does not focus on basic clinical skills.) Particular emphasis is given to professional identity and ethics, mental health consultation, the roles of members of an interdisciplinary team, developing a process for professional self-assessment and continuing education planning, using appropriate language for managed care assessment and treatment, and developing a disclosure statement to introduce clients to the counseling relationship.

CCP740   Substance Abuse: Advanced Clinical Methods - 3 credits
Designed for counselors experienced in treating and educating substance abusers and their families, this course offers an in-depth examination of special populations and specific issues related to substance abuse treatment. Topics include: working with dual diagnosis clients; adolescent substance abuse; women treatment issues; working with diverse client populations including HIV-positive clients; cultural competency; infectious diseases; tobacco cessation; relapse prevention; the use of strategic and paradoxical interventions; and certification of substance abuse counselors.

CCP754   Perspectives in Cross-Cultural Counseling - 3 credits
This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental heath and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people.

CCP766   Cultural and Religious Issues in Counseling and Family Therapy - 3 credits
This counseling psychology course explores the roles of culture,

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

CCP790   School Adjustment/Mental Health Field Experience and Seminar I - 3 credits
This course is for students beginning their master's program fieldwork. Counselor trainees become familiar with the following: basic professional counseling skills and behaviors; working with agencies/systems; the use of supervision; beginning diagnostic skills; and DSM-IV TR. Participants complete case presentations, case scripts, process notes and take an active part in the didactic and demonstration parts of the class. Readings and active discussion are required. The Commonwealth of Massachusetts specifies that this practicum be supervised by an "approved Supervisor" as described in (CMR) 262, in order for students to meet requirements for licensure.

CCP791   School Adjustment/Mental Health Field Experience and Seminar II - 3 credits
Prerequisite: CCP790; enrollment limited to 10; Spring and Fall terms only.
This course focuses on the counselor, the clients and on interactions with clients. It explores and sharpens diagnostic skills, clinical acumen, personal issues as a counselor, and counseling techniques through the sharing and analysis of case material and counseling experiences. Participants must actually be practicing counseling and audiotape some sessions.

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

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

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

CCP792   School Adjustment/Mental Health Field Experience and Seminar III - 3 credits
Enrollment limited to 10 per section; Spring and Fall only.
Open to individuals who have completed the 36-credit Counseling Psychology sequence, including internship, practicum and IRP, and others who have completed similar programs at other colleges.

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

informed client consent. Other class requirements are similar to those of CCP791.

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

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

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

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

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

CCP800   Independent Research Project - 3 credits

Over a year's time, this course provides students with an overview of approaches to research in their chosen program area. With consistent faculty instruction, advice and review, students develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts and finally complete a formal project document. This thesis-like document describes their inquiry, their critical thinking, and their conclusions.

SCHOOL GUIDANCE COUNSELING

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

One of the main goals of the school guidance professional seminar series is to orient students to methods of research, statistical analysis, needs assessment, and program evaluation as they relate to completion of an Independent Research Project (IRP).

The first term of Seminar focuses on the development of research skills, i.e. research design, quantitative and qualitative methods of research including but not limited to the single case study, action research, outcome based research, and on students' current abilities, interests and goals. Students collaborate in a cohort group sharing interests, completed work and critical comments. Students use the group as a learning resource, as each member develops an independent research project (IRP) with an emphasis on school guidance from proposal to completion. Students' perspectives are broadened as they relate information from their research to their life experience and perspectives of other group members. The group also functions as a resource and support group, with open agenda time for discussion of members' current

struggles in project development, academic courses, management of work and family issues, and the like. The implications of technology on school guidance counseling program development and evaluation are also discussed. A final IRP proposal with a Review of Literature draft is required. (Revised April 2005)

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

The second term of the Professional Seminar provides a further understanding of research design and statistical procedures to be used as tools for developing an independent research project (IRP). Statistical concepts such as measures of central tendency, variability, distributions, correlations, reliability and validity as well as other descriptive and inferential methods of presenting data along with a student's ideas, knowledge and skills, come together to form an IRP. Students continue to share their struggles and successes concerning the completion of the project as they exchange encouragement, advice and critical comment. A complete first draft of the IRP is required. (Revised April 2005).

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

The final term of the Professional Seminar continues the emphasis on completion of the IRP. The group also examines guidance career options, credentialing issues, application of needs assessments to program evaluation and potential modifications. Discussions will also include reflections on group members' learning over the year, including group dynamics, member observations, and a formal assessment of student learning. The completed IRP is due at the end of the semester. (Revised April 2005)

CSG695   Counseling and Consulting Techniques Laboratory - 3 credits

Counseling skills such as interviewing, open invitation to talk, reflection, summarization, concreteness, thinking out loud, and building relationships will be covered in this course. The course will also teach techniques for identifying and focusing on problem behaviors. In addition, several models of counseling and consulting will be explored. The course will employ role playing, lecture, video, audio, presentations, readings and demonstrations. (Revised April 2005)

CSG789 School Guidance Practicum and Seminar – 2 credits

Prerequisites: Pre Practicum, CSG695. (Limited to 10 students)
Includes 100 clock hours of school fieldwork and attendance at a seminar. Fieldwork includes 40 hours of direct service providing individual, group, classroom developmental guidance or co-leading a workshop or training seminar. The remaining 60 hours are considered as indirect service and can include observation, other on-site activities assigned by a counseling supervisor. Seminar will include the development, presentation, and critique of a contemporary Internet or school based guidance project, role taking, modeling, demonstration of basic counseling techniques with attention to solution focused school counseling, evaluation of audio and video tapes with clients. One contact hour of weekly supervision is required.

CSG790   Guidance Fieldwork - 3 credits

PreK-8 — two terms @300 hours
Term 1   CSG790**C** Fieldwork **and** CSG791**C** Internship Seminar
Term 2   CSG790**D** Fieldwork **and** CSG791**D** Internship Seminar

5-12 — two terms @300 hours
Term 1   CSG790**E** Fieldwork **and** CSG791**E** Internship Seminar
Term 2   CSG790**F** Fieldwork **and** CSG791**F** Internship Seminar

PreK-8 — one term @ 600 hours
CSG790**A** Fieldwork **and** CSG791**A** Internship Seminar

5-12 — one term @ 600 hours
CSG790**B** Fieldwork **and** CSG791**B** Internship Seminar

The fieldwork experience includes 240 hours of direct service to students, staff, and parents and 360 hours of indirect service with one hour per week of on site supervision. In addition to direct service, interns will become familiar with a variety of professional duties such as record keeping, supervision, information and referral, inservice and staff meetings, parent, staff, and administrative consultation, consultation with outreach programs and services, and contact/meetings with social service agencies. Interns will develop audio or videotapes for supervision purposes and will engage in administration and interpretation of assessment instruments, become familiar with research literature, technologies, and print and nonprint media. Internship evaluations will take place: 1) during group supervision, 2) twice by the supervising practitioner, and 3) three times by a visiting site supervisor.

CSG791   Guidance Internship Seminar - 3 credits -
Prerequisites: Pre Practicum, CSG691-693, CSG695, CSG789, the IRP, and all but two required courses. Taken concurrently with CSG790. Limited to 10 students, average of 1.5 hours/week/term.

Seminars provide group supervision of counseling work at the site. Activities include a presentation of a project determined by the seminar instructor, case presentations, presentation of selected counseling and consultation models, development of a personal counseling and consultation style and philosophy, regular counseling portfolio maintenance, and development of a school guidance counseling program based on ASCA standards. Students are expected to video or audio tape a counseling session for discussion and evaluation.

CSG800   Independent Research Project in School Guidance - 3 credits
Over three terms' time, this course provides students with an overview of approaches to research in school guidance counseling. Based on American Psychological Association standards and with consistent faculty instruction, advice, and review, students will develop a research proposal, engage in supervised research activities, produce faculty-critiqued drafts, and finally complete a formal piece of research (the IRP) based on a school guidance counseling topic. This thesis document will be evaluated by the instructor and presented to colleagues in a final CSG693 Professional Seminar session.

Counseling Psychology Course Descriptions — C.A.G.S.

CCA704   Psychopharmacology - 3 credits
This course assumes a significant level of proficiency in differential diagnosis as well as a basic understanding of neuroanatomy, neurophysiology, and the major psychotropic medications. The main thrust of this course is the development of a fuller appreciation of antipsychotics, antidepressants, mood stabilizers, and anti-anxiety agents as they relate to the client's clinical picture. There is also a strong consideration of side effects, e.g.: tardive dyskinesia, ethical issues, and current research on treatment outcome.

CCA705   Human Sexuality - 3 credits
Basic understanding of sexual function, sexual dysfunction and appropriate intervention methods are reviewed, and this course goes beyond that point. Students are expected to develop expertise in relevant DSM IV categories and best practices in this very important aspect of counseling. Throughout the course students are directed to focus on relevant transference and counter-transference issues.

CCA708   Counseling Techniques with Multi-Problem Families in Changing Communities - 3 credits
This course takes special notice of the diversity of those seeking counseling services and emphasizes approaches which honor the socio-economic, linguistic, and cultural differences which may affect families in working with a therapist. The emphasis is on a strength-based model that the instructor and student can practice applying and further developing through classroom feedback. To this end, it is strongly recommended that students participate in a practicum/internship while enrolled in this course.

CCA709   Basic Counseling Skills: Rogerian - 3 credits
This course is presented as a foundation for any counseling work that the student would be involved in. Carl Rogers' theory of personality with its stress of self-actualization, development of the self, phenomenological field, validation, and conditions of worth is the basis for the techniques that are taught, practiced and modeled in this course. These techniques are empathic

understanding, unconditional positive regard, and consequence. These techniques are central to any effective relationship from any theoretical perspective. The student will become practiced at these and related aspects of person-centered theory.

CCA710　Child and Adolescent Human Development - 3 credits

In providing counseling services to those seeking such services—especially the child and adolescent—it is critical that the counselor have a thorough understanding of normal as well as abnormal development. This course meets that need for those developmental issues from birth through young adulthood. The student taking this course is looking at theory and his/her application of issues such as physical, intellectual, emotional and moral development.

CCA711　Introduction to Forensic Counseling - 3 credits

Cross-listed as CCP611.

This course relates counseling theory and practice to the specialized roles and settings of forensic counselors. It identifies the counseling theories and technical approaches most appropriate to forensic work, and explores current social theories of offending behavior. Students examine relevant social, familial, psychological, and physiological factors in forensic case histories and social research on identified populations. Students explore concepts of client strengths, coping skills, risk factors, dangerousness, and addiction, as well as the processes of classification and profiling as related to members of identified populations. Students also are informed of laws and standards concerning victim protection and the duty to warn intended victims.

CCA712　Assessment and Intervention for the Forensic Counselor - 3 credits

Cross-listed as CCP621.

This course surveys psychopathology and assessment procedures and tools appropriate to forensic counseling. It continues the student's training in counseling and systems skills in forensic settings. Students survey the structure and elements of the DSM-IV diagnostic system, and apply them to sample case presentations. Then they survey the ACA ethical standards and identify ethical issues particularly relevant to forensic work. This is followed by a review of assessment tools and procedures found in forensic settings, with an emphasis on understanding assessment results as reported in the records of offenders. The course concludes with role-plays and case analyses which allow students to integrate, apply, and practice knowledge and skills learned in the course.

CCA715　Counseling Children and Adolescents - 3 credits

The emphasis in this course is on diversity as it effects children and adolescents. Diversity is looked at along ethnic, religious, spiritual, linguistic, racial, and gender dimensions. The student learns to look at the world from the client's perspective; both empathically and systemically. The students are expected to apply this learning to their own personal and professional spheres and share their responses to this in class for feedback.

CCA716　Child and Adolescent Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-IV axes and classification systems as they apply to children and adolescents. This course will explore a wide range of problems across a range of developmental milestones and levels of severity. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other relevant ethical issues are considered throughout the course.

CCA721　Women in the Family: a Cross-cultural Perspective - 3 credits

In exploring this topic, culture is looked at from a variety of perspectives. Those perspectives include gender, ethnicity, race, family norms and roles, myths about motherhood and sexuality, and the new psychologies of women. Students are expected to take an active role in illustrating these issues from their own experience as well as research and to share their reactions to applying their learning in their professional practice.

CCA730　The Practice of Mental Health Counseling - 3 credits

This course focuses on the role of mental health counselors and their professional identity. That identity is explored regarding clients, agencies, and social systems. Other issues explored include practice standards, ethical issues, career and employment options, and managed health care organizations. The students are expected to contribute to the classroom discussion by looking at their roles as consultants or supervisors and to develop a relevant personal model for assessment and intervention in one or both of these roles.

CCA731　The Counselor in the Forensic Environment - 3 credits

Cross-listed as CCP631.

This course further explores forensic settings, the counselor's roles within these settings, and appropriate counseling and systems skills. It also introduces concepts of addiction, relapse prevention, and stages of personal change, as they relate to forensic counseling. Students are introduced to the continuum of forensic settings including court clinics, juvenile detention and rehabilitation facilities, houses of correction, jails, prisons, pre-release and post-release centers. Students explore the stages of the judicial process, legal and procedural issues during incarceration, the offender's transition to release and community life, and the dynamic tension between the goals of rehabilitation and punishment. Students then survey counseling and systems skills appropriate to such settings and engage in realistic role-plays in order to develop or improve their skills. The course then surveys approaches to addiction, relapse prevention, and stages of personal change, with an overview of appropriate counseling techniques.

CCA746　Marriage & Family Therapy: Basic Counseling Skills - 3 credits

Cross-listed as CCP710.

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills.

The course is designed to meet the needs of both beginning and experienced therapists.

Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored.

One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience.

CCA754 Perspectives in Cross-Cultural Counseling - 3 credits

This course focuses on the role of culture in the development of psychological health and in psychopathology. Variations among diverse cultures in defining mental heath and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people.

CCA756 Substance Abuse in the Family - 3 credits

This course looks at substance abuse counseling in the context of the family. The systems perspective tells us to assess the function of addictions, codependency, scapegoating and sobriety, and other related issues in the family. This course helps the advanced student to develop his or her own model of assessment and intervention in this area. Students are expected to apply these skills in their professional life and share with the class their reframing of past experiences from their new perspective.

CCA766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits

This course expects students to look at cultural and religious issues at both personal and professional levels. Students look at their transference/countertransference potential around aspects of culture, religion, spirituality, race and related topics. Further, students look at these same issues in the workplace and develop a better understanding of the institutionalization of myths related to these areas and develop personal action plans to help themselves to avoid the attendant pitfalls.

CCA768 Addiction Disorders - 3 credits

Cross-listed as CCP640.

Designed for beginning and intermediate clinicians, this course provides a thorough foundation in substance abuse treatment. Topics include: theories of etiology of addiction; pharmacology of psychoactive drugs; cultural factors that influence substance use; assessment and intervention with substance abusers and their families. Emphasis is put on diagnosis, treatment planning and referral to appropriate resources including self-help groups.

Students will have the opportunity to participate in simulated interviews and experiential exercises.

CCA771 Professional Issues and Ethics in Counseling and Family Therapy - 3 credits

Students develop their own written manuals and action plans for responding to professional issues and ethics as counselors. The concerns addressed include: professional roles and functions, goals and objectives, ethical and legal standards, cross-cultural and cross-social class practice, professional liability, professional organizations and associations, professional history and trends, standards for supervision and independent practice, and preparation standards and credentialing.

CCA772 Psychopathology - 3 credits

This course assumes a basic understanding of the DSM-IV Axes and classification of the various disorders that encompass a wide range of problems across a spectrum of developmental milestones and levels of severity. Special attention is paid to the relationship between Axis I clinical syndromes and Axes II personality disorders and features. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other related ethical issues are considerations throughout the course.

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

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

CCA774 Biological Bases of Behavior - 3 credits

This course explores neurological, biological, chemical, developmental and disease-related phenomena which influence human behavior. The course includes the interactive effects of mental illness, coping skills and physical health as well as the effects of medication and other agents on human behavior.

CCA775 Substance Abuse: Advanced Clinical Methods - 3 credits

This course requires students to develop a written manual of assessment and intervention theory and technique for working with substance abusers. Topics covered include working with dual diagnosis clients, adolescent substance abusers, women's treatment issues, working with diverse client populations including HIV-positive clients, relapse preventions, the use of strategic and paradoxical interventions, and certification of substance abuse counselors.

CCA776   Basic Techniques in Brief Therapy - 3 credits
This course requires students to develop their own "action manual" for brief therapy practice. It will include the theory behind this approach, criteria for when to use it, sample treatment plans, catalog of techniques for treatment and termination, and a listing of relevant ethical concerns. Course format includes lecture, discussion, demonstration, and participatory exercises. Students share their own cases for discussion and analysis.

CCA777   Cognitive Behavior Therapy - 3 credits
This course will review operant conditioning, classical conditioning, and social learning theory especially as they relate to the development and current practice of cognitive behavior therapy. Special attention will be paid to dialectical behavior therapy (DBT) as the most recent research-based application of behavioral treatment in combination with Eastern theories and practice. The primary focus of the course, however, will be on the actual practice in class of the most relevant behavioral techniques. Those techniques will include deep muscle relaxation, mindfulness, meditation, systematic desensitization, covert sensitization, thought stopping, covert reinforcement, behavioral rehearsal, behavioral analysis, and behavior shaping. Ethical issues will be a special consideration as we progress through these and other techniques.

CCA778   Assessment/Appraisal Process: Intelligence and Achievement Testing - 3 credits
This course focuses on the application and interpretation of standardized tests used in cognitive and academic assessments. Particular attention is paid to the strengths and weaknesses of standardized tests. How test norms are established and applied to either individual or group administered tests is presented. Students explore the use and misuse of standardized tests with minority groups, diagnosing learning and behavioral disorders, and how to prepare reports that are easy to understand for non-specialists, parents, members of a diagnostic team, or school personnel. A lab fee covers the cost of testing kits and forms.

CCA779   Assessment/Appraisal Process: Projective Testing - 3 credits
This course requires the student to demonstrate an understanding of the theory behind and the administration of a variety of projective tests. The tests concentrated on are the TAT, MMPI, and the Rorschach. The student will learn how to integrate this approach into clinical practice, how to frame a referral question, and how to write a report. Special emphasis will be placed on clarity of recommendations in that report and how to write for different audiences, e.g., courts, teachers, parents and other professionals.

CCA780   Foundations of Couples Counseling - 3 credits
This course provides experienced counselors with a format for working with couples in treatment. Students survey a variety of theoretical approaches and then focus upon one for the remainder of the class. Therapy techniques are learned such as family structure, doubling, role playing, use of homework, and paradoxical interventions. Special topics in couples work are covered such as domestic violence, divorce and substance abuse. Assessment, treatment planning, and termination are also addressed.

CCA781   Foundations in HIV/AIDS Education and Counseling - 3 credits
Cross-listed as CCP635.
This course gives an overview of medical and psychosocial issues confronting HIV-positive clients and their significant others. It reviews the purpose and procedures of conventional interventions, alternative treatments, and social service modalities. Social, cultural and political forces that impact client acceptance, adjustment, and adaptation processes are examined. Training, supervision and respite concerns of educators and counselors are also considered.

CCA782   School Adjustment Counseling/School Social Work - 3 credits
Students develop a clear understanding of and facility with issues relevant to the roles and functions of school adjustment counselors. Individual systems, family and group counseling approaches are covered. Strong emphasis is placed on the use of community resources, and students are asked to inventory what is available in this regard. Juvenile justice and child protection issues as they impact young people and their families will also be addressed.

CCA783   Career Counseling - 3 credits
This course is intended is help the experienced professional to understand the theory behind career counseling by looking at how they arrived at this point in their own development. It will also focus on when to refer someone to career counseling, what to expect, and what can be learned from interest inventories. This course stresses a practical approach to career development. Students should have access to the book What Color is Your Parachute? or How to Create a Picture of Your Ideal Job or Next Career.

CCA785   Human Psychological Development - 3 credits
While the practicing clinician, educator, or related human services professional is facing the daunting task of working with the process of human development gone awry, not all aspects of the physical, emotional, cognitive, moral, and vocational aspects present are problematic. This issue can be further complicated by ethnic, gender, and other cultural differences. This course seeks to explicate the issues of "normal" versus "abnormal" development and, in fact, will also focus on the adaptive aspect of these supposedly abnormal responses to very stressful and often traumatic life situations.

CCA790   Professional Issues and Roles in School Counseling - 3 credits
This course explores several models of school counseling and their relationship to relevant ethics, laws, standards and professional associations. The course emphasizes daily best practices and strategies for dealing with ethical and legal dilemmas. Guidance, clinical school counseling and systems models are examined. Special emphasis is on developmental guidance, consultation, harm prevention and reduction, and the evaluation and utilization of community resources.

CCA791   Ethics & Professional Issues for School Counselors & Mental Health Practitioners - 3 credits
Cross-listed as CCP622 (replaced CCP602 and CCP612).

Cambridge College

This course provides an orientation to ethical issues in the counseling practice. Relevant issues in mental health and school counseling are identified and explored. Focal areas include professional roles and functions, ethical standards including accountability, responsibility, client/student welfare, emotional health, laws and regulations, institutional policies, cross cultural, cross social class practices and their impact on mental health, and school counseling. Ethical practices are examined by the use of vignettes describing ethical dilemmas presented to the counselors. Professional identification, the discipline appropriate professional associations and organizations and publications regarding best practices and strategies in providing counseling services to students, individuals and families are identified and introduced to the student.

CCA792   Counseling in the Schools - 3 credits

A major part of this course will focus on how to consult with teachers, parents, and administrators in a variety of school settings. There will also be a focus on how to liaison with important individuals from the non-school community. Students will also develop a thorough understanding of the role of school counselor and the functions of counseling in the school system.

CCA796   Personality and Counseling Theory - 3 credits

This course focuses on students having a thorough understanding of psychoanalytical, behavioral, and personality-centered approaches to personality theory. Various theories are placed in relationship to these anchor points. Students practice applying these to cases in class and then write a paper focusing on a particular individual. There is also strong emphasis on understanding the importance of personality theory in both differential diagnosis and in developing best practices. These three approaches are then looked at as they relate to recent advances in neurobiological research.

CCA801-803 Professional Seminar - 3 credits each

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

This seminar covers the basic concepts and methodology of qualitative and quantitative research in the social sciences, with particular emphasis on program evaluation, needs assessment, and the efficacy of intervention. Students learn the rationale for program evaluation and commonly used research designs. In addition, the ethics of social intervention research are discussed. Students develop their individual research proposals in the first term, conduct their research in the second term, and complete their projects in the third term. Students present the results of their work at a department colloquium.

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

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

Students' current practice is in mental health counseling. Field experience is supervised on-site by a supervisor who meets the relevant Board of Registration requirements. Students complete at least 13.5 hours of supervised practice each week and at least 189 hours each term. At least 80 of these hours must be providing direct, face-to-face services on-site. A total of 700 hours, including 280 hours of direct service, are required for licensure.

RESOURCES

Academic Support Services & Student Life

Academic Support

Writing — A major goal of Cambridge College is to produce graduates who think critically and communicate clearly. Writing is a complex process that takes a lot of time and practice. ESL support is provided for students for whom English is a second language. All students are encouraged to improve their communication and literacy skills to get the most from their course work and write their final projects.

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

Math & Science — Get help with math and quantitative thinking in a relaxed, comfortable environment. You can get acclimated back into math after years out of school, and get help to do quantitative and science projects, spreadsheets, complete assignments involving research data in your field, master mathematical and scientific concepts and assignments.

Workshops are offered on topics such as: grammar and math fundamentals, and teacher test preparation (MTEL Communication & Literacy and Foundations of Reading tests).

For more information about academic support services, contact:
- Terry Müller, Director of Student Academic Support Services, at ext. 1191 or at terry.muller@cambridgecollege.edu.
- Carol Lane, Assistant to the Director, at ext. 1138 or at carol.lane@cambridgecollege.edu

Academic support services vary at Cambridge College's regional centers. See Practical Information about the Cambridge campus and each regional center at the end of this catalog, or each center's web page, for more information.

Career Center

Located at the Cambridge, MA campus.
Mon.-Thurs. 10a.m.-6:00 p.m., Friday 10:00 a.m.-3:00 p.m.

Cambridge College's Career Center serves our diverse students and alumni. In line with the College mission, we prepare students to get the improved jobs and career opportunities that college and graduate study make possible. We offer career fairs, workshops, individual appointments and small group career counseling. Career services include:
- Resources for self assessment, career exploration and planning, job hunting, and a comprehensive resource library.
- Assistance for students identifying and integrating their career goals and academic interests, helping them make good academic program choices.
- Online career-related resources.
- Job bulletin board in the student lounge at the Cambridge campus. However, there is no job placement service.
- Assistance with résumés and cover letters.
- Job interview techniques, preparation and practice.

Regional centers — Electronic and internet-based career resources may easily be shared with students and faculty advisors at Cambridge College regional centers.

Cambridge College

For more information and to schedule an appointment in Cambridge, contact: Molly Leong, Coordinator, at 617-873-0165 or molly.leong@cambridgecollege.edu.

Counseling—Where to Get Help

At the main campus, a list of counseling resources is available from the Director of Student Academic Support Services:

- Drug and alcohol counseling rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance in the areas of alcohol and substance abuse.

At regional centers, this information is available from the regional director.

Disability Support

Cambridge College arranges access to facilities and academic programs for students with physical, mental, or learning disabilities. Accommodations are determined on an individual basis and include, but are not limited to, sign language interpreters, note takers, audio recording, tutorial services, priority registration, parking, and classroom modification.

Please contact the Director of Academic Support Services at ext. 1191 to discuss your disability, so we can arrange for and monitor services you need in compliance with the Americans with Disabilities Act. You are responsible to provide documentation from qualified and licensed medical or testing personnel. Any expenses incurred in obtaining such documentation is the student's responsibility. This documentation must present a specific diagnosis of your disability, explain its limiting effects, and make recommendations for accommodation. It is important to provide this documentation as soon as possible since many services are outside the College and must be arranged far in advance. Course instructors and advisors are notified of any students with disabilities and their required accommodations.

Emergency Phone Calls for Students

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

Health & Medical Concerns

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

Health insurance and immunizations — All students at Cambridge College's locations within Massachusetts are required by state law to carry qualified health insurance. Certification of immunizations is required by law of all full-time students at the College's Massachusetts locations. See application booklet for information and forms.

Learning Assessment

Assessment — The Office of Student Academic Support Services provides assessment of key academic skills. Entering undergraduates complete writing and math assessments. The results help Cambridge College students recognize their learning strengths and specific skill needs. Academic advisors and program coordinators suggest appropriate courses and learning support activities such as tutoring, that enable students to achieve their academic goals.

Standardized Testing — CLAS offers Accuplacer, a nationally standardized series of placement tests in reading, writing and math skills. Cambridge College is an authorized testing center for CLEP and DSST, standardized tests that allow undergraduate students to get college credit for courses that meet the requirements of their academic programs. For cost, see Tuition & Fees.

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

Student Government

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

Student representatives are elected to participate in the College Senate and the Academic Affairs Committee of the Board of Trustees.

Regional centers — Students are invited to contact the center director with concerns and suggestions.

Student Ombudsperson

The College's ombudsperson is available to students at all Cambridge College locations, directing students to appropriate resources and assisting them in addressing unresolved problems.

Contact the Director of Student Academic Support Services, at ext. 1191 or at terry.muller@cambridgecollege.edu.

Library 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. Publicly accessible information, including instructional handouts, is available at www.cambridge-college.edu/library/.

Cambridge College Online Library services include:
- *Ask an Online Librarian* provides 24/7 live reference librarian service with individual research assistance using online chat.
- *Research 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. Research databases of scholarly journals and periodicals include EBSCOhost Academic Search Premier, Wilson Select Plus, PsycArticles, PsycInfo, Education Abstracts, Digital Dissertations Index, MEDLINE, and more. Cambridge College is not responsible for the content of these sites or of any sites to which they may link. Citation-only results link conveniently to the WorldCat database for location of local libraries that have print versions.
- *Electronic Books* provide more than 30,000 full-text books in all subject areas.
- *Research Guides* teach you how to find key information by subject area, both online and in your local libraries.
- *Online Tutorials* teach you how to research effectively.
- *Technical Support* for a variety of problems.

Other Libraries
www.cambridgecollege.edu/library/research.cfm
See the **Traditional Library Skills section** for library guides for Cambridge and all Cambridge College regional centers.

Cambridge College provides borrower's privileges at selected academic libraries in Cambridge and near some regional centers. In other areas, academic and other research libraries open for public use are recommended.

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

Cambridge, MA
Gutman Library at the Graduate School of Education at Harvard University is available to Cambridge College students doing research in education and counseling. This library is in Harvard Square, about 15 minutes' 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 area of the Research Resources page at www.cambridgecollege.edu/library/research.cfm/.

Greater Boston — Summer Study
Cambridge College students have access to and borrowing privileges at our host college's library, including reference librarian services. Students may also use the Gutman Library at the Harvard Graduate School of Education. If you want to borrow books, apply at least one month ahead. See Cambridge information, above.

Springfield, MA
Cambridge College has arranged for our students to have borrowing privileges at Babson Library at Springfield College, www.spfldcol.edu/homepage/library.nsf/home/.

Puerto Rico
Cambridge College has arranged for our students to have borrowing privileges in the Biblioteca Universidad Metropolitana system at http://um.suagm.edu/.

Other Cambridge College Regional Centers, Other Areas & International — See library guides on the web at www.cambridgecollege.edu/library/research.cfm/. See the Traditional Library Skills section for guides.

Computers, Network & Information Systems
Resources, Services, & Policies

Learning at Cambridge College is "high-touch/high-tech." Intensive classroom learning is enriched by online research; it is deepened and extended by learning activities supported by computer technologies. Your seminar group or class becomes a learning community, which continues online outside class hours and beyond the end of the term.

Recognizing that computer technology is becoming a more critical resource for education and for workplaces everywhere, Cambridge College has made a commitment to using technology-based learning in our coursework, and to making computers available to our students. 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.

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. Go to the website for a technology orientation package.

PC Computer Provided
New students enrolled in certain degree programs receive a computer from Cambridge College. It comes with all the software required for successful study at the College. The cost is included in tuition. You will keep the computer when you graduate.

Technical support and warranty are provided by the manufacturer (Get contact information on the IT website). This computer puts Cambridge College in your hands 24/7: learning management system, online library, MyCC Portal with your personal accounts, and the College's communication system.

Computer return required — Computers provided at the beginning of a degree program must be returned if you do not complete your degree. You must return the computer to the IT Office in good working condition as you received it, or its purchase price will be charged to your student account.

Students are responsible for the security and proper care of the computer. We recommend that you purchase Insurance for it. The College will not be responsible for damage, loss or theft.

Other students who do not receive a computer as part of your program — You have to have a computer that meets the College's minimum requirements (visit the IT website for current information). If your computer does not meet the minimum requirements, you may buy one from the College's computer program (visit the IT website for current information). If you are eligible, financial aid may cover the cost (see Financial Aid). If you bring your own computer to Cambridge College, you will need to contact the IT Office to gain access to the College network.

MyCC Portal   http://mycc.cambridgecollege.edu/
Registered Cambridge College students can log in to MyCC with their own user ID and password 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.

IT Help Desk   1-800-877-4723 ext. 1159
Monday-Thursday 10am-10pm EST ● Friday 10am-9pm EST
Saturday 9am-5pm EST ● Sunday 12noon-5pm EST

Contact us for technical assistance and information about:
- MyCC portal ● E-mail ● Website
- College-issued computers & software ● Computer accessories
- College network & connectivity problems
- IT training

NITE Technical Support — During the summer term in greater Boston, the IT staff can help you solve technical problems with your computer and required software. After the summer term ends, you may contact the manufacturer for technical support. Call the IT helpdesk for contact information.

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 and 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: make sure the "Log on to" is CAMBRIDGE. Do not check the "Remember Me" check box if you are using a public computer.

E-Mail
Registered Cambridge College students receive an e-mail account to facilitate their studies. Students, faculty and staff must use their College e-mail accounts to communicate and collaborate. Go to www.cambridgecollege.edu/it/ or call the IT help desk for more information, and to get a user ID and password.

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 objectionable spam, to adjust the filtering mechanisms of their existing software to its maximum protective level and to provide training in this area.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge
College

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 objectionable spam from an anonymous source.

Internet Access
Cambridge campus & regional centers have wireless Internet access available free for all the college community. 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. You are responsible to pay any related charges by our host site and/or your Internet service provider.

IT Training
The IT staff offer free workshops to help students get the most from learning activities supported by computer technologies. Topics include using the MyCC portal, e-mail, program-related applications, online library research strategies, and the Internet. For workshop schedules, go to the IT website.

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 and for use by educators. 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 Cambridge College students only; no unsupervised children allowed in the labs please.
- Lab assistants train you to use required software and do internet research, but will not do your assignments for you.
- No food or beverages allowed at computers.
- Kindly take all cell phone conversations outside the lab.
- Please limit printing: make one or two printouts, and use copy machines if more copies are needed.
- Loading, installing or manipulating software (including games and music software) is not allowed.
- No chat or message software or service may be used, other than the Cambridge College e-mail/communications system.
- Do not shut down machines.
- Do NOT leave valuables unattended.
- Offensive, harassing or sexually explicit sites or communications are not permitted.

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

General IT Policies
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 teaching and learning, research, communication, and public service. All members of the College learning community are expected to use these resources with proper respect for the rights of others, the College, and federal, state, and local laws. All users, on-site and remote or off-campus, must abide by all policies of the Cambridge College IT Office.

Access will not be denied or abridged in violation of equal opportunity policies (see Equal Opportunity). All members of the College community are bound by federal, state and local laws relating to civil rights, harassment, copyright, security, pornography, privacy, and other statutes relating to electronic media.

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

Disciplinary action by the College does not preclude law enforcement by federal, state, and local authorities. Infractions that may be violations of law will be reported by College officials to the appropriate authorities.

Unabridged policy statements are posted in all computer classrooms and labs. They are also available from the IT Office and web site: www.cambridgecollege.edu/it/.

Network & Computers Acceptable Use Policy
(Reference Network & Computers Acceptable Use policy, available at www.cambridgecollege.edu/it).

Cambridge College expects all members of its community to use network systems with proper regard for the rights of others and the College. The policy outlines users' individual privileges and responsibilities, and prohibited activities.

Users may expect to keep personal e-mail correspondence reasonably confidential, but please be aware of the inherent limitations of shared network resources (e.g. use of laptops in public places, computer labs and shared printers) in protecting privacy.

Important: Keep your password private because it allows you—or someone else—access to your computer, your confidential information, and your e-mail account. You are legally responsible for all activity

on your account. Guard your password as you guard your bank and credit card codes. If someone else learns your password, you must change it.

Intellectual Property Policy

(Reference Intellectual Property Policy, available at www.cambridgecollege.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 between him/herself and 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 any and all information stored on computers owned or leased by the College (following compliance with FERPA or other notification requirements where applicable), and will honor all subpoenas or court orders that order the College to release any information stored on any computer owned or leased by the College, to an individual, agency, court or agents stipulated by the subpoena or court order.

Policy on Use of Software

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

Cambridge College provides licensed copies of legally acquired software on all College computers to meet all legitimate academic and administrative needs. ***Installation and use of any other software is strictly prohibited except as follows***:

- Student computers purchased from the College — Additional software permitted.
- Faculty computers — Additional software permitted.
- Other employee computers —Written approval from the IT Office required.

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.

Software Upgrades of Installed Applications — In general, upgrades to currently installed software, particularly software used for instruction, shall occur during the semester break between the summer and fall terms of Cambridge College. Exceptions to this schedule may be made based upon contractual agreements between the college and the software provider, departmental needs, or academic needs.

Reporting 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 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.

Classroom Technology Services

Classroom technology services, including wireless labs and audiovisual equipment, may be requested only by Cambridge College faculty and staff, who are required to adhere to this policy:

- **30 minutes before class** — On a date when faculty members have requested wireless lab or audio visual services for class, they are required to be present in the classroom at least 30 minutes prior to the start of class, so that they may receive delivery of the items from the IT support assistant who sets up the equipment. Otherwise, delivery of the requested items may be delayed.

- **Upon receiving equipment**, the faculty member is required to sign a verification form which indicates the type and quantity of equipment delivered to the class. At the time of delivery, faculty who do not need the equipment for the full class, or who intend to end their class early, should inform the support assistant of the time they would like the equipment picked up .

- **During class** — Faculty must not leave any equipment unattended during the class. Faculty are responsible for remaining in their classroom with their students while equipment is present.

- **Pick-up** — Faculty members must remain in the classroom until an IT assistant arrives to retrieve the equipment. Faculty are also required to sign the same form again, verifying that the same items were picked up, and also reporting any non-functioning or missing items.

The IT Office thanks the faculty for their continued cooperation.

Online Library

See Library Services

Alumni & Alumni College

Alumni are invited to take advantage of Cambridge College offices, services and events.
- Alumni Newsletter.
- Attend Saturday workshops free.
- Consulting continues to be available from most faculty.
- Network through college offices.
- Public meetings sponsored by the College.
- Computers and Internet access in the Computer Lab.
- Alumni tuition discount (see Tuition and Fees).

Alumni College

The Cambridge College Alumni College was initiated in the year 2000 to better serve the needs of Cambridge College's more than 25,000 alumni. Its activities include:

- Set up alumni chapters in each region of the U.S. where Cambridge College alumni reside.
- Sponsor yearly alumni celebrations in Cambridge and in states where graduation celebrations are held.
- Survey alumni to find out their professional and personal accomplishments, their educational needs, and the work they are doing in their communities.
- Give courses, workshops, and seminars for in-state and out-of-state alumni.
- Develop collaborative out-reach programs in communities where alumni live and work.

- Involve alumni in college events (fund-raising, award celebrations, social events).
- Develop an alumni network for the purpose of keeping alumni in touch with each other and assisting one another to secure employment.
- Assist the President's office in identifying distinguished alumni for special scholarships and awards.

Outreach Courses — The Cambridge College Alumni College offers a number of outreach courses each term to alumni and prospective Cambridge College students who, for the most part, are teachers in public and private schools. These courses are taught by Cambridge College faculty and are designed to meet the needs of the particular school community. To see current course offerings, go to the Cambridge College web site at www.cambridgecollege.edu and click on Alumni College.

Credits earned in these courses may be evaluated for transfer into appropriate Cambridge College graduate programs (see also Transfer of Credit).

School Collaborative Courses — Cambridge College provides professional development programs, courses, and workshops for schools on request. A school official contacts a Cambridge College faculty member or administrator who designs and coordinates the appropriate learning experiences in collaboration with the school. Instruction takes place at the school.

Institutes, Centers & Collaborations

Business Resource Center, Lawrence Region

The Business Resource Center, a regional service of Cambridge College Lawrence, provides entrepreneurial training and education for business and industry with a variety of workplace learning services, including leadership development, change management, OD consulting services, creating high performing organizations, organization effectiveness interventions, strategic planning, a supervisory development program, and project management services. Affordable on-site training to increase the knowledge and potential of employees is available.

Assistance is provided for small businesses in boosting sales beyond their regions and across borders by providing one-on-one training and technical support through workshops and seminars.

Professional career management/corporate outplacement and alumni career advancement programs and support are offered, with one-on-one training and support workshops and seminars, referral and resource services.

The Center offers area businesses, non-profits and micro-enterprises business planning and access to micro-loans, fam-

ily-business succession planning and operations management, on-sight training and development programs, and a business resource library.

For more information, contact Howard F. Allen, Director
603-867-5264 . . . . howard.allen@cambridgecollege.edu

Center for Adaptive Learning & Programs

The Cambridge College Center for Adaptive Learning and Programs (CALP) works closely with academic units and faculty to deliver the College's academic programs—in adaptive blended learning format—to our regional centers and international locations. The Center brings the best resources offered by information technology into the courses, instruction, and assessment of learning. Excellence of content, learning experience, and outcomes are the result of careful application of Cambridge College's unique blend of adaptive online learning and intensive classroom learning.

Adaptive learning online is an educational strategy grounded in cognitive psychology, brain science, and artificial intelligence. It

provides individualized educational experiences by adapting the content to each student's preferred way of learning. This helps them learn faster and more effectively.

Weekends in class enable working adults to translate their experience into valuable learning through dynamic class room interaction with faculty content experts and their fellow learners.

Adaptive blended learning combines Cambridge College's intensive *classroom* learning with adaptive *online* learning. The result is a highly effective learning experience.

AdaptNet is the adaptive learning technology platform used; it is powered by iDL Systems, a company that has pioneered adaptive online learning.

The Center's activities in support of academic program delivery in AdaptNet format:
- Program design and related fund raising.
- Program delivery and management; management of IT infrastructure for academic programs on the AdaptNet platform.
- Training and certification of faculty to work on AdaptNet.
- Coordination of classroom and online faculty.
- Design of marketing campaigns and materials for student recruitment.

For more information, contact Nish Sonwalkar, Ph.D., Vice President for Adaptive Learning 800-877-4732 x1200
nishikant.sonwalkar@cambridgecollege.edu
Hormoz Goodarzy, M.P.A., Director of Distance Learning
hormoz.goodarzy@cambridgecollege.edu . . .800-877-4732 x1269

Distance Learning Office
The Distance Learning Office manages, coordinates, and promotes online courses offered by Cambridge College faculty across various programs, in coordination with the office of the Vice President for Academic Affairs.

Distance learning at Cambridge College is combination of in-class and computer-based learning, using a "high-touch, high-tech" model. Several programs offer online courses using Internet-based distance education. These programs range in structure from a total virtual classroom environment to a hands-on collaborative learning structure, combining a residency with online learning. Distance learning courses (designated DL on the course schedules) and virtual Professional Seminars are conducted using the MyCC web portal.

Distance learning courses are offered only in selected programs and locations.

For more information, contact Hormoz Goodarzy, M.P.A., Director of Distance Learning 800-877-4732 x1269
hormoz.goodarzy@cambridgecollege.edu
www.cambridgecollege.edu/dl

The College has also reached an agreement with the Barbados Ministry of Education to collaborate on improved teacher education programs and workshops in mathematics, science, and literacy. The College plans to translate the success of these programs into a regional center in Barbados for the English-speaking Caribbean.

Cambridge College has been conferring with education and business officials in China, India, Ireland, and Brazil. The College is also working to expand its AdaptNet programs internationally in order to offer these students a broader range of program opportunities.

ELS Language Center, Boston City Center
With 45 locations across the U.S. and more than 30 overseas locations, ELS Language Centers is the largest network of college campus-based English language instruction centers in the world. The newest ELS location in the Boston area opened at Cambridge College in May 2007. Our services help internationals to reach their goals of college study, career advancement, and improved English:
- Entrance to more than 550 US colleges and universities—including Cambridge College—that accept completion of the ELS Intensive Program in place of the TOEFL.
- Executive English programs for short-term international business people who need to learn English quickly.
- Concurrent enrollment in Cambridge College courses while studying at ELS.
- An official provider of the iBT TOEFL Preparation Program and an iBT TOEFL testing site.
- The latest in learning technology at the brand new, state-of-the-art ELS Language Technology Center.
- Choice of accommodations in a home stay or at a private residential facility in downtown Boston.
- Participation in American cultural activities organized by ELS.

Building on over 45 years of experience, ELS has developed its own unique curriculum, textbooks, and branded language-learning software. Our programs address beginner to advanced English language learners in 12 levels. ELS offers high academic standards, qualified and caring instructors, warm and helpful staff.

For information & application, contact
ELS Language Centers, Boston City Center
1000 Massachusetts Avenue, Room 302
Cindy Phillips, Director ● cphillilps@els.edu
617-873-0682 ● fax 617-873-0686
bcm@els.edu ● www.els.edu

Institute for Lifelong Learning
The Institute offers educational services in collaboration with communities, municipalities, businesses, organizations, and other educational institutions to support the lifelong learning needs of adults of all ages outside the College's degree programs.

Participating organizations and communities can utilize Cambridge College's educational resources to help them:
- Address community change and economic viability issues
- Meet workforce development needs
- Promote economic and social prosperity of community members

Our aim is to work in concert with others who are well connected to the community and understand the needs of its residents and workers. Learners will develop skills and earn credentials needed for their workplaces and professional growth, and for enriching their personal lives and communities. Learning formats may include non-credit and credit-bearing courses, certificates (clusters of courses), conferences, seminars, workshops, lecture series, and more.

For more information, contact Joel Nitzberg, Director
joel.nitzberg@cambridgecollege.edu ● 800-877-4723 x1218

Institute for Responsive Education:
Connecting School, Family & Community
The Institute for Responsive Education (IRE) is a research, policy, and advocacy organization that encourages and supports school, family, and community partnership to enable high quality educational opportunities for all children. We believe that schools, families, and communities all share the responsibility to improve schools and raise education standards.

Partnership requires respectful, trusting, and equitable relationships among diverse participants, a supporting policy framework, allegiance to democratic principles, and a commitment to sustained struggle to overcome challenges.

Since it was founded in 1973 by Don Davies, IRE has been committed to a more equitable distribution of educational opportunities and achievement for all children across lines of race, ethnicity, language, religion, gender, economic conditions, and geography.

We believe that schools, families, and communities have a shared responsibility for the academic and social success of all children and that partnership is the means to exercise these shared responsibilities collaboratively. For nearly three decades, the Institute for Responsive Education has been bringing about systemic change in American public education, especially for children in low-income communities.

Our Work Includes
- Research.
- Training and Technical Assistance.
- Parent Leadership Exchange.
- Information Dissemination.

For more information, contact Joel Nitzberg, director
joel.nitzberg@cambridgecollege.edu ● 800-877-4723 x1218

International Programs
Cambridge College's alumni, faculty and friends have urged the College to bring our academic programs and culture of adult learning to the working people of other communities beyond the United States.

For over two decades, educators, delegates from ministries of education, and college presidents from several nations have visited Cambridge College from time to time to see for themselves what they can learn from us and what they might accomplish in partnership with us. Now Cambridge College is beginning to build more lasting and substantial collaborations, offering our resources of academic programs, faculty, and adult learning to serve the working people of other nations.

Mission, Needs, Invitations — In accord with our core mission of providing higher education for diverse working adults whose opportunities have been limited or denied, Cambridge College is responding to invitations from other countries to help educate their working adults.

Collaborations & Contributions — The College is beginning to build strong, long-term partnerships with government bodies and local organizations interested in providing increased access to higher education for their working adults; education that will improve their lives, their communities, and their economies.

International Experience — Cambridge College faculty and students in the U.S. will gain an increasingly global perspective.

Center for English Language Learner Support Services & Ladder to Language—Lawrence, MA
Ladder to Language — This program is an intensive and innovative three-term college preparation for English language learners at the intermediate ESL level that provides at 250 hours of instruction, with seven hours of classroom instruction and two hours of structured, community-oriented conversational activities each week for a 12 week term.

This non-credit program prepares participants to enter college or advance in their chosen fields through significant progress in English-language mastery. This program is for:
- Cambridge College applicants whose writing assessments did not show the skills needed for college, and others already enrolled who need support to be successful and complete their degrees.
- Immigrant professionals stymied by the language barrier from translating professional credentials into American careers.
- Adults in the community who need English as a Second Language support to advance in their jobs, receive more education and get a degree in the U.S.

The curriculum is built on the needs of students:

- Term one begins with a complete ESL grammar review and beginning writing skills. ESL newspaper and English reference books immerse students in an English-only environment.
- Term two continues the grammar review and adds personal goal-setting, study groups with others whose goals are similar, and preparation for the challenges of testing and areas of need.
- Term three builds test-taking skills through practice tests and reaching the established personal goals. Students are pre- and post-tested each term.

Extra Support — For Ladder to Language current students and alumni and enrolled Cambridge College students; a series of 5-8 week courses based on 15-20 hours of classroom instruction to build skills needed to be successful in continuing education and completing career goals:

- Ladder to Writing — Covers pre-college writing skills for ESL students.
- Ladder to Speaking — Builds confidence, fluency, and decreases accents.
- Ladder to Computers — Gives adult students an introduction to computers for daily and academic use.

Language Lab — Use new technology and software to build skills and proficiency in all areas of need: listening and comprehension (audio books); speaking (voice recognition software); test-taking skills; and preparation for exams, such as: TOEFL, GED, citizenship, real estate agent; income tax preparer, etc.

For more information, contact Sandy Blanes, Director
sandy.blanes@cambridgecollege.edu 617-230-7391
Fanny Feliz, Staff Assistant & Admissions Counselor
fanny.feliz@cambridgecollege.edu . . . . . 978-738-0502 x 1427

Massachusetts Administrators for Special Education

The Massachusetts Administrators for Special Education (ASE), with main office located at Cambridge College's School of Education, is the lead association representing special education administrators, their assistants and collaborative administrators, and others interested in special education. ASE provides a variety of services to its members:

- Conferences
- Professional development opportunities
- News and other important information including legislative and regulatory developments.
- Representation at the federal and state levels.
- Leadership in advocating for appropriate provision of services to all children and youth in Massachusetts.

For more information, contact
Carla B. Jentz, Executive Director 617-354-4924
contactasema@mindspring.com

Mathematics Institute

The Mathematics Institute provides a variety of mathematics teaching and learning programs and resources for classroom teachers, their students, and parents. Cambridge College and our mathematics faculty help adult learners to achieve their goals in becoming licensed mathematics teachers; or in improving experienced classroom teachers' mathematics content and teaching strategies.

As curriculum and performance standards change, and approaches to teaching mathematics change, the Cambridge College Mathematics Institute is at the forefront of mathematics education:

- Master of education programs in mathematics education at the elementary, middle and high school levels (see School of Education).
- Help for addressing mathematics learning problems with selected children: assessment, evaluation and instruction, diagnosis and remediation of dyscalculia, and curriculum development in mathematics.
- College website offering dynamic and relevant resources for mathematics teaching and learning.
- High powered mathematics content courses provide adult learners with a deeper understanding of the mathematics that they are required to teach.
- Exciting mathematics lessons that help children discover the need and usefulness of mathematics in their daily lives.
- Mathematics teaching and learning techniques and strategies that are at the forefront of teaching *all* students mathematics and not just the few.

For more information, contact
Nicholas Rubino, Ph.D., Coordinator . . . 1-800-877-4723 x1188
www.cambridgecollege.edu/math

Olin Center-Cambridge College Access Program

Cambridge College and the Olin Center for International Study have established a partnership that provides international students the opportunity to strengthen their English skills while earning a diploma in management. The Olin Center provides excellent English language instruction, test preparation, and student services. Students learn the linguistic, cultural, and scholastic skills they need to succeed in the academic environment in the United States. Once a satisfactory level of English comprehension is demonstrated, students may meet with a Cambridge College faculty advisor to plan a program of study. (See International Business Diploma, in both Undergraduate Programs and School of Management.)

Students who satisfactorily complete the International Business Diploma and the Olin Center's highest level of English may apply to Cambridge College's Bachelor of Science in Management Studies or the Master of Management program. The courses of the diploma program may be evaluated for transfer into the degree program.

Schott Fellowship in Early Care & Education

Mission — We ensure quality early education through public policy advocacy. We provide leadership training for 12 fellows; develop and disseminate policy briefs that are timely, relevant and immediately actionable, legislatively and administratively; convene community roundtables to engage stakeholders in early education strategies. We prepare early educators to be architects of change for young children.

The Schott Fellowship is a 1-year fellowship that begins in January, with an application deadline of September 15.

Gain new skills & confidence — The Schott Fellowship provides an opportunity to learn and practice policy skills.

Expand your network — Schott Fellows meet and develop strong relationships with a highly diverse group of early education and care leaders.

Lead organizational change — Fellows mobilize their staff, board members, and clients to take a greater interest in policy solutions and to consider how they can improve their own policies and procedures to better support children and families.

Impact public policy — Fellows are researching policy gaps, and developing innovative solutions including regulations, quality standards, program practices and training.

Be an architect of change — During the fellowship year and beyond, Schott Fellows move into leadership positions with policy responsibilities, train and coach policy leaders, run for office, and speak passionately and publicly on behalf of children and families in Massachusetts.

The Schott Fellowship in Early Care and Education may be right for you if:

- You are a mid-career professional with at least five years experience working with or on behalf of young children. Senior school administrators, early childhood program leaders, child or family advocates are encouraged to apply.
- You demonstrate both commitment and experience working within communities of color and/or economically underserved communities.
- You have experience in, and recognize the role and potential of public policy to promote educational equity and opportunity for all.
- You are currently employed by an organization that works with or on behalf of children and families.
- Your employer will permit you to participate in the Schott Fellowship for two days each month.

Funding has been generously provided by the Schott Foundation for Public Education and The Foundation for Child Development.

For More Information & Application, call 617-873-0678
Valora Washington,
Executive Director . . . valora.washington@cambridgecollege.edu

Jessica D'Amico,
Program Manager . . . . . jessica.damico@cambridgecollege.edu
- www.schottfellowship.org

Year Up

Year Up and Cambridge College have a unique partnership. Our shared goal is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Year Up students are dually enrolled in Year Up and Cambridge College, and can earn up to 18 college credits.

We achieve this mission through a high-expectation, high-support model that combines marketable job skills, stipends, apprenticeships, college credit, and a behavior management system. Year Up is able to assist urban youth in reaching their goals by providing several levels of support, which facilitate these young adults in achieving economic self-sufficiency.

Year Up currently serves more than 400 students a year in Boston, Cambridge, Providence and Washington, D.C. With our newest site in New York City, we will serve more than 450 students in 2007.

Our Program

Year Up is a one-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, college credits, and corporate apprenticeships.

During the first six months of the program, participants focus on skill mastery in desktop support/IT help desk or investment operations. Equal emphasis is placed on developing the professional skills required in today's workplace such as effective communication, leadership, and teamwork.

During the second six months of the program, students are placed in apprenticeships with local partner companies. A stipend is provided to all participants throughout the one-year, full-time educational program.

For more information, visit www.yearup.org or contact

Gerald Chertavian, Founder & CEO

Linda Swardlick-Smith, Director, Community Partners
  & Admissions . . . . admissons@yearup.org

Sara Caimi, Director of Enrollment . . . . .scaimi@yearup.org

Year Up Boston/Cambridge
617-542-1533 - tmartinez@yearup.org

Year Up New York City
212-785-3340 - kking@yearup.org

Year Up Providence
401-421-7819 - jholloway@yearup.org

Year Up Washington, DC
703-312-9327 - tboyea@yearup.org

Cambridge College ⬥

Youth Employment Summit Campaign (YES), Inc.

The YES Campaign works to give the young people of developing countries access to the appropriate resources so that they can effectively craft their own advancement opportunities. YES brings together diverse stakeholders and works with them to develop the capacity of youth to lead employment initiatives; promote youth employment to address key development challenges; and build in-country coalitions to develop national strategies addressing youth unemployment. YES is active in many countries, organizing global summits, regional forums, and a global fund for youth entrepreneurship.

Cambridge College provides a home for the international headquarters of YES, and is partnering with YES to launch an Academy for Youth Social Entrepreneurship. The academy will be an international center training young people as social and economic entrepreneurs, leaders, and community builders.

For More Information , please visit www.yesweb.org or contact:
Poonam Ahluwalia, President ● 781-652-8004 ● info@yesweb.org

POLICIES & PROCEDURES

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.

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

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

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

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.

Please Note

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 in this booklet, 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 by an authorized translation agency and evaluated by the Center for Educational Documentation, 617-338-7171, www.cedevaluations.com; or World Education Services, 1-800-937-3895 or 212-966-6311, www.wes.org. Applicants must call to obtain this service. If original documents are located in countries where there are extenuating circumstances, a notarized copy of the original transcript may be acceptable. International transcripts with translation and evaluation, documenting degrees earned at international institutions, must be received before applicants may enroll.

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.

Cambridge, MA • **800-877-4723** • **www.cambridgecollege.edu**

Undergraduate Study

Application Form — Read and Complete Carefully
- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30.

Official Transcripts documenting your Education
One document from the list below is required:
- High school transcript (original) showing graduation.
- Notarized copy of high school diploma.
- GED certificate (original).
- Official transcript from a regionally accredited college or university showing associate's degree earned or showing credits earned and basis of admission.

You must request an official transcript from the school or college you attended, to be mailed directly to Cambridge College; we must receive it **sealed and unopened** (does not apply to diplomas).

Applicants without a high school diploma or GED certificate may take a federally approved standardized test (at an independent, authorized test center) to establish their ability to benefit from college course work.

Documents for Transfer Credit Evaluation
If you want prior college course work evaluated for transfer credit, please request **official transcripts**. Only official transcripts are evaluated for transfer.

Current Résumé documenting your Experience
Three years of work experience recommended (including employment, volunteer work, training, community involvement, etc.).

Additional Specialized Requirements
Medical Interpreter — Demonstrated proficiency in English and one target language required.

Written Personal Statement/Essay
Briefly describe your *experience and learning*, including learning outside the classroom, such as employment, family, military, volunteer work, and participation in community organizations. Explain your *reasons for further study, and also your personal and professional goals.* Write about 2-4 typed, double-spaced pages, in paragraph form (an outline is not acceptable).

Professional Letter of Reference (1)
See instructions on form provided in the application booklet.

Health Insurance
Required by law for Massachusetts locations and summer residency in greater Boston.

Immunizations Form
Massachusetts — Immunizations are required by law for:
- Programs and courses that will include work at a health care facility.
- International students.
- Full-time study in any degree program.

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

Educator Licensure — MEd & CAGS

Application Form — Read and Complete Carefully

- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30.

Official Transcripts documenting your Education

Degree earned from a regionally accredited college or university:

- M.Ed. applicants: Bachelor's degree required.
- C.A.G.S. 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 for transfer) and
- Course descriptions or syllabi — Photocopies must clearly show the college's name; write your name and social security number on the copies.

Interview with your admissions counselor

Please be prepared to demonstrate the following:

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

Current Résumé documenting your Experience

Five years of work experience recommended.

Additional Specialized Requirements

See program charts for additional requirements:

- Health/Family & Consumer Science
- Mathematics licensure programs
- Professional licensure programs
- School Administration — MEd & CAGS
- Special Education Administrator

Documentation of Licensure and/or Experience

Requirements for programs leading to professional or administrator licensure vary. Please provide documentation of the requirements outlined on your academic program chart (see Academic Catalog).

- Photocopy of your current educator's license, and/or
- Letter on employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the required experience. If uncertain whether your experience is acceptable, please contact the state Dept. of Education.

Students who do not submit this documentation may be admitted to the program by signing a waiver stating that they understand that **they will not be eligible for licensure at the completion of the program.**

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? ***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.

Professional Letters of Reference (2)

See instructions on form provided in the application booklet.
CAGS: one letter should be written by your academic advisor for your completed master's program.

Health Insurance

Required by law for Massachusetts locations and summer residency in greater Boston.

Immunizations Form

Massachusetts — Immunizations are required by law for:

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

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

Cambridge College

Professional Advancement — MEd & CAGS

Application Form — Read and Complete Carefully

- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30. (IMEd $50).

Official Transcripts documenting your Education

Degree earned from a regionally accredited college or university:
- M.Ed. applicants: Bachelor's degree required.
- C.A.G.S. 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 for transfer) and
- Course descriptions or syllabi — Photocopies must clearly show the college's name; write your name and social security number on the copies.

Current Résumé documenting your Experience

Five years of work experience recommended.

Additional Specialized Requirements

- School Nurse Education — Registered nursing license (RN); proof required
- Individualized M.Ed. — See program chart for residency requirement.

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? How do you expect your graduate studies to apply to your school and enhance your future career?

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.

Professional Letter of Reference (1)

See instructions on form provided in the application booklet. **CAGS:** second letter required, written by your academic advisor for your completed master's program.

Health Insurance

Required by law for Massachusetts locations and summer residency in greater Boston.

Immunizations Form

Massachusetts — Immunizations are required by law for:
- Programs and courses that will include work at a health care facility.
- International students.
- Full-time study in any degree program.

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

Counseling Psychology

Application Form — Read and Complete Carefully

- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30.

Official Transcripts documenting your Education

Degree earned from a regionally accredited college or university:
- M.Ed. applicants: Bachelor's degree required.
- C.A.G.S. 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 for transfer) and
- Course descriptions or syllabi — Photocopies must clearly show the college's name; write your name and social security number on the copies.

Current Résumé documenting your experience

Five years of work experience recommended.

Additional Specialized Requirements

CAGS in Counseling Psychology — Meeting with the program coordinator required for information and academic advising:
- To help you understand the CAGS.
- To help us understand your goals regarding further study and licensure.
- To review your transcripts.
- To develop an individualized learning contract.

Written Personal Statement/Essay

Briefly describe your experience and learning, including learning outside the classroom, such as employment, family, military, volunteer work and participation in community organizations. Explain your reasons for further study, and also your personal and professional goals. Write about four typed, double-spaced pages, in paragraph form (an outline is not acceptable).

School Guidance& Adjustment — Describe your professional experience: What are you most proud of? What do you want to improve? How do you best learn? What are your goals and objectives for graduate study and for educator licensure? How do you expect your graduate studies to apply to your school and enhance your future career? ***Make your response specific to the area 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.

Professional Letters of Reference (2)

See instructions on form provided in the application booklet. **CAGS**: one letter should be written by your academic advisor for your completed master's program.

Health Insurance

Required by law for Massachusetts locations and summer residency in greater Boston.

Immunizations Form

Massachusetts — Immunizations are required by law for:
- Programs and courses that will include work at a health care facility.
- International students.
- Full-time study in any degree program.

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

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Cambridge College

Master of Management

Application Form — Read and Complete Carefully

- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30.

Official Transcripts documenting your Education

- Bachelor's degree from a regionally accredited college or university required for M.M. and graduate certificates.

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 request **official transcripts**. Only official transcripts are evaluated for transfer.

Current Résumé documenting your experience

Five years of work experience recommended.

Additional Specialized Requirements

Health Care Management:

- Five years heath care experience.
- Interview with program director or regional center director.

MM Applicants Without a Bachelor's Degree

- Evidence of personal and professional accomplishment, and demonstration of the academic and professional skills needed to succeed in graduate study.

- High school diploma or GED certificate; or associate's degree from a regionally accredited college or university.
- Five years of responsible, relevant work experience recommended.

Applicants' eligibility is evaluated by the Dean of the School of Management (Cambridge) or regional center director.

Written Personal Statement/Essay

Briefly describe your experience and learning, including learning outside the classroom, such as employment, family, military, volunteer work and participation in community organizations. Explain your reasons for further study, and also your personal and professional goals. Write about four typed, double-spaced pages, in paragraph form (an outline is not acceptable).

Professional Letter of Reference (1)

See instructions on form provided in the application booklet.

Health Insurance

Required by law for Massachusetts locations and summer residency in greater Boston.

Immunizations Form

Massachusetts — Immunizations are required by law for:

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

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

Cambridge College

Certificate Programs & Individual Courses

Application Form — Read and Complete Carefully

- Complete all items on the application.
- Sign the application.
- U.S. permanent residents, please attach copy of your permanent resident card (both sides).
- International students, please attach international student form and all required documents listed.
- Include application fee of $30.

Education Required

If you wish to take courses or certificate programs for academic credit, the education required for the corresponding degree programs is also required. Any course prerequisites must also be met.

Immunizations Form

Massachusetts — Immunizations are required by law for:

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

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

Financial Aid

Currently, one certificate is eligible for financial aid, the Medical Interpreter training program taken for academic credit. Please contact the Financial Aid Office for more information.

Transfer Credit Limited

Courses taken at Cambridge College and other colleges or universities before you enroll in a degree program will be evaluated and counted as transfer credits (see Transfer of Credit).

- Courses must meet all criteria for transfer, so acceptance cannot be guaranteed.
- Each degree program can accept only a limited number of transfer credits. ***Do not take more credits than this limit before seeking academic advising*** about enrolling in a degree program.

Evaluation of non-credit courses for bachelor's degree credit—
If you enroll later in Cambridge College and a non-credit course you took earlier was college-level work that meets the requirements of your degree program, you may create a portfolio showing evidence of your learning equivalent to the college course (evaluation fee required). Contact the undergraduate academic advising office for information.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College

- Understanding of advanced graduate-level research (qualitative and quantitative).
- Experience with data analysis and data-driven decision making.
- Clear and coherent writing ability.

For each document that you include in your portfolio, 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.

Kinds of documents —You may include portions of your action research or thesis paper; examples of curricula or school improvement plans that you have developed for use in your school or district; memos, letters, or articles written by you or about your work; reports, charts, or graphs that you have created, transcribed speeches you have given; course syllabi from college-level courses you have taught; synopses of workshops or conferences at which you have presented, or any other printed material providing evidence of your skills, experience and potential to perform at the doctoral level.

Groups of items — It may be difficult to illustrate a point with one item. If so, you might show the progression of a particular situation by including initiating memos, meeting minutes showing the process and decisions, and then a report of the implementation and outcomes. Please make sure it is clear when items are meant to be viewed as an aggregate.

Formatting & binding — The front cover and each page should include your name and date of application. Print or affix 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. Do not use staples or plastic sleeves. Do not submit 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 width of the bound portfolio should not exceed 1 inch.

Submit copies only, because your portfolio will not be returned to you. Keep originals for your records.

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, the Office of Doctoral Studies 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. 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, the ability to communicate ideas, and the correct use of English.
- Enthusiasm, sincerity, and serious intent to become a licensed educator.

One member of the Admission Committee will conduct your interview. Upon receipt of your completed application, the doctoral program office will contact you to set up a time for the interview. Please make sure your application lists a phone number and e-mail address where you can be reached, and check your messages often.

Documentation of Licensure and/or Experience

Requirements for programs leading to administrator licensure vary. Please provide documentation of the requirements outlined on your academic program chart (see Academic Catalog).
- Photocopy of your current educator's license, and/or
- Letter on employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the required experience. If uncertain whether your experience is acceptable, please contact the state Dept. of Education.

Students who do not submit this documentation may be admitted to the program by signing a waiver stating that they understand that **they will not be eligible for licensure at the completion of the program.**

6. Health Insurance

Required by law for Massachusetts locations, including NITE Northeast.

7. Immunizations Form

Massachusetts — Immunizations are required by law for:
- Programs and courses that will include work at a health care facility.
- International students.
- Full-time study in any degree program.

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

Cambridge College

International Students

Cambridge College welcomes international students in its degree programs. **For assistance**, please speak with your admissions counselor or the International Students Office.

Contact the Cambridge College Director of International Students:
From outside the US — Please e-mail Bruce Grigsby, at bruce.grigsby@cambridgecollege.edu
From inside the US — Please call 1-800-877-4723 ext. 1142 or use the e-mail address above.
Website — www.cambridgecollege.edu

English Language Study & Support
International students whose TOEFL scores do not meet the level required (see below) are encouraged to enroll in an English language program that prepares students for academic study in the U.S. The following organizations provide excellent English language instruction and services for international students. In their friendly and supportive environment, students learn the linguistic, cultural, and scholastic skills needed to succeed in the academic environment in the US.

ELS Language Center
1000 Massachusetts Avenue, Room 302
617-873-0686 ● cphillilps@els.edu ● www.els.edu

Olin Center for International Study
342 Newbury Street, Boston, MA 02115 USA
617-247-3033 ● admin@olinenter.com ● www.olincenter.com

International Student Documents Required
International students must meet all regular admission requirements and supply all regularly required documentation. See Admission, above. In addition, all the following are required:

☐ **Application Form and International Student Information & I-20 Request Form** — Although international students may apply electronically on the Cambridge College website or fax an application form to the College, they are required to send in paper forms with their original handwritten signature and date, before enrollment is permitted.

☐ **Copy of TOEFL Scores** (Test of English as a Foreign Language) Required score options:
● Paper-based TOEFL: 550
● Computer-based TOEFL: 213
● Internet-based TOEFL: 79-80

Your TOEFL score is required unless you have a degree from an English-language college or university, or your native language is English. TOEFL test scores are valid for only two years.

If your score is lower or not available, please contact a language school of your choice (see above), and enroll in a college-preparatory English language program.

Contact the TOEFL office:
TOEFL, P.O.Box 6151, Princeton, NJ 08541-6151 USA
www.toefl.org

☐ **Copy of Passport** (front and back) showing your current passport number, expiration date, your complete name and date of birth. Also, passports of all family members traveling with you.

☐ **Letter of Credit** from your bank or your sponsor's bank (dated within the last 60 days) to assure that funds are available for all academic expenses (tuition, books, computer, etc.) and personal expenses (living, housing, medical/insurance, transportation, etc.) for the complete degree program.

To find out the amount you will need, see Tuition and Fees, and contact your admissions counselor or the International Students Office.

☐ **Notarized Affidavit of Support** stating that your sponsor is responsible for your tuition, fees, transportation, and living expenses, signed by the person or organization that will sponsor you.

☐ **Copy of Your I-94** (front and back) if you are in the U.S.

☐ **Copy of Your U.S. Visa —** B-1 and B-2 visitors' visas and F-2 dependent visas are not acceptable. You are required to change to F-1 status to pursue college study (part time or full time). Please submit all your paperwork to the government and allow at least 90 days for processing. You cannot enroll at the College until the change has been approved by the federal authorities.

☐ **Copy of Your I-20 Certificate** of eligibility for a non-immigrant F-1 student — required if you are transferring or graduating from a language school, training program, college or university in the U.S. You must be in good academic standing at that institution and must notify that institution that you are transferring to Cambridge College before you can transfer and receive a new I-20.

You must not be out of status in the U.S. Student & Exchange Visitor Information System (SEVIS).

If you are applying from outside the U.S. or do not have an I-20 Certificate, you must meet all Cambridge College admissions requirements and US federal requirements before the College may issue your I-20 Certificate.

Federal rules for student visas may change at any time. Check with the Bureau of US Citizenship and Immigration Services (USCIS) for current information (www.uscis.gov), or see www.nafsa.org/.

☐ **Immunizations Form** — See Admission.

Cambridge College

Full-Time-Study & Academic Standing

International students are required by USCIS to maintain full-time status at Cambridge College, taking 12 credits in an undergraduate program or eight credits in a graduate program each term (Fall, Spring, Summer). Only in the final term of study may students take fewer credits.

International students may enroll in no more than one online course each term, as stated by USCIS.

According to law, Cambridge College notifies the USCIS if a student takes fewer credits, is not in good academic standing, does not enroll, or otherwise does not meet all requirements for student standing.

Transfer Credit Limited

Courses taken at Cambridge College and other colleges or universities before you enroll in a degree program will be evaluated and counted as transfer credits (see Transfer of Credit).

- Courses must meet all criteria for transfer, so acceptance cannot be guaranteed.
- Each degree program can accept only a limited number of transfer credits. ***Do not take more credits than this limit before seeking academic advising*** about enrolling in a degree program.

Financial Planning

Tuition and Fees — See Tuition & Fees.

Payment and Refunds — See Payment & Refunds.

Scholarships and Student Loans are not available to international students.

Student Health Insurance — All students who do not already have insurance coverage by a qualified health insurance plan must enroll in a qualified student insurance plan. International students may enroll in the Student Injury and Sickness Insurance Plan. Applications are available at the Bursar's Office.

Housing and Living — Cambridge College students, including internationals, are responsible for their own housing, transportation, and all other living arrangements and expenses. The College does not have dormitories, except for the five-week NITE Summer Institute.

Employment — According to government regulations, international students are not allowed to work off-campus during their first year of study. Thereafter, international students may apply to the federal immigration authorities for permission to work off-campus.

Address & Address Change

International students are required to provide to the College their US street address and street address in their home country. A post office box number is not acceptable.

All international students who have changed their address are required to notify the USCIS and the Cambridge College International Students Office. Forms are available in the International Students Office. You may become "out of status" with the USCIS if you do not file the required form.

Vacation Periods & Holidays

Please see the College Calendar.

Optional Practical Training (OPT)

International students who want optional practical training (OPT) are required to apply before they finish their last semester of study.

Financial Aid

Financial aid is available for students who qualify, to assist them in financing their 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.
- Have a high school diploma, GED, or pass an approved ability to benefit test.
- Male students ages 18-25 must be registered for Selective Service.
- 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, books, and reasonable living and transportation costs (Transportation costs over $1,000 require documentation.) 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 enrolled in certain degree programs receive one computer from Cambridge College. The cost is included in tuition and is thereby included in the financial aid package.

Purchase or rental of a personal computer for academic purposes may be **reimbursed with a federal student loan.** Proof of purchase or rental must be submitted to the Financial Aid Office before the loan will be written. The printed receipt must show:

- Amount paid for the computer system/monitor.
- Student's name.
- Date of purchase (no more than 60 days prior to the beginning of the term) **An invoice is not acceptable.**

Selected computers may be available to the Cambridge College community at specially reduced prices. Go to the Cambridge College web site for current information.

Books and supplies — 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 submits 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.

The Financial Aid Application Process

Student-Initiated Process — You are encouraged to apply for financial aid as soon as you have applied for admission. A complete application for admission to an eligible degree or certificate program must be submitted before funds can be posted to your student account. **Financial aid may be awarded only when your financial aid file is complete and all data verified.**

Step 1: Complete the Cambridge College Financial Aid Application. Go to www.cambridgecollege.edu/financialaid/ to get this institutional application form.

Step 2: Apply for a PIN (Personal Identification Number). A PIN will allow you to electronically sign your Free Application for Student Aid (FAFSA) and Master Promissory Note (MPN). Go to www.fafsa.ed.gov/ and click on the PIN Site option within the toolbar. 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.

Step 3: Complete the 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 2007	2007-08	2006	Sept. 20, 2007
Spring 2008	2007-08	2006	Jan. 20, 2008
Summer 2008	2007-08	2006	June 10, 2008

For assistance with the FAFSA, you may call the FAFSA hotline at 1-800-433-3243. 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: Complete Mandatory Entrance Loan Counseling — All new students must complete entrance loan counseling prior to loans being disbursed to their account. Go to www.cambridge-college.edu/financialaid/ and follow instructions.

Step 5: Complete a Master Promissory Note for the Federal Stafford Loan — Students, whether you have borrowed before at prior schools or not, you must complete a new promissory note. Go to www.cambridgecollege.edu/financialaid/ and follow instructions.

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.

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 (S.E.O.G.) for undergraduate students range from $500 to $2,000. Preference is given to Pell Grant recipients with high financial need.

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.

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

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 (current rate for 2007/2008 is 6.80%) 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.

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.

Cambridge College Scholarships

Through the generosity of foundations, corporations, alumni and friends, Cambridge College offers scholarships to its students on the basis of demonstrated need. Students must be enrolled for one term before being considered for a scholarship.

Students must complete a Free Application for Federal Student Aid (FAFSA) and a scholarship application to be considered. Submit the scholarship application to the Financial Aid Office at Cambridge.

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.

Cambridge College

Students Without a High School Diploma

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

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

Short-term Tuition Deferment

After the Financial Aid Office has received and approved an application for a federally guaranteed student loan, tuition payment may be deferred for no more than one term. Temporary clearance to register for classes is given pending loan approval by the U.S. Department of Education and receipt of loan disbursements. If a loan is rejected, the student remains fully liable for all charges. Students must apply for the loans and follow up with the Financial Aid Office.

In-School Deferment of Prior Student Loans

Students enrolling in eligible degree programs may 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, pending any change of enrollment status.

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

Satisfactory Academic Progress

Students must be making satisfactory academic progress to continue on at Cambridge College as well as receive financial aid. At the end of each academic year (spring term), the financial aid office reviews all students (graduate and undergraduate) and their academic progress.

Academic progress is measured using career hours. Students are considered to be making satisfactory progress when 50% or more of the total number of credits attempted are satisfactorily completed. Unsatisfactory progress includes grades of Incomplete, No Show, and No Credit.

Based on enrollment in each of two consecutive terms:	Students must satisfactorily complete:
12 or more credits.	9 credits
9-11 credits	6 credits
6-8 credits.	5 credits
Less than 6 credits.	3 credits

Financial aid warning — If after two consecutive terms students are not completing the required credits, they will be put on financial aid warning. They will have one additional term to make satisfactory progress. If after the end of the warning period they do not meet the satisfactory progress standard, they will be ineligible to receive financial aid until they do meet the standards of satisfactory progress.

Appeal — Students may use the financial aid appeal process if they feel there is a reasonable explanation as to why they had difficulty. The appeal will be carefully reviewed by a SAP committee with the final decision made by the Director of Financial Aid.

Determining Grade Level

In accordance with federal guidelines for determining awards, undergraduate students are classified by grade level. For example, students are classified as first year until they have completed 30 or more credit hours. Students must complete at least 24 credit hours before advancing to the next grade level.

Responsibility as a Student Loan Borrower

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

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

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

Perkins Loan Rehabilitation

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

In the case of borrowers who have a judgement rendered on their loan, borrower payments must be "voluntary" — equal to the amount required under the judgement.

Transfer of Credit

Transfer credit requests are evaluated on the basis of official transcripts only. Once all transcripts have been received by Enrollment Services, 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.
- 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, (800) 937-3895 or (212) 966-6311, www.wes.org.
- 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 a graduate program, fill out form (available in application booklet) and attach course descriptions or syllabi. Photocopies must clearly show the college's name, your name, and social security number.

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
Bachelor's programs (At least 30 credits, including 12 in the major, must be completed at Cambridge College.)	90	no limit
(some courses may have time limit)		5 years
Counseling psychology programs (MEd & CAGS)	9	5 years
School Guidance Counseling	12	5 years
Education programs (MEd, CAGS, EdD)		
MEd programs without licensure (except as noted on program chart)	12	no limit
MEd concentration in Humanities	0	n/a
MEd licensure programs, CAGS, & EdD/CAGS (except as listed below)	12	10 years
Instructional Technology	12	3 years
Technology, law and finance courses for licensure		3 years
EdD/Professional without CAGS	21	10 years
EdD/Executive (27 credits required)	33	10 years
Master of Management	9	7 years
Courses from one Cambridge College management certificate	12	3 years

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

Undergraduate Transfer Credit

Associate's degrees from regionally accredited institutions are accepted in their entirety at 60-69 credits, including only the courses actually required for the degree.

Additional credits, second associate's degrees, and associate's degrees from nationally accredited colleges authorized to grant associate's and/or bachelor's degrees are evaluated as follows.

- Grade required: C (2.0) or better (C-minus not accepted).
- Course content and level must fulfill current, specific course requirements.

Kinds of Acceptable Credits—Please Send Official Transcripts

- College level courses.
- Credits over 60 must be upper level (300-400; junior/senior).
- Completed at regionally or nationally accredited colleges authorized to grant associate's or bachelor's degrees.
- Prior learning transcripts evaluated by the American Council of Education, including military transcripts (accepted at a 2/3 ratio; 30-credit cap).
- College level nationally standardized exams (for example CLEP, DANTES, DSST).
- Cambridge College courses taken as a non-degree student are evaluated and counted as transfer credit. The transfer credit limit may not be exceeded.
- Cambridge College Access courses may be accepted only if the master's degree was not completed.

NOT Acceptable for Undergraduate Credit

- Courses taken at institutions without regional or national accreditation. (However, portfolios or standardized exams documenting the learning gained from such courses may be evaluated for possible credit. Contact the Undergraduate Programs Office for information.)
- Developmental, pre-college level courses.
- Courses credited toward a prior bachelor's degree.
- Professional Development Points (PDP) and Continuing Education Units (CEU).

Undergraduate Transfer Credits Earned After Enrollment

Standardized exams and courses taken at other institutions after enrolling in Cambridge College must meet all requirements for transfer, and are included in the maximum of 90 transfer credits.

- Nationally standardized exams such as CLEP and DANTES are accepted for credit in the undergraduate programs.
- Prior written approval by the dean is required before taking courses at other institutions.
- Undergraduate courses taken during an absence from the College may be reviewed for possible transfer by petition to the dean.

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.
- Credit-bearing graduate courses accepted by the offering institution into their own graduate/post-graduate degree programs.
- Courses must meet current program requirements.

Please Note:

- 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

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

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 Education (DOE) as a "waiver." Records of all waivers are kept in student files, and are subject to audit at any time by the Mass. DOE. 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:
   toll-free: 1-800-877-4723, x1101
   direct line: 617-873-0101

In order to register online, the College requires that you be informed and agree to specific policies governing student accounts. When you first connect to the 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.

Special Students Registration
Special students (non-degree students) must complete a paper registration form, available from the Registrar's Office or on the website.

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 Admissions before you can register for your second term.

Student Holds & Notification

A *hold* may be placed on your student record for academic reasons (e.g. two or more Incomplete grades), admission (e.g. missing documents), business, or financial aid reasons; or graduation issues. A hold will prevent you from registering. Before continuing 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 online for additional courses up to the first class session if space is available and department policies are followed. 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 appropriate Dean, explaining the circumstances compelling the withdrawal, including dates. The Dean's office informs other offices of the decision. NITE students may write to the NITE program director.

Non-Degree Students

Special students may take courses for credit without enrolling in a degree program at Cambridge College. All course prerequisites must be met.

Financial Aid — To be eligible for financial aid, enrollment in a degree program or eligible certificate program is required:
- *Certificate of Advanced Graduate Studies* is a degree program and is therefore eligible for financial aid.
- *Medical Interpreter* certificate program (non-credit or for-credit) is eligible for financial aid.

Not eligible for financial aid:
- All other certificate and non-degree programs
- Courses taken without enrolling in a complete degree program or eligible certificate

Transfer Credit — Cambridge College courses taken without enrolling in a degree program may be evaluated for transfer credit if you enroll at a later time. The number of transfer credits accepted varies by program, and courses must meet all criteria for transfer. (see Transfer Credit).

Cambridge College can not guarantee acceptance of all such credits, because they may not meet current program requirements and other criteria for transfer.

Tuition & Fees

Fall 2007 rates as of June 2007 • Subject to change without notice • For more information, please call 1-800-877-4723, x1326.
For all National Institute for Teaching Excellence (NITE) expenses, see the NITE Catalog.

Admission

Application fee (non-refundable). $30

Application fee - IMEd (non-refundable) $50

Application fee - EdD (non-refundable) $100

Admission deposit (non-refundable, credited to tuition). . . $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, BS (per credit) $345

MEd (per credit) $415

CAGS, EdD/CAGS (per credit) $525

EdD Executive (ED prefixes, per credit) $1,095

Puerto Rico: MEd, IMEd (per credit) $325

MM (per credit) $500

MM/AdaptNet (per credit) $560

MM E-Commerce (per credit) $545

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.

Special Rates

Alumni College/outreach courses . . . . Special rates apply;
See program director for information.

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

Course audit fee. $150
Per credit ($450 for a 3-credit course); subject to the same add/
drop refund and tuition liability policy as are courses for credit.

Undergraduate Certificates–non-credit (per course) $495

Graduate Certificates–non-credit (per course) $550

Other Charges

Check returned by bank. $25

Computer purchase (if needed or desired) . . . . .TBD

Course materials fee (for materials provided in class) . . variable

Counseling Psychology internship/practicum fee
(MEd and CAGS; 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.

Individualized M.Ed. — Additional fees may be charged
by the International Institute for Humane Education.

EIM610 materials fee (charged in first term) $250

IMEd misc. administrative fee (charged in first term). $250

Payment plan service charge (per term) $60

Student Injury and Sickness Insurance Plan — Required of all
matriculated students by Massachusetts state law.

Undergraduate portfolio evaluation fee $100
Per credit attempted ($300 for a 3-credit course)

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. $20
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

EdD Late Dissertation/White Paper & Continuation fee .$1,500
Per term, if not completed with your cohort group

Payment & Refunds

Payment

Provision for payment of tuition is required prior to registration for each term. Tuition bills are prepared on the basis of course registrations each term. Registration is officially cleared by the 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 to the Cambridge College web site for further details and application forms.

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

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

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

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

Non-payment — Cambridge College routinely reports account information to a credit bureau. Students are encouraged to make payment arrangements with the Bursar's Office in the event of hardship.

Failure to fulfill tuition obligations in a timely manner may result in disenrollment. Transcripts, diplomas, and certificates are held by the College until debts are clear. Student debts may be submitted to a collection agency for processing. In such case, the student is liable for any court and agency costs, as allowed by Massachusetts law, which may total 40% of the outstanding bill.

Tuition Credit & 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 form, remain liable for full tuition.**

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

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

Before the add/drop deadline 100%

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

After third class. 0%

All other courses:

Before the first class 100%

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

After the second class 0%

Students considering a leave of absence or withdrawal from the College are urged to see the 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.

GENERAL REFUND POLICY

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

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 (see below).

Refund schedule for intensive courses:

Before course starts 100%

After course starts 0%

REPAYMENT OF FEDERAL FUNDS

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

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

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

Your disbursement or repayment owed:

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

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

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

REPAYMENT OF MASSACHUSETTS FUNDS

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

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

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

The following are then applied to your tuition fees:

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

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

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

Your disbursement or repayment owed:

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

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

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

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

EXCESS FUNDS

In accordance with federal regulations, excess funds from federal financial aid, over and above current charges, cannot be held without written authorization from the student. Those funds will be available after term balances have been paid.

Graduation Clearance

Diplomas, certificates and transcripts are released only upon full payment. All tuition and other charges must be paid in full by the published graduation clearance deadline. Student accounts that are not fully paid by graduation clearance day may be turned over to a collection agency if the account continues to be delinquent. In such cases, the student is liable for any court or agency costs (as allowed by Massachusetts law) which may total 40% of the outstanding bill.

Cambridge, MA ● **800-877-4723** ● **www.cambridgecollege.edu**

Academic Policies & Procedures

See also the introduction to your school or program:
Undergraduate Programs ● School of Psychology & Counseling ● School of Education ● School of Management

Academic Credit & Time Management

A semester hour of credit is a quantification of student learning, representing the amount of time a typical student is expected to devote to learning the course material. In traditional classroom settings, the expectation for undergraduates is generally two hours of outside work for every hour spent in class. For graduate students, less time is typically spent in class and more time is committed to outside study — generally three hours for every hour spent in class. Including both class time and study time, a semester hour of credit for the average student entails approximately forty hours of time devoted to active learning. A three-credit course therefore involves approximately 120 hours of commitment during the term.

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

Academic Integrity

Students are expected to maintain integrity in all academic work. They will not attempt to get grades by any means other than honest academic effort. All work must be completed by individual students except for group projects. It is not permissible to hand in the same work for different courses.

Plagiarism is the use of another's work, thoughts, or language without giving credit. Cambridge College students will not summarize, copy, or use the work of another person or source without proper acknowledgement. Plagiarism is dishonest and a serious academic offense.

Any breach of academic integrity is grounds for a grade of No Credit in academic courses and/or dismissal. (See Disenrollment.)

Admission Files

All supporting materials required for admission must be in each student's file. If your admissions file is not complete at the time of enrollment, you will receive written notification from the Enrollment Services Office during the first term. If your file is not complete before web registration opens for your second term, the College reserves the right to put a hold on further course registration. The hold will not be removed until the admissions folder is complete.

All application materials become part of your file at Cambridge College and will not be returned. Materials received as part of the applications process may not be removed or duplicated for your personal use nor forwarded to any third party. Applicants who are not admitted, or who are admitted and do not enroll in a Cambridge College academic program, do not have access to their files.

Auditing Courses

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

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

No financial aid is available for auditing courses. An audited course must be dropped before the add/drop deadline in order not to incur financial obligations.

Changing Program or Concentration

Students should consider any change of program or concentration carefully and explore the financial and academic implications including the following:
● Different program requirements may necessitate taking additional courses, which take additional time, effort, and expense.
● Costs may differ in another program.
● Financial aid rules and awards may differ.
● Transfer credits accepted may differ in another program.

Process

Meet with your current academic advisor, the director/coordinator of your new program, and the department program director to discuss the change and get approval. Get a Request for Change of Academic Program form from the web site or the Registrar's Office.

Complete the form and obtain the required signatures indicating approval and submit the completed form to the Registrar's Office.

Note: all students receiving financial aid must see a Financial Aid officer before making any change.

Cambridge College

If the completed form is received by the Dean of your school before the add/drop deadline, the change takes effect in the current term. Changes completed later in the term take effect in the following term.

Class Attendance

Makeup arrangements for missed material should be made with the instructor. Instructors determine the number of hours that a student may miss and still receive credit for the course after making up the work missed. Any religious holiday not listed in the Academic Calendar may be accommodated by faculty and their students (see Religious Observance).

College Right to Change Courses & Related Policies

At Cambridge College, course structures often vary considerably from the traditional norm. The amount of time in class varies with the nature of the course and its level. Cambridge College reserves the right to change course structure, course content, course requirements, course offerings, and course availability solely at its own discretion as it deems necessary and appropriate.

Course/Faculty Evaluation by Students

Course evaluations, at the end of each course, are an important means of providing feedback to faculty instructors, thereby supporting them in improving courses and instruction. Course evaluations are done online with simple and straightforward three step process. Students will be directed to the online course evaluations website, to log on, and evaluate the course(s) they have just completed.

Course Load—Registration Limits

The online web registration system limits course registration each term to the maximum number of credits recommended per term by the faculty.

- Undergraduate students — 15 credits limit. Students wishing to register for more credits need approval from their academic advisor and the undergraduate dean.
- Graduate students — 12 credits limit. (NITE students take 15 credits in the first summer in residence.)

Course Waivers

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

Counseling Psychology — Course waivers are typically requested along with evaluation of transfer credit. (See Transfer Credit.)

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

Courses Taken at Other Institutions After Matriculation

Undergraduate — Only the following may be accepted into a Cambridge College undergraduate program while a student is enrolled in the program.

- Courses needed for graduation that are not offered within two terms of the anticipated graduation date.
- Electives not available at Cambridge College.

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

Graduate — Courses taken at other institutions while a student is enrolled in a Cambridge College master's degree program may not be transferred towards that degree.

Faculty Availability & Response

Faculty are expected to respond, orally or in writing, to student work, concerns, and questions, and to return phone calls within 48 hours. Faculty are expected to return papers to students within two weeks of the end of the term if students request. (Note: The ILP and other final projects and portfolios for credit become the property of the College and are not returned.)

Grades

Because Cambridge College subscribes to principles of adult learning, a non-competitive learning environment is encouraged. Cambridge College transcripts are success-based, presenting a record only of learning accomplished.

GRADUATE & POST-GRADUATE GRADES

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

Incomplete ILP/IRP Projects — Students have up to three years from the expected graduation date (based on entry date and length of program) to complete and have the final project (ILP or IRP) approved. An extension may be granted by the dean. If the original faculty advisor is not available, the dean will assign another faculty member to supervise the completion of the project.

UNDERGRADUATE GRADES

Undergraduate programs award letter grades. Grades of Credit or No Credit are awarded only for portfolios, challenge exams, standardized exams, seminars, and skill development courses (letter grades are awarded for WRT090).

Grades are based on performance in relation to learning outcomes listed on each course syllabus.

Advanced	A	Very high proficiency, outstanding
	B	Commendable
Intermediate	C	Satisfactory
Beginning	D	Developing
	INC	Additional Work Needed

Advanced indicates strength. The student demonstrates ability to synthesize, construct, create, evaluate, and anticipate, and has made significant progress beyond initial assessment.

Intermediate indicates satisfactory skill level. The student demonstrates ability to apply, analyze, demonstrate, interpret, and predict.

Beginning indicates that skills and knowledge are developing. The student is beginning to recognize, identify, access, classify, describe information.

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

Undergraduate students may take one out of every five courses (no more than 20% of courses taken at Cambridge College) for a grade of Credit/No Credit. Since grades are needed to determine satisfactory academic progress and eligibility for graduation, Credit/No Credit courses must be limited.

GRADES — GENERAL DEFINITIONS & POLICIES
Credit (CR) is a grade, based on mastery of course content and effective oral and written communication.
- Undergraduate programs — equivalent to D or better
- Graduate and Post-graduate programs — equivalent to B or better

No Credit (NC) means that the student has not met expectations and that the academic work will not be counted toward degree requirements. Students who receive a grade of No Credit in a required course or seminar are required to repeat the course or seminar. In general, reasons for a grade of No Credit include:
- Lack of class attendance—absent for more than four hours of class time.
- Required work not completed to the instructor's standards.
- Failing grades on required work.

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

Incomplete (INC) grades are assigned only to students making satisfactory progress in the course and who need additional time to complete course requirements. Incomplete grades are not awarded for unsatisfactory work.

In the undergraduate programs at least 2/3 of the course work must be complete and satisfactory to get a grade of INC.

The instructor and student must complete an *Agreement to Finish Incomplete Course Work* form. This learning contract outlines the assignments completed and approved, lists the assignments yet to be completed in order for the student to receive credit, and specifies a deadline for completing the course work satisfactorily.

The remaining work must be completed by the end of the term after the course was taken or the grade becomes No Credit/Incomplete and the course must be repeated.

It is the student's responsibility to consult with the course instructor about completing all coursework and removing the incomplete grades.

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

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

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

Graduation
Grades Required — Undergraduate
Students must successfully complete all components of their academic program (see your program chart in the catalog) with grades of D or better, or Credit. A cumulative grade point average of 2.0 (letter grade of C) is required for all courses completed at Cambridge College. A cumulative GPA of 2.0 is required before entering the final term.

Grades Required — Graduate
Grades of B or better are required for successful completion of all graduate courses counted towards degree completion.

CLEARANCE
The records of all students who are expected to graduate are reviewed at the end of each term by the Registrar's Office to ensure that all academic requirements have been successfully completed. Records are approved (cleared) by the Bursar's Office and by the Financial Aid Office if applicable.
- ***You must inform the Registrar's Office of your anticipated graduation date*** in order for your records to be reviewed for graduation clearance.
- Student loan recipients must participate in exit interview counseling (see Financial Aid).

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

DEGREE CONFERRAL
The College has three degree conferral dates each year, shortly after the end of each term. A student who completes all the requirements for his/her academic program in August, January, or June, and successfully completes the graduation clearance process can get an official transcript from the Registrar's Office at any time after the degree conferral date (see Transcripts.)

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

COMMENCEMENT CEREMONY

Diplomas will be presented at official commencement ceremonies of the College to all students who have been financially and academically cleared and have indicated that they are attending the event. If you are unable to attend the commencement exercises, your diploma will be mailed (UPS) to the address that is currently in the College computer system. If you have changed your address or would like your diploma mailed to a different address, you must file an official Change of Address form with the Registrar's Office.

"March Only" Conditions — The College has a "march only" policy/procedure that allows students to participate in the commencement exercises with the following conditions:

- All core requirements, including the final project (Capstone, ILP/ IRP, or Action Research Project) and required practicum and/or internship, must be completed and a passing grade documented in your academic record by the grade posting deadline.
- Fewer than six credits remain to be completed for your course of study.
- Academic completion is anticipated in the next term (Summer) and registration for the summer term has been processed.

If all conditions listed above are fulfilled, a student must: Submit a written petition to the Registrar no later than April 15 to "march only" in the graduation ceremony and acknowledging fulfillment of the College's criteria for participation.

Identification Cards

Cambridge College student I.D. cards are available upon acceptance. To get your ID card (or to replace a lost card), students at the Cambridge campus should visit the Student Records Office to have their photo taken and receive their ID card. Students at regional centers should visit their main office. The card also serves as identification for entrance into libraries and application for a borrower's card as well as for many student discounts at libraries, museums, etc.

Late Degree Completion — Active Candidacy

Students are expected to complete their degree requirements by the scheduled graduation date. Students must be registered in the term in which they plan to graduate. Students who a) have not been cleared for graduation by that date or b) have only to finish incomplete courses or ILP/Capstone must register for "active candidacy" for the following term(s) and pay applicable fees (see Tuition and Fees).

Leave of Absence or Withdrawal

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

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

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

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

Licensure Policies & Licensure Program Policies

- See introduction to Educator Licensure Programs and get more information from program coordinator.
- For policies related to counseling licensures, see introduction to the School of Psychology & Counseling, and get more information from the program coordinator or School of Psychology & Counseling Office.

Returning Students

Students who withdraw or take a leave of absence, and subsequently desire to return to an uncompleted academic program, must request reinstatement. Students must:

- Inform their program coordinator and dean in writing; they must approve the reinstatement.
- Fulfill all financial obligations before registering for a new term.
- Contact the Financial Aid Office to re-apply for aid, if they had received financial aid.
- Fulfill the program requirements current at the time of their return.
- Contact the Transfer Credit Office, requesting revision of any previous transfer credits. Revision will be made according to policies and limits in effect at the time of their return.
- **After five years' absence** from the College, students must submit a new application to the College in order to be readmitted.

Satisfactory Academic Progress (SAP)

Students must be making satisfactory academic progress to continue on at Cambridge College as well as receive financial aid. Progress is measured using career hours (credit hours actually earned).

- Satisfactory progress — 50% or more of the credits attempted are satisfactorily completed.
- Unsatisfactory progress — Grades of Incompletes, No Show and No Credit.

Financial Aid SAP Review is conducted at the end of each Spring Term. See Financial Aid.

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

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

Student Contact Information Updates

To facilitate communication, students are expected to visit the Registrar's Office to complete a change of address form to update home and work addresses and telephone numbers, or correct misspellings. Students who wish to change their names must present sufficient identification (e.g., marriage certificate, notarized letter, driver's license) to the Registrar's Office.

Transcripts

Students may request copies of their official transcripts from the Registrar's Office. Many graduates present official transcripts to their employers indicating that the degree has been conferred. Transcripts for graduating students are not released until after the degree conferral date.

All requests must be made in writing, accompanied by a check or money order for the transcript fee. (A transcript request form is available on the website).

Every effort is made by the Registrar's Office to give graduates priority (turnaround time 5-7 days).

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

Learning Community Rights & Responsibilities

Alcohol & Drugs

The **unlawful** use, manufacture, distribution, dispensation, sale, or possession of any illegal drug is prohibited at all locations of Cambridge College at all times and at all College-sponsored events.

All Cambridge College faculty, staff and students are expected to abide by all federal, state and local laws, including those regulating the use, possession, sale, distribution, manufacture and cultivation of illicit drugs and alcohol.

In accordance with the Drug Free Schools and Communities Act Amendments of 1989, Cambridge College prohibits the **unlawful** use, manufacture, distribution, dispensation, sale and possession of drugs and alcohol by students, administrators, faculty, staff and all others on its property or in any of its activities.

The College will take disciplinary action against violators, consistent with federal, state, and local laws. Such action may include requiring satisfactory participation in a substance abuse treatment, counseling or education program as a condition of reinstatement. Students may face expulsion, disenrollment, or probation with contingencies for reinstatement. Students may also face criminal prosecution.

In addition, beginning on July 1, 2000, the 1998 Amendments to the Higher Education Act mandate the suspension of eligibility for financial aid for students convicted of drug related offenses.

As a member of the Cambridge College community, it is your responsibility to know and abide by all campus rules and regulations, to understand the risks associated with the use and abuse of alcohol and illegal drugs and to assist in creating an environment that promotes health-enhancing attitudes and activities.

At the main campus, a list of counseling resources is available from the Director of Student Academic Support Services:

- Drug and alcohol counseling rehabilitation programs.
- Local agencies and/or private practitioners who provide assistance in the areas of alcohol and substance abuse.

At regional centers, this information is available from the director.

The full Cambridge College Alcohol & Drug Policy is available on the Cambridge College website, www.cambridgecollege.edu/.

Children at the College

In order to protect the safety and security of your children, as well as the educational environment, children under the age of 18 are not allowed to accompany parents or guardians to class. Children may accompany their parents or guardians when visiting the College for non-academic reasons, for example: registering for classes, paying bills, etc. Children must never be left unattended by the parent or guardian on the College's property.

Please arrange childcare off-site during class time, tutoring, etc. Parents/guardians are responsible for childcare and supervision at all times. Cambridge College is not responsible for children unattended by the parent or guardian.

Complaints & Appeals

Resolution of complaints or grievances usually begins with an informal discussion with the person or office immediately concerned. Your academic advisor, program director, center director, or the Director of Student Academic Support Services can suggest the appropriate channel for resolving particular complaints, and may assist you with the resolution.

This appeals process resolves differences internally. It is not a legal forum. Please make every effort to resolve an issue at levels one and two. Do not proceed to subsequent steps unless no adequate resolution has been achieved.

STEPS students can take to appeal and resolve FINANCIAL and other ADMINISTRATIVE issues:
1. Discuss issue with administrator immediately concerned.
2. Discuss issue with your academic advisor or Director of Student Academic Support Services, and act upon their suggestions.
3. Meet with administrator's supervisor and all concerned. Supervisor makes final decision.
4. Appeal decision to the Vice President for Finance, Administration and Student Services.
5. Make final appeal to the Executive Vice President, who investigates and makes a final decision.

STEPS students can take to appeal and resolve ACADEMIC decisions:
1. Discuss issue with faculty or staff immediately concerned.
2. Notify the appropriate dean or center director, and meet with your academic advisor.
3. Request meeting with dean and/or center director and all concerned. Dean/director gathers facts and seeks resolution.
4. Make final appeal to the Vice President for Academic Affairs, who investigates and makes a final decision.

Computers, Network & Information Systems
See Resources.

Disenrollment
Students may be disenrolled for sufficient academic, financial, or administrative reasons. Students may appeal. When all requirements have been met, reinstatement may be possible.

Reasons may include:
- Required documentation is still missing from the admissions file at the end of the student's first term.
- Failure to fulfill financial obligations; see also Payment & Refunds.
- Consistent failure to complete courses and/or practica in an appropriate and timely manner, in the judgment of the appropriate dean.
- Additional course work or field work may be required of students who do not satisfy the established requirements of their academic program; students will bear any additional costs.
- Three No Credit or No Credit/Incomplete courses. Students have 30 days to appeal.
- Behavior disruptive to the educational process or in violation of the rights of others.

- Violation of ethical standards of the profession or unethical academic practices (such as plagiarism or cheating; see Academic Integrity).
- Violation of information technology policies, including but not limited to: computers, College network, electronic resources, intellectual property, software, computer lab.

Consequences:
- Course registration and attendance are not permitted.
- Academic transcripts, diplomas, and certificates are withheld.
- Students remain financially liable to Cambridge College for all outstanding debts.
- American Student Assistance is notified of the disenrollment of students with federal student loans.

Reinstatement:
- The admissions file must be completed (see Admission). Any issues preventing release of transcripts by other colleges must be resolved, and all official transcripts must be received by Cambridge College.
- The student must send a letter to the Registrar's Office requesting reinstatement.
- All outstanding charges must be paid in full and satisfactory arrangements for the upcoming term's charges must be made.
- Financial aid applications must be resubmitted.
- Students disenrolled for academic reasons must satisfy the faculty concerned and the appropriate dean that they have completed what is required to place them in good academic standing.
- Students disenrolled for ethical or behavioral reasons may be denied readmittance as determined by the appropriate dean.

Equal Opportunity
(Reference Cambridge College policy on Non-discrimination and Sexual Harassment)

Cambridge College is an equal opportunity institution and does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, gender, sexual identity, sexual orientation, genetic information, veteran's status, pregnancy, disability, age, or any other legally protected status in admission to, access to, or treatment in the educational programs which it conducts, nor in its practices, procedures and activities. Financial questions may be directed to the Vice President for Finance, Administration & Student Services. Other questions and concerns may be directed to the Assistant Vice President for Human Resources & Administration.

Inquiries concerning equal opportunity may be referred to:
The United States Equal Employment Opportunity Commission (EEOC) John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 ● 617-565-3200.
EEOC offices nationwide are listed online at www.eeoc.gov/.

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place, Sixth Floor, Room 601
Boston, MA 02108 ● 617-994-6000 ● www.mass.gov

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

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

(Reference Cambridge College policy on Non-discrimination and Sexual Harassment)

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

The summary legal **definition of sexual harassment** is broad, including sexually oriented conduct that is not welcomed and is perceived as hostile, offensive, intimidating, or humiliating. Such conduct may constitute sexual harassment, depending upon the circumstances, including the severity of the conduct and its pervasiveness.

Resolution — Every effort is made to resolve all complaints expeditiously and with confidentiality, fairness, and safety.

Questions, complaints and problems regarding harassment should be discussed promptly with your academic advisor and the appropriate College administrator. If you are not comfortable with the recommended referral channel, any responsible College administrator may be consulted. Pressing complaints may be directed to the Vice President for Academic Affairs.

The resolution process may proceed to informal discussion, investigation, and, if possible, an informal solution that satisfies those involved. If informal procedures fail to provide a satisfactory resolution, a more formal resolution process may be initiated.

If you believe you have been subjected to harassment or sexual harassment, you may also file a formal complaint with the government agencies listed below. Claims must be filed within a short time period (EEOC - 180 days; MCAD - 300 days).

The United States Equal Employment Opportunity Commission (EEOC) John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 ● 617-565-3200.
EEOC offices nationwide are listed online at www.eeoc.gov/.

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place, Sixth Floor, Room 601
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436 Dwight Street, Second Floor, Room 220
Springfield, MA 01103 ● 413-739-2145

Retaliation of any kind against an individual who uses these resolution procedures is prohibited and will be regarded as a violation of this policy.

Hazing

Hazing is a crime under Massachusetts law. Therefore, Cambridge College forbids hazing and any related activities. Any student or student group violating this policy will be subject to immediate disciplinary action, including disenrollment. Hazing activities should be reported to the director of student services.

In compliance with state regulations, any conduct or initiation into any student organization, whether on public or private property, which wilfully or recklessly endangers the physical or mental health of any student or other person is prohibited. Such conduct includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Liability

Cambridge College cannot be responsible for personal property in its buildings and rented facilities. Participants in Cambridge College programs, courses and activities do so at their own risk, and agree to waive and release any and all claims of personal injury or property damage against Cambridge College, its agents, faculty, or employees, that may arise from their participation in the College.

Office Equipment

Office equipment such as copying machines, computers, and telephones are not accessible to students.

Personal Services

Cambridge College students are not permitted to offer personal services at any Cambridge College location at any time. (Services such as manicures, pedicures, massage and haircuts require a state license for public health reasons).

Photos

Occasionally, photos and videos are taken in class and at other College activities for public relations, marketing, and other purposes. Any student who does not want his/her picture taken or used in College publications must state the objection in a written note to the Executive Vice President of the College.

Religious Observance

Students who, because of religious observance, are unable to attend classes or participate in a class or work requirement, have the right to make up the missed classes and work with no adverse result and at no extra cost. Students must inform the instructor in advance of the dates they will be absent, and arrange make-up work.

Security

Cambridge College strives to protect the rights, safety, health, and welfare of everyone in the Cambridge College community. Compliance with all city, state, and federal laws is expected of all members of this learning community. Anyone who is victimized by, observes, or has knowledge of a criminal action should report it immediately. The College will investigate and take prompt, appropriate action. If the complaint is of a criminal nature, the local police department will be notified right away. In a medical emergency, the College will call an ambulance to take the person(s) concerned to the nearest emergency room (at his/her own expense if not covered by health insurance).

Any act or threat of violence, indecent assault, or conduct that may endanger any person on College property is prohibited, whether or not the victim chooses to pursue a criminal complaint. Where there is reasonable cause to believe that a member of the College community has violated College regulations, after a fair process the College may reprimand, suspend, expel, or dismiss that person.

Cambridge & regional centers — Report emergencies and criminal actions to the nearest Cambridge College office, a faculty member, or the reception/security desk.

Rented classrooms — Report emergencies and criminal actions to a faculty member or any personnel in charge in the building. Call 911 if no staff are immediately available to assist.

NITE Summer Institute: Report emergencies and criminal actions to our host site's management and/or security officer, the nearest Cambridge College office on campus, or a faculty member.

Crime statistics are available on request from the Facilities Director or the Publications Office.

Service Animals & Pets

Service animals that provide assistance to individuals with disabilities are permitted. No pets of any kind are allowed on Cambridge College property.

Smoking

In compliance with state and city ordinances, Cambridge College is a smoke-free institution. All indoor smoking on campus and at all classroom locations is prohibited, including bathrooms and stairwells.

Student Information — Confidentiality, Access, and Release

In compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, as amended, the College does not permit the release of personally identifiable information in student records without the written consent of the student, except as specifically allowed by FERPA statute or regulation. The Registrar controls access to and disclosure of student education records and maintains safeguards against unlawful disclosure.

Students have the right to inspect and review all College records, files, and data directly related to themselves with certain exceptions such as financial records of the student's parents, confidential recommendations which were received before Jan. 1, 1975, or records to which students have waived their right of access. Official records and data related to a student are incorporated into his/her file, kept in the Registrar's Office.

FERPA requires colleges to respect the privacy of education records and provides them the right to make public at their discretion and without prior authorization from individual students, the following personally identifiable information which is considered directory information: current student name, class year, home address and telephone number, date and place of birth, dates of attendance at Cambridge College, occupation, program status/major, degrees, honors, and awards received, high school and any college previously attended. Students may limit the release of the above information by filing a special form with the Registrar's Office each year.

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

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

PRACTICAL INFORMATION & APPENDICES

Cambridge Campus
1000 Massachusetts Avenue ● 80 Prospect Street ● Cambridge, MA 02138

Cambridge College's main campus is in the heart of Cambridge, Massachusetts. Our students enjoy many convenient eating places, bookstores, museums and cultural events within a few blocks of campus.

- **The main building, with student services, main offices and Undergraduate Programs,** is at 1000 Massachusetts Avenue between Harvard Square and Central Square. Look for the bright blue flags.
- **The School of Education** is in Central Square at 80 Prospect Street, is a 10-minute walk down Massachusetts Avenue from the main building.
- **Admissions** is at Broadway & Prospect Streets, two blocks from the School of Education.
- **The School of Management** is located at 17 Msgr. O'Brien Highway. This new location is opening in the fall 2007.

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

Students in our distance learning programs are responsible for their own transportation and lodging when they come to campus. The Cambridge College Housing Office can assist you to find accommodations in the area.

Academic Support Center
Writing — Writing tutors help you improve your communication, literacy and research skills to get the most from course work and write the final project. ESL support is provided for students for whom English is a second language.

Math & Science — Get help with math and quantitative thinking in a relaxed, comfortable environment.

Workshops are offered on topics such as: grammar review, vocabulary development, teacher test preparation (MTEL Communication and Literacy test).

Computer Lab — A computer lab is available for students to conduct research, write papers, and complete other projects. A lab assistant is on duty late on weekday afternoons and evenings, and on weekends when classes are in session (see schedule posted in the lab). When classes are not in session, hours are limited. During daytime working hours Monday-Friday the lab is usually open without staff. Users may be asked to present their Cambridge College student ID.

The Center for Learning & Assessment (CLAS)
Assessment — Entering undergraduates complete writing and math assessments. The results help students recognize their learning strengths and specific skill needs; appropriate courses are suggested and learning support activities provided.

Standardized Testing — CLAS offers Accuplacer, a nationally standardized series of placement tests. The College is an authorized testing center for CLEP and DSST standardized tests for college credit.

Portfolios — Cambridge College undergraduate students can demonstrate college-equivalent learning and gain college credit for it. For details, go to *Academic Support* on the Cambridge College website.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College

Student Lounge

The main building and School of Education have informal areas for students to talk, do homework, and have a meal. There are snack and beverage vending machines and public pay phones in the area.

Student Mailboxes

Student mailboxes are located in the student lounges (main building and School of Education. Because these mailboxes are open, it is not advisable to leave important documents or sensitive correspondence. The mailboxes are emptied of all materials at the beginning of each term. Please check your mailbox regularly.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Academic & Public Libraries — Gutman Library at the Graduate School of Education at Harvard University is available to Cambridge College students doing research in education and counseling. For guides to Gutman Library and other academic and public libraries in the Boston metro area, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Text Books

Cambridge College has a primary partnership with Varsity Books. You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

OFFICES & DIRECTORY

Cambridge College

1000 Massachusetts Avenue, Cambridge, MA 02138

phone . . . . **1-800-877-4723 or 617-868-1000**

fax **617-349-3545**

Office Hours　Mon-Fri 9:00 a.m.-5:00 p.m.

Additional office hours on days when classes are held:
　Evenings　5:00-8:00 p.m. ;　Weekends　8:00 a.m.-5:00 p.m.

Academic Affairs

Joseph Reed, Ph.D. Vice President for Academic Affairs . x1232

Gail West-Jones, Executive Asst x1214

Kim Vassar, Asst for Academic Scheduling x1184

Nelleen Knight, Faculty Data/Contracts Administrator . . . x1125

Wilfredo Diaz, Staff Asst x1233

Academic Support Services & Student Life

Terry Müller, M.A., Director x1191

Lucilia Valerio, Director of Student Assessments x1453

Career Services Center　Molly Leong, M.Ed. x1165

Mon.-Thurs. 10a.m.-6:00 p.m., Friday 10:00 a.m.-3:00 p.m.

Disability Support for students with learning,
　mental, or physical disabilities　. . . . . x1191

Phone for hearing impaired . . . . . 1000 reception desk, 1st floor

Learning & Assessment Center

Carol Lane, Asst to the Director x1138

Student Advisory Board　. . . . . x1138

Student Life Services　. . . . . x1138

Student Ombudsperson　. . . . . x1191

Transfer Credit

Ludmilla K. Lewis x1181

Paulette Bannister. x1143

Undergraduate Academic Advisors

　Molly Leong, M.Ed. x1139

　Jeff Hogan, M.Ed.

Academic Support Center

Terry Muller, Ed.D., Director. x1191

Carol Lane, Asst to the Director　. . . . . x1138

Writing Tutor Appointments

1000 Mass Ave. x1185

80 Prospect St.. . . . . x1418

Math Tutoring x1650

Adaptive Learning / AdaptNet

Nishikant Sonwalkar, Ph.D., Vice President for Information
　Systems & Distance Learning x1200

Hormoz Goodarzy, Ph.D., Director, Distance Learning . . . x1269

Administration

Finance, Administration & Student Services

Jennifer Tonneson, Vice President　. 1244

Lynn Salo, Controller. x1154

Al Scaramella, Bursar x1118

Administration, Human & Physical Resources

Jerome K. Saunders, Assoc Vice President. x1170

Trudy Reddicks, Manager of HR Services x1287

Regional Centers

Anthony DeMatteo, Ph.D., Vice President x1219

Jim Waldman, B.S., Asst Vice President 1-800-723-0131

Kathy Blackwood, Staff Asst x1130

Admissions (Enrollment Management)

Joseph Daisy, Ed.D., Vice President for Enrollment
　Management & College Affairs. x1271

Farah Ravanbakhsh, Asst Vice President for
　Admission & Enrollment. x1124

Carrie Munro, Staff Asst x1291

Undergraduate Admissions

Bella Margarian, M.Ed., Coordinator x1145

Sara Mariam. x1253

Jessie Haigh. x1285

School of Education　Robin Laskey, M.Ed., Coordinator x1141

Jeffery Dubinski x1194

Jay Rivituso x1264

Cambridge
College

National Institute for Teaching Excellence 800-380-1218
School of Management   Michael Travaglini, Director . . . x1162
Dana Hayden x1254
Katerina Navratil x1149
Anthony Fayad, AdaptNet Admissions. x1147
International Marketing & Enrollment
   Michael Travaglini, Director x1162
School of Psychology & Counseling
Kathryn Lenehan, Coordinator. x1280
Dahiana Alcon. x1622

Alumni College
Joseph Reed, Ph.D. Vice President for Academic Affairs . x1232

Bursar's Office x1326

Chancellor/Founder 617-354-0033
Eileen Brown, Chancellor/Founder
Janet Bowe, Executive Asst
Judy Groleau, M.Ed., Asst Vice President, Capital Campaign
Cheryl Bowe, M.U.A., Major Gifts Officer
Cesidia Bennington & Geraldine Holland, Staff Assts

College Affairs
Joseph Daisy, Ed.D., Vice President for Enrollment
   Management & College Affairs. x1271
International Programs   Joseph Daisy, Ed.D., Director . x1172
Anna Evans, B.A. & Susan Connors, M.A., Program Associates
Logistics   Jocelyn Duran, Director. x1136
New Program Development
Basil Cleveland, M.A. x1122
Matthew Pellish. x1121
Policy & Planning
   Jeff Wetherhold, M.Ed., Sr. Project Manager. x1413
Publications & Communication
Peter Wetherbee, Graphic Designer x1180
Eugenie Johnston, M.Div.,Editor/Designer x1196
Research & Evaluation
Wenjun Chi, M.Ed. x1259
Ryan Lovell, M.Ed., J.D.

Computer Services see Information Technology

Counseling Psychology see Psychology & Counseling

Development & Alumni Affairs
Tracey Thompson, M.M., Asst Vice President x1278
Christina Gajewski, Dev. Assoc/Alumni Relations. x1430
Karin Turer, Dev. Assoc/Special Events x1179
Kim Dunbar, Communications Specialist x1228

Distance Learning
Nishikant Sonwalkar, Ph.D., Vice President x1200
Hormoz Goodarzy, Director. x1269

Education, School of
Anthony DeMatteo, Ph.D., Dean x1219
Jo-Ann Testaverde, Ed.D., Asst Dean x1187
Security desk, 80 Prospect St. x1272
Licensure Programs
Anthony DeMatteo, Ph.D., Director x1219
Sara White, Exec Asst. x1156
Behavioral Management, Teaching Skills
   & Methodologies   Jo-Ann Testaverde, Ed.D. x118
Doctor of Education   Anthony DeMatteo, Ph.D, Dean. . x1219
Shannon Houston, M.Ed., Doctoral Studies Office Dir . . . x1669
Elementary Education   Gloria Stanton, C.A.G.S. x1226
General Science   John Papadonis, C.A.G.S. x1292
Health/Family & Consumer Science, Health Education
   Shirley Handler, Ed.D. x1245
Instructional Technology   Hormoz Goodarzy, Ph.D. . . . x1269
Individualized M.Ed.   Pedro Schuck, Ed.D   . . . 787-296-1101
Library Teacher   Joseph Mastrocola
Mathematics Education   Nick Rubino, Ph.D. x1188
National Institute for Teaching Excellence (NITE)
   Anthony DeMatteo, Ph.D., Dean x1219
School Administration   Jo-Ann Testaverde, Ed.D. x1187
School Guidance   Joseph Huff, Ed.D. x1157
Special Education, Special Education Administrator
Mary Garrity, Ed.D. x1168

Emergency — In emergency only, a student may be located
in class and an emergency message delivered.
Call the Registrar's Office x1101
After 8:30pm, call Security x1115

Financial Aid x1440
Pamela Walker, Director x1137
Tina Johnson, Admin Asst x1148

Human Resources....see Administration

Information Systems
Nishikant Sonwalkar, Ph.D., Vice President x1200
Rosa Cadena, Director, Data & Application Systems x1255
Gloria Davila, M.M., Director, Administrative Technology . x1235
Student Records/Application Processing. x1447
Achal Khatri, Asst Director x1239
Help Desk, Student Computer Lab x1159

International Student Services
Bruce Grigsby, Director. x1142

Library Services....Maida Tilchen, M.S.Ed. x1320

Lost & Found x1115

Management, School of
Joseph Reed, Ph.D., Acting Dean. x1254
William Hancock, M.B.A., Assoc Dean x1281
Nguyen Ngoc-Giao, Admin Asst x1180

Cambridge College

Health Care & Nursing Management

John Bove, M.M., Director x1132

Jo Ann Mackey, Director, Nursing Education x1391

Marketing

Jim Waldman, B.S., Assoc Vice President 1-800-877-4723

Michael Williams, Director of Marketing
   & Advertising 1-800-877-4723

Heather Peterson, Marketing & Special Events
   Coordinator 1-800-877-4723

Massachusetts Administrators for Special Education

Carla B. Jentz, Executive Director 617-354-4924

Mathematics Institute

Nick Rubino, Ph.D., Director x1188

President

Mahesh Sharma, President x1211

Stephen Callahan, Assistant x1195

Kenneth Boatner, Ph.D., Special Advisor to the President x1712

Lillian Travaglini, Admin Asst x1167

Professional Development Institutes

Institute for Lifelong Learning & Community Building

Institute for Responsive Education

Joel Nitzberg, Director x1218

Stephanie Timothee-Renard, Admin Asst x1308

Psychology & Counseling, School of

Niti Seth, Ed.D., Dean x1208

Verene Lancaster, Admin Manager x1223

Addiction Counseling   Leroy Kelly, M.A. x1135

CAGS   Paul Gerson, Ph.D. x1790

Center for Addiction Rehabilitation Studies

Leroy Kelly, M.A. x1135

Counseling Practicum/Internship   Paul Gerson, Ph.D. . . x1155

Counseling Psychology, Psychological Studies
      Leroy Kelly, M.A. 1135

Mental Health, Marriage & Family Counseling
      Stephen Merther, M.A. x1410

School Adjustment Counseling   Vita Golub, M.Ed. x1620

School Guidance   Joseph Huff, Ed.D. x1157

Registrar x1101

Kathy Curtin, M.A.T., Registrar

Robin Sultis-McDaniel, Asst Registrar

Schott Fellowship 617-873-0678

Valera Washington, Ph.D., Director

Jessica D'Amico, Program Manager

Security x1115

Student Records x1447

Undergraduate Programs

James Lee, M.A., Assoc Dean x1236

Family Studies   Barbara Koffske Reid, M.Ed. x1165

Holisitic Studies   Michael Siegell, Ph.D. x1250

Human Services   Barbara Koffske Reid, M.Ed. x1351

Interpreter programs

Diane Lolli, C.A.G.S. 978-738-0502

Norma Green, M.Ed. x1246

Juvenile Justice   Carol Pepi, M.Ed. x1215

Management Studies   William Hancock, M.B.A. x1281

Math & Science Programs   James Lee, M.A. x1236

Multidisciplinary Studies   Gitte Butin, Ph.D.

Psychology   Michael Siegell, Ph.D. x1250

Web Site . . . . **www.cambridgecollege.edu**

Year Up 617-542-1533

DIRECTIONS
to the Cambridge, MA campus

Admissions
315 Broadway & Prospect Street, Cambridge

Walking: From 1000 Massachusetts Avenue, walk down Massachusetts Avenue to Central Square. Turn left onto Prospect Street and walk three blocks to the corner of Prospect Street and Broadway.

Public Transportation.
● Bus #83 from Porter Square or Central Square.
● Bus #91 from Sullivan Square or Central Square.
● Bus #68 from Harvard Square or Kendall Square.
● Red line to Central Square; take bus or walk from there.

From Memorial Drive or Storrow Drive. Turn onto River St. and go into Central Square; continue straight across Mass Ave; now you are on Prospect St. Cambridge College Admissions is on your right, on the corner of Prospect & Broadway.

From 1000 Massachusetts Ave: Go towards Central Square and turn left on Lee Street. At the second light, turn left onto Broadway. Go to the corner of Prospect St. Admissions is on the left.

Parking at 315 Broadway is limited.

Main Building
1000 Massachusetts Avenue, Cambridge
Half-way between Harvard Square & Central Square

Public Transportation.
● Red Line or bus to Central Square or Harvard Square. The College is a short walk down Mass Ave.
● Bus #1 (Mass Ave) stops at 1000 Massachusetts Avenue.

From Memorial Drive or Storrow Drive. Turn onto River St. and then turn left onto Putnam Ave., and go to the end. Turn right onto Mass Ave. Cambridge College is on your right.

From the Massachusetts Turnpike: Take the Cambridge/Allston

Cambridge College

exit. Cross the River St. Bridge into Cambridge and turn left onto Putnam Ave., and go to the end. Turn right onto Massachusetts Ave. Cambridge College is on your right.

From Rte. 128/95: Exit onto Rte. 16 East and follow it through Watertown; continue on Rte. 16/Mt. Auburn St. until Rte. 16 turns left onto Aberdeen Ave. Do not turn. Continue straight on Mt. Auburn St. for two miles. It merges into Massachusetts Ave. shortly before you reach Cambridge College.

OR exit onto the Massachusetts Turnpike at Weston and follow directions above.

Green St. Parking Lot: From 1000 Mass. Ave, drive three blocks toward Central Square. Turn right at the Post Office Onto Pleasant St. and go one short block. Turn Right onto Green St. The parking lot is on your left.

Parking tickets must be purchased in advance at the Cambridge College Bursar's Office. Other public parking facilities are located around Harvard Square and Central Square.

School of Education
80 Prospect Street, Central Square, Cambridge

Public Transportation.
- Red Line or bus to Central Square. From the Central Square T-stop on Mass Ave, walk half a block to Prospect St and turn right. The School of Education is on the second block, just past Carberry's.
- Bus #83 from Porter Square.
- Bus #91 from Sullivan Square.

From Memorial Drive or Storrow Drive. Turn onto River St. and go into Central Square. Continue straight across Mass Ave; now you are on Prospect St. The School of Education is on your right, on the second block.

From Harvard Square or 1000 Massachusetts Avenue: Take Massachusetts Avenue to Central Square. There is no left turn onto Prospect Street, so go one block farther and turn left onto Essex Street. Go one block on Essex Street, and turn left onto Bishop Allen Drive; take your first right onto Prospect Street. The School of Education is on the right.

Nearby Parking. There is usually space in the evening at the lot across from the School of Education, and at the City of Cambridge lot on Bishop Allen Drive between Essex and Prospect Streets.

School of Management
17 Msgr. O'Brien Highway, Cambridge
Across from the Museum of Science, facing Museum Way.
New location, opening in the Fall 2007.

Public Transportation: Take bus or Green Line to Lechmere or Science Park, and walk a few short blocks. The School of Management is between the two T-stops.

From Rte. 2 & Memorial Drive: Follow Memorial Drive and continue straight on Land Blvd. At the traffic light after the Sonesta Hotel, turn right onto Rte. 28 South, O'Brien Highway.

From Storrow Drive: Turn left at the Leverett Circle traffic light onto Rte 28N, O'Brien Highway.

From Logan Airport /Rte. 1A: Take Rte. 1A South through Sumner Tunnel (pay toll). After tunnel, enter connector tunnel labeled Storrow Drive. As you exit the tunnel, stay left for Leverett Circle/28N. Stay left for 28N and proceed through the Leverett traffic lights and onto 28N, O'Brien Highway.

From the Mass Pike, Rte. 3, Rte. 95: Go to Rte. I-93 North (see standard road maps). Take exit 26 (Storrow Drive). As you exit the tunnel, stay left for Leverett Circle/28N. Stay left for 28N and proceed through the Leverett traffic lights and onto 28N, O'Brien Highway.

From the North (Rte. I-93): Take Exit 26 (Storrow Drive/North Station). Follow signs for Leverett Circle/28N. Turn left at the light towards Cambridge. At the next light, turn right onto 28N, O'Brien Highway.

From the North (Rte. 1, Rte. 95): If starting on Rte. 95, take exit 47 onto Rte. 1. Take Rte. 1 South over the Tobin Bridge (pay toll). Follow signs to Storrow Drive/North Station and then North Station/Leverett Circle/28N. At the end of the ramp, take a left after the traffic light towards Cambridge. At the next light, turn right onto O'Brien Highway, 28N.

DIRECTIONS
to Other Classroom Locations

Cambridge College offers some courses at other sites and collaborates with other institutions. No more than 49% of an academic program may be offered at these locations. No academic program may be completed at these locations.
Locations and directions are subject to change. Please go to Student Services on the website for current information.

Biogen-Idec, Building 8
14 Cambridge Center, Cambridge, MA
Please go to www.biogenidec.com for detailed directions.

Bourne, MA
Bourne High School, 75 Water House Road, Bourne, MA 02532 (508) 759-0670.

From Rte. 495: Take Rte. 495 and go over the Bourne Bridge. As soon as you come off the bridge, take the first right after the State Police Barracks (Trowbridge Rd.). Continue on this road for about 1/4 mile and you will see a school on the left side set back from the road and a second school beside it. Bourne High School is the second school.

From Rte. 3: Follow Rte. 3 over the Sagamore Bridge. Take the

first exit off the bridge. Follow road down to the first light. Take a left onto Sandwich Road. You will pass the Gallo Ice Arena on the right. About 1/4 mile from the arena you will come to a fork in the road; bear left. At the rotary, go half way around the rotary, take the right (Trowbridge Road) between the State Police Barracks and the Gulf station. Continue on this road for about 1/4 mile and you will see a school on the left side set back from the road and a second school beside it. Bourne High School is the second school.

Burlington, MA — Burlington Science Center (Burlington High School)

Route 95 (128) to route 3A/Burlington exit, follow route 3A through the set of lights, BHS is on left about 3/4 mile, enter driveway at granite sign, follow driveway and bear to the left, look for large garage door and Science Center sign on the side of the building.

Cambridge, MA — Christian Life Center

85 Bishop Allen Drive, Cambridge, MA   (617)·661-1110

From 1000 Massachusetts Avenue: Drive down Mass. Ave towards Central Square. Go one block beyond the intersection of Prospect St. and Mass. Ave, and turn left onto Essex Street, and then turn right onto Bishop Allen Drive. The Christian Life Center is a pinkish-colored building on your left. Parking is available in local City of Cambridge lots.

Dedham, MA

Dedham Holiday Inn, 55 Ariadne Road, Dedham, MA 02026 (781) 329-1000.
Call or get directions from Mapquest.com/.

Fall River, MA

John J. Doran School, 101 Fountain Street, Fall River, MA 02721-1329 (508) 675-8225

From I-93 South: Take the Rte. 24 South exit towards Brockton, exit #4. From ramp, merge onto Rte.24 South (go 29 miles). Continue on 24/79 South (go 3.4 miles). Take the Rte. 79 South exit #7 towards N. Fall River/Somerset (go 2.8 miles). Continue on Rte. 79/138 South for a mile, then take Rte 138 South towards N. Tiverton, RI - go 0.3 mile, turn left on Columbia St., then left onto Fountain St.

Framingham — The Hemenway School

72 Water St., Framingham, MA 01701-3480

From Rte. 9: Take Rte. 9 West to Southboro/Framingham/Route 30 Exit. Take ramp to light and turn right onto Edgell Road. (Coming from Rte. 9 East take the Edgell Road Exit. Follow up to lights and turn left onto Edgell Road). Follow about two miles to the lights at Nobscot (Exxon and Mobil stations on the right). Turn right onto Water Street. The school is on the left just past the fire station and retirement center. If you cross the railroad tracks, you have gone too far.

From the Mass Pike: Merge onto I-90 W/Massachusetts Turnpike toward Newton/New York. Merge onto Cochituate Road/MA-30 W via EXIT 13 toward Framingham. Turn right onto Burr Street. Stay straight to go onto Leggat Mccall Connector Road. Turn left onto Speen Street Turn right onto Old Connecticut Path. Turn left onto Hamilton Street. Turn left onto School ST/MA126. Turn slight left to stay on School Street/MA 126. Turn right onto Concord Steet/MA-126. Continue to follow Concord Street. Turn left onto Central Street. Turn right onto Water Street.

Franklin, MA — Hawthorne Suites

835 Upper Union Street, Franklin, MA 02038 (508) 553-3500

Public Transportation: Please visit the www.mbta.com/.
From the north: Take Rte. 495 south to exit 16. Go right off ramp onto King St. Take immediate left (industrial park) Go .4 mile and turn right into Hawthorne Suites parking lot.
From the south: Take Rte. 495 south to exit 16. Take left off ramp onto King Street. Take left after 495 overpass (industrial overpass). Proceed .4 mile and turn right into Hawthorne Suites parking lot.
Get map at maps.google.com/.

Medford, MA

Amerisuites Hotel, 116 Riverside Avenue, Medford, MA 02155 (781) 395-8500

Take I-93 to Exit 32. Follow Route 60 to the first left, River Street. Take a left onto Riverside Avenue. The hotel is on the left.

Milton, MA — Curry College

1071 Blue Hill Avenue, Milton, MA 02186

From the Mass. Pike: Rte. 128 South (which becomes Rte. 93 North) to Exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left. (CAUTION: Do not take the Rte. 95 South exit to Providence, RI).

From Providence, R.I.: Rte. I-95 to Rte. 128 South (Rte 93 North) to Exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left.

From Boston: Expressway South (Rte. 93 South) to exit 2B, Rte. 138. Follow 138 North for 2.5 miles; College entrance is on the left.

Worcester, MA

Clark Street School, 280 Clark Street, Worcester, MA 01606 (508) 799-3545.

From Boston: Take the Mass Pike to Rte. 495 North. Exit onto Rte. 290 West. Take exit 22 (Route 70; Worcester/ Shrewsbury). At the bottom of the ramp turn right onto Plantation Street. At the next light, go straight. A quarter mile down the road you will see Allegro Electric. Take next left after Allegro Electric onto Clark Street.

WEATHER CLOSINGS

If a class is cancelled due to an emergency or illness of an instructor, the College tries to notify students as soon as possible by phone. Cancellations are also posted on the web site, and with the College answering service.

Call 617-868-1000 for a recorded message about Cambridge campus closings due to inclement weather or emergency. College closings are also listed on stations:
WBZ 1030 News Radio
WBZ-TV Channel 4
WCVB-TV Channel 5
WHDH-TV Channel 7
These are the only official sources of information on Cambridge College/Cambridge campus closings.

Faculty may decide to cancel their classes after consultation with the dean. That faculty member is responsible for notifying each student in his/her class. Makeup dates must be scheduled.

Cambridge College Instructional Locations & Collaborations in Massachusetts

Hospital/Medical Locations

Cambridge College is authorized by the Massachusetts Board of Higher Education to operate instructional locations at Newton Wellesley Hospital and Massachusetts General Hospital. The hospitals provide classrooms for Cambridge College's Health Care Management Program. Some additional collaborating hospitals also provide classrooms.

Programs of Study

Master of Management — Health Care Management

Office, Services & Directory

All College offices and services are located at the Cambridge campus. See directory above.
John Bové, M.M., C.A.S., Director   617-873-0132

Cambridge Health Alliance

Somerville Hospital, 7th floor Nurses training room
Lowell Street & Highland Avenue
Somerville, Mass 02144
www.challiance.org

Newton Wellesley Hospital

Bowles Conference Room, second floor across from cafeteria.
2014 Washington Street, Newton, MA 02468
617-243-6000 (switchboard) ● 617-243-6970 (directions)
www.nwh.org

Newton Wellesley Hospital is located near the intersection of Routes 16 & 128 (I-95), one mile south of the Mass. Pike (I-90).

Public Transportation: Take the Green Line-Riverside train outbound to the Woodland stop. Walk out to Washington Street and turn left. The Hospital is two short blocks on the left.

From west of Rte. 128 (I-95): Take the Mass. Pike to Rte. 128 (I-95) for less than one mile. Take exit 21/21A to Rte. 16 East. Proceed on Rte. 16 East 1/4 mile to the parking garage at the second hospital entrance on the right (2000 Washington Street).

From Boston: Take the Mass. Pike to Exit 16 (West Newton). Follow Rte. 16 West for 1-1/4 miles to the parking garage entrance on the left (2000 Washington Street).

From north or south Route 128 (I-95): Take exit 21/21A to Rte. 16 East. Proceed on Rte. 16 East 1/4 mile to the parking garage at the second hospital entrance on the right (2000 Washington Street).

Massachusetts General Hospital

Burr Conference Room 3, 3rd floor, Bartlett Extension
55 Fruit Street, Boston, MA 02114
617-726-2000 ● www.massgeneral.org

Public Transportation: Take the Red Line to Charles Street/MGH station. (Please note that this station is not currently handicap-accessible. The nearest MBTA station handicap-accessible may be North Station. There is a free Partners shuttle bus from the North Station MBTA station to MGH. However, due to construction in the area, trains may not be running in to North Station. Go to www.mbta.com for current service information.

Take the Red Line train to Charles Street/MGH. Follow exit signs to MGH, follow Cambridge Street one block, Go left onto North Grove Street. The main entrance is straight ahead.

From Storrow Drive: Take Government Center exit (left exit). At end of ramp, yield to crossing traffic at flashing traffic signal, then proceed straight. Turn left onto Cambridge Street at traffic signal.

To access the main entrance, emergency, Fruit Street and Parkman Street garages: Take Cambridge Street to first traffic signal (North Grove Street), turn left onto North Grove Street. Fruit Street garage is one block on left. Main entrance and emergency

entrances are straight ahead. Turn right on Parkman Street to access Parkman Street garage on right.

Parking: To access the Wang ACC and Parkman Street Garage, take Cambridge Street to second traffic signal (Blossom Street). Turn left onto Blossom Street. Turn left onto Parkman Street (first left). Wang ACC is one block on right. Parkman Street Garage is two blocks on left.

Massachusetts Eye & Ear Infirmary
8th floor board room
243 Charles Street, Boston, MA 02114
617-523-7900 ● www.meei.harvard.edu

Public Transportation: Take the Red Line to Charles Station. Exit through the turnstile and turn right. Walk across the skywalk and proceed straight ahead. The former Charles Street Jail is on the right. The Massachusetts Eye and Ear Infirmary is just beyond the jail at the corner of Charles and Fruit Streets.

From Interstate 93 North or South: Follow signs for Boston/ Route 3 North/Interstate 93 North into the city. Take exit 26 to Storrow Drive, then get into the left lane until exit "Government Center/Kendall Square." You will pass the Storrow Lot, which does not have Handicap or stroller access. If you do not require this special access, please use this lot. Otherwise, continue onto the exit ramp. Go through the flashing light and take a U-turn at the next light immediately following. You will now be at a third light looking straight at the ramp back onto Storrow Drive. Just before the ramp on the left you will see the entrance to our Charles Lot. The HP access ramp is at the far right corner of the lot.

From the West: Take Route 2 or the Mass Turnpike to Storrow Drive. Follow signs for Boston. Take exit "Government Center/Kendall Square, Cambridge." Stay in the left lane off the exit ramp. After traffic light, take a left under elevated subway tracks. Just beyond the tracks to the left is the entrance to the Mass Eye and Ear Infirmary parking lot. The HP access ramp is at the far right corner of the lot.

Get maps and detailed directions to the main infirmary other MEEI locations at www.meei.harvard.edu/.

Jordan Hospital
275 Sandwich Street, Plymouth, MA 02360
508-746-2000 ● www.jordanhospital.org

From the Mass Pike: Follow Mass Pike East to 95/128 South. Stay on 128 when 95 splits off, past Stoughton and Canton. In Braintree, the highway splits toward Boston, stay in the right lanes onto Route 3 South, and follow directions from Boston below.

From Boston: Take the Southeast Expressway (Route 93) south to Route 3 south. Take Exit 5 (Long Pond Rd.) and, at the bottom of the ramp, turn left and go under Route 3. Take the first right onto Obery Street. After passing the Registry of Deeds on the

right, the Jordan Hospital access road is the next right, directly across from the entrance to Plymouth North High School.

From Cape Cod: Take Exit 5 off of Route 3 and turn right at the bottom of the ramp. Take the first right onto Obery Street. After passing the Registry of Deeds on your right, the Jordan Hospital access road is the next right directly across from the entrance to Plymouth North High School.

From Rte 495: Take Exit 6 (Route 44). Take right off of ramp onto Route 44 East to rotary, take third exit from rotary (staying on Route 44E) and stay on Rte 44 until get to Plymouth. Follow Route 44 directions below.

From Rte 44: Follow Rte 44 East into Plymouth. Exit onto Route 3 South and go to Exit 5 (two exits), turn left at the light at the end of the ramp. Go under the Route 3 overpass to another light, go straight through the light and take your first right onto Obery Street. After passing the Registry of Deeds on your right, the Jordan Hospital access road is the next right directly across from the entrance to Plymouth North High School.

Boston Medical Center
One Boston Medical Center Place, Boston 02118
617-638-8000 ● www.bmc.org

Public Transportation: MBTA Buses #1, 8, 10, 47, and CT buses CT1 and CT3 serve the Medical Center area.

From the North or West: Follow Route 1 or Massachusetts Turnpike to Route 93 South. Take Exit 18 (Mass Ave). At traffic light, take right onto access road; stay in right lane. At end of access road, turn right onto Massachusetts Ave.

From the South: Take Expressway North (Route 93/3). Take Exit 18. At the third traffic light, take left onto access road stay in right lane. At end of access road, turn right onto Massachusetts Ave.

Lawrence General Hospital
One General Street
Lawrence, MA 01841
978-683-4000 ● lawrencegeneral.org

From Rte. 495: Take exit 45. As you exit, follow the blue H signs, until you begin to climb a hill. Merge over into the left lane to take a left at the top of the hill onto General Street. The Hospital and Emergency parking are on the right; patient & visitor parking is down the hill on the left.

Cambridge College Springfield
570 Cottage Street, Springfield, MA 01104 ● 413-747-0204

Cambridge College Springfield is located close to Rte. 91 and the Massachusetts Turnpike, convenient for students in western Massachusetts. The College has offices, classrooms, a student lounge, and a kitchenette with microwave oven and snack machines for students' use.

Academic Support Center
The Center offers tutorial services four days a week, with late afternoon and evening hours. Students may make appointments or just drop in. Our writing faculty provide assistance to undergraduate and graduate students, with all aspects of the writing and research process. Students can get help with everything from starting a paper, to library research using the Cambridge College Online Library, to the final editing.

Computer Lab
A computer lab is available for students to conduct research, write papers, and complete other projects. Software enables students to access the Internet, do word processing, spreadsheets, and presentations. For more information, see notices posted in the lab.

Library Services
Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Babson Library — Students at Cambridge College Springfield have complete borrowing and services access to Babson Library at Springfield College.

Other Academic & Public Libraries — For a guide to resources available to residents of western Massachusetts and adjacent Connecticut, please go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Text Books
You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory
Phone . . . . **1-800-829-4723 or 413-747-0204**
Fax 413-747-0613
Office Hours   Mon.-Thurs. 9:00 a.m.-7:00 p.m.
Friday 9:00 a.m.-5:00 p.m.
Sat.-Sun. when classes are in session 8:00 a.m.-3:00 p.m.
Assistant Director   Tanya Wdowiak x6612
Academic Coordinator   Richard Turner, Ph.D. x6618
Academic Services & Registration   Colleen Perenick . . . x6614

Admission Counselors
Undergraduate programs   Lenny Underwood x6617
Master of Education   Meaghan Prendergast x6623
Counseling Psychology   Meaghan Prendergast x6623
Master of Management   Yvonne Barnes x6611
Bursar's Office   Stacy Johnson x6615
Counseling Psychology Programs
Maybelle Mercado-Martinez, Ph.D. x6632
Disability Support 800-877-4723 x1191
Education Programs   Susan Brown, M.Music x6636
Emergency   in emergency only, a student may be located in class and a message delivered. Call x6610
Financial Aid 800-877-4723 x1440
Information Technology   Richard Turner, Ph.D. x6618
Lost and Found . . . . Call reception desk
Management Programs   Richard Turner, Ph.D. x6618
Reception Desk   Stacy Johnson x6615
Student Ombudsperson 800-877-4723 x1191
Student Records (application processing) 800-877-4723 x1447
Undergraduate Programs x6619
Website   . . . . **www.cambridgecollege.edu/springfield**
Writing Programs   Abigail Dollinger, M.Ed. x6645

Address & Directions
570 Cottage Street, Springfield, MA 01104

From the Massachusetts Turnpike: Take exit 6. Turn left onto Rte. 291 West. Go 1/2 mile to exit 5. At end of ramp turn left onto Page Blvd. Stay in far right lane to traffic light. Turn right onto Robbins Rd.(railroad tracks). At next traffic light turn left onto Cottage St. The College is 1/2 mile on the left.

From Rte. 91 North or South: Take exit 8 to Rte. 291 East (Mass Pike/Ludlow). Take Rte. 291 East to exit 5A (East Springfield/Indian Orchard). Stay in far right lane and go to traffic light. Turn right onto Robbins Rd. (railroad tracks). At next traffic light turn left onto Cottage St. The College is 1/2 mile on the left.

Free parking is available on site.

Weather Closings
College closings due to inclement weather or emergency are listed on stations:
WHYN (93.1 FM, 560 AM)
WTIC (96.5 FM, 1080 AM)
WWLP Channel 22
News 40 Channel 40
Closings are also posted on the College phone system.

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College

Cambridge College Lawrence

60 Island Street, Lawrence, MA 01841 • 978-738-0502

In the Fall 2003, Cambridge College opened a regional center in partnership with the City of Lawrence and community organizations. Located in a newly renovated mill on the banks of the Merrimack River in the historic mill district of Lawrence, the facility creates a link between the past and the future. The polished wood floors, full-length windows, and brick interior are reminders of the mill's history. Wireless Internet connections in new classrooms, the latest techniques in adult learning, and handicapped-accessible facilities create a state-of-the-art learning environment.

Academic Support Center

Math — Math tutor appointments are available on a weekly basis. You can get acclimated back into math after years out of school, and get help to do quantitative projects on spreadsheets, complete assignments involving quantitative research data in your field, master mathematical concepts and assignments in undergraduate courses.

Writing — Tutorial appointments are available on weekday afternoons, evenings and Saturdays. Our writing faculty coaches provide assistance to undergraduate and graduate students, with all aspects of the writing process. Students can get help with everything from starting a paper to the final editing and proofreading of a final project. In addition, the resource room has handouts, books and resources for students and faculty.

Workshops are offered on topics such as: grammar review, vocabulary development, teacher test preparation (MTEL Communication and Literacy test).

Testing Center — Cambridge College Lawrence is an ETS (Educational Testing Service) certified test administration site for the TOEFL (Test of English as a Foreign Language). Although Cambridge College does not require the TOEFL for admission, many ESL students may find the test useful to demonstrate proficiency for higher education or employment purposes.

Center for English Language Learner Support Services

Non-credit programs for English language learners at Cambridge College and in the Lawrence community, preparing them to enter college or advance in their careers through significant progress in English-language mastery.

Language Lab — New technology and software help adult ESL learners to build skills and proficiency in listening and comprehension, speaking, test-taking, and preparation for exams.

Computer Lab

A computer lab is available for students to conduct research, write papers, and complete other projects. Software enables students to access the Internet, do word processing, spreadsheets, and presentations. For more information, see notices posted in the lab.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Academic & Public Libraries — For a guide to the many academic and public libraries in Lawrence, northeastern Massachusetts, nearby New Hampshire, and the Boston metro area, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone **978-738-0502**
Toll-free **1-800-877-4723**
Office Hours   Monday-Thursday 9:00 a.m.-10:00 p.m.
Friday 9:00 a.m.-7:00 p.m.
Director   Dolores C. Calaf, M.A. x1471
Rose Pierre, Administrative Assistant. x1472
Linda Tankersley, Administrative Assistant x1472
Admissions
Joy King, M.Ed., Director x1475
Guillermo Ortiz, M.M., Admissions Counselor x1473
Arelis Sosa, Admissions Counselor . . . .
Fanny Feliz, Ladder to Language Admissions x1472
Disability Support 800-877-4723 x1191
Emergency in emergency only, a student may be located in class and a message delivered. Call 978-738-0502 x1472
After office hours call. . . . . .978-738-0502 x 1472 or 1471
ESL / Literacy Coordinator   Raquel Liriano x1481
Ladder to Language
Sandy Blanes, Coordinator 617-230-7391
Fanny Feliz, Staff Assistant 978-738-0502 x1472
Reception Desk .978-738-0502 x1472
Business Resource Center
Howard Allen, M.Ed., Director 603-867-5264
Student Ombudsperson 800-877-4723 x1191
Student Records (application processing) 800-877-4723 x1447
Testing Center x1481
Website   . . . . **www.cambridgecollege.edu/lawrence**
Writing Lab Appointments x1481

Cambridge, MA • 800-877-4723 • www.cambridgecollege.edu

Address and Directions

Address: 60 Island Street, Lawrence, MA 01841

From greater Boston: Take Rte. I-93 North to Rte. 495 North (Exit 44A). From Rte. 495, take Exit 44-45 (Marston St.). Take a left onto Marston Street (Lawrence), turn left onto Canal Street, turn left onto Union Street, and take an immediate left onto Island Street.

From the North: Take Rte. 495 South to Exit 44-45 (Marston St.) and follow directions above.

Parking is available next to the Lawrence Center, across the street, and behind the building. A security guard is available to escort students to the parking lot in the evenings, if needed.

Weather Closings

Call during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting and on the website.

Cambridge College Virginia at Chesapeake

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320 ● (VA) 757-424-0333 ● (from NC) 252-337-6333

Cambridge College Virginia serves students from the Hampton Roads region of Virginia, numerous military installations in the area, and nearby northeastern North Carolina. The Chesapeake center is located in a class-A commercial building on the main access route to the city of Chesapeake. This modern building is handicapped-accessible and is approved by the city for education purposes. Shopping, free parking, and restaurants are near by.

Accreditation & Authorization

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

State Authorization — Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) to operate as an institution of higher education and to confer degrees at the regional center at 1403 Greenbrier Parkway, Suite 300, in Chesapeake, Virginia. The following programs are approved: bachelor's degrees in Multidisciplinary Studies, Psychology, Human Services, and Management Studies; Master of Education programs in Early Childhood Teacher, Education, Elementary Education, Mathematics (5-8), Mathematics Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration; and C.A.G.S. programs in Curriculum and Instruction and in School Administration; and Master of Management.

Video Teleconferencing

Cambridge College Virginia's two regional centers in South Boston and Chesapeake work closely together to serve students and communities in both areas. Chesapeake-based courses are also available to students at South Boston, through the video teleconferencing services available at both centers. Likewise, Chesapeake students can participate in courses based at South Boston, through video teleconferencing.

Writing & Research Support

Academic support is provided by professional seminar leaders. They support their students to research, write and edit their independent learning projects.

Computer Lab

A computer lab with printer is available for students during regular office hours and class times. Help is available to assist students with this equipment.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Academic & Public Libraries — For a guide to academic and public library resources available to residents of Virginia, please go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone (VA)	**757-424-0333**
Phone (from NC)	**252-337-6333**
Toll-free	**1-800-723-0131**
Fax	757-424-1140

Office Hours Mon.-Thurs. 9:00 a.m.-6:00 p.m., Fri. 9:00-3:00, Sat. 8:00 a.m.-1:00 p.m.

Director Jim Waldman

Assistant Directors Ella Benson, Ed.D., Bill McMican, M.S.

Admissions Counselors

Bachelor's programs: Kevin Fleming, Leah Sechong

Education programs: Leah Sechong, Mary Wyndham, Kevin Fleming

Management programs: Kevin Fleming, Lindsey Moylan

Student Services Sherri Michaels, Manager . . . 757-424-0333 (liaison with bursar, financial aid, registrar, and student records)

Emergency in emergency only, a student may be located in class and a message delivered. Call 757-424-0333 or 252-337-6333

Website .... www.cambridgecollege.edu/chesapeake

Resources in Cambridge, MA

Bursar's Office 800-877-4723 x1326

Disability Support 800-877-4723 x1191

Faculty Pin Numbers. 800-877-4723 x1125

Financial Aid 800-877-4723 x1440

Registrar's Office. 800-877-4723 x1101

Student Ombudsperson 800-877-4723 x1191

Student Records. 800-877-4723 x1447

Directions

Cambridge College Chesapeake Center

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320

From I-64 take the Greenbrier Parkway South Exit (289B). At the third traffic light (Eden Way North), turn left. On your left you will see a five-story gray office building, 1403 Greenbrier Parkway). Take the next left into the mall. Take the next left into our parking lot. We are on the third floor.

Parking is free of charge in an adjoining open parking lot.

Weather Closings

Call 1-800-723-0131 during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting.

Cambridge College Virginia at South Boston

Southern Virginia Higher Education Center (HEC), 820 Bruce Street, South Boston, VA 24592 • 434-572-5440 • 800-283-0098

Cambridge College South Boston is located in Halifax County, VA about three hours west of Chesapeake, VA, immediately off Rte. 58 in the city of South Boston, VA. This location is approximately 10 miles north of the North Carolina state line, about one hour north of Raleigh, NC.

The Cambridge College South Boston Center is operated as part of the Southern Virginia Higher Education Center (HEC), a modern 75,000 sq.ft. facility that is owned by the citizens of Halifax County. This facility is fully handicapped accessible, meets all fire and safety codes, and is equipped with state-of-the-art electronic technology for educational and communications capability.

Accreditation & Authorization

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

State Authorization — Cambridge College is certified by the State Council of Higher Education for Virginia (SCHEV) to operate as an institution of higher education and to confer degrees at the regional center at Southern Virginia Higher Education Center, 820 Bruce Street, in South Boston, Virginia. The following programs are approved: bachelor's degrees in Multidisciplinary Studies, Psychology, Human Services, and Management Studies; Master of Education programs in Early Childhood Teacher, Education, Elementary Education, Mathematics (5-8), Mathematics Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration; and C.A.G.S. programs in Curriculum and Instruction and in School Administration; and Master of Management.

Video Teleconferencing

Cambridge College Virginia's two regional centers in South Boston and Chesapeake work closely together to serve students and communities in both areas. Students in courses with sufficient enrollment enjoy live faculty on-site at South Boston. Smaller groups of students participate in courses based at Chesapeake through the video teleconferencing services available at both centers. Periodically, faculty personally visit their students at South Boston. Likewise, students at Chesapeake can participate in courses based at South Boston.

Writing & Research Support

Academic support is provided by professional seminar leaders. They support their students to research, write and edit their independent learning projects.

Computer Lab

A computer lab is available for students during regular office hours and class times.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Academic & Public Libraries — For a guide to academic and public library resources available to residents of Virginia, please go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone **434-572-5440**

Fax **434-572-5462**

Toll-free **1-800-283-0098**

Office Hours typically Monday-Friday 10:00 am-6:00 p.m. and Saturday mornings.

Cambridge, MA • 800-877-4723 • www.cambridgecollege.edu

Cambridge College

Director   Ella Benson, Ed.D. 1-800-723-0131

ella.benson@cambridgecollege.edu

Assistant Director   Randolph Cromwell, Ph.D. . . 434-572-5489

Admissions . . . . 434-572-5489 ● 1-800-723-0131

Emergency in emergency only, a student may be located in class and a message delivered. Call 434-770-3823

Student Services   Sherri Michaels, Manager . . . 757-424-0333 (liaison with bursar, financial aid, registrar, and student records)

Websites

Cambridge College . . . . . . www.cambridgecollege.edu/sboston

Southern Virginia Higher Education Center . . . . www.svhed.org

Resources in Cambridge, MA

Bursar's Office 800-877-4723 x1326

Disability Support 800-877-4723 x1191

Faculty Pin Numbers. 800-877-4723 x1125

Financial Aid 800-877-4723 x1440

Registrar's Office. 800-877-4723 x1101

Student Ombudsperson 800-877-4723 x1191

Student Records. 800-877-4723 x1447

Directions
Cambridge College South Boston Center

Southern Virginia Higher Education Center (HEC)

820 Bruce Street, South Boston, VA 24592

From US 360: Travel 360W into South Boston. Turn right onto Seymour Drive. Go through stoplights at Broad Street and Main Street. Turn left onto Factory Street then right onto Bruce Street into the HEC parking lot.

From US 501: Travel 501S into Halifax County and through the Town of Halifax. 501S goes by several different street names: North Main Street, Halifax Road, Wilborn Avenue. As you enter downtown South Boston on 501S the name will be Main Street. In downtown South Boston turn right at the second traffic light onto Seymour Drive. Turn left onto Factory Street then right onto Bruce Street into the HEC parking lot.

From US 58: Travel 58E or 58W into South Boston. Turn (right from 58E...left from 58W) onto US501N at the intersection where Hardees, Sheetz and Burger King are located. After about one mile you come to a stoplight at Seymour Drive; turn left. Go through the stoplight on North Main and turn left onto Factory Street then right onto Bruce Street into the HEC parking lot.

Weather Closings

Call 434-572-5440 during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather. If the College is closed when you call, any closing will be on the recorded greeting (24/7).

Cambridge College Georgia

The Lamar Building, Suite 1000, 753 Broad Street, Augusta, GA 30901 ● 706-821-3965

Cambridge College Georgia is located in the historic Lamar building, with offices and classrooms.

Accreditation & Authorization

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

Georgia — Cambridge College is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990. The College meets the requirements of the Nonpublic Postsecondary Education Commission to offer selected programs in the state of Georgia: B.A. in Multidisciplinary Studies, B.S. in Management Studies; M.Ed. in School Administration, School Guidance, School Library, and Special Education; C.A.G.S. in Educational Leadership in Curriculum and Instruction, School Administration, and Special Education Administrator; Master of Management in Health Care Management.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Georgia Academic & Public Libraries — For a guide to academic, public and online library resources available to Georgia residents, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Learning Technology & Research Support

Training and ongoing support are provided for students to learn to use the Cambridge College learning software that supports our distance learning and communications, and the MyCC Web Portal.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone **706-821-3965**

Toll-free **1-800-877-4723**

Fax **706-821-3793**

Office Hours   Monday-Friday 9:00 a.m.-5:00 p.m.

Director Sharlotte Evans, Ed.D. 706-821-3965 x1521

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Admission Counseling

Horace Lamback .706-821-3965 x1528

Shironda Brown .706-821-3965 x1529

Administrative Manager Linda Luke   . . .706-821-3965 x1523

Curriculum Coordinator Geoff Schlichter 706-821-3965 x1524

Emergency in emergency only, a student may be located
in class and a message delivered. 706-821-3965

Program Coordinators

Joan Ashley 706-821-3965 x1526

Kay Blanchard 706-821-3965 x1527

Reception 706-821-3965 x1522

Bursar's Office 800-877-4723 x1326

Disability Support 800-877-4723 x1191

Faculty Pin Numbers Nelleen Knight 800-877-4723 x1125

Financial Aid 800-877-4723 x1440

Registrar's Office 800-877-4723 x1101

Student Ombudsperson 800-877-4723 x1191

Student Records (application processing) 800-877-4723 x1447

Address & Directions

Address: The Lamar Building, Suite 1000, 753 Broad Street,
Augusta, GA 30901

Come into Augusta on Interstate 20. From I-20, take Exit 200. At
the first light, go left onto River Watch Parkway. Go through one
stoplight and as you continue through the second stoplight, River
Watch Parkway turns into Jones Road. Continue on Jones Road
until the road dead ends at the stop sign. This is 11th Street; turn
left. At the first stoplight, turn right onto Reynolds Street. After you
pass through the second stoplight, the parking lot for Cambridge
College will be on your right. This is the 16-story Lamar Building.
Enter through the back or front doors. We are on the 10th floor.

Parking is available on weekends when classes are in session,
behind the Lamar Building and across the street.

Weather Closings

Call during afternoon office hours to ask whether evening classes
will be cancelled due to inclement weather. If the College is closed
when you call, any closing will be on the recorded greeting.

Cambridge College California

337 N. Vineyard Avenue, Suite 100, Ontario, CA 91764 • 909-635-0250

Accreditation & Authorization

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

State Authorization — Cambridge College is approved by the
Bureau for Private Post-Secondary and Vocational Education
to offer the following programs in the state of California: B.A. in
Multidisciplinary Studies, B.S. in Management Studies; M.Ed. in
Education, Mathematics (1-6, 5-8, 8-12), School Administration,
School Guidance Counselor, Teacher of Students with Moderate
Disabilities (PreK-8 or 5-12), School Nurse Education; Masters of
Management with concentrations in Business, Business Negotia-
tion & Conflict Resolution, Health Care Management, Information
Technology for Managers, leadership in Human & Organizational
Dynamics, Management Generalist, Non-Profit & Public Organiza-
tion Management; C.A.G.S. in Educational Leadership.

Library Services

Cambridge College Online Library — This full-featured virtual
library is easily accessed from any internet-enabled computer. Go
to www.cambridgecollege.edu/library/.

Academic & Public Libraries — For a guide to academic and
public libraries near Ontario, CA, go to www.cambridgecollege.
edu/library/research.cfm/, and see the Traditional Library Skills
section.

Academic Support

Writing — Tutorial appointments are available on weekends when
classes are in session. Our writing faculty coaches provide assis-
tance to undergraduate and graduate students, with all aspects
of the writing process. Students can get help with everything from
starting a paper to the final editing and proofreading of a final
project.

Computer Lab

A computer lab is available for students to conduct research,
write papers, and complete other projects. Software enables stu-
dents to access the Internet, do word processing, spreadsheets,
and presentations. For more information, see notices posted in
the lab.

Learning Technology & Research Support

Training and ongoing support are provided for students to learn
to use the Cambridge College learning software that supports
our distance learning and communications, and the MyCC Web
Portal.

Text Books

You may order your textbooks from varsitybooks.com, or any
other online or local bookstore of your choice.

Cambridge, MA • 800-877-4723 • www.cambridgecollege.edu

Address & Directions

Address: 337 N. Vineyard Avenue, Suite 100, Ontario, CA 91764

From the west: From the Interstate 10 Freeway, take the Vineyard Avenue exit; turn right onto Vineyard Avenue. Go three blocks to the parking lot at the corner of Vineyard Avenue and D Street.

From the east: From the Interstate 10 Freeway, take the Vineyard Avenue exit; turn left onto Vineyard Avenue. Go over the bridge and go four blocks to Vineyard Avenue and D Street. The parking lot is on the right.

Office & Directory

Phone **909-635-0250**

Toll-free **1-800-877-4723**

Fax **909-635-0253**

Director Gregory White, M.A.

Admission Counseling Teresa Testani, Cheryl Herbert

Academic Coordinator Ellie Kaucher, M.A.

Undergraduate Advisor Michele Essex, M.A.

Bursar's Office 800-877-4723 x1326

Disability Support 800-877-4723 x1191

Emergency in emergency only, a student may be located in class and a message delivered. 909-635-0250

Financial Aid 800-877-4723 x1440

Student Ombudsperson 800-877-4723 x1191

Student Records (application processing) 800-877-4723 x1447

Registrar's Office 800-877-4723 x1101

Faculty Pin Numbers Nelleen Knight 800-877-4723 x1125

Weather/Emergency Closings

Call the office to ask whether classes have been cancelled. If the College is closed when you call, information will be posted on the recorded greeting.

Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money, from having prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, you must be a "California resident" and reside in California at the time the enrollment agreement is signed or when you receive lessons at a California mailing address from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a "California resident."

To qualify for STRF reimbursement, you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four years from the date of closure to file a STRF application. If a judgment is obtained, you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary and Vocational Education, 1027-10th Street, Fourth Floor, Sacramento, CA 95814-3517, telephone number (916) 445-3427.

Cambridge College Tennessee

Oak Ridge Building, Suite 400, 8000 Centerview Parkway, Memphis, TN 38018 ● 800-877-4723

Cambridge College Tennessee services students in the Mid-South and is located in Memphis. We are located in the Koger Office Center off of Germantown Road, which offers easy access to nearby shopping, restaurants, entertainment and legendary downtown Memphis.

Accreditation & Authorization

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

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, Mathematics (1-6, 5-8), Teacher of Students with Moderate Disabilities, School Administration, School Guidance; C.A.G.S. in Educational Leadership with concentrations in Curriculum and Instruction, School Administration, and Special Education; Master of Management in Health Care Management.

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.

Computer Lab

A computer lab is available for students during regular office hours and class times.

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Tennessee Academic & Public Libraries — For a guide to academic, public and online library resources available to Tennessee residents, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Learning Technology & Research Support

Training and ongoing support are provided for students to learn to use the Cambridge College learning software that supports our distance learning and communications, and the MyCC Web Portal.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone **800-877-4723**

Office Hours Mon.-Fri. 9:00 a.m.-5:30 p.m., Sat. 8:00 a.m.-1:00 p.m.

Director & Admissions Christopher Sawyer, M.C.J.

Emergency in emergency only, a student may be located in class and a message delivered.
Call Christopher Sawyer, Director 800-877-4723

Bursar's Office 800-877-4723 x1326
Disability Support 800-877-4723 x1191
Faculty Pin Numbers Nelleen Knight 800-877-4723 x1125
Financial Aid 800-877-4723 x1440
Registrar's Office 800-877-4723 x1101
Student Ombudsperson 800-877-4723 x1191
Student Records (application processing) 800-877-4723 x1447

Address & Directions

Address: Oak Ridge Building, Suite 400, 8000 Centerview Parkway, Memphis, TN 38018

From I-240 take the Walnut Grove Road Exit (Exit 13). Follow Walnut Grove Road past Shelby Farms to Germantown Road. Take a right onto Germantown Road. Take the next left onto Centerview Parkway which leads into the Koger Office Center. The Cambridge College Tennessee Center is located in the Oak Ridge Building, 8000 Centerview Parkway, Suite 400.

Parking is free of charge in an adjoining open parking lot.

Cambridge
College

Cambridge, MA ● 800-877-4723 ● www.cambridgecollege.edu

Cambridge College Puerto Rico

Cambridge College Puerto Rico Regional Center is centrally located in the Hato Rey area of San Juan, known as the Golden Mile for its banking, educational, and business activity; and close to expressways, train and bus lines.

Accreditation & Authorization

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

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

Library Services

Cambridge College Online Library — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to www.cambridgecollege.edu/library/.

Universidad Metropolitana library system — Cambridge College has arranged for our students to have borrowing privileges in the Biblioteca Universidad Metropolitana system (http://um.suagm.edu). For information, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Other Academic & Public Libraries — For a guide to some other academic and public libraries in Puerto Rico, go to www.cambridgecollege.edu/library/research.cfm/, and see the Traditional Library Skills section.

Academic Support

Writing – Writing skills of all new students are assessed in their first semester by specialists who, based on student's level of performance, recommend workshops offered on Saturdays to improve organization, grammar, critical thinking and APA style skills.

Research – Workshops are provided to develop research skills to analyze and evaluate academic sources needed for literature reviews and to avoid plagiarism.

Learning Technology – All students are required to attend on-site training sessions to learn to use the Cambridge College learning software that supports our distance learning, communications, and the MyCC Web Portal.

We offer the ALDIA technology package to all students. ALDIA is an acronym in Spanish that in English means up-to-date and stands for Advanced Learning and Data Information Access). The package will include an IBM Tablet Notebook with necessary software to access Cambridge College learning and administrative resources, training to use hardware and software, and telephone technology support in English and Spanish.

Computer Lab - Our computer lab is available with all necessary software and Internet access.

On-Site Wireless Access – included in the ALDIA services is the capability for wireless internet access while in the Hato Rey Center facilities.

Text Books

You may order your textbooks from varsitybooks.com, or any other online or local bookstore of your choice.

Office & Directory

Phone	**787-296-1101**
Fax	787-296-0215
Office Hours	Monday-Friday 9:00 a.m.-5:00 p.m.
Director	Pedro Schuck, Ed.D. x24

Admissions Counselors

Jose Ouslan-Quinonez x22
Maria Berrios x33

Office Manager Reina Rivera x29

Student & Administrative Services Coordinator & Cambridge Liaison Jorge Valentine x21

Disability Support 800-877-4723 x1191
Student Ombudsperson 800-877-4723 x1191
Student Records (application processing) 800-877-4723 x1447
Emergency in emergency only, a student may be located in class and a message delivered.

   Call Student Services Coordinator 787-296-1101 x21
   On Saturdays call 787-296-1101 x25,29,or 30

Registrar's Office—Student Pin Numbers 800-877-4723 x1101
Faculty Pin Numbers Nelleen Knight 800-877-4723 x1125
Website . . . . **www.cambridgecollege.edu/puertorico**

Address & Directions

Address: the Hato Rey Center Bldg, Suite 1400, 268 Ponce de León Avenue, San Juan PR 00918

Directions — We are located across from Western Bank on Ponce de León Avenue, two blocks from the Roosevelt Avenue train station.

Parking — There is parking in the basement of the Hato Rey Center Building, Monday-Friday 6:00 a.m. to 7:00 p.m.

Weather Closings

Call 787-296-1101 x25,29, or 30. If the College is closed due to inclement weather, it will be recorded on the greeting so you can plan accordingly.

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**August
2007**