

# Cambridge College

for working adults

## Academic Catalog 2008-2009

*February 2009 update*

### Cambridge College

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

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



# Accreditation

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

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution.

Individuals may also contact:

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

# Authorization & Approval

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

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

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

The following programs are approved: bachelor's degrees in Multi-disciplinary Studies; Master of Education programs in Early Childhood Teacher, Education, Elementary Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration. C.A.G.S. in School Administration is approved, as well as the Master of Management.

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

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

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

**Tennessee** — Cambridge College is authorized by the Tennessee Higher Education Commission. 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/](http://www.state.tn.us/thec/)).

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

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

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

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## About This Catalog

This catalog presents Cambridge College's academic programs, courses, resources, policies and procedures. Some programs also have their own handbooks. This catalog has been compiled from the best information available at the time of publication. 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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## Welcome

I would like to congratulate you on your decision to attend college; it is a courageous one. Since 1971, Cambridge College has made the dream of higher education a reality for more than 25,000 talented and motivated working adults. We are honored that you have decided to take this journey with us. We know that you have come to us with much to teach, as well as much to learn.



This catalog will be your guide as you make your way towards the goals you have set for yourself and your career. We all know the saying "it's not where you start, it's where you finish;" you are starting at an important place by making the decision to engage in continuing education with renewed commitments to learning. It is my hope 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

# Cambridge College

## Mission & Values

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

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

## History

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

At first, one course of study was offered: a master's degree program for teachers, with a focus on urban schools. The mission and philosophy of the College drew attention quickly. Students from businesses, non-profit and social service agencies, and other professions became part of this adult learning community. Thanks to the commitment of

its faculty, the generosity of its friends, and the achievements of its graduates, the College now offers a broad range of academic programs that strategically serve urban communities.

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

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

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

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

## Teaching & Learning Model

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

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

**Each person has a unique way of learning and thinking**, so faculty find out how their students learn, and construct learning activities 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 share with the class — to learn and to teach. The real-world diversity of our classes provides rich opportunities for drawing academic learning from experience. This learning is socially constructed in class, linking students with one another and the world.

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

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

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

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

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

**Lifelong learning and leadership.** Our students become their own teachers, able to learn 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.



### Demographics

- More than 9,800 full-time and part-time degree and certificate-seeking students enrolled annually, including:

Cambridge, MA (includes NITE) . . . . .	5,300	Chesapeake, VA . . . . .	940
Springfield, MA . . . . .	590	Augusta, GA . . . . .	730
Lawrence, MA . . . . .	640	Memphis, TN . . . . .	100
		San Juan, PR . . . . .	550
		Ontario, CA . . . . .	260

- Over 9,800 full-time, degree and non-degree seeking students; over 1,400 undergraduate, over 5,700 graduate, over 2,600 non-degree.
- 54% full-time students, 46% part-time students. (does not include non-degree students)
- Average age: Overall: 38 (undergraduate: 34, graduate: 38)
- Gender, undergraduate:  
67% female, 33% male.
- Gender, graduate:  
75% female, 25% male.
- Minority students comprise 41% of the overall student body (undergraduate: 51%, graduate 48%; includes non-degree students).
- Financial aid recipients: 61%
- Student/faculty ratio of 11:1.
- Over 26,000 graduates (over 1800 in 2007-2008).

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

<u>Students (All Centers)</u>	<u>Overall</u>
Black/African American . . . . .	27%
Native American . . . . .	<1%
Asian/Pacific Islander . . . . .	2%
Latino/Hispanic . . . . .	13%
White . . . . .	27%
International . . . . .	2%
Not reported . . . . .	29%

### Faculty (All Centers)

Over 1000 faculty instructors; 93% practitioners in their fields.

Female . . . . .	61%
Male . . . . .	39%
Minority . . . . .	31%

(2007-2008 academic year; most recent figures available.)

### 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.



# One Cambridge College, Many Centers

## Main Campus — Cambridge, MA

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

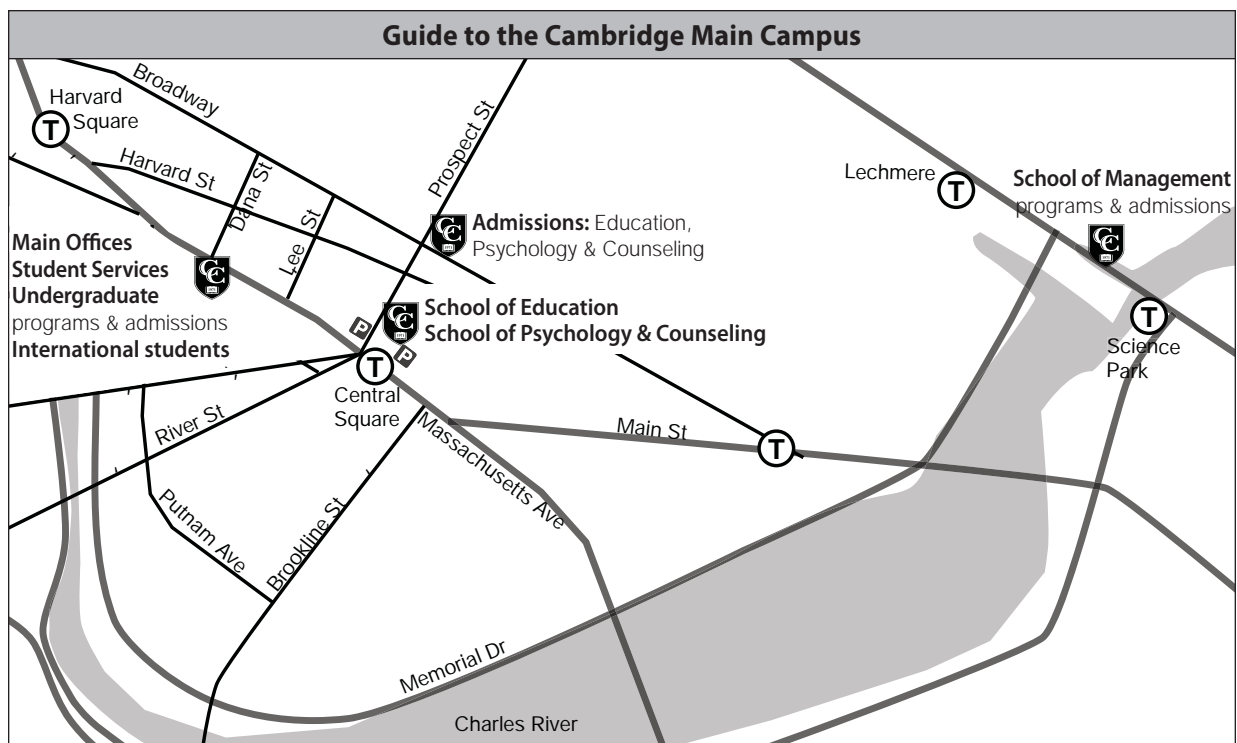
- **The main building, with student services, main offices and Undergraduate Programs**, is at 1000 Massachusetts Avenue between Harvard Square and Central Square. Look for the bright blue flags.
- **The School of Education and the School of Psychology & Counseling** are in Central Square at 80 Prospect Street, is a 10-minute walk down Massachusetts Avenue.
- **Graduate admissions** is at Broadway & Prospect Streets, two blocks from the School of Education.

- **The School of Management** is at 17 Msgr. O'Brien Highway, across the street from the Museum of Science, on the corner of Museum Way.

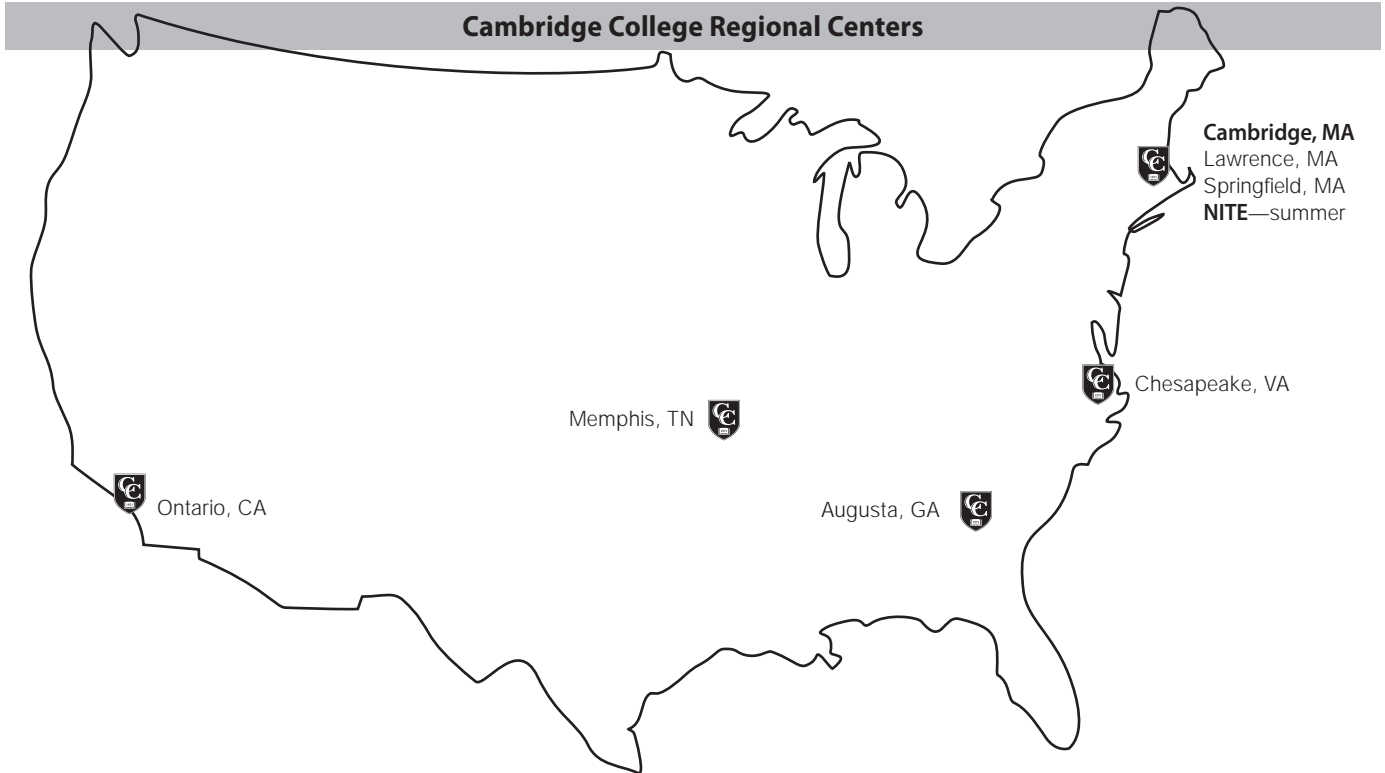
**Hospital/Medical locations** — Selected Cambridge College courses and programs are offered at cooperating hospitals in Massachusetts. See *Hospital/Medical Locations* under *Practical Information*.

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

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



## Cambridge College Regional Centers



### Regional Centers in New England

**Lawrence, MA** — Cambridge College Lawrence is an outstanding and on-going collaboration with the people and city of Lawrence, and with local communities throughout the Merrimack Valley. The College's home 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 recent immigrants. Our Ladder to Language program helps English language learners adapt to their new country's language. Our academic programs serve the community's diverse career needs.

**Springfield, MA** — Cambridge College's first regional center was established in 1972. We serve western Massachusetts and Connecticut as a leading resource for teachers, counselors, and managers advancing or changing careers. Management students enjoy our pioneering blended learning course format: the best of intensive peer learning in class, blended with online learning.

### Regional Centers Nation-wide

Our students and alumni have urged Cambridge College to bring its academic programs and culture of adult learning to the working people of their own cities and states.

Each regional center offers academic programs from the main campus, selected to serve local needs and authorized by state education authorities.

**Inland Empire at Ontario, CA** — Located east of Los Angeles at the foot of the San Gabriel mountains, our California center serves a very diverse, fast-growing community. We are becoming known as a great place to complete a bachelor's degree. School nurses and credentialed teachers attend for the master of education degree they need for career advancement.

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

San Juan, PR



**Memphis, TN** — Our newest center, opened in 2007, provides graduate programs for teachers across Tennessee, nearby Mississippi, and Arkansas. Teachers eager to improve their schools are excited to find a college that offers a vibrant *classroom* learning experience, programs with exactly the work needed to improve their schools and careers.

**Chesapeake, VA** — Established in 2002, Cambridge College Chesapeake is the first Cambridge College regional center outside Massachusetts, serving the bustling Hampton Roads area and nearby North Carolina. Teachers come to earn a license or a pay raise, to change fields, or to move into administration. People from the numerous military installations in the area, and their families, find our course work and class schedules particularly attractive, matching the needs of their military work and subsequent transition to civilian careers.

**Augusta, GA** — For years, many teachers from the Southeast have come to Boston for the summer to earn their master's degree at Cambridge College's NITE program. Cambridge College Georgia has gained a strong reputation for educating quality teachers for the children and communities of Georgia and nearby South Carolina.

### **Support & Communication with Cambridge**

Licensure programs are supervised by the coordinators from Cambridge, taking into consideration the needs of local students and state requirements. 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)**

**The NITE Summer Institute** is held nearby in greater Boston. After coming to Boston for their first summer, NITE students may choose to continue their studies at any regional center where their program is offered.

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.

# 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.

### Academic 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.

**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 dean.

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

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

### Independent Study

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

- The field or topic is not offered by Cambridge College.
- A unique learning environment provides opportunity for college-level learning (for example, international travel, participation in a cultural exchange program, involvement in a social or political action project).

- Level of student's prior knowledge in subject area is sufficient preparation for advanced study.

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

**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). 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.

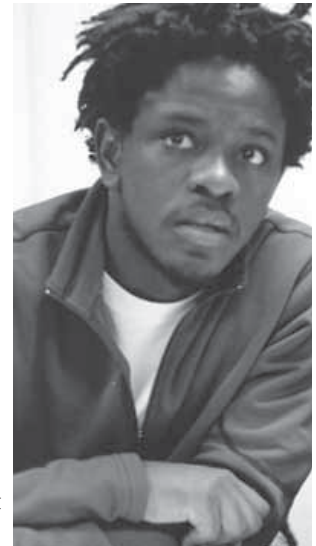
**Portfolios** — A portfolio is a binder in which you describe and document your learning equivalent to a particular college course. A faculty expert in the field evaluates your portfolio and awards appropriate credit. For more information and to get started, go to the Cambridge College website. From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

**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

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

Through the Institute for Lifelong Learning and Community Building, certificates can be designed with partnering businesses, organizations, schools, and other institutions of higher education.



# Programs at Cambridge College Centers

Programs of Study	Offered in Cambridge & Selected Regional Centers						
	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	Augusta, GA	Memphis, TN	San Juan, PR Ontario, CA
<b>Bachelor's Degrees</b>							
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 .....	●	●	●				
<b>Certificates</b>							
Medical Interpreter .....	●		●				
Mental Health Interpreter.....	●		●				
Human Service Interpreter.....	●		●				
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 each certificate program). Or you may take a certificate for professional development (non-credit).

**Programs offered as of July 2008;** 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.

## Undergraduate Faculty

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

### Cambridge, MA — Full-time Faculty

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

William D. McMullen, Ph.D. Boston Univ.

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. Univ. of Massachusetts; Professor

Richard Seymour, Ed.D. Harvard Univ.; Professor

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

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

### Cambridge, MA — Part-time Faculty

Justin Andrews, M.A. Univ. of Maine

Louise Andrews, M.S. SUNY Buffalo

Monica Lynn Andrews, Ed.D. Harvard Univ.

Steven Barkhimer, M.A. St. John's College

Linda R. Barlow, M.A. Boston College

Christopher A. Baylor, Ph.D. Boston College

Regina S. "Ginny" Berkowitz, M.S.W. Boston Univ.

Gaynor Eleanor Owen Blandford, Ph.D. Tufts Univ.

Michael J. Bonislowski, Ph.D. Boston College

Barbara Boudreau, M.Ed. Cambridge College

David S. Browne, J.D. Univ. of Michigan

Aileen Callahan, M.F.A. Boston Univ.

Amy Cannon, Ph.D. Univ. of Massachusetts/Lowell

Theodore Chelmow, M.Ed. Univ. of Massachusetts

Loretta Christoforo, M.Ed. Boston Univ.

Sarah E. Cleveland (Whitesel), M.A. Yale Univ.

Norma Saba Corey, Ed.D. Harvard Univ.

David B. Crowley, M.Ed. Northeastern Univ.

Jane Dineen, M.A. Boston Univ.

Mark E. Earley, M.A. Univ. of Massachusetts  
 Lee W. Ellenberg, M.S.W. Boston Univ.  
 Marianne E. Everett, Ed.D. Univ. of Massachusetts/Amherst  
 Robert L. Fladger, M.Ed. Cambridge College  
 Stephen Wolf Foster, Psy.D. Massachusetts School of Professional Psychology  
 Mei-Hua Fu, M.Ed. Lesley Univ.  
 Dena Gilby, Ph.D. Univ. of Wisconsin/Madison  
 Lynn a. Girton, J.D. Northeastern Univ.  
 Rosaleen M. Greene-Smith, M.A. Univ. of Massachusetts  
 Yaacoub Nicholas Hallak, Ph.D. Union Institute and Univ.  
 Jonathan M. Hanen, Ph.D. Boston Univ.  
 Jane D. Hanenberg, Ed.D. Boston Univ.  
 Diane Harper, M.A. Boston Univ.  
 David J. Harris, Ph.D. Harvard Univ.  
 Tracey Holland, Ph.D. New York Univ. Steinhardt School of Education  
 Francis X. Holt, M.Ed. Hofstra Univ.  
 Joyce Hope, Ed.D. Boston Univ.  
 Andrew Horn, M.A. Columbia Univ.  
 William Hurley, Ed.D. Johnson & Wales Univ.  
 Carol Jacobson, M.Ed. Northeastern Univ.  
 David Jennings, M.A. Fordham Univ.  
 Andy Joseph, M.A. Harvard Univ.  
 Ulas Kaplan, Ed.D. Harvard Univ.  
 Shira Karman, M.Ed. Lesley Univ.  
 Kenneth J. King, J.D. Northeastern Univ.  
 Ryan Kerney, Ph.D. Harvard Univ.  
 Georgia Klamon-Miller, Ph.D. Walden Univ.  
 Joanne S. Koenig-Coste, M.Ed. Cambridge College  
 Michael Koran, M.A. Univ. of Chicago  
 Amber A. LaPiana, M.A. Univ. of Massachusetts Boston  
 Claire P. Laidlaw, M.S. Boston State College  
 Julia M. Legas, M.A. California State Univ./Long Beach  
 Che C. Madyun, M.S.M. Lesley Univ.  
 Jesse R. Mellor, U.C.L.A. - Alcohol and Drug Studies Advanced Certificate, MS, Columbia College  
 Carrie J. Moore, M.S. Boston Univ.  
 Gretchen Shae Moore, M.A. Univ. of Massachusetts Boston  
 Lynn S. Moore, M.Ed. Cambridge College  
 Terry Müller, Ed.D. Univ. of Phoenix  
 Christopher Murtagh, MS, Westfield State College  
 Gloria C. Mwase, Ph.D. Univ. of Massachusetts Boston  
 Farideh Oboodiat, Ph.D. Univ. of Texas - Austin  
 Lucia C. Papile, M.Ed. Univ. of Massachusetts Boston  
 Diane Paxton, M.A. Univ. of Massachusetts/Boston; ESL/Literacy Instructor  
 Joanne Pearlman, M.Ed. Cambridge College  
 Jennifer R.D. Pepi, J.D. Northeastern School of Law  
 Flavia C. Perea, M.A. Brandeis Univ.  
 Tina Ramme-Lennan, M.S. Univ. of Minnesota, M.A. Harvard Univ.  
 Roxanne Reddington-Wilde, Ph.D. Harvard Univ.  
 John J. Silva, M.Ed. Salem State College  
 Ronald E. Smith, M.Ed. Cambridge College

Troy Desmond Smith, M.S. Univ. of Michigan Ann Arbor; M.Ed. Harvard Univ.

David Neil Strong, M.S. Univ. of Massachusetts  
 Gabriel Manuel Taylor IV, M.Ed. Cambridge College  
 Laurie Jo Wallace, M.A. Univ. of Massachusetts Boston  
 Deanna L. Yameen, M.A. Brandeis Univ.  
 Carmen F. Zaccardi, M.Ed., Northeastern University  
 Joel D. Ziff, Ed.D. University of Massachusetts

#### **Springfield, MA — Full-time Faculty**

Abigail Dolinger, M.Ed. Cambridge College

#### **Springfield, MA — Part-time Faculty**

Cheryl Alexander, M.S.W. Smith College for Social Work  
 Cellastine P. Bailey, Ed.D. University of Massachusetts Amherst  
 Sanford Jeames, D.H.A. University of Phoenix  
 Sabrina Lewis, M.S.W. Smith College  
 Tracy Little-Sasanecki, M.S.W. University of Connecticut  
 Audrey Murph, Ph.D. Albany State University  
 Pierre Orelus, M.Ed. University of Massachusetts / Boston  
 E. Dale Parker, M.Ed. Cambridge College; Coordinator  
 Tammy Sharif J.D. Western New England College  
 Juanita Daniels Shavers M.B.A. New York University  
 Tamara J. Watson, Westfield State College

#### **Lawrence, MA — Part-time Faculty**

Mary Andruszkiewicz, M.S. Massachusetts Institute of Technology  
 Elizabeth Arbelo, M.D. Inter-American University  
 Buck Bakshi, MSIE Kansas State University  
 Laurie Bottiger, Ed.D. University of Kansas  
 Belen O. Brito, MSW, Simmons College  
 Jada S. Carlson, M.Ed. Wheelock College  
 John Christoforo D.Ed. Boston University  
 Loretta Christoforo, M.Ed. Boston University  
 Martin Joseph Cotton, M.A. Antioch University, Boston Institute for Cognitive Behavioral Therapy  
 Ralph Covino, Ph.D. Nova Southeastern University  
 Ethel M. Cruz, M.Ed. University of Massachusetts Lowell  
 Kanchan Dandage, M.S. University of Central Florida  
 Ronald DiBona, M.A. University of Massachusetts  
 Nunzio DiMarca, M.Ed. Cambridge College  
 Kathryn Ellison, M.S. University of Pennsylvania  
 Carlos R. Espendez, M.M. Cambridge College  
 Alfonso Garcia, M.Ed. Cambridge College  
 Julia Garcia, M.M. Cambridge College  
 Lori Grace, M.F.A. MCMHC, Vermont College and Lesley College  
 Iris Grant, M.A. Purdue University  
 Yaacoub Nicholas Hallak, Ph.D. Union Institute and Univ.  
 Margaret Harris, M.F.A. Vermont College  
 Veronica Harris, M.Ed. Lesley University  
 Nan Hockenbury, M.F.A. Tufts Univ./School of Museum of Fine Arts  
 Nancy Hocking-McDonough, Ph.D. Union Institute  
 Jeffrey L. Hogan, M.Ed. Cambridge College  
 Edward L. Jaye, M.B.A. Farleigh Dickinson Univ.  
 Raquel Liriano, M.Ed. Lesley Univ.



Stephanie Lowe, Ph.D. Univ. of Massachusetts  
 Tamara Krendel-Clark, M.F.A. Univ. of Pennsylvania  
 Victor T. Kwo, M.S. Univ. of Massachusetts  
 Viola Amy McDougall, R.Ph. Univ. of Lowell, M.M. Cambridge College  
 Dan McGraw, Ed.D. Boston Univ.  
 Nancy Meehan, MSW/LICSW, Barry Univ.  
 Julia Karen Mirras, M.A. Goddard College  
 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 Univ.  
 Mary C. Morrissey, J.D. Suffolk Univ.  
 Bruce G. Nicholls, J.D. Suffolk Univ. Law School  
 Ruben Nieves, M.A. Univ. of Southern New Hampshire  
 Isa Perez, M.B.A. Suffolk Univ.  
 Jony Perez, M. M.B.A. Univ. of Massachusetts Lowell  
 Donnamarie K. Pignone, M.Ed. Cambridge College  
 Hilda Ramirez, M.Ed. Harvard Univ.  
 Anna M. Rice, J.D. Massachusetts School of Law  
 Ana Rodriguez, M.S. Springfield College  
 Richard Rodriguez, J.D. Massachusetts School of Law  
 Eneida A. Roman, J.D. New England School of Law  
 Rosemarie Romano, M.Ed. Salem State College  
 E. Vicente Sanabria, M.S. Columbia Univ.  
 Mark A. Schorr, Ph.D. Harvard Univ.  
 Christine A. Shannon, M.F.A. Virginia Commonwealth Univ.  
 Susan H. Smith, Ph.D. Univ. of Massachusetts  
 Mark E. Speller M.M. Cambridge College  
 Salvatore Testaverde, Ph.D. Univ. of New Hampshire  
 Gabriel Vallee-León, M.B.A. American Intercontinental Univ.  
 Andrew J. Wildes, M.S.T. Univ. of New Hampshire  
 Brooks Winchell, M.F.A. Lesley Univ.

#### **Chesapeake, VA — Part-time Faculty**

Evelyn Benson, M.S. Univ. of North Carolina  
 Tanya Byrd-Robinson, M.Ed. Cambridge College  
 Andrea Leigh Ellyson, M.S. Old Dominion Univ.  
 Shelley G. Herochik, Ed.D. Rutgers Univ.  
 Daniel Allen Houtz, M.S. Duke Univ.  
 Steven J. Mings, M.Ed. Cambridge College  
 Kathleen McKie Vuono, M.Ed. Cambridge College

#### **Ontario, CA — Part-time Faculty**

Brian Armstrong, M.S. Univ. of La Verne  
 Lori Bahnsak, M.S. Univ. of La Verne  
 Sharon Gytri, M.A. Cal State Univ. Los Angeles  
 Ellie A. Kaucher, M.A. Pacific Oaks College  
 John F. Kaucher, M.A. Azusa Pacific Univ.  
 Michael Lott, M.A. National Univ. of La Jolla, CA  
 Jessica Maiorca-Nunez, M.A. California State Univ. / Los Angeles  
 Claude Martinez, J.D. Loyola Univ. Law School  
 James Woods, MA, Southeast Missouri State Univ.  
 Nancy Yates, MA, Azusa Pacific Univ.  
 Hope Young, MA, Chapman Univ.

### **Interpreter Faculty**

Norma Green, M.Ed. Cambridge College; Program Coordinator

#### **Cambridge, MA — — Part-time faculty**

Robert Chiaramonte, RID: CI and CT  
 Dharma Cortés, Ph.D. Fordham Univ.  
 Herve Dorsinville, M.D. Univ. of Santo Domingo  
 Rosario Muci Gomez, M.D. Central Univ. of Venezuela  
 Patricio Gonzalez, B.A. Chilean-British Institute of Culture  
 Rachel Herring, M.A. Monterrey Institute of International Studies  
 Yilu Ma, M.S. River College, M.A. Tufts Univ.  
 Emma Mendez, Ph.D. New York Univ.  
 Lisa M. Morris, M.S. Leslie University  
 Marcos Pienasola, B.A. Berklee College  
 Maria Pia Terra, B.A. Univ. of Massachusetts

#### **Lawrence, MA — Part-time faculty**

Viola Amy MacDougall, M.M. Cambridge College  
 Vidal Primitario, P.A. Universidad Autonoma de Santo Domingo, M.S.  
 Massachusetts College of Pharmacy, Health & Science

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

Sandra A. Blanes, M.M. Cambridge College  
 Mario L. Espinosa, M.M. Cambridge College  
 Marlene Faulkner-Hussein, M.P.A. Bernard M. Baruch College  
 Ralph Galen, M.Ed. University of Delaware  
 Deborah McGill, M.Ed. University of Massachusetts

### **Year Up Faculty (part-time)**

#### **Cambridge, MA — Part-time faculty**

Tyra Anderson, MEd, Lesley College  
 Michael J. Boyle, B.A. Univ. of Michigan  
 Karen J. Crane, B.S. York College of Pennsylvania  
 William M. Davidge, M.S. Northeastern Univ.  
 Lovie Elam, M.A. Lesley Univ.  
 John Killeen, M.S. Northeastern Univ.  
 Harry Lindor, B.S. State Univ. of Haiti  
 Kelly L. Parrish, M.Ed. Boston Univ.  
 Damien J. Rudzinski, B.S. Keene State College  
 Kayvan Sabery, B.S. Boston Univ.

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

Nicollette Berte, B.A. Boston Univ.  
 Eddy M. Ceballos, B.A. Loyola Polytechnic Institute  
 Nancy Swift, B.A. George Washington Univ.  
 Mark Wilson, M.A. George Washington Univ.

## 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.

**Family Studies** — Courses in family studies provide the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**Juvenile Justice Studies** 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.

**Certificate** — See certificate program chart.  
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	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be 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

WRT090 and MAT100 required if assessment indicates need.

**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

**Concentration Options** ..... choose 30 credits

**Education** (does not satisfy licensure requirements)

EMC300	Classroom Management & Discipline	3
EMC301	Integrated Language Arts & Reading	3
EMC318	The Successful Inclusion Classroom	3
EMC319	Social Foundations of Education	3
EMC401	Teaching Math in the Elementary Grades	3
EMC420	Strategies for Teaching	3
PSY310	Psychology of Learning	3
(new)	Classroom Assessment & Testing	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

**Early Education & Care** (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	<b>OR</b>
PSY251	Infant & Toddler Development	3
EMC307	Teaching Early Education Special Needs	<b>OR</b>
EMC318	The Successful Inclusion Classroom	3
EMC308	Observing & Recording in Early Educ. Classroom	3
Electives in education, psychology, human services.	6	

**Family Studies**

BHS315	Understanding Family & Community Systems	3
BHS365	Ethical Issues in Working with Families	3
BHS366	Family Interventions	3
BHS400	Family Life Cycle	3
BHS430	Families with Special Needs	3
BHS321	School Family & Community Partnerships	3
EMC317	Early Childhood Growth & Development	3
PSY330	Adolescents in Search of Belonging	3
Electives in education, human services, psychology	6	

**Juvenile Justice Studies** (See also separate program chart)

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	6	
Electives in Human Services and/or Psychology	12	

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

**Bachelor of Science 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

**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 (Admission requirements, non-credit program components, schedule, etc.), contact YearUp admissions or visit [www.yearup.org/](http://www.yearup.org/).

Sara Caimi, Director of Enrollment • 617-542-1533  
• [scaimi@yearup.org](mailto:scaimi@yearup.org)

Boston/Cambridge, MA • 617-542-1533 • [tmartinez@yearup.org](mailto:tmartinez@yearup.org)  
New York, NY • 718-923-1400 ext.239 • [lnieves@yearup.org](mailto:lnieves@yearup.org)  
Providence, RI • 401-421-7819 • [jholloway@yearup.org](mailto:jholloway@yearup.org)  
Washington, DC • 703-312-7983 • [tboyea@yearup.org](mailto:tboyea@yearup.org)



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	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be 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

WRT090 and MAT100 required if assessment indicates need.

## 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

#### Admission 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
BSM408	Business Law	3

### Finance

BSM331	Principles & Practices of Consumer Credit	3
BSM334	Principles of Banking	3
BSM403	Personal Finance	3
BSM405	Investments	3
BSM409	Managerial Accounting	3
BSM411	Business Planning & Budgeting	3
BSM412	Money & Banking	3

### Health Care Management

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

### Organizational Behavior

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
PSY421	Psychology & Work Today	3

## 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.

## Psychology Electives & Concentration Options

Students choose among a wide variety of psychology electives, and may choose a concentration that clusters their electives (below) according to their interests and professional needs.

**Psychological Studies** is the most flexible option for students to explore their own areas of interest by taking any psychology elective, 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.

**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 in family studies provide the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**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 Studies** 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.



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	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be 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

WRT090 and MAT100 required if assessment indicates need.

## 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	

#### Admission 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.).

## Psychology Electives

### & Concentration Options..... choose 24 credits

#### Psychological Studies

Any psychology elective, 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

#### Holistic Studies (partial list)

PSY345	The Spiritual Dimension: Psychological & Educational Issues	3
PSY316	Cross-Cultural Perspectives in Psychology	3
PSY376	Psychological & Therapeutic Dimensions of the Arts	3
PSY428	Holistic Psychology: An Integrated Approach	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

#### Juvenile Justice Studies (See also separate program chart)

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	6	

#### 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

## 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. Many people today are in need of assistance in making positive change that will improve the quality of their lives. Those working in human services are in a unique position to provide that help. We know that working with people in a way that preserves their dignity and builds on their strengths while helping them address their concerns, leads to better outcomes. The older, more deficit-driven models do not serve to empower individuals, families or communities. We are in need of effective ways to work with people across a variety of settings.

The health and human service industry has been identified by the Bureau of Labor Statistics as an area that will continue to grow tremendously in the 21st century. Students majoring in human services may find themselves working and leading in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors; as case managers or outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs. The program's unique strengths-based, systemic and culturally relevant approach to working with people prepares students to become effective agents of change and will prepare them for future growth in their personal and professional lives, while also providing 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:

**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 re-creating communities. The courses present an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks. The program was developed through a collaboration with the Boston Foundation and Interaction Institute for Social Change.

**Family Studies** — Courses in family studies provide the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

**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.

**Juvenile Justice Studies** 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.

**Managing Human Services Organizations** — These days, it is not enough to know how to effectively interact with families; people working in human services also need to know how to manage their organizations. The management concentration in human services will help students develop management skills for running and operating a human service agency.





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	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be 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**

WRT090 and MAT100 required if assessment indicates need.

**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
BHS364	Unequal Treatment: Disparities in Health & Human Services	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		12

**Admission 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 in Communities	3
BHS325	Community Planning & Development	3
BHS340	Youth Development & Community Practice	3
BHS445	Leadership for Community Builders	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	Holistic Psychology: An Integrated Approach	3

**Juvenile Justice Studies** (See also separate program chart)

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		6

**Managing Human Services Organizations**

BSM111	Business Math	3
BSM340	Managing Information Systems & Databases	3
BSM402	Grantwriting & Fundraising	3
BSM430	Non-profit Organizational Management	3





## Undergraduate Concentration

# Juvenile Justice Studies

Accepted in bachelor's degrees • **Multidisciplinary Studies** • **Psychology** • **Human Services**

Juvenile Justice Studies provide 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. Students develop skills in vital areas such as suicide assessment, crisis intervention, and family mediation. They gain understanding of the complex factors that contribute to adolescent behavior, its impact, and societal responses. Particular emphasis is given to current practices and research on 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 participate in an elective internship providing service in youth facilities, community programs, and probation offices.

**Further Study & Careers** — Students may continue to graduate study in juvenile justice, criminal justice, forensic psychology, youth development and advocacy, family studies, addiction studies, and counseling. Career possibilities include juvenile residential and community-based programs, state and private non-profit agencies, probation departments, violence prevention, child protection and youth advocacy.

### Required Courses ..... 12 credits

PSY330	Adolescents in Search of Belonging	3
PSY350	Introduction to Juvenile Justice	3
PSY359	Understanding 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	Circles I	1
PSY(new)	Circles II	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 Electives

PSY225	Introduction to Social Justice	3
PSY342	Girls & Delinquency	3
PSY356	Youth & the Law	3
PSY(new)	Forensic Psychology	3
PSY415	Violence in American Society	3
PSY435	Restorative Justice & Victim-Offender Reconciliation	3
MAN424	Program Planning & Proposal Writing for Agencies, Schools & Communities	3

PSY470-471 Psychology Internship I-II **OR**

BHS470-471 Human Services Internship I-II  
one or two terms @ 3 credits ..... 3 or 6

One 3-credit Juvenile justice elective may be substituted for three techniques courses.

Other electives may be substituted with approval of program coordinator.



## Undergraduate certificate programs

# Interpreter Training

Accepted as a concentration option in bachelor's degrees

• Psychology • Human Services

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

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 an internship where they perform live interpreting under the direct supervision of a professional interpreter/mentor.

Providers and representatives of community organizations participate in course instruction so that students can experience the profession from various points of view while establishing relationships and networking in medical, human service, or 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 one-year program in which students learn how to meet the communication needs of both clients and providers. 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 advanced training for graduates of the Medical Interpreter program and other working interpreter professionals. Students become familiar with the DSM, frequent and less common mental health diagnoses and treatment options, commonly-prescribed psychopharmaceuticals, and appropriate modes of communication with mental health patients. Consecutive and simultaneous interpreting are practiced, and the role of the mental health interpreter is clarified.

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

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





## Undergraduate certificate

# Medical Interpreter or Human Service Interpreter

1 year • 18 degree credits or professional development

<u>non-credit</u>	<u>degree credit</u>	<b>TERM 1</b>	
		Introductory course for your field. . . . .	3
LLICO10	SCI100	Anatomy & Pathophysiology (for medical interpreters)	
LLICO26	BHS305	Introduction to Human Services (for human service interpreters)	
LLICO11	SOC415	The Role of the Interpreter . . . . .	3
LLICO90	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
<b>TERM 2</b>			
		Interpreting Skills I (for students already proficient in one language below) . . . . .	3
LLICO13	COM350	Spanish	
LLICO14	COM351	Portuguese	
LLICO15	COM352	Multilingual	
LLICO08	COM358	American Sign Language	
LLICO12	SOC412	Cross Cultural Communication . . . . .	3
LLICO91	COM091	Essential Communication II: Patient (required for students needing increased fluency in English; req. Communication I) . . . . .	0
<b>non-credit</b>	<b>degree credit</b>	<b>TERM 3</b>	
		Interpreting Skills II (req. Skills I & your intro course) . . . . .	3
LLICO16	COM353	Spanish	
LLICO17	COM354	Portuguese	
LLICO18	COM355	Multilingual	
LLICO09	COM359	American Sign Language	
LLICO30	INT300	Interpreter Internship (preqs: your intro course, Role of Interpreter, Skills I) . . . . .	3
LLICO92	COM092	Essential Communication III: Provider (required for students needing increased fluency in English; req. Communication II) . . . . .	0

## Undergraduate certificate

# Mental Health Interpreter

2 terms • 6 degree credits or professional development

<u>non-credit</u>	<u>degree credit</u>	<b>TERM 1</b>	
LLIC020	COM356	Mental Health Interpreting Skills I . . . . .	3
LLIC021	COM357	Mental Health Interpreting Skills II (req. MH Skills 1) . . . . .	3

**Admission requirements for Interpreter certificate programs:**

- 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, written and/or visual assessment.
- *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 the BA in Psychology or BS in Human Services.

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



## Undergraduate certificate

# Medical Administrative Assistant

1 year • 15 degree credits or professional development

<u>non-credit</u>	<u>degree credit</u>		<b>TERM 1</b>
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
<b>TERM 2</b>			
LLIC023	COM205	Business Communication for Health Care . . . . .	3
LLIC019	SOC214	Medical Office Procedures . . . . .	3
<b>TERM 3</b>			
LLIC030	INT300	Allied Health Internship (preqs. Bus Com for HC, Computers for Medical Offc) . . . . .	3

**Degree Credit Option** — Credits may be applied to the BA in Psychology or BS in Human Services.

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

## Undergraduate certificate

# Human Service Assistant & Case Manager

1 year • 15 degree credits or professional development

<u>non-credit</u>	<u>degree credit</u>		<b>TERM 1</b>
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
<b>TERM 2</b>			
LLIC028	BHS420	Strategies for Change . . . . .	3
LLIC029	(new)	Case Management . . . . .	3
<b>TERM 3</b>			
LLIC030	INT300	Allied Health Internship (req. Intro to Hum Serv) . . . . .	3

**Degree Credit Option** — Credits may be applied to the BA in Psychology or BS in Human Services.

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

**Admission 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.).

# 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.

### **MAT100 Foundations of Mathematics - 3 credits**

Math100 emphasizes the central mathematical ideas of logic, data-based reasoning, pattern recognition, analysis, and rational communication. By combining real-life problem solving with mathematical operations and investigation, we develop and enhance the essential

concepts underlying undergraduate mathematics. Topics include a review of multiplication and division, fractions, decimals, percents, ratios, positive and negative integers, expressions, equations and inequalities, exponents, basic graphing, geometric functions, and the fundamentals of algebraic functions.

### **MAT101 College Mathematics I - 3 credits**

Prerequisite: MAT100 if assessment indicates need

This course introduces students to the value of mathematics for students' career and educational goals. Students will acquire mathematical study skills, gain strategies for problem solving, and develop a sound foundation for future mathematics coursework. The course is structured towards engaging students in active, applied, and real-life learning in order to facilitate mathematical problem solving and conceptual understanding.

### **MAT102 College Mathematics II - 3 credits**

Prerequisite: MAT101 if assessment indicates need

Challenge exam available.

This course develops students' mathematical thinking and problem solving around issues of both mathematical content and process. Students will acquire a conceptual and practical understanding of and familiarity with numbers and operations, algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, reasoning and proof, communication, connections, and representations. A key feature of the course is active student involvement to support communicating mathematics in everyday and academic contexts.

### **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 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.

# 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**

This course is designed to provide a wide range of practical and theoretical information about the adolescent drug prevention programs. Student will learn about the adolescent substances of choice, extent of their drug use and abuse, and types of school-based and community-based interventions. Multicultural considerations in the development and assessment of prevention programs will also be examined. It is recommended that Introduction to Addictions be taken prior to taking this course.

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

This course presents concepts and practices related to a broad spectrum of addictions and addictive behaviors, including theoretical models of addiction, terminology, review of substances and their effects, treatment strategies and programs. The impact of culture and ethnicity on substance use and abuse is addressed. Important current issues are discussed, such as difficulties in combining mental health and substance abuse perspectives. Students learn first-hand about a variety of treatment programs through guest speakers. Attendance at at least one addictions support group is strongly encouraged (AA, NA etc.).

## **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**

This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, personality disorders, HIV/Aids, and homelessness. Students begin to understand major symptoms and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. The course develops a heightened awareness of mental health issues and a broad understanding of co-occurring disorders, enabling students to address client needs more holistically with a focus on their strengths.

# Arts

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

This course provides essential, hands-on familiarity with the materials of art and principles of design. It focuses on the "grammar" of visual arts and art materials: line, color, texture, scale and composition, and does so especially in the media of painting, drawing and collage. It enhances your frame of reference for evaluating criteria of beauty and your ability to use and understand visual art as an expressive means of communication within and between cultures.

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

This course provides 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. Given the public nature of drama, the relationship between the dramatic works and their cultural contexts will be explored.

## **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 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 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.

**ART235 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 Clifford's *Odets* and Arthur Miller, the militant theatre of Bertolt Brecht, the absurd theatre of Ionesco and Beckett. Finally, the contemporary theatre must be 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.

**ART305 Women and Film**

This course focuses on how women are shown in key films of the 20th century. Films presented consider images of women that are one-dimensional (sex goddesses or saints, career women or mothers, vamps or all-American girls) as well as more complex, multidimensional characters. We explore the issue of how the star system, the Production Code, social values, and the personal vision of the directors affect women's depiction on the screen. Moreover, the course studies how and to what extent films today influence women's ideas about beauty, identity, marriage, motherhood, career, sexuality, and gender issues.

## Communication

**COM322 Effective Oral Presentations - 3 credits**

Prerequisite: WRT101.

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Learners gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language, and audience engagement. Learners research an interesting topic and prepare a research paper for oral presentation. Presentations are videotaped to permit more complete and immediate assessment and support of student learning. They expand their communication skills that support work in other courses.

## 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 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.

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

**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.

## 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)

Students will learn about the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth. The topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the

profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to eight years of age) are integrated in the course of daily life.

**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.

**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 and activities that encourage creativity and methods of developing, linking and expanding a child's encounters with literature.

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

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

**EMC304 Language Arts, Art and Music for Young Children - 3 credits**

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

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

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

**EMC306 Mathematics for the Early Education Classroom - 3 credits** (LLIC045 non-credit course code)

The course uses the Massachusetts Frameworks as the guideline to provide instruction on how to creatively teach number concepts, patterns, shapes, space, measurement, and data collection. Students learn how mathematics connects across disciplines and how this subject can be embedded in daily activities beyond the classroom, challenging teachers to be alert to opportunities for facilitating mathematical understanding.

**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 to understand the progress of children ages birth to eight (2nd grade) 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. 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.

**EMC315 Developing Curriculum for Young Children - 3 credits** (LLIC042 non-credit course code)

Students will demonstrate their ability in organizing the environment and planning developmentally appropriate curriculum to facilitate children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive curriculum in a supportive physical and social setting for children three to eight years old (preschool through second grade).

**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 to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Students will be presented with discipline models to become competent practitioners of certain techniques for PreK-2nd grade that match the student's personality and philosophy of learning as well as what is appropriate for the developing child.

**EMC317 Early Childhood Growth and Development - 3 credits** (LLIC041 non-credit course code)

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 (PreK-2nd grade). Key to a child's development is the relationship with caregivers, siblings, peers, early friendships, and others, and how such relationships contribute to cognitive growth.

**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.

**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 Mathematics 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**

Students learn developmentally appropriate teaching practices through stories, writing, literature, arts, storytelling, and children's play. Students learn to observe and record the behavior of children ages three to seven and apply their knowledge of developmental stages and the characteristics of young children with and without special needs, to an integrated language arts curriculum. The course includes methods to create a classroom environment that recognizes racial, cultural, and linguistic diversity in young children and supports their learning.

**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.

**(new) Early Education and Care Administration - 3 credits**

Based on administrative theory and practice, this course will provide the skills and knowledge needed to sustain a leadership position in an early education and care setting with confidence and long term success. Upon completion of this course, students will be able to understand and implement a range of management dynamics; from

the complexities of starting a new center, to the challenges of being a new administrator in an established early education center.

## 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 socioeconomic, cultural, ethnic, and social issues on the life cycle is discussed, emphasizing the diversity of developmental schemas. Physical, moral, cognitive, behavioral, and psychosocial development of individuals are addressed in the context of family development. Students trace developmental patterns and identify factors which facilitate or impede growth, using examples from their personal and professional lives.

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

Students learn about the biological, situational, and psycho-social conditions defined as "special needs," and analyze their impact on families, communities, and other childhood environments. The history of governmental response and current laws and regulations applicable to this area are reviewed. Students become familiar with the components of individual and community programs that address special needs, including assessment and rehabilitation planning and the design of appropriate environments. Concepts of "family focus" and "family practice" are emphasized, and students hear from and interact with a number of community experts. Students develop a case study, either individually or in a group, to be presented in professionally written form and orally, in class.

## History

**HIS101 World History I - 3 credits**

This course provides an understanding of early civilizations from ancient times until c. 1650. Early civilizations include Egypt, Babylonia, India, China, Israel, Greece and Rome. European coverage includes

Middle Ages, Renaissance, Reformation and beginnings of the Age of Discovery. This course includes cultural, intellectual, political and economic developments, and is the basis for the 2nd term, HIS102.

### **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.

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

This course traces the development of the United States from 1865 to its present status as a world power, analyzing economic, political, social and cultural factors. The functioning of American federal and state constitutions is analyzed, providing the knowledge and understanding needed by teachers and other professionals who interact with the public sector. The course covers the aftermath and effect of the Civil War, industrialization and its impact, waves of new immigration, western expansion, conflict with Native Americans, emergence as a world power, World War I, the Great Depression, World War II and later issues of the 20th century.

### **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 - 3 credits**

This course explores the cultural, technological, political, and economic transformations of American life from the early 1900s to the present through various modes of mass media. The course uses visual and print media such as film, radio, and TV to examine critical issues and phenomenon such as immigration, the world wars, the civil rights movement, and the rise of consumerism. Students will evaluate the content and context of new media formats and the role that such media played on the events covered.

### **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 the Colonial period and after independence, and to the integration of numerous immigrant groups to the Commonwealth in the 19th-20th centuries. The role of Massachusetts in driving industrial and technological change in America is considered, as is its role in inaugurating public education in America. The course satisfies a key content knowledge area for public school history teachers.

### **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 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, education, psychological diagnosis and treatment in areas such as trauma, body-image, eating disorders, depression, anxiety, and developmental delays.

**PSY428 Holistic Psychology: An Integrated Approach - 3 credits**

This is a course on integrative approaches across the healing disciplines, focusing on integrating body, mind and spirit in a variety of

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

## Human Services

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

**BHS125 Spanish for the Helping Professions - 3 credits**

This course is designed for beginning level students in the helping professions such as workers in human services, community agencies, health care organizations, educators, and others who wish to learn Spanish. This course will enhance students' ability to communicate with Spanish speaking populations in work situations related to the health and human services, education and community work. This course will offer intensive exercises in oral communication, reading, listening and written practice of the Spanish language to enhance oral proficiency. Students will not become fluent as a result of this course, but will begin the process of learning how to communicate in a culturally sensitive manner within the context of the helping professions.

**BHS205 Strategies for Success: Personal Mastery in Action - 3 credits**

In this course, students will use the concepts of personal mastery as defined by Peter Senge as a foundation from which they will develop a vision statement, and will look further at the process of transformation and self-concept as they identify goals, and develop an action plan to bring about the results they desire in their lives. Students will critically examine theories of success and empowerment as they work to apply these theories to their lives and the lives of others they view as successful. This work will culminate in the creation of a personal action plan.

**BHS208 Financial Literacy - 3 credits**

This course will provide an historical perspective on the creation and expansion of the wealth and opportunity gap within the United States. It will look at the role that education has played in narrowing the income gap, while also looking at the limitations of increased years of education in affecting change with regard to wealth. The course will seek to broaden students' awareness and knowledge of these gaps and provide concrete information and strategies for developing a solid understanding of how to create a financial base. It will cover basic economic literacy, financial planning, credit management, basic banking, home ownership, and the impact of policies that help and hinder the creation of wealth. The course will also create opportunities for students to have increased resources in the areas addressed through the guest speakers who will present on each of the content areas. In essence, understanding of the history of wealth and asset building in this country, their current financial circumstances, how to better manage their money, and take control of their financial health. It will make explicit the role that building financial health has in creating healthier families and communities, in social mobility.

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

(LLIC026 non-credit course code)

This course provides an overview of the history, philosophies, structures and systems of delivery for human services. Drawing from a

variety of resources including case studies, students learn what the programs are, whom they serve, and how they work; they explore protocols and procedures to evaluate their success. Particular attention is paid to questions of poverty and wealth and their impact upon public welfare. Students become familiar with ethical issues involved in working with different populations and communities, and consider the implications for public policy.

**BHS315 Understanding Family and Community Systems - 3 credits** (LLIC027 non-credit course code)

This course builds on systems thinking by applying systemic concepts to understand the makeup and functioning of families and communities. Students review the characteristics and interrelationships among family and community systems, and learn how to assess their respective strengths, resources, needs, and coping strategies. Local community issues impacting families, such as kinds of employment opportunities and unifying traditions on the one hand, and violence and discrimination on the other, are addressed. Students use assessment models to look at their own life situations such as job, family, neighborhood. Students interact with their peers and others seeking to make an impact with families and communities.

**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 Alzheimer's and Memory Related Problems - 3 credits**

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

**BHS364 Unequal Treatment: Disparities in Health and Human Services - 3 credits**

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Student will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed, or color; and how this important policy has been implemented and enforced over time. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

**BHS368 American Immigration Law and Policy - 3 credits**

This class explores many of the major trends in the history of American immigration and the legal and policy structures developed over time to regulate the flow of immigrant populations into the country. The course examines the politics and debates that have shaped major policy shifts since 1965, when the passage of the Immigration Act of 1965 marked a radical departure from a system of preference based on national origin, up to and including the immigration debate today. The class will be taught from a multidisciplinary perspective utilizing short readings drawn from legal and government documents, newspaper articles, historical essays, and oral histories to inspire class discussion and personal reflection.

**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.

**BHS378 Program Planning and Evaluation - 3 credits**

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/ provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing. (formerly MAN424)

**BHS420 Strategies for Change - 3 credits**

LLIC028 non-credit course code)

This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at intervention systemically and in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change and examine all aspects of an intervention process, from assessment and treatment planning, to choice of strategies, and implementation. A variety of techniques are presented for use with individuals, families and larger groups. Preventive, problem-solving approaches are discussed as well as strategies for creating new solutions. Students hear from agents of change, analyze their own personal and professional experience, and practice techniques in class and, as appropriate, at their work sites.

**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.

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

**BHS490 Human Services Capstone - 3 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, this 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.

Students 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.

## 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 student interpreters the opportunity to practice and improve their English skills. Classroom and homework activities focus on the communication needs and situations of key importance to interpreters. Students make use of their experiences as immigrants as a starting point for exploring the English language and developing their communication skills.

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

(LLIC091 non-credit professional education course code)

Prerequisite: LLIC090/COM090.

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

Students will examine the perspectives of clients and patients through investigation, research, dialogue, and analysis of current literature on cross cultural issues in health care and human services. 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.

Prerequisite: LLIC091/COM091.

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

This course offers college-level, intensive practice of the English language to further develop oral, listening, reading, and writing skills of student interpreters. Through classroom exercises practicing interacting with providers in simulated interpreting encounters, students enhance their level of confidence in providing interpreting services.

**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**

non- . . . .degree

credit . . . .credit . . . .language

LLIC013. . .COM350 Spanish

LLIC014 . .COM351 Portuguese

LLIC015. . .COM352 Multilingual

LLIC008. . .COM358 American Sign Language

Prerequisite: proficiency in Spanish, Portuguese, other language, or American Sign Language

Students already fluent in the language will learn the theoretical basis of Interpretation and translation, and applied interpreting skills and techniques for medical or human service settings. Emphasis is placed on bilingual vocabulary and phraseology, and practice of interpreting skills through role play.

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

non- . . . .degree

credit . . . .credit . . . .language

LLIC016 . . .COM353 . .Spanish

LLIC017 . . .COM354 . .Portuguese

LLIC018 . . .COM355 . .Multilingual

LLIC009 . . .COM359 . .American Sign Language

Prerequisites: Interpreting Skills I and introductory course for your certificate—medical interpreters, LLIC010/SCI100; for human service interpreters, LLIC026/BHS305.

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)

This 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)

Prerequisite: LLIC020/COM356.

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 health 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/Allied Health Internship: Practicum - 3 credits**

(LLIC030 non-credit course code)

Prerequisites for interpreters: LLIC010/SCI100 for medical, or LLIC026/BHS305 for human service; LLIC011/SOC415, and Interpreting Skills I.

Prerequisites for medical administrative assistants: LLIC022/CMP231, LLIC023/COM205.

Prerequisite for human service assistants: LLIC026/BHS305

Students strengthen and refine their interpreting or allied health skills at a local internship site. They are evaluated for ability to work with providers and clients and to demonstrate understanding of service protocols in their field. 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.

### **SCI305 ICD Coding - 3 credits**

(LLIC025 non-credit course code)

This introductory course provides an overview of diagnostic coding and an introduction to the format of the ICD coding book. It offers extensive coding practice in principal and secondary diagnoses, principal and secondary procedures, and correct sequencing. In addition to conditions and diseases of the systems of the body, neoplasms, congenital anomalies, late effects and E-codes and V-codes will be studied.

### **SCI306 CPT Coding - 3 credits**

(LLIC024 non-credit course code)

This course provides the student the opportunity to understand CPT coding in the areas of evaluation and management, medicine, anesthesia, surgery, pathology and radiology. In addition to learning the coding conventions for specificity, new codes, changes of codes, and global fees, the student will also be able to apply two-digit modifiers and anesthesia modifiers accurately.

### **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**

(LLIC011 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 Studies

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 will cover the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students will learn the elements of law pertaining to what legally constitutes abuse, the responsibilities of mandated reporters in reporting suspected child abuse and neglect, what happens once a report is filed, and the laws governing child protection services.

### **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 Circles I - 1 credit**

The circle process is an aboriginal and native way of being in relationship. Circles are used widely in these communities for resolving conflict and restoring community. In recent years the circle process has made inroads into communities and systems in the United States and Canada. Circles are being formed to help heal, support, connect, plan and problem solve within communities in ways that our traditional processes and methods of communicating have regularly excluded due to the nature of their structure. Whether circles happen at the kitchen table, or within classrooms and systems, the result is always a turning to one another that leaves us with a new understanding of what it means to be in a community. Its implications for what true democracy means and requires of us are powerful and great.

**PSY(new) Circles II - 1 credit**

This course is an intensive follow-up to Circles I: Introduction To Circles. Circles I is always a great and challenging beginning to community building and the sharing of stories. Circles II takes that challenge further by introducing a particular issue or situation involving harm that needs our attention, honesty and sharing in order to transform it. The first night of the course, the issue will be presented. Then together using the circle process for the remainder of the course, we will attempt to come to some agreement and action plan in a good way that will lead us on a path headed toward community rather than hopelessness and disconnectedness.

**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 Understanding Child Abuse and Neglect - 3 credits**

This course is an overview on child abuse, neglect, and interventions targeted to this social problem. This course will assist the student in understanding, through case studies and readings, contemporary definitions of child abuse, neglect, sexual abuse, institutional abuse, adolescent abuse and catastrophic maltreatment. Child abuse will be discussed in context of family stress and the course will examine the historical role of societal intervention. Additionally, childhood neglect and abuse and their impact on delinquent behavior will be discussed. The course will review theories related to family relationship and attachment, community empowerment and disadvantage and the impact on adolescent growth.

**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 adoles-

cents. 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.

**PSY(new) Forensic Psychology - 3 credits**

This course is an introduction to the field of forensic psychology and examines how psychological theory and practice intersect with the law, the legal system and the field of criminal justice. It will offer a broad perspective of the field and will cover the role that psychology has played in a number of related areas including: theories of crime and criminal behavior, the nature of eyewitness testimony, criminal investigation, the psychological evaluation and understanding of criminal suspects and jury selection.

# Literature

## **LIT200 Introduction to Creative Writing - 3 credits**

This course explores the many ways in which fiction and non-fiction are developed, and the methods of effective storytelling. It offers a workshop environment where students work as individuals and groups to thoughtfully analyze and develop poetry and fiction in various forms, and a non-fiction memoir. Short assigned readings and discussion facilitate this process of growth and expressive, multi-faceted literacy building.

## **LIT203 Introduction to Poetry - 3 credits**

This course will survey the vast variety of poetic expression, from songs, storytelling and the spoken word, to modern experimental forms. Poems which confront the full range of human experience—love and death, politics and religion, comedy and tragedy—will be selected from several ages and cultures.

## **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 - 3 credits**

This course introduces the thought, dramatic techniques, language and moral psychology of the most influential writer in the English language. In this course, we slowly and carefully read some of the plays of this dramatist and poet, examining his treatment of the enduring issues of human individuality and relationships, including: parental preference and sibling rivalries; the needs, fears, and dignity of the elderly; ambition, loyalty, self-sacrifice, lust, cruelty and honesty; the ability of human beings to plan wisely while also accounting for human weaknesses and passions; the need for every individual eventually to confront a moral dilemma that will define his or her character.

## **LIT301 Exploring Our World Through Poetry - 3 credits**

This course investigates the ways poetry helps us interpret and describe the world around us, our relationships with society, other people, and ourselves. The specific forms of verse in the English language tradition will be explored, as will poetic forms in other cultural traditions which have influenced English. The social functions of poetry in various contexts will also be examined. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

## **LIT310 Gothic Fiction - 3 credits**

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

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

This course deepens the student's initial encounter with literature by closely examining the specific ways in which the various literary genres work, why a writer might choose one genre over another, and

how material may be transformed when adapted from one genre to another (when, for example, a film is based upon a novel). The course will study fiction, poetry, memoir, drama, and film. In each semester there may be a particular emphasis on one or more of these genres.

## **LIT312 World Literature - 3 credits**

Literature is one of the most effective ways to become familiar with cultures that are not one's own. In literature, we are invited, on the most intimate terms, into the homes and minds of people whose experiences we might otherwise know only from headlines or school textbooks. This course examines major texts from various nations, cultures, and periods, in the most reliable and readable English translations. Both universal themes and localized concerns will be discussed, as will the social and historical contexts of each text.

## **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 the literary heritage, selecting significant works and authors from the colonial through contemporary periods. Emphasis is on historical background, cultural context, and the literary analysis of selected prose, poetry, and drama. Students learn to interpret, analyze, and respond to literary works in their historical and cultural contexts. Students gain substantial knowledge of the major periods, authors, and themes in American literature emphasized in the Curriculum Frameworks for Massachusetts teachers.

## **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**

Literature has provided the most powerful and perceptive expressions of the African-American experience, from slavery to our own day. Through a rich selection of folktales, songs, short stories, novels (and excerpts), drama, autobiography and poetry, this course will explore the contradictions, defeats and triumphs of Black individuals and

communities over four tumultuous centuries. As the African-American story lies at the core of the larger American story, so African-American narratives lie at the core of American literature.

**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.

## Management Studies

**BSM101 Business Writing - 3 credits**

The course presents an introduction to the demands of business writing. Students learn how to develop the skills for effective written business communication including idea formulation, research, outlining, drafting, revising, peer editing, and presentation skills. Students will demonstrate an understanding of the relationship between reading and writing as well as the relationship between a writer and his/her audience. They will gain a better understanding of the writing process. They will also acquire the tools to help them think conceptually, read critically, and write analytically. In the process they will learn the importance of, and how to, understand and better evaluate what they read. The course will provide opportunities to evaluate and discuss the ideas of their peers while learning to use these ideas as starting points in their own critical thinking, questioning, and idea development. This course will provide opportunities for students to understand their role as writers as well as their role as critics of each other's writing. As this course relies heavily on discussing assigned readings and on questioning various elements and tools of the writing process, active participation is mandatory; this class will only be as successful as the students make it!

**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**

While manufacturing jobs have dwindled in the United States, the service sector has been on a rapid increase. Consequently, service related roles have been on a rapid increase. Often we think of customer service roles that are characterized as low wage, simple and repetitive. However, nothing could be further from the truth. Service roles vary from industry sector to sector. Roles range from helpdesk functions to more sophisticated consultative roles in finance, accounting, and human resources. In the ever increasing global market, service remains a hotly contested market. All service functions and roles require in-depth customer knowledge, attentiveness to detail, quality standards and a high level of dedication to the customer. This course's primary purpose is to equip students with the varied knowledge, skills and attitudes to be an integral part of an ever-evolving sector and organizational function.

**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**

Fundamentals of Investment Management provides an introduction to the financial industry and develops an understanding of the players, markets, economic interplay, products, clients and functional processing that exist in the world of investments. Subjects covered include the history of financial services, evolution of the industry, risk and return, industry laws and regulatory agencies, how the industry makes money, credits, exchanges and redemptions.

**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 contempo-

rary and changing forces that challenge the practice of management. It helps students understand the importance of the environment in which managers function, and explores the processes of strategic, operational and tactical planning. It considers various organizational structures, the contexts for which they are best suited, and the role of communication, decision-making and leadership in managing organizations. It also discusses the principles of organizational control and the role of control systems in improving organizational productivity and efficiency.

**BSM310 Organizational Theory and Behavior - 3 credits**

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

**BSM315 Diversity Issues in the Workplace - 3 credits**

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

**BSM320 Operations Management - 3 credits**

This course covers the essentials of the operating systems of manufacturing and service organizations that convert materials and other resources into finished goods and services. Topics covered include key performance metrics, process mapping and analysis, product and process design, new product introduction, supply chain management, plant location and capacity planning, total quality and effective resource management. The goal is to understand the concept of total product life cycle management, and the effect of strategy in the operations role, as well as tactical issues such as inventory control, quality assurance and operations scheduling. The course also discusses recent developments such as computer-integrated manufacturing, flexible-manufacturing systems, and just in time inventory. It considers the interrelationship of operations decisions with marketing, finance and the overall strategy of the organization.

**BSM325 Marketing - 3 credits**

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

**BSM326 Strategies for Sales Management - 3 credits**

Successful selling requires good communication skills and an under-

standing 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.

**BSM331 Principles and Practices of Consumer Credit - 3 credits**

This course defines and examines consumer lending basics including regulations, credit policy, operations, loan closings and loan servicing, product knowledge and the decision-making process. The focus is on how to make an appropriate consumer loan by using a decision-making process which includes interviewing, investigating and knowing various loan products. This course includes lecture material and related case studies for students to develop fundamental credit skills and sound lending judgement.

**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.

**BSM334 Principles of Banking - 3 credits**

This course covers the history, purpose and function of banking. It examines how banks, in today's competitive and changing economic environment, serve the financial needs of individuals, businesses, and the government. The course will also compare the financial services offered through traditional banking institutions and other financial service providers.

**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 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.

**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, strate-

gies 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 the 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 nonprofit organizations to develop distinctive marketing approaches on the Internet. Throughout, it emphasizes the role of Internet marketing in the overall marketing strategy of an organization as well as the need for careful integration between strategies executed in cyberspace and in the physical world. Students analyze varied internet marketing cases and develop marketing plans that include major internet elements.

**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.

**BSM460 Database Management - 3 credits**

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

**BSM465 Negotiation and Conflict Management - 3 credits**

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

**BSM470 Project Management - 3 credits**

This course introduces the principles of project management. In today's organizations, work is increasingly being organized in the form of temporary projects. The project manager is responsible for pulling together resources from across the organization and for delivering results on time. The course provides an overview of the basic management principles and procedures involved in starting, managing, controlling and terminating a project successfully. Topics covered include the project management process, controlling and managing a project, selecting the project team, understanding the relationships of projects to organizational goals, defining project scope, project scheduling, control and coordination techniques.

**BSM475 Information Technology - 3 credits**

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

**BSM408 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 implementation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients.

## Mathematics

**MAT100-MAT102** See Learning to Learn.

**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.

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 & Religion

**PHI300 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.

**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.

**PHI235 Introduction to Philosophy Through Literature - 3 credits**

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

**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.

**PHI320 Ethical Analysis in Contemporary Society - 3 credits**

The existential question "who am I?", perhaps the ultimate question of philosophy, is closely related to questions of morality/ethics such as "what ought I to do?" and "what are the principles for right conduct?". We are all continually being confronted with ethical situations and dilemmas, whether we choose to respond or not. Ethics is the study of the standards of human conduct and of the foundation for judgment. As such ethics addresses issues pertaining to individual and societal norms, and it involves reflecting on the role of the self in regards to others. With this base we identify contemporary social issues that need change as well as the ways in which such change can be brought about.

**REL230 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.

**REL315 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 professional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

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

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.

**PSY321 Child Development: Themes and Topics - 3 credits**

This course will examine human growth and development from birth through adolescence. Students will be provided with an overview of the key concepts and theories that comprise the field of child development through lectures, selected readings and films, and through a variety of educational activities that involve students' own observations and experiences. We will study the work and theoretical models that have historically described child development drawn from some of the most influential authorities in the field and locate their observations within the context of prevailing social and historical trends. Recent developments and research directions in child development will be incorporated in the content and topics presented in class. The didactic materials and class assignments will enable students to develop pragmatic perspectives about children which can facilitate their own professional goals and aspirations.

**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 policies and practices in psychology. The seminar leader is also the academic advisor, and guides students through their individualized academic plans.

**PSY390 Psychology of Aging - 3 credits**

The life phase of old age is characterized by a dynamic interplay of internal and external adaptations including often, a prevailing sense of loss: loss of ones' capabilities and skills, one's physical abilities and health, the loss of friends, spouse or social world and of course, the increasing sense of the loss of ones' own future. And yet, Erik Erikson has also described old age at its best, as a time for the gathering of wisdom and the deepening of personal integrity which can be passed on to others for all to benefit.

What does it mean to age "successfully"? What are the challenges, the rewards and the stresses of aging and how do they affect one's psychological experience of oneself and of those around an aging individual? In what ways can old age challenge or fulfill one's sense of oneself?

This course will examine the components of successful aging as well as the psychological stressors older adults may experience as they travel through the last phases of the life-cycle. Topics include the influence of age on cognitive processes, personality and psychological well being. Special attention will be paid to the impact of culture, gender, and socioeconomics as one looks at the psychology of aging and we will describe strategies to reduce isolation and increase social support for elderly.

**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.

**PSY470-471 Psychology Internship I and II - 3 credits each**

Psychology Internships give students the opportunity to practice knowledge and skills gained in the classroom and to experience firsthand the practical applications of how psychology and psychological skills are practiced professionally in a wide variety of settings. All Internship sites and student's activities must be approved in advance by the program director and close ties are maintained between the on-site agency supervisor and the course instructor.

**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)

**CHM100 Introduction to Chemistry and Green Chemistry I**

The purpose of this course is to introduce a foundation of chemistry, green chemistry and the molecular basis of materials. It will provide teachings in molecular structure, properties and reactivity of materials. Highlighted throughout are the "real world" applications of materials and their intentional and unintentional impacts on human health and the environment. Green chemistry, the design of products and processes that reduces or eliminates the use or generation of hazards, will be infused throughout the course. The student will come away with a basic understanding of the principles of green chemistry.

**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 anthropolo-

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

**SCI214 The Elements of Geography - 3 credits**

A study of the major elements of physical and human geography, with an overview of the world's regions. Emphasis is on global relationships and distributions, both environmental and cultural. This includes climates, natural vegetation, land forms, cultural origins and diffusions and economic patterns. Survey of weather elements as a basis of the regionalization of world climate as well as an examination of the human imprint on the environment.

**SCI215 Everyday Physics - 3 credits**

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

**SCI216 Introduction to Chemistry: Chemical Equations to Food Calories - 3 credits**

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

**SCI224 Fundamentals of Astronomy - 3 credits**

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

**SCI225 General Biology - 3 credits**

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

**SCI226 Biology Concepts and Procedures - 3 credits**

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

**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**

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

### **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.

### **SCI300 Principles of Ecology**

Prerequisite: SCI225 or permission of instructor.

Ecology is the study of the interactions between organisms and their environment, and the way in which these interactions determine the distribution and abundance of organisms. This course presents an introduction to the basic principles of ecology, from the theoretical fundamentals to their practical applications. The course is designed to present a comprehensive overview of all aspects of ecology, including evolution, ecosystems theory, conservation theory and application, plants, animals, biogeochemical cycles, and global change. The science of ecology is examined from three levels: ecology of the individual, ecology of populations, and ecology of systems. Since ecologists often play a significant role in constructing and evaluating conservation and environmental management programs, we incorporate the application of ecological theory to current environmental problems throughout the course. The course will combine lectures and group learning dealing with both the theory of ecology and applied issues with a practical component of laboratory and field projects.

### **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: SCI225 or permission of instructor.

This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered from the human genome project impacts society, specifically discussing various benefits and drawbacks.

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

Prerequisite: SCI225 or 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 Cross-Cultural Narratives of Identity - 3 credits**

This course explores identity transformations 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 Cultural Anthropology - 3 credits**

How do societies and cultures work? How do we know how to behave? What are the rules that make our society function? Do these rules differ from other societies? How do minority groups fit in? Cultural anthropology asks all these questions, and the process of discovering answers changes the way students think about themselves and their actions in society. Students analyze the behavior of people in groups and realize that practices contrary to their own may be logical from another's point of view.

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

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

### **SOC213 Adult Development and Career Transition - 3 credits**

A typical adult's career in today's fluid work environment is marked by frequent transitions that can dramatically affect job and career stability, with a concomitant negative impact on self-esteem and personal productivity. This course provides a comprehensive understanding of how organizational and personal transitions occur and how they impact careers and lifespan development. Through relevant theoretical perspectives from systems theory, sociology, and psychology, students analyze adult development, career change, and the American workplace. They learn to evaluate their own work history, transferable skills, and core work motivations. Students also discuss and explore how organizations react and change due to market trends.

### **SOC260 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.

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

This course studies the ways in which women are seen historically and in the world today. This course draws from literature, sociology, anthropology, speeches, advertising and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imagining 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.

# School of Education

& National Institute for Teaching Excellence (NITE)

## Introduction & Policies

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

### Learning Community & Faculty

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



### Effective Learning & Teaching

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

### Schools

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

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

### Educators, Choose Your Program Carefully

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

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

## Advising & Professional Seminar

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

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

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

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

## Academic Support

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

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

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

## Transfer Credit

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



## Program Outcomes

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

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

# Licensure Programs & Policies

## Educator Licensure Program Approval

**Massachusetts** — Cambridge College programs preparing students for educator licensure are approved by the Massachusetts Dept. of Elementary and Secondary Education and are subject to its regulations and standards.

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

**Other States** — Massachusetts has reciprocal agreements with many other states through the NASDTEC Compact. However, some states may not accept out-of-state teacher preparation programs. Check with state credentialing agency before enrolling!

## Changing Regulations

Nation-wide, standards for teachers are rising. We advise students that regulations in any state may change at any time. To help students meet professional standards, our programs are subject to change. Program coordinators are available to counsel students regarding licensure.

## Licensure Process— Massachusetts

Students who wish to pursue licensure through the Cambridge College School of Education must:

- Enroll in and complete an approved Cambridge College licensure program.
- Pass applicable Massachusetts Tests for Educator Licensure.
- Submit official undergraduate and graduate transcripts to the Mass. Dept. of Elementary and Secondary Education.



### Licensure Process—Other States

Students who wish to obtain a license (credential/certificate) must get current information from their state credentialing agency before enrolling, comply with their requirements, and follow their procedures.

- Enroll in and complete an approved Cambridge College licensure program.
- Pass applicable state teacher tests.
- Complete a state program verification form with assistance from the Cambridge College Educator Licensure Office. Submit form and official transcript to the state credentialing agency upon graduation.

Due to the diversity of states and changing regulations, additional state requirements may apply.

### Practicum

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

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

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

**Practicum site** — Licensure students are expected to locate a practicum site and a local educator holding a license corresponding to the license for which they wish to apply and who is willing to serve as the supervising practitioner. The acceptability of a practicum or practicum site is determined by the program coordinator in compliance with current the Mass. Dept. of Elementary & Secondary Education regulations. A faculty supervisor will be appointed by Cambridge College to arrange on-site visits with licensure students during the practicum period.

**Practicum Prerequisites** — Before registering for a practicum, you must:

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

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

- Nature and length of the pre-practicum.
- Courses.
- Clock hours fulfilling the role(s).
- Name and position of the College supervisor and supervising practitioner(s).
- Evidence of meetings between supervisors and the candidate.

**Practicum in Other States** — If 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 coordinator.

### Tests for Educator Licensure

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

**States other than Massachusetts** — Through reciprocal agreements, many states recognize academic programs approved by the Commonwealth of Massachusetts for licensure. However, the teacher testing requirements of each state still apply. Therefore, most students in our national programs leading to licensure take their own state's exams rather than the MTELS. Students are responsible for checking with the credentialing agency in the state where they seek a license and planning accordingly.

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

### Report Card

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

Test Field	Cambridge College
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:

- 2005-2006 academic year; most recent year available.
- 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.

## Licensure Programs Taken Without Licensure

Some initial licensure programs may be taken without licensure. These program charts include a "non-licensure option."

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

## Career Advancement Programs & Policies

For Licensed/Certified Teachers & Other Education Professionals

### Renewal, Advancement & Special Topics

These academic programs 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 may also find their needs met by a non-licensure program.

*These programs do not lead to educator licensure. 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.*

### Non-Licensure Students in Licensure Courses

Students not pursuing educator licensure are invited to take licensure courses. These courses require more class time than other courses. All students registering for courses that include pre-practicum hours of directed field-based training outside of class must complete all prepracticum hours in order to earn credit for the course **whether or not they intend to take a practicum or pursue licensure.**

## National Institute for Teaching Excellence

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

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

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

### Fall & Beyond

Learning groups established in the summer continue their study in the fall term. They may meet at regional centers and/or online. Regional centers are available for fall, spring, and second-summer course work:

- Where Cambridge College has a state-authorized regional center (see map on back cover) and where the particular program is authorized.
- 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.



# MEd Programs at Cambridge College Centers

Programs of Study	Licensure			Offered in Cambridge & Selected Regional Centers							
	Initial Licensure	Professional	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
<i>Licensure programs for public school K-12 educators</i>											
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 .....	●		●	●		●	●	●	●		●
(see Educational Leadership)											
School Guidance Counselor .....	●	●		●			●	●	●		●
(see School of Psychology & Counseling)											
Special Education/Moderate Disabilities .....	●	●		●	●	●	●	●	●	●	●
<i>Recommended for credentialed teachers for career advancement &amp; renewal</i>											
Autism Spectrum Disorders .....			●	●							
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 2008:** 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.

# Education Faculty

Josephine (Jo-Ann) S. Testaverde, Ed.D. Northeastern Univ.; Acting Dean, School of Education; Director, NITE  
 Dan W. Butin, Ph.D. Univ. of Virginia; Assistant Dean, School of Education; Director, Educational leadership programs

## Teacher Preparation

### Early Childhood & Elementary Education Faculty

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

#### Cambridge, MA — Full-time

Ethlyn Davis-Fuller, Ph.D. Boston College

#### Cambridge, MA — Part-time

Jeanne Adair, Ed.D. Harvard Univ.

Norma Andreucci, M.Ed. Bridgewater State

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

Ava Goldstein, M.Ed. Lesley Univ.

Carol Jacobson, M.Ed. Northeastern Univ.

Mary Keenan, M.A. Univ. of New Hampshire

Maureen Minasian, M.S. Bridgewater State College

Grace Nagle, M.Ed. Bridgewater State College

Joseph Oliveri, M.S. Bridgewater State College

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

#### Springfield, MA — Part-time

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

Debra V. Donaldson, M.Ed. Lesley Univ.

Valerie Fritz, M.Ed. American International College

James Joyce, M.Ed. Springfield College

John Montanaro, M.Ed. Central Connecticut State Univ.

Daniel Moriarty, C.A.G.S. Westfield State College

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

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

See also Special Education faculty.

#### Lawrence, MA — Part-time

Judith A. Alaimo, M.Ed. Cambridge College

Richard Burchill, M.Ed. Salem State College

Andrea Inamorati, Ed.M. Lesley Univ.

Joanne McCarthy, M.Ed. Tufts Univ.

Joel Rubin, Ed.D. Harvard Univ.

Rene Thomas, D.C. Texas Chiropractic College

#### Ontario, CA — Part-time

Lori Bahnsak, M.S. Univ. of LaVerne

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

Karen Greer, M.A. Azusa Pacific Univ.

Carlee Gruver, M.A. Grand Canyon Univ.

Sharon Gytri, M.A. California State Univ. Los Angeles

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

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

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

John F. Kaucher, M.A. Azusa Pacific Univ.

#### Memphis, TN — Part-time

Cynthia A. Gentry, Ph.D. Univ. of Mississippi

Deborah Bernheim, B.S. Univ. of Memphis

Anniece Gentry, Ed.D. Univ. of Mississippi

#### Chesapeake, VA — Part-time

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

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

#### Augusta, GA — Part-time

Michael Doolittle, Ed.D. Nova Southeastern Univ.

Susan Speir, Ed.S. Lincoln Memorial Univ.

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

### English as a Second Language Faculty

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

#### Cambridge, MA — Part-time

James Backer, Ph.D. Nova Southeastern Univ.

Michelle da Costa, M.Ed. Univ. of Massachusetts

Ann Dolan, M.Ed. Boston State College

Monica Flores Jackson, Ed.D. Univ. of Massachusetts, Lowell

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

Betsy Tregar, Ed.D. Harvard Univ.

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

#### Lawrence, MA — Part-time

Emile S. Tabea, Ph.D. Univ. of Massachusetts

Raquel Bauman, Ed.D. Univ. of Houston, TX

Marilyn Glazer-Weisner, M.A. Univ. of Massachusetts

### General Education Faculty

#### Cambridge, MA — Full-time

Ethlyn Davis-Fuller, Ph.D. Boston College

John Grassi, Ph.D. Columbia Pacific Univ.

Lyda Peters, M.Ed. Univ. of Illinois; Professor (on sabbatical)

#### Cambridge, MA — Part-time

Lindamichelle Baron, Ph.D. Columbia Univ.

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

Peter J. Bodge, M.Ed. Cambridge College

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

Nancy Ellis, Ed.D. Loyola Univ.

Diane Harper, M.A. Boston Univ.

Joyce Hope, Ed.D. Boston Univ.

Jennifer Ellington Howard, Ed.D. Clark Atlanta Univ.

Catherine Jenkins, M.A. Olivet Nazarene Univ.

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

Miriam E. Kronish, M.Ed. Boston Univ.  
 Theresa D. Mattison, Ed.D. Fielding Institute  
 Joanne McCarthy, M.A. Tufts Univ.  
 Thomas Nolan, Ed.D. American International College  
 Linda Ostrander, Ph.D. Union Institute  
 Fayth Vaugh-Shavuo, Ph.D. Hofstra Univ.  
 Leon R. Worthley, M.S. Univ. of Oregon

#### **Springfield, MA — Part-time**

Debra Vaughan Donaldson, M.Ed. Lesley Univ.  
 Dawn M. Fontaine, M.A. Univ. of Massachusetts

#### **Lawrence, MA — Part-time**

Maura Ammendiola, Ph.D. Boston College  
 Laurie Bottiger, Ed.D. Univ. of Kansas  
 John Christoforo, D.Ed. Boston Univ.  
 Christopher Cody, M.Ed. Merrimack College  
 Julio DeCarvalho, C.A.G.S. Cambridge College  
 Douglas Dias, Ed.D. Boston College  
 Denis J. Dupuis Ph.D. Columbia Pacific Univ.  
 Elizabeth M. Hastings, M.Ed. Cambridge College  
 Robert J. Kennedy, C.A.G.S. Cambridge College  
 Tamara Krendel-Clark, M.F.A. Univ. of Pennsylvania  
 Sharon L. Libront, M.Ed. Endicott College  
 Joanne M. McCarthy, M.A. Tufts Univ.  
 Rene Thomas, D.C. Texas Chiropractic College  
 Maria Vejar, Ph.D. Univ. of Massachusetts

#### **Augusta, GA — Part-time**

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

#### **Ontario, CA — Part-time**

Chris B. Brewer, M.A. Columbia Pacific Univ.  
 Henry P. Gallina, M.S. Univ. of Southern California, Diploma, Univ. of London  
 Stephen Gruber, Ph.D. Trinity Theological Seminary  
 Catherine R. Jenkins, M.A. Olivet Nazarene Univ.  
 Judy Tyler, M.Ed. Chapman Univ.  
 Jeannette Vos Groenendal, Ed.D. National Arizona Univ.  
 Nancy Yates, M.A. Azusa Pacific Univ.

#### **Memphis, TN — Part-time**

Genie Cheatham, Ed.D. Jackson State Univ.

#### **Chesapeake, VA — Part-time**

Kathleen D. Carroll, M.Ed. Cambridge College  
 Linda L. Christen, M.S. Kent State Univ.  
 Lora Friedman, Ed.D. Univ. of Florida Gainesville  
 Charlotte F. LeHecka, Ph.D. Univ. of North Carolina Greensboro  
 Michael A. Parker, M.S. Virginia State Univ.  
 Curtiss E. Wall, Ph.D. Michigan State Univ.  
 Nancy Wall, M.S. Old Dominion Univ.  
 Carol Cawley, M.Ed. College of William and Mary

### **Health/Family & Consumer Sciences Faculty**

Shirley L. Handler, Ed.D. Univ. of Massachusetts/Amherst, Coordinator  
**Cambridge, MA — Part-time**  
 Kristan M. Bagley-Jones, M.S.W. Boston College  
 Leslie A. Beale, Ed.D. Boston Univ.  
 Mary Connolly, C.A.G.S. Bridgewater State College  
 Denise Gaudette, M.Ed. Rhode Island College  
 Michael P. Gill, Ed.D. Boston Univ.  
 Ellen Makynen, M.Ed. Worcester State College  
 Patricia Minishak, M.S. Fitchburg State College, M.S. Florida State Univ.  
 Jeremy Phillips, M.Ed. Harvard Univ.  
 Jennifer Burgess Wolfrum, M.Ed. Univ. of Texas/Austin

### **History Faculty**

#### **Cambridge, MA — Part-time**

David Irving, M.Ed. Salem State College  
 Michael J. Tucker, M.S. Northeastern Univ.

#### **Chesapeake, VA — Part-time**

Caroline S. Emmons, Ph.D. Florida State Univ.  
 Mark C. Wallace, Ph.D. Univ. of St. Andrews  
 Charles N. Ramsay, M.Ed. Cambridge College

### **Instructional Technology Faculty — Part-time**

Hormoz Goodarzy, M.P.A., Harvard Univ.; Coordinator  
 James A. Backer, Ph.D. Nova Southeastern Univ.  
 Thomas Campbell, M.Ed. Cambridge College  
 E. Molly Laden, M.Ed. Lesley Univ.  
 Joyce LaTulippe, M.Ed. Harvard Univ.  
 Tammy E. Rodolico, M.Ed. Univ. of Massachusetts/Amherst  
 Thomas J. Walsh, M.A. Framingham State College

#### **Lawrence, MA — Part-time**

Judith A. Alaimo, M.Ed. Cambridge College  
 John S. Montanaro, M.Ed. Central Connecticut State Univ.  
 Sandra McCann-Beavers, Ed.D. Loyola Univ. of Chicago

#### **Ontario, CA — Part-time**

John F. Kaucher, M.A., Azusa Pacific Univ.

### **Library Teaching Faculty**

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

#### **Cambridge, MA — Part-time**

Joseph W. Angelo, Ed.D., Boston Univ.  
 Maria Mastrocola, M.Ed. Salem State College  
 Geraldine O'Reilly, M.Ed. Cambridge College  
 Barbara Shea, M.S. Portland State Univ.  
 Amelia A. Short, M.L.S. State Univ. of New York/Albany

#### **Springfield, MA — Part-time**

Christina Brownell, Master of Library and Information Studies, Univ. of Rhode Island  
 Donna Guerin, M.Ed. Cambridge College

**Augusta, GA — Part-time**

Geoffrey Schlichter, Ed.S. Augusta State Univ.  
 Laura West, Ed.S. Valdosta State Univ.

**Literacy Education Faculty****Cambridge, MA — Part-time**

Olga Frechon, C.A.G.S. Harvard Univ., Coordinator  
 Jeanne Adair, Ed.D. Harvard Univ.  
 Donna McBride, Ed.D. Argosy Univ.  
 Pamela Norwood, Ed.D. Univ. of Houston  
 Deborah Carr Saldana, Ed.D. Univ. of Houston  
 See also Elementary Education, English as a Second Language, and  
 Special Education faculty.

**Mathematics Faculty****Cambridge, MA — Full-time**

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

**Cambridge, MA — Part-time**

Mario Michael Arria, M.Ed. Boston State College  
 Peter F. Ash, Ph.D. Univ. of Illinois  
 Gregory Battle, Ph.D. Washington Univ. in St. Louis  
 Edward Chapdelaine, M.S. Salem State College  
 Steven Cushing, Ph.D. UCLA  
 Jennifer R. Fonda, M.A. Boston Univ.  
 Arnold Good, Ph.D. Illinois Institute of Technology  
 Neelia J. Jackson, M.Ed. Youngstown State Univ. (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 Univ.

**Chesapeake, VA — Part-time**

Guy T. Hogan, J.D., Ph.D. Univ. of Massachusetts  
 Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary  
 Michael A. Parker, M.S. Virginia State Univ.  
 Curtiss E. Wall, Ph.D. Michigan State Univ.  
 Nancy Wall, M.S. Old Dominion Univ.

**Augusta, GA — Part-time**

C.P. Abubucker, Ph.D. Univ. of Georgia  
 Teresa Battle, M.S. South Carolina State Univ.

**School Administration Faculty** — See Educational  
 Leadership faculty.

**School Nurse Education Faculty — Part-time**

Patricia Johnson, Ed.D., Univ. of Massachusetts, Amherst; Coordinator  
 Marie DeSisto, M.S.N. Regis College  
 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.

Karen Licht, M.A. Northeastern Univ.  
 Carol R. Shelton, Ph.D. Brandeis Univ., R.N.  
 Jane B. Simpson, M.Ed. Cambridge College, R.N.  
 Carolyn Wood, Ph.D. Univ. of Connecticut, R.N.

**Ontario, CA — Part-time**

Linda J.R. Crawford, M.S. California State Univ.  
 Sharon J. Hoyt-Cline, M.P.A. Golden State Univ.  
 Pamela A. Kahn, M.P.H. California College of Health Sciences  
 Cynthia L. Koziol, M.S. Northern Illinois Univ.  
 Sandra M Landry, M.Ed. California State Univ. at Fullerton  
 Catherine A. Owens, M.Ed. Cambridge College  
 Karen Mairoca, M.Ed. Univ. of La Verne  
 Meredith Lynn Seapy Meals, M.A. Univ. of San Francisco

**Science Education Faculty**

John Papadonis, Coordinator; M.S. Univ. of Massachusetts/Lowell  
**Part-time**

Arlyn Christopherson, M.A. Mills College  
 Gregory L. Curran, M.S. State Univ. of New York  
 Charles Flynn, M.A.T. Simmons College  
 Suzanne Flynn, M.S. Univ. of Nebraska  
 Arlene Jurewicz-Leighton, M.S. Adelphi Univ.  
 James P. Lucarelli, M.A. Baruch College  
 C. David Luther, C.A.G.S. Boston State College  
 David M. Lyons, Ed.D. Univ. of Massachusetts/Boston  
 Bruce A. Mellin, M.S.T. Boston College  
 Matthew Miller, M.F.A. Emerson College  
 Karen E. Reynolds, Ph.D. Univ. of California/Berkeley  
 Joel S. Rubin, Ed.D. Harvard Graduate School of Education  
 Juliana Texley, Ph.D. Wayne State Univ.

**Special Education Faculty**

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

**Cambridge, MA — Part-time**

Africa Anderson, C.A.G.S. Cambridge College  
 Louise Andrews, M.S. State Univ. of New York at Albany  
 Maura Buckley, M.Ed. Salem State College  
 Beverly Conte, Ed.D. Boston Univ.  
 Richard F. Cowdell, Ed.D. Univ. of Massachusetts  
 Gordon Defalco, Ph.D. Univ. of Kansas  
 William P. DeRosa, C.A.G.S. Bridgewater State College (on leave)  
 Elaine Dillon, M.Ed. Cambridge 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 Univ.  
 George Flynn, M.Ed. Univ. of Toronto  
 Valerie Ardi Flynn, Ed.D. Boston College  
 Steve Gannon, M.Ed. Boston Univ.  
 Edward Holland, M.S. Simmons College  
 Paul Koppenhaver, Ph.D., Walden University

Anthony R. LaVerde, Ph.D. Boston College  
 Robert F. Littleton Jr., Ed.D. Boston University  
 Cheryl L. Meninno, Ed.D. Univ. of Massachusetts  
 Robert K. Ross, Ed.D. Nova Southeastern University  
 Joseph H. Schechtman, M.Ed. Boston Univ.  
 Josephine (Jo-Ann) S. Testaverde, Ed.D. Northeastern Univ. (on leave); Acting Dean, School of Education  
 Helen F. Virga, Ed.D. Univ. of Massachusetts Boston  
 Steve Woolf, Ph.D. Capella University

#### **Lawrence, MA — Part-time**

Arthur S. Cannon, CAGS, Boston State College  
 Elaine G. Dillon, M.Ed. Cambridge College  
 Valerie Ardi Flynn, Ed.D. Boston College  
 Paul L. Koppenhaver, Ph.D. Walden Univ. (MN)  
 Edmund V. Donnelly, C.A.G.S. Bridgewater State College

#### **Springfield, MA — Part-time**

Ann L. Boskiewicz, M.Ed. Westfield State College  
 Gail Griffith, M.S. Southern Connecticut State Univ.  
 Sylvia Santucci, C.A.G.S. Westfield State College  
 Marcia J. Scherpa, M.Ed. Univ. of Massachusetts Amherst  
 Judith K. Vazquez, M.Ed. Cambridge College  
 See also elementary education faculty.

#### **Augusta, GA — Part-time**

Velinda Bailey, Ed.S. West Georgia College  
 Roberta Hatcher, Ed.S. Augusta State Univ.  
 Violet Whitby Johnson, Ed.D. Univ. of Georgia  
 Joyce Johnson-Fredrick, Ph.D. Univ. of Pittsburgh  
 Donna McBride, Ed.D. Univ. of Sarasota  
 Alice T. Pretlow, M.Ed. Univ. of New Orleans  
 Pamela D. Thomas, Ph.D. Capella Univ.  
 Jesse Byne Stewart, Ed.D. Andersonville Seminary

#### **Memphis, TN — Part-time**

Jacques Singleton, Ed.D. Univ. of Memphis  
 Sandra Nichols, Ph.D. University of Southern Mississippi  
 Chanin Gentry, MBA, Tennessee State Univ.

#### **Chesapeake, VA — Full-time**

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

#### **Chesapeake, VA — Part-time**

Lanett Willis Brailey, M.A. Ohio State Univ.  
 Patricia D. Burgess, Ed.D. East Tennessee State Univ.  
 Patricia D. Crews, Ed.D. Virginia Tech  
 Barbara Flanagan, Ph.D. Virginia Tech, College of Education  
 Harolyn J. Katherman, Ed.D. Virginia Polytechnic Institute and State Univ.  
 Allan F. (Bud) Livers, Jr., Ph.D. College of William and Mary  
 Sheila Mingo Jones, Ph.D. Southern Illinois Univ.  
 Steven J. Mings, M.Ed. Cambridge College  
 Catherine Rosenbaum, M.Ed. Case Western Reserve University  
 Robin S. Smith, Ed.D. College of William and Mary

Martha A. Taylor, Ed.D. Virginia Tech  
 Lisa Jo Vernon-Dotson, Ed.D. College of William and Mary

#### **California — Part-time**

Chethan R. Boddula, M.A. California State Univ.  
 Carl Coles, M.A. Azusa Pacific Univ.  
 Jessica Maiorca-Nunez, M.A. California State Univ. Los Angeles

### **School Guidance & School Adjustment Faculty**

See School of Psychology and Counseling faculty.

### **Puerto Rico Regional Center (All Programs)**

#### **Full-time Faculty**

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

#### **Part-time Faculty**

Rosa Alicea, Ed.D. Interamerican Univ. of Puerto Rico  
 Esther A. Alvarez-Coira, M.Ed. Central Connecticut State Univ.  
 Felix de J. Aviles, Ed.D. Interamerican Univ.  
 Carlos Baez-Monctezuma, Ed.D. Univ. of Puerto Rico  
 Ivonne Bayron-Huertas, M.A. Univ. of Turako, Gurabo  
 Juanita Benjamin, Ph.D. Capella Univ.  
 Helga Bernard, Ph.D. Walden Univ.  
 Rosalina Burgos, M.Ed. Cambridge College  
 Evelyn Cadiz-Rojas, Ed.D. Interamerican Univ. of Puerto Rico  
 Irving Cancel, M.Music New England Conservatory of Music  
 Mary Pat Champeau, M.A. New York Univ.; Coordinator of M.Ed. and certificate programs, Institute for Humane Education  
 Maggie Crespo-Ocasio, Ed.D. Univ. of Puerto Rico  
 Luz Cruz-Martinez, Ed.D. Dowling College  
 Aury Curbelo-Ruiz, Ph.D. Ohio State Univ.  
 Danielle Hy Dennenberg, M.Ed. Cambridge College  
 Noraida Dominguez-Flores, M.S. Univ. of Puerto Rico  
 Marlene Faulkner-Hussein, M.P.A. Bernard M. Baruch College  
 Melissa Feldman, M.Ed. Univ. of Pennsylvania  
 Mayra Figueroa-Perez, Ed.D. Interamerican Univ.  
 Horacio Garcia-Febus, Ed.D. Interamerican Univ.  
 Sandra Garcia-Sanchez, Ed.D (c) Interamerican Univ.  
 Maria de los Angeles Gomez-Morales, Ed.D. Interamerican Univ.  
 Iris Guinals, Ed.D Univ. of Puerto Rico  
 Zulma Hernandez-Agosto, Ed.D. Univ. of Puerto Rico  
 Melanie Joy, Ph.D. Saybrook Graduate School  
 Adniwill Luciano-Ramirez, M.Ed. Turabo Univ.  
 Jaime E. Malave, Ph.D. Univ. of Texas/Austin  
 Sarah Malave-Lebron, Ph.D. Centro Caribeño Estudios Postgraduados  
 Maria Mangual, Ed.D. (c) Interamerican Univ. of Puerto Rico  
 Darmiz Mangual-Ruiz, M.S. Carlos Albizu Univ. (PR)  
 Julio Martinez-Sierra, M.S. Univ. of Phoenix (Guaynabo PR)  
 Zulma Mendez-Ferrer, Ph.D. Interamerican Univ. of Puerto Rico  
 Francisca Montalvo-Rosado, Ed.D. Dowling College  
 Yvonne Montfort, Ed.D. Univ. of Puerto Rico  
 Gineida Morales Guasch, Ed.D. Univ. of Puerto Rico

Amarillis Noriega, M.Ed. Univ. of Phoenix  
 Wilfredo Orama-Gonzalez, M.Ed. Cambridge College  
 María I. Ortiz-Rosado, M.A. Findlay University  
 David Pagan-Rodríguez, M.A. El Centro de Estudios Avanzados de Puerto Rico y el Caribe  
 Lourdes Perez de Alejo, Ed.D. Interamerican Univ. of Puerto Rico  
 Marisol Pérez Casas, M.S. Georgetown Univ.  
 Martha P. Perez-Enriquez, M.Ed. Central Univ. of Bayamon  
 Lydia, Platon-Lazaro, M.A. Université de Paris III, La Sorbonne Nouvelle (Paris)  
 Rosguely Quinones-Girona, M.Ed. Cambridge College  
 Wanda Quintero-Lozada, M.P.H. Univ. of Puerto Rico  
 Carlos Ramos-Cruz, Ed.D. Interamerican Univ. of Puerto Rico  
 Eloy Recio-Ferreras, Ed.D. Univ. of Puerto Rico  
 Elia Reyes-Baez, Ed.D. Interamerican Univ.  
 Mario Rios-Escobar, M.A. Univ. of Phoenix (PR)  
 Luz Rivera-Davila, M. Ed. Interamerican Univ.  
 Evangelina Rivera-Figueroa, Ed.D. Univ. of Puerto Rico & Cornell Univ.  
 Jose A. Rivera-Jimenez, M.Ed. Univ. of Phoenix  
 Janet Ruiz-Ramirez, M.A. Central Univ. of Bayamon  
 Edith Santiago-Estrada, M.Ed. Interamerican Univ.  
 Maria Schwarz-Mir, Ph.D. Berne Univ. (NH, St. Kitts campus)  
 Norma Serrano-Perez, Ph.D. SUNY/Buffalo  
 Jorge Torres-Colon, M.A. Interamerican Univ.  
 Leonardo Torres-Pagan, M.A. Univ. of Phoenix (PR)  
 Margarita A. Turner-Lugo, C.A.G.S. Univ. of Puerto Rico  
 Sandra Valentin-Garcia, M.A. Univ. of Phoenix (PR)  
 Jose L. Vargas-Vazquez, M.F.A. Royal College of Art (London)  
 Lilliam Vega-Lassus, M.B.A. Univ. of Phoenix (PR)  
 Juan Vega-Martinez, M.Ed. Cambridge College  
 Zoe Weil, M.T.S. Harvard Divinity School; President and Co-Founder of the International Institute for Humane Education

## Educational Leadership Faculty

### School Administration & Certificate of Advanced Graduate Studies Faculty

#### Cambridge, MA — Part-time

Terrence J. Boylan, Ed.D. Boston Univ.  
 Patricia R. Brooks, M.S. Indiana Univ.  
 Kathleen M. Buckley, D.Ed. Boston College  
 Ellen Bueschel, Ph.D. Miami Univ. at Oxford  
 Carolyn Joan Burke, Ed.D. Boston Univ.  
 Daniel Burke, Ed.D. Boston College  
 Neil Crosslin, Ed.D. Univ. of Georgia at Athens  
 Angela L. Futch Davis, Ph.D. Southern Illinois Univ.  
 David L. Flynn, Education. Ph.D. Boston College  
 Virginia L. Mayo Hardy, Ed.D. Harvard Univ.  
 William L. Hoyt, Ed.D. Boston Univ.  
 Hulon Johnson, Ed.D. Loyola University (Chicago)  
 John Kerrigan, Ed.D. Univ. of Massachusetts/Amherst

Lynne Long, Ed.D. George Washington Univ.  
 Patricia E. Martin, Ed.D. Boston College  
 Sandra McCann-Beavers, Ed.D. Loyola Univ. of Chicago  
 Kenneth A. Newby, Ph.D. Univ. of Toledo  
 Barbara Rivers Thompson, Ed.D. Univ. of Massachusetts  
 Kahris D. White-McLaughlin, Ph.D. Lesley Univ.

#### Augusta, GA — Part-time

Sharlotte Evans, Ed.D. South Carolina State Univ.; Director, Augusta Center  
 Joan C. Ashley, Ed.S. Georgia Southern Univ.  
 Pamela D. Bell-Smith, Ed.D. South Carolina State Univ.  
 James M. Brown, Ed.D. Univ. of Sarasota  
 Brenda Cloud, Ed.D. Atlanta Univ.  
 Glenda B. Johnson, Ed.D. Illinois State Univ.  
 Hulon Johnson, Ed.D. Loyola University (Chicago)  
 Sandra McCann-Beavers, Ed.D. Loyola University (Chicago)  
 Murray E. Miller, M.S. Valdosta State College, M.S. Univ. of Georgia, M.S. Fort Valley State College, (Georgia)  
 William Morris, Ed.S. Augusta College  
 Terry L. Nelson, Ed.D. South Carolina State Univ./ Orangeburg  
 Morven S.W. Ngalyaye, Ph.D. Loyola University (Chicago)  
 Charles Barry O'Neill, Ph.D. Georgia State Univ.  
 Alfred L. Reed, Ed.D. Univ. of Colorado  
 Hershel J. Robinson, Ed.D. Nova South Eastern Univ. (FL)  
 Geoffrey Schlichter, Ed.S. Augusta State Univ.  
 Barbara R. Thompson, Ed.D. Univ. of Massachusetts  
 Helena J. Tillar, Ed.D. South Carolina State Univ.  
 Lawrence Turner, Ed.D. Loyola University  
 Robert Waters, Ed.D. Univ. of Sarasota  
 Ronald Wiggins, Ed.D. Georgia Southern Univ.  
 Roger Williams, Ed.D. Univ. of Georgia  
 Willie Woodbury, Ed.D. Univ. of Colorado

#### Memphis, TN — Part-time

Wonso Hays, Ph.D. Univ. of Mississippi  
 Gloria Williams, Ed.D. Union Univ.  
 Lonnie Williams, Sr., Ed.S. Union Univ.  
 James Suggs, Ph.D. Univ. of Mississippi

#### Chesapeake, VA — Full-time

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

#### Chesapeake, VA — Part-time

Rebecca C. W. Adams, Ed.D. College of William and Mary  
 Jarred A. Cotton, Ed.D. George Washington Univ.  
 Lora Friedman, Ed.D. Univ. of Florida  
 Michael D. Kelly, Ed.D. George Washington Univ.  
 Samuel F. Leary, Jr., Ed.D. Virginia Tech  
 Lynne Long, Ed.D. George Washington Univ.  
 Deborah L. Mansfield, Ed.D. Nova Southeastern Univ.  
 Thomas McAnulty, Ph.D. Old Dominion Univ.  
 Joseph Christopher Melvin, Ed.D. Virginia Tech  
 Donald Musselman, Ed.D. Virginia Tech



Dorothea Shannon, Ph.D. College of William and Mary  
Precilla J. Stone, Ed.D. Univ. of Virginia

## Doctoral Faculty

### Cambridge, MA — Full-time

Sandra D. Bridwell, Ed.D. Indiana Univ./Bloomington; Professor  
Dan W. Butin, Ph.D. Univ. of Virginia; Associate Professor  
James Horn, Ph.D. Univ. of Tennessee  
Steven Maio, Ed.D. Boston Univ.  
Fernando F. Padró, Ph.D. Univ. of Arizona  
Kemo Salia-Bao, Ed.D. Harvard Univ.

### Cambridge, MA — Part-time

Joseph E. Buckley, Ed.D. Univ. of Massachusetts  
Darrell Cleveland, Ph.D. Univ. of North Carolina Chapel Hill  
Joseph Daisy, Ed.D. Nova Southeastern Univ.; (on leave); Vice President for College Affairs & Enrollment Management  
Idamay Denny, C.A.G.S. & Ed.D. Cambridge College  
Sylvia Henry, C.A.G.S. & Ed.D. Cambridge College  
Kathleen M. Lynch, Ph.D. Univ. of Pennsylvania  
Sally Orme, C.A.G.S. & Ed.D. (c) Cambridge College  
Deborah Carr Saldana, Ed.D. Univ. of Houston

# Guide to MEd Initial Licensure Programs

Licensure area	Level(s)	Degree 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 (see Educational Leadership)	various	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	45	No

## 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 admission requirements. See program charts.*

**Documentation Required:** see *Admission*.



Master of Education Leading to Massachusetts INITIAL LICENSURE

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

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

## Requirements

### Professional Seminar & Project.....9 credits

ECE691-693 Professional Seminar — 3 terms @ 2 credits ..... 6  
Includes clinical journal, assessments, professional growth plan.  
ECE800 Independent Learning Project ..... 3

### Initial Licensure Courses ..... 28 credits

ELE500 Teaching Phonemic Awareness & Phonics ..... 0  
ELE510 Developmental Psychology ..... 3  
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  
MAT609 Euclidean Geometry ..... 3  
MAT618 Math Essentials ..... 3  
MAT623 Numerical & Geometric Structures ..... 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.

## Course Offerings Plan

### EVERY TERM

ECE691-693 Professional Seminar. .... 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  
MAT623 Numerical & Geometric Structures

### 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.  
MAT618 Math Essentials

### 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.  
ECE790 Practicum *and* ECE791 Practicum Seminar

**All courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission 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

# Elementary Teacher (1-6)

For licensure: 43 credits, 4 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

## Requirements

### Professional Seminar & Project .....9 credits

ELE691N-693N Professional Seminar 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 ..... 29 credits

ELE500 Teaching Phonemic Awareness & Phonics ..... 0  
ELE510 Developmental Psychology ..... 3  
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  
MAT609 Euclidean Geometry ..... 3  
MAT618 Math Essentials ..... 3  
MAT623 Numerical & Geometric Structures ..... 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.

## Course Offerings Plan

### EVERY TERM

ELE691-693 Professional Seminar ..... 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  
MAT623 Numerical & Geometric Structures

### 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  
MAT618 Math Essentials

### 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.  
ELE790 Practicum *and* ELE791 Practicum Seminar

**All courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission 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

# English as a Second Language (PreK-6 or 5-12)

For licensure: 39 credits, 4 terms • Without licensure: 34 credits, 3 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education

## Requirements

### Professional Seminar & Project.....7 credits

ESL691N-ESL692N Professional Seminar 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 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.

**ESL790 Practicum** — 300 hours . . . . . 3

**ESL790A** Practicum (PreK-6) or **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. Non-licensure students must  
complete all course contact hours and pre-practicum hours embed-  
ded in the courses.

**Admission 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.

## Course Offerings Plan

### SUMMER With National Institute for Teaching Excellence

ESL691 Professional Seminar I  
ESL605 Teaching ESL Learners in Diverse Settings  
ESL610 Linguistics & Language Variation  
ESL625 Technology for Linguistically Diverse Classrooms  
ESL635 Sheltered English Instruction & Assessment  
ESL650 Teaching Content to ESL Learners

### FALL

ESL691 Professional Seminar I  
ESL692 Professional Seminar II *and* ESL800 ILP  
ESL630 Equitable Assessment  
ESL631 Second-Language Acquisition & Culture  
ESL625 Technology for Diverse Classrooms (non-licensure)  
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  
ESL631 Second-Language Acquisition (non-licensure)  
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.

**Course offerings plan 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  
transfer credits, before program starts in the summer),
- Meet practicum prerequisites, and/or
- Begin research for your Independent Learning Project.



Master of Education Leading to Massachusetts INITIAL LICENSURE

# General Science (1-6 or 5-8)

For licensure: 35 credits, 5-6 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

## Requirements

### Professional Seminar & Project.....7 credits

ESE691-692 Professional Seminar 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... 12 credits

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

MAT623 Numerical & Geometric Structures ... •  
SCI680 Attaining Science Literacy..... • ..... •  
**option for 1-6:** SCI680 or ELE653 Teaching Sci  
& Technol in Early Childhood & Elem Curric

#### Methods & Materials for Teaching:

SCI682 Life Science ..... • ..... •  
SCI684 Earth Science ..... • ..... •  
SCI686 Physical Science ..... • ..... •

### Science Content ..... 8 credits.....11 credits

Choose courses for your licensure level **grades 1-6** **grades 5-8**

#### Online courses\* @ 1 credit each

SCI591 Intro to Online Science Learning ..... • ..... •  
SCI601 Aquatic Ecology ..... • ..... •  
SCI603 Electricity & Magnetism ..... • ..... •  
SCI605 Water Quality ..... • ..... •  
SCI607 Structure of the Earth ..... • ..... •  
SCI609 Transfer of Energy ..... • ..... •  
SCI611 Ocean Science ..... • ..... •  
SCI613 Earth in the Solar System ..... • ..... •  
SCI615 Forces & Motion ..... • ..... •  
SCI617 Earth's History ..... • ..... •  
SCI619 Teaching Project-Based Science ..... • ..... •

\*offered in collaboration with the Jason Academy.

#### In-class course option @ 3 credits

SCI688 Methods & Materials for Teaching  
Middle School Chemistry ..... • ..... •  
(replaces three 1-credit courses)

**Admission 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.

### Practicum .....5 credits

#### Prerequisites

- Pass all teacher tests required by your state for this license.  
Massachusetts: Communication & Literacy test and General Science 1-6 or 5-8 (MTEL).
- Pre-Practicum — 75 hours ..... 0
- Pass all required courses.

**SCI790 Practicum** – 300 hrs in an elementary (1-6)  
or middle school (5-8) science classroom ..... 3  
Home state site under a science teacher with the appropriate license,  
under Cambridge College supervision.

SCI790A Practicum 1-6 • SCI790B Practicum 5-8

**SCI791 Practicum Seminar** in General Science. .... 2

- Exit Performance Portfolio required for credit.

## Course Offerings Plan

### EVERY TERM

ESE691-692 Professional Seminar ..... start in first term  
Take Communication & Literacy test ..... 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.

### 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  
MAT623 Numerical & Geometric Structures

### 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

MAT623 Numerical & Geometric Structures .....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.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.



Master of Education Leading to Massachusetts INITIAL LICENSURE

# Health/Family & Consumer Sciences (All Levels)

For licensure: 38 credits, 4 terms • Without licensure: 33 credits, 3 terms

Program approved by the Mass. Dept. of Elementary & Secondary 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 ..... 24 credits

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 .....5 credits

#### 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
- Pass all required courses.

**HEA790 Practicum** – 300 hrs (150 hrs in an elementary  
school setting & 150 hrs in a secondary setting)

**HEA791 Practicum Seminar**

- 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.

## Course Offerings Plan

### EVERY TERM

EHE691N-693N Professional Seminar	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 <b>and</b> HEA791 Practicum Seminar

### SPRING

EHE640	Promoting Wellness/Nutrition
EHE650	Preventing Unintentional Injury & Violence
EHE680	Teaching Skills for Risk Reduction
HEA790	Practicum <b>and</b> HEA791 Practicum Seminar

### SUMMER

EHE660	Family & Interpersonal Health
EHE670	Coordinated School Health Programs

All courses meet for 35 contact hours/3 credits.

Course offerings plan for Cambridge, subject to change without  
notice. Regional centers set their own schedules.

#### Admission requirements:

- Bachelor's degree and other general requirements (see Admission).
- Certificate as an instructor of first aid and 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 devel-  
opment, psychology, drug abuse prevention, nutrition, human sexuality.  
24 credit hours total (including anatomy and physiology).

If certificate and content area coursework (other than anatomy and  
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 program  
to better prepare students to meet new requirements.



Master of Education Leading to Massachusetts INITIAL LICENSURE

# Instructional Technology (All Levels)

For licensure: 38 credits, 4 terms • Without licensure: 33 credits, 3 terms

Program approved by the Mass. Dept. of Elementary & Secondary Education

## SUMMER 1 ..... 15 credits

### 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 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 ..		
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, 630, 640, 703, 710, 712 .....

## 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 .....

**EIT791 Practicum Seminar** .....

- 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.

**Admission 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

# Library Teacher (All Levels)

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

## Requirements

### Professional Seminar & Project .....9 credits

ELM691N-693N Professional Seminar 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.

## Course Offerings Plan

### EVERY TERM

ELM691N-693N Professional Seminar ..... 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.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission 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

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

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

## Requirements

### Professional Seminar & Project.....9 credits

- EME691N-693N Professional Seminar in Mathematics -  
Initial Level — 3 terms @ 2 credits. .... 6
- Includes clinical journal, assessments, professional growth plan.
- EME800 Independent Learning Project ..... 3

### Initial Licensure Courses ..... 24 credits

#### Take courses for your licensure level ..... 1-6...5-8 .. 8-12

MAT603	Arithmetic to Algebra: Developing Math Patterns & Ideas .....	●	●
MAT605	Technology in Math Learning & Teaching .....	●	●
MAT607	College Algebra .....	●	●
MAT609	Euclidean Geometry. ....	●	●
MAT611	Calculus I .....	●	●
MAT613	Discrete Math .....	●	
MAT615	History of Math .....	●	●
MAT618	Math Essentials .....	●	
MAT621	Data Analysis. ....	●	
MAT623	Numerical & Geometric Structures .....	●	●
MAT625	Number Theory .....	●	
MAT627	Abstract Algebra .....	●	
MAT629	Non-Euclidean Geometry .....	●	
MAT631	Calculus II .....	●	
MAT633	Probability & Statistics .....	●	
MAT635	Applied Math. ....	●	

### Practicum .....5 credits

#### Prerequisites

- Pass all teacher tests required by your state for this license.  
Massachusetts: Communication & Literacy and Math 1-6, 5-8, or 8-12 (MTEL).
- Pre-Practicum — 90 hours ..... 0
- Pass all required courses.

### MAT790 Practicum in Mathematics— 150 hours ..... 3

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

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

### MAT791 Practicum Seminar in Mathematics Teaching ..... 2

- Exit Performance Portfolio required for credit.

## Course Offerings Plan

### EVERY TERM

- EME691N-693N Professional Seminar ..... 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

- MAT623 Numerical & Geometric Structures
- MAT603 Arithmetic to Algebra
- MAT605 Technol. in Math ..... preqs. MAT607, 609, 611 & 613
- MAT607 College Algebra
- MAT618 Math Essentials
- MAT627 Abstract Algebra. .... preq. MAT607
- MAT629 Non-Euclidean Geometry ..... preq. MAT609
- MAT633 Probability & Statistics ..... preq. MAT613

### FALL

- MAT609 Euclidean Geometry
- MAT611 Calculus I ..... preqs. MAT607 & 609
- MAT615 History of Math. .... preqs. MAT607, 609 & 611
- MAT625 Number Theory. .... preq. MAT611
- MAT790 Practicum *and* MAT791 Practicum Seminar

### SPRING

- MAT611 Calculus I ..... preqs. MAT607 & 609
- MAT613 Discrete Math ..... preqs. MAT607 & 609
- MAT615 History of Math. .... preqs. MAT607, 609 & 611
- MAT621 Data Analysis
- MAT623 Numerical & Geometric Structures
- MAT631 Calculus II. .... preq. MAT611
- MAT635 Applied Math ..... preqs. MAT611 & 631
- MAT790 Practicum *and* MAT791 Practicum Seminar

**All courses meet** for 35 contact hours/3 credits.

**Prerequisites** as listed or program coordinator's approval.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission requirements:** Bachelor's degree and other general requirements (see Admission).  
Applicants for levels 5-8 and 8-12 must take a Cambridge College math placement test. Based on test results and program coordinator's recommendation, selected lower level math courses may be required before initial licensure courses.

**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

# Middle School Mathematics/Science (5-8)

**43 credits, 6 terms** • This program has been submitted to the Mass. Dept. of Elementary & Secondary 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

MAT623 Numerical & Geometric Structures . . . . . 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.

## Course Offerings Plan

### 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

MAT623 Numerical & Geometric Structures  
 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.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

**Admission 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:-

Master of Education Leading to Massachusetts INITIAL LICENSURE



# Teacher of Students With Moderate Disabilities (PreK-8 or 5-12)

45 credits, 4-5 terms • Program approved by the Mass. Dept. of Elementary &amp; Secondary Education

## Requirements

### Professional Seminar & Project .....7 credits

ESP691N-692N Professional Seminar in Special Education-Initial — 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 ..... 33 credits

ELE500 Teaching Phonemics Awareness & Phonics . . . . . 0

ESP512 Inclusion & Classroom Behavior Management . . . . . 3

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

ESP592 Adapting Materials & Instruction for Special Needs Students in Regular Classrooms . . . . . 1

ESP695 Special Education Laws & Regulations . . . . . 3

MAT609 Euclidean Geometry . . . . . 3

MAT618 Math Essentials . . . . . 3

MAT623 Numerical & Geometric Structures . . . . . 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.

## Course Offerings Plan

### EVERY TERM

ESP691N-692N Professional Seminar

ESP800 Independent Learning Project . . . . .with Seminar II

ELE500 Teaching Phonemics Awareness

ESP592 Adapting Materials & Instruction

ESP594 Collaboration & Consultation

ESP615 Assistive Technology

MAT623 Numerical & Geometric Structures

### SUMMER With National Institute for Teaching Excellence

ESP607 Psycho-Educational Assessment

ESP662 Princ of Language Dev

ESP689 Typical & Atypical Behavior

MAT609 Euclidean Geometry

MAT618 Math Essentials

### FALL

ESP512 Inclusion & Classroom Behavior Mgt

ESP680 Pedagogy in Reading & English Lang Arts

ESP695 Laws & Regulations

MAT609 Euclidean Geometry

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

ESP695 Laws & Regulations

ESP790A/B Practicum **and** ESP791 Practicum Seminar

**All courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

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

**New requirements** resulted from changes in the Massachusetts requirements for licensure; changes effective Summer 2008.

**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

## Guide to Professional Licensure Programs

Licensure area	Level(s)	M.Ed. degree - credits
Elementary Teacher	1-6	M.Ed. - 34 credits
Health/Family & Consumer Science	all levels	M.Ed. - 36 credits
Mathematics	1-6, 5-8, 8-12	M.Ed. - 33 credits
Teacher of Students With Moderate Disabilities	PreK-8, 5-12	M.Ed. - 34 credits

### 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

# Elementary Teacher (1-6)

34 credits • 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

## Requirements

### Professional Seminar & Project .....9 credits

ELE691P-693P	Professional Seminar 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 Curriculum	3
ESP592	Adapting Materials & Instruction for Special Needs Students in the Regular Classroom	1
ESP721	Using Multiple Intelligences & Accelerated Learning Techniq in Teaching Eng Lang Arts, Math, History, & Sci	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 Math	3

#### Admission 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.

#### Further Massachusetts 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.

**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.

## Course Offerings Plan

### EVERY TERM

ECE691-693	Professional Seminar	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.

**Course offerings plan for Cambridge,** subject to change without notice. Regional centers set their own schedules.



Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE

# Health/Family & Consumer Sciences (All Levels)

36 credits • 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary 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 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.

**Course offerings plan 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 transfer credits, before program starts in the Fall)
- Meet practicum prerequisites, and/or
- Begin research for your Independent Learning Project.

### Admission 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.

### Further Massachusetts 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.

**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

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

33 credits • 3 terms • Program approved by the Mass. Dept. of Elementary & Secondary Education

## Requirements

### Professional Seminar & Project .....9 credits

EME691P-693P Professional Seminar in Math -Professional Level — 3 terms @ 2 credits ..... 6  
 Includes clinical journal, assessments, professional growth plan.  
 EME800 Independent Learning Project ..... 3

### Professional Licensure Courses ..... 24 credits

#### Take courses for your licensure level .....1-6....5-8..8-12

MAT613	Discrete Math	●	●	●
MAT623	Numerical & Geometric Structures	●	●	●
MAT702	Elementary Statistics	●	●	
MAT704	Mathematical Modeling	●	●	●
MAT706	Linear Algebra	●	●	●
MAT708	Diagnosis & Remediation of Learning Problems in Math	●	●	●
MAT712	Integrating Quantitative & Spatial Thinking: Geometry, Patterns, Graphs & Charts	●	●	●
MAT714	Problem Solving Strategies in Math	●	●	●
MAT716	Math Curriculum Development	●	●	●
MAT720	Math Connections	●		

## Course Offerings Plan

### EVERY TERM

EME691P-693P Professional Seminar ..... start in first term  
 EME800 Independent Learning Project ..... with Seminar III

### SUMMER With the National Institute for Teaching Excellence

MAT613 Discrete Math ..... preq. MAT607 & 609  
 MAT623 Numerical & Geometric Structures  
 MAT704 Mathematical Modeling ..... preq. MAT706  
 MAT708 Diagnosis & Remediation ..... preq. MAT702 & 710  
 MAT712 Quantitative & Spatial Thinking ..... preq. MAT609 & 702

### FALL

MAT706 Linear Algebra ..... preq. MAT607, 609 & 611  
 MAT714 Problem Solving Strategies  
 MAT720 Math Connections

### SPRING

MAT702 Elementary Statistics ..... preq. MAT613  
 MAT712 Quantitative & Spatial Thinking ..... preq. MAT609 & 702  
 MAT716 Math Curriculum Dev.

#### Admission 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.

#### Further Massachusetts 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.

**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.

**All courses meet** for 35 contact hours/3 credits.

**Prerequisites** as listed or program coordinator's approval.

**Course offerings plan for Cambridge,** subject to change without notice. Regional centers set their own schedules.

Master of Education Leading to Massachusetts PROFESSIONAL LICENSURE



# Teacher of Students With Moderate Disabilities (PreK-8 or 5-12)

34 credits • 3 terms • Program approved by the Mass. Dept. of Elementary &amp; Secondary Education

## Requirements

### Professional Seminar & Project .....7 credits

ESP691P-692P Professional Seminar 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 Curriculum ..... 3

ESP721 Using Multiple Intelligences & Accelerated Learning  
Techniq in Teaching Eng Lang Arts, Math, History, & Sci ... 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 Math ... 3

## Course Offerings Plan

### EVERY TERM

ESP691P-692P Professional Seminar

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

### SPRING

EED628 Effective Schools

EIT703 Impact of Technology

**All courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

#### Admission 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.

#### Further Massachusetts 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

**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.



# Guide to Career Advancement MEd Programs

Graduate Programs for Licensed/Certified Teachers & Other Education Professionals

Master of Education without licensure		Graduate certificates without licensure	MEd licensure programs, non-licensure option
<ul style="list-style-type: none"> <li>Behavioral Management</li> <li>History (content)</li> <li>Interdisciplinary Studies (flexible requirements)</li> <li>Information Technology Literacy</li> <li>Literacy Education</li> <li>Teacher of Students with Autism Spectrum Disorders</li> <li>Teaching Skills &amp; Methodologies</li> </ul>	<ul style="list-style-type: none"> <li>Math (content)</li> <li>Math Education (methods &amp; content)</li> <li>School Nurse Education</li> <li>Science (content)</li> <li>Science Education (methods &amp; content)</li> </ul>	<ul style="list-style-type: none"> <li>English as a Second Language</li> <li>Math Specialist (Elementary/Middle School and High School options)</li> <li>Certificate in Applied Behavior Analysis</li> </ul>	<ul style="list-style-type: none"> <li>English as a Second Language</li> <li>Health/Family &amp; Consumer Science</li> <li>Instructional Technology</li> <li>Library Teacher</li> <li>School Administration</li> </ul> <p>See licensure program policies above for more information.</p>

## Master of Education With Concentration

# Interdisciplinary Studies



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

### 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 — Fall & Spring . . . . . 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.

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

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

## Master of Education With Concentration

# 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 — 3 terms @ 2 credits . . . . . 6
- EDS800 Independent Learning Project . . . . . 3

### Workshops.....2 credits

- EDS590-591 Theory & Practice of Education — workshops . . . . . 2

### 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

**Admission 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).



Master of Education With Concentration

# Science Education

32 credits • 3 terms • 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

Choose a specialist option in elementary or middle school general science.

Science Methods courses @ 3 credits each	Elementary School	Middle School
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SCI680	Attaining Science Literacy.....●.....●	
	(option for elementary: SCI680 or ELE653 Teaching Science & Technol in Early Childhood & Elem Curric)	

#### Methods & Materials for Teaching:

SCI682	Life Science.....●.....●	
SCI684	Earth Science.....●.....●	
SCI686	Physical Science.....●.....●	

## FALL ..... 8 credits

ESE692 Professional Seminar II (Burlington, MA) ..... 1

Science content electives ..... 7

## SPRING ..... 9 credits

ESE800 Independent Learning Project with science focus ..... 3

Education courses *or* science content electives ..... 6

**Admission 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).

## Science content electives

**Online courses** offered in collaboration with the Jason Academy.

Two five-week periods each term; selected courses offered.

SCI591	Introduction to Online Science Learning.....1
SCI600	Cell Biology.....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
SCI621	Rainforest Endangered Ecosystems.....1
SCI623	Science & Young Children.....1
SCI625	Teaching Science Safely in High School.....1
SCI627	Teaching Chemistry through Inquiry (recommended if you take SCI688).....1
SCI629	Practical Meteorology.....1
SCI631	Monster Storms.....1

### In-class course option (Cambridge)

SCI688	Methods & Materials for Teaching Middle School Chemistry.....3
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**All Cambridge College courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

Master of Education With Concentration

# 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.

**Professional Seminar & Project** .....9 credits

Offered EVERY TERM; start in first term

- EED691-693 Professional Seminar — 3 terms @ 2 credits . . . . .6
- EED800 Independent Learning Project (take with Seminar III) . . . .3

**Mathematics Content Courses** ..... 21 credits

**SUMMER**

- MAT607 College Algebra . . . . .3
- MAT627 Abstract Algebra . . . . .3
- MAT633 Probability & Statistics . . . . .3

**FALL**

- MAT609 Euclidean Geometry . . . . .3
- MAT706 Linear Algebra . . . . .3

**SPRING**

- MAT611 Calculus I . . . . .3
- MAT613 Discrete Mathematics . . . . .3

**Electives**.....2 credits

**FALL & SPRING**

- EED590-591 Theory & Practice of Education — workshops . . . . .2

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

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

**Licensure courses meet** for 35 contact hours/3 credits.

Master of Education With Concentration

# Mathematics Education

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

**Professional Seminar & Project** .....9 credits

Offered EVERY TERM; start in first term

- EME691-693 Professional Seminar in Math — 3 terms @ 2 credits .6
- EME800 Independent Learning Project (take with Seminar III) . . . .3

**Mathematics Specialist Courses**..... 12 credits

**SUMMER**

Choose math specialist option in elementary/middle school or high school math.

**3-credit courses for your Math Specialist choice**

	Elem/Middle School	High School
--	--------------------	-------------

- |  |   |   |
|--|---|---|
| MAT603 Arithmetic to Algebra:<br>Developing Math Patterns & Ideas . . . . .              | • |   |
| MAT605 Technology & Math Learning & Teaching . . . . .                                   | • |   |
| MAT623 Numerical & Geometric Structures . . . . .  | • | • |
| MAT708 Diagnosis & Remediation<br>of Learning Problems in Math . . . . .                 | • | • |
| EED606 Preparing Students to Learn Calculus<br>Concepts & Skills . . . . .               | • |   |
| EED613 Teaching High School Geometry Effectively<br>to Low-Performing Students . . . . . | • |   |

**Electives**..... 11 credits

**FALL & SPRING**

- Two mathematics content electives . . . . .6
- One education elective . . . . .3
- EED590-591 Theory & Practice of Education — workshops . . . . .2

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

**12 transfer credits may be accepted:** six credits must be in math content; 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 and certificate options

# Teacher of Students with Autism Spectrum Disorders

BCBA course sequence has been approved by the Behavior Analyst Certification Board

### Professional Seminar & Project.....9 credits

ESP691S-693S Professional Seminar in Special Education with Concentration in Autism Spectrum Disorders — 3 terms @ 2 credits . 6  
ESP800 Independent Learning Project ..... 3

### Required Courses .....27 credits...15 credits

Take the courses for your option	MEd Autism Specialist	MEd with BCBA
All courses @ 3 credits		
ESP610 Autism: History, Prevalence, Diagnosis & Characteristics . . . . .	• . . . . .	• . . . . .
ESP615 Assistive Technology: Modifying Curriculum for Diverse Learning Styles . . . . .	• . . . . .	• . . . . .
ESP616 Communication Disorders (ASD) . . . . .	• . . . . .	• . . . . .
ESP625 Behavior Management (ASD) . . . . .	• . . . . .	
ESP689 Theories of Typical & Atypical Human Development . . . . .	• . . . . .	
ESP695 Special Education Laws & Regulations . . . . .	• . . . . .	Choose two courses below
ESP621 Assessment & Appraisal Process (ASD) . . . . .	• . . . . .	• . . . . .
ESP630 Social & Psychological Perspectives for Students with Severe Disabilities . . . . .	• . . . . .	• . . . . .
ESP635 Teaching & Curriculum Development for Students with Severe Disabilities . . . . .	• . . . . .	• . . . . .

### BCBA Course Sequence\* ..... 15 credits (45 contact hours/course)

ESP622 Basic Applied Behavior Analysis (ASD) . . . . .	3
ESP726 Advanced Applied Behavior Analysis (ASD) . . . . .	3
ESP724 Research Design & Ethical Considerations in Applied Behavior Analysis . . . . .	3
ESP722 Clinical Applications of Applied Behavior Analysis (ASD) . . . . .	3
ESP723 Implementing Behavior Analysis in Educational Settings (ASD) . . . . .	3

\* BCBA course sequence has been approved by the Behavior Analyst Certification Board.

### Fieldwork Practicum..... 6 credits

Fieldwork supervised by board certified behavior analyst at a Cambridge College approved placement or through alternative arrangements.

**ESP792 A,B,C BCBA Fieldwork Practicum —**  
3 terms @ 2 credits (1000 hours total) . . . . . 6

Fieldwork is required for candidates to sit for the BCBA certificate examination. The fieldwork may be scheduled through Cambridge College or through other board certified behavior analysts. Fieldwork is arranged according to the availability of the BCBA supervisor and the off-campus treatment setting.

*Cambridge College, in collaboration with the Evergreen Center/Beacon Services, offers three program options for students who wish to enhance their skills in serving those with autism:*

Master of Education

### Autism Specialist

36 credits • 3 terms • non-licensure

Post-master's BCBA course sequence and fieldwork

### Certificate in Applied Behavior Analysis

15 credits, 3 terms • 21 credits, 4 terms with fieldwork  
• non-licensure

Master of Education

### Autism Spectrum Disorders Incorporating an Approved BCBA Course Sequence

39 credits (45 credits with fieldwork) • non-licensure

These programs do not satisfy licensure requirements for K-12 public school teachers.

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

**The Evergreen Center** is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. **Beacon Services** is a private practice of behavioral educators founded on ABA (applied behavioral analysis) principles.

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

**Program subject to change.**



Master of Education With Concentration

# Behavioral Management

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

**Professional Seminar & Project.....9 credits**

Offered EVERY TERM; start in first term

- EED691-693 Professional Seminar — 3 terms @ 2 credits . . . . . 6
- EED800 Independent Learning Project (take with Seminar III) . . . . . 3

**Workshops in Education.....2 credits**

FALL & SPRING

- 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.

SUMMER

- EDU610 Project-Based Learning in Middle & High School . . . . . 3
- EED522 Negotiation & Conflict Resolution for Classroom Teachers . . . . . 3
- EED586 How to Teach & Reach All Students Using Multiple Intelligences . . . . . 3

FALL

- EED518 Effective Classroom Discipline Strategies . . . . . 3
- EED666 Methods of Altering Unproductive Student Behavior . . . . . 3

SPRING

- EED642 Succeeding with the Resistant Student . . . . . 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.

SUMMER

- EED558 Integrating Self-Esteem Development Activities into the Content Areas . . . . . 3
- EED629 Solving Your Own Problems & Those at Your School . . . . . 3
- EED732 The Culture of Adolescence . . . . . 3

FALL

- EED536 Moral Development in Children . . . . . 3
- EED564 Motivation & Teaching: Theories & Practices . . . . . 3
- ELE510 Developmental Psychology . . . . . 3
- ESP721 Using Multiple Intelligences & Accelerated Learning Techniq Teaching English Lang Arts, Math, History, & Science . . . . . 3
- EED520 Civil Rights & Social Justice: History of the Civil Rights Movement . . . . . 3

SPRING

- EED503 Teaching Children with Different Learning Styles . . . . . 3
- EED617 Developing Social Responsibility in Learners . . . . . 3
- EED622 Ethical Dilemmas of the 21st Century . . . . . 3

Master of Education With Concentration

# Teaching Skills & Methodologies

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

**Professional Seminar & Project.....9 credits**

Offered EVERY TERM; start in first term

- EED691-693 Professional Seminar — 3 terms @ 2 credits . . . . . 6
- EED800 Independent Learning Project (take with Seminar III) . . . . . 3

**Workshops in Education.....2 credits**

FALL & SPRING

- 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**

SUMMER

- EED623 Classroom Management Using Accelerated Learning . . . . . 3
- ESP512 Inclusion & Classroom Behavior Management . . . . . 3

FALL

- ELE630 Classroom Management with Models of Teaching . . . . . 3
- EED704 Seminar in Current Educational Issues . . . . . 3
- EED710 Alternate Assessment Strategies Across Curriculum . . . . . 3

SPRING

- EED705 Multicultural Diversity Issues at Workplace & Classroom . . . . . 3
- 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.

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

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

- *Teaching Skills & Methodologies:* three credits must be in content courses; nine credits must be in teaching skills & methodology.
- *Behavioral Management:* 12 credits must be in classroom management, and/or social & psychological issues.


**Master of Education With Concentration**

# Literacy Education

**32 credits • 3 terms** • 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  
 ESL631 Second-Language Acquisition & Culture ..... 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 Theory & Practice of Teaching Reading Comp (8-12) ... 3  
 EDU612 From Writing to Reading ..... 3  
 EDU622 Active Assessment for Active Reading. .... 3  
 EDU625 Reading Comprehension in the Content Areas ..... 3  
 EED669 Language & Literacy for Teachers K-12. .... 3

**FALL** ..... 8 credits

**Distance learning and/or regional centers**

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

**SPRING** ..... 9 credits

**Distance learning and/or regional centers**

One Literacy Elective. .... 3  
 Two literacy or education electives ..... 6

**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.

**Admission 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**

# Information Technology Literacy

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

**Professional Seminar & Project** ..... 9 credits  
**Offered EVERY TERM; start in first term**

ETL691-693 Professional Seminar — 3 terms @ 2 credits ..... 6  
 ETL800 Independent Learning Project (take with Seminar III) ... 3

**Courses** ..... 24 credits

**SUMMER**

EIT600 Using the Computer as a Research Tool for Educators . 3  
 EIT630 Perspectives on Pedagogy, Curric, & the Web. .... 3  
 EIT712 Using Educ Technol to Improve Teaching & Learning  
 in Math, Science & Language Arts Classroom ..... 3  
 ELM561 Production of Instructional Materials ..... 3  
 ESL625 Technology for Linguistically Diverse Classrooms  
 (summer or spring) ..... 3

**FALL**

EIT703 Impact of Technology on Education ..... 3  
 ELM515 Evaluation, Selection, & Management of Learning  
 Resources ..... 3

**SPRING**

ELM532 New Technologies in the School Library ..... 3

**Course offerings plan for Cambridge,** subject to change without notice. Regional centers set their own schedules.

**Admission 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.

Master of Education With Concentration



# 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.

**SUMMER** program begins..... 15 credits

**With the National Institute for Teaching Excellence**

EDH691	Professional Seminar I	0
HIS610	World History (Part One to 1492)	3
HIS631	Revolution to Reconstruction	3
HIS632	America at War	3
HIS636	The Discovery of America	3
HIS640	Social Justice & Citizenship	3

**FALL** .....8 credits

**Distance learning and/or regional centers**

EDH692	Professional Seminar II	2
EDH800	Independent Learning Project	3

**History content elective—choose one**

HIS611	World History (Part Two 1492 – 2007)	3
HIS633	The Rise of America as a World Power	3

**SPRING** .....9 credits

**Distance learning and/or regional centers**

HIS630	Birth of a Nation: The Federalist Papers	3
HIS634	Philosophy of History	3
HIS635	The First Five Presidents/US	3

**Admission 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).

## Graduate Certificates in Education

Cambridge College certificate of completion



# Mathematics Specialist

12 credits • 1 term

Choose math specialist option in elementary/middle school or high school math, and take courses as outlined below.

3-credit courses for your Math Specialist choice		Elem/Middle School	High School
MAT603	Arithmetic to Algebra: Developing Math Patterns & Ideas	•	
MAT605	Technology & Math Learning & Teaching	•	
MAT623	Numerical & Geometric Structures	•	•
MAT708	Diagnosis & Remediation of Learning Problems in Math	•	•
EED606	Preparing Students to Learn Calculus Concepts & Skills		•
EED613	Teaching High School Geometry Effectively to Low-Performing Students		•

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

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.”

**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.


**Master of Education With Concentration**

# 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** must be in the areas of behavioral management, health/family & consumer sciences, instructional technology, counseling psychology, school guidance, school nursing, special education, or teaching skills & methodologies. 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.

**Admission requirements:**

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

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

## Advanced School Nursing Practice • Post-Master's Certificates



Cambridge College certificate of completion

### Health Promotion

**15 credits • 2 terms**

**SUMMER . . . . . 9 credits**

EHE660	Family & Interpersonal Health: Promoting Mental Health Through School-Based Interventions . . . . .	3
EHE610	Principles of Health Promotion & Disease Prevention: Public Health Issues . . . . .	3
EHE709	The Interdependence Between the Ecological Environment & Human Health . . . . .	3

**FALL . . . . . 6 credits**

EHE707	Aspects of Violence Prevention: Special Concerns in Today's School Environment . . . . .	3
EHE701	Current Research on the Interrelationship of Risk Factors . . . . .	3

Cambridge College certificate of completion

### Health Education

**15 credits • 2 terms**

**SUMMER . . . . . 9 credits**

EHE680	Teaching Skills for Risk Reduction & Positive Behavior Change . . . . .	3
EHE620	Curriculum Implementation in the Health Classroom . . . . .	3
EHE713	Assessing Health Literacy . . . . .	3

**FALL . . . . . 6 credits**

EHE670	Building & Evaluating Coordinated School Health Programs . . . . .	3
EHE703	New Perspectives in Teaching Human Sexuality . . . . .	3

**Admission requirements:**

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







## Master of Education With Concentration

# School Nurse Education

32 credits • 3 terms

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 & Educational Research	0
ESN692	Professional Seminar II: Implementation & Presentation of Research	2
ESN800	Independent Learning Project	3

**School Nurse Education Courses** ..... 15 credits

ESN660	Principles, Process, & Practices of School Health Management	3
ESN710	Dealing With Grief and 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

**Electives** ..... 12 credits

Electives must be in the areas of behavioral management, health/family & consumer sciences, instructional technology, counseling psychology, school guidance, school nursing, special education, or teaching skills & methodologies. If electives in these areas are not available, other courses in education may be taken as electives with program coordinator's approval.

**Admission 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 <i>and</i> ESN800 ILP
ESN710	Dealing With Grief & Loss
ESN725	Legal Responsibilities & Ethical Issues
ESN780	School Nurse Leadership

**SPRING**

ESN692	Professional Seminar II <i>and</i> 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.

Post-master's Courses Leading to  
Massachusetts PROFESSIONAL LICENSURE



## Elementary Teacher (1-6)

18 credits • 3 terms • Program approved by the Mass. Dept. of  
Elementary & Secondary Education

### 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	Alternate Assessment Strategies Across Curriculum ... 3
ESP721P	Using Multiple Intelligences & Accelerated Learning Techniq in Teaching Eng Lang Arts, Math, History, & Sci ... 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 Math ... 3

Post-master's Courses Leading to  
Massachusetts PROFESSIONAL LICENSURE



## Teacher of Students With Moderate Disabilities (PreK-8 or 5-12)

18 credits • Program approved by the Mass. Dept. of  
Elementary & Secondary Education

### 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 Curriculum ... 3
ESP721P	Using Multiple Intelligences & Accelerated Learning Techniq in Teaching Eng Lang Arts, Math, History, & Sci ... 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 Math ... 3

**Admission requirements:**

- Master's degree and other general requirements (see Admission).
- Initial license: elementary /moderate special education.
- Three full years experience in the role of that license.

**Tuition** — Special rate may apply to 45-contact hour courses.

**Programs not available** in 2008-2009.

**Further Massachusetts 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.

**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

## Health/Family & Consumer Sciences (All Levels)

18 credits • 3 terms • Program approved by the Mass. Dept. of  
Elementary & Secondary 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.

Post-master's Courses Leading to  
Massachusetts PROFESSIONAL LICENSURE

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

18 credits • 3 terms • Program approved by the Mass. Dept. of  
Elementary & Secondary Education



### Professional Licensure Courses

All courses 3 credits . . . . . choose 18 credits at your licensure level

Licensure level	1-6	5-8	8-12
MAT613 Discrete Math . . . . .	●		●
MAT623 Numerical & Geometric Structures . . . . .	●	●	●
MAT702 Elementary Statistics . . . . .	●	●	
MAT704 Mathematical Modeling . . . . .		●	●
MAT706 Linear Algebra . . . . .		●	●
MAT708 Diagnosis & Remediation of Learning Problems in Math . . . . .	●	●	●
MAT712 Integrating Quantitative & Spatial Thinking: Geometry, Patterns, Graphs & Charts . . . . .	●	●	●
MAT714 Problem Solving Strategies in Math . . . . .	●	●	●
MAT716 Math Curriculum Development . . . . .	●	●	●
MAT720 Math Connections . . . . .	●	●	●

All courses meet for 45 contact hours/3 credits.

**Admission requirements:**

- Master's degree and other general requirements (see Admission).
- Initial license: Health/Family & Consumer Science (all levels) / Mathematics (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.

**Programs not available** in 2008-2009.

**Further Massachusetts 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.

**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

## Instructional Technology (All Levels)

18 credits • Program approved by the Mass. Dept. of Elementary & Secondary 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.

Post-master's Courses Leading to  
Massachusetts PROFESSIONAL LICENSURE

## Library Teacher (All Levels)

18 credits • Program approved by the Mass. Dept. of Elementary & Secondary 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 Curriculum.....	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.

**Admission requirements:**

- Master's degree and other general requirements (see Admission).
- Initial license: instructional technology / school library teacher.
- Three full years experience in the role of that license.

**Tuition** — Special rate may apply to 45-contact hour courses.

**Programs not available** in 2008-2009.

**Further Massachusetts 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.

**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.



# Individualized Master of Education

**32 credits, 5 terms** • 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: Individualized MEd ..... 3
- One course (distance learning) ..... 3

**Second Term .....8 credits**

**Distance learning**

- Two courses ..... 6
- EIM601 Research Methods I ..... 2

**Third Term .....8 credits**

**Distance learning**

- Two courses ..... 6
- EIM602 Research Methods II ..... 2

**Fourth Term .....6 credits**

**Distance learning**

- Two courses ..... 6

**Fifth/Last Term .....4 credits**

**Distance learning**

- EIM800 Individualized MEd Thesis ..... 4

**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.

**Admission requirements:**

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

## Individualized Master of Education With Concentration



# Humane Education

32 credits, 6 terms • Starts in Summer, Fall or Spring • Offered in collaboration with the Institute for Humane Education in Surry, Maine.

The program does not satisfy licensure requirements for K-12 public school teachers.

## Term 1 - FALL Start .....6 credits

EIM610	Planning Seminar: Individualized MEd	3
EIH620	Introduction to Humane Education	3

## Term 2.....6 credits

EIH630	Animal Protection	3
EIH640	Environmental Ethics	3

## Term 3.....6 credits

EIH791	Humane Education Residency (summer only)	3
EIH730	Cultural Issues	3

## Term 4.....5 credits

EIM601	Research Methods I	2
EIH740	Human Rights	3

## Term 5.....5 credits

EIM602	Research Methods II	2
EIH792	Humane Education Internship	3

## Term 6.....4 credits

EIM800	Individualized MEd Thesis	4
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## Humane Education

Cambridge College, in affiliation with the Institute for Humane Education (IHE), offers a unique, distance learning master of education program that enables you to address the most relevant and pressing issues of our time so that you can teach and inspire others to become active, enlivened citizens and successful change agents for a better world. The program is for educators, change makers, and concerned citizens who want to bring the perspectives and methods of humane education to public and private schools, colleges, non-profit organizations, and other community settings.

Humane education is a comprehensive field of study and approach to teaching that draws connections between human rights, environmental preservation, animal protection, and cultural issues, inviting people to envision creative solutions to problems and to make life choices that make a positive difference. Humane education is a hopeful and rewarding method of achieving a peaceful, humane, and sustainable world. You'll not only learn about the most important issues of our time, but also how to present complex information, foster critical thinking, and inspire responsibility.

**For Educators** — The M.Ed. in Humane Education will 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**. If you are a fully licensed/certified teacher, the program will significantly enrich your curriculum and may also lead to professional advancement. The program will also complement the knowledge and skills you will gain from an educator licensure program (see Educator Licensure Programs). If you teach in settings other than public K-12 schools, the M.Ed. in Humane Education will enable you to bring the most important issues of our time to students in ways that allow them to become engaged, motivated, and successful world citizens and problem-solvers.

**Issues Courses** — Five courses cover interconnected issues addressed by humane education: Introduction, Environmental Ethics, Animal Protection, Cultural Issues, and Human Rights.

**Residency** — Students gather together for a training week (five days). This residency includes practical, hands-on learning, and offers you an opportunity to work with your fellow students and practice humane education activities and techniques.

**Internship** — A teaching internship enables you to apply what you've learned by designing and presenting a humane education program in your school or community. The internship must be approved by faculty and should be done toward the end of your program.

**Independent Learning Project (ILP)** — You will create a unique, meaningful contribution to the field while producing a relevant and worthwhile project that advances your own work or career.

**Mentoring** — Students are offered mentoring on a regular basis by faculty. Your mentoring sessions may take place by e-mail or telephone. Course readings and assignments can have a profound effect, and the faculty encourage you to take full advantage of the mentoring available.

### Admission requirements:

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

### Contact the Institute for Humane Education

[www.humaneeducation.org](http://www.humaneeducation.org) • phone/fax 207-667-1025

- [info@humaneeducation.org](mailto:info@humaneeducation.org)

# Department of Educational Leadership Introduction & Policies

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

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

## Cohort-Based Education

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

## Master Practitioner-Scholars

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

## Justice-Oriented Education

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

## Theory Into Practice

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

## Program Objectives

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

## Demographics

	MEd & CAGS	EdD	MEd & CAGS	EdD
<b>Average age</b> . . . . .	38	42	<b>Race/Ethnicity</b>	
<b>Gender</b>			Black . . . . .	42% . . 57%
Female . . . . .	63%	79%	White . . . . .	32% . . 33%
Male . . . . .	37%	21%	Unreported . . . . .	13% . . 0%
			International . . . . .	7% . . 0%
<b>Occupation</b>			Hispanic . . . . .	5% . . 5%
K-12 administrators . . . . .	10%	35%	American Indian . . . . .	1% . . 3%
K-12 teacher-leaders . . . . .	56%	46%	Asian . . . . .	1% . . 0%
Other . . . . .	34%	19%	Multi-ethnic . . . . .	0% . . 2%

## Administrator Licensure

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

## Doctor of Education

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

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

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

**Dissertation** — The dissertation is based on the student's systematic inquiry into an area of educational leadership. All doctoral students have a primary dissertation advisor who provides personalized and intensive guidance throughout the doctoral program. Advisement begins in the first dissertation seminar to facilitate timely planning and implementation of student research activities. The dissertation advisor oversees the content and process of dissertation development from proposal to final submission and defense of the dissertation. . . . A primary component 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 terms.



# Programs at Cambridge College Centers

Programs of Study	Licensure		Offered in Cambridge & Selected Regional Centers							
	Initial Licensure	Non-Licensure	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
<b>Master of Education</b>										
School Administration .....	●	●	●		●	●	●	●		●
<b>Certificate of Advanced Graduate Studies (EdS)</b>										
School Administration .....	●	●	●		●	●	●	●		●
Special Education Administrator .....	●	●	●				●			
Education Specialist in Curriculum & Instruction .....	●	●	●				●	●		
<b>Doctor of Education</b>										
With or without CAGS/EdS concentration ..	●	●	●							

Note: If a CAGS/EdS concentration is part of your EdD program, the concentration may be done at any regional center where that CAGS/EdS program is offered. The remainder of the doctoral program must be completed in Cambridge.

**Programs offered as of July 2008;** 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.



# Leadership 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.
- Strengthen and lead school-wide and district-level educational reform.

## 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.
- Transform your schools and districts 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 and CAGS (EdS)**  
70 credits

The doctoral program 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.
- You have strong writing skills.
- 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 Program**  
37+ credits to finish degree  
with transfer of up to 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 during or after completing your CAGS, and if admitted, apply your CAGS credits towards 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 Program**  
37+ credits to finish degree  
with transfer of up to 33 CAGS credits

This option 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.
- You have strong writing skills.
- You are at a point in your career when a doctorate will help you move forward.

Master of Education Leading to Massachusetts INITIAL LICENSURE

# School Administration

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

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



## 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 Admin for School Administrator ... 3  
EAD712 Curriculum Development, Assessment &  
Improvement for the School Administrator..... 3  
EAD782 Reconceptualization of Schools ..... 3  
EAD720 Advanced Systems Theory — for Supt/Asst Supt ..... 3

or

One Elective — for Princ/Asst Princ or Superv/Dir — graduate course  
in education that supports competency development for the license  
sought, or a course approved for transfer by program coordinator. . . 3

**Admission 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.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

**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.

### 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.

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

EAD790A Supt/Asst Supt (all levels)  
EAD790B Princ/Asst Princ (PreK-6)  
EAD790C Princ/Asst Princ (5-8)  
EAD790D Princ/Asst Princ (9-12)  
EAD790E Superv/Dir (at level of prerequisite license)  
• Exit Performance Portfolio required for credit.

#### Non-licensure option

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

## Course Offerings Plan

### EVERY TERM

EAD691N-694N Professional Seminar sequence ..... start in first term  
Take Communication & Literacy test (MTEL) ..... first term  
EAD790 Practicum..... Seminar III or IV required concurrently

### SUMMER With National Institute for Teaching Excellence

EAD662 Contemporary Issues & Topics in Educ Admin  
EAD684 Selection Dev Supervision of Educ Personnel  
EAD690 Finance & Business Admin (NITE & Cambridge)  
EAD712 Curric Dev Assess & Improvement  
EAD782 Reconceptualization of Schools  
EAD720 Advanced Systems Theory ..... second summer

### FALL

EAD688 Legal Aspects of School Admin ..... DL, Camb  
EAD690 Finance & Business Admin  
EAD712 Curric Dev Assess & Improvement

### SPRING

EAD662 Contemporary Issues & Topics in Educ Admin  
EAD684 Selection Dev Supervision of Educ Personnel  
EAD688 Legal Aspects of School Admin  
EAD690 Finance & Business Admin ..... DL only

**3-credit courses meet** for 35 contact hours.

**Course offerings plan for Cambridge**, subject to change without notice. Regional centers set their own schedules.

## CAGS in Educational Leadership



# Certificate of Advanced Graduate Studies

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

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

## Research .....7 credits

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

## Leadership Core ..... 12 credits

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

## CAGS/Licensure Courses ..... 12 credits

### School Administration

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

### Special Education Administration

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

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

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

More electives may be available; see website.

## Practicum/Seminar I-II .....5 credits

Term I @ 3 credits • Term II @ 2 credits

### Prerequisites:

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

**Practicum without licensure** — No on-site supervision required; your faculty advisor will provide practicum assignments.

ECC805-806 Curriculum & Instruction Practicum

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

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

- Exit Performance Portfolio required for credit.

## Non-licensure option

Students who do not seek licensure may concentrate their course work in school administration or special education administration. These students should register for the non-licensure curriculum & instruction practicum, which may be adapted to individual needs with approval of your faculty advisor.

**3-credit courses meet** for 35 contact hours.

**Course offerings:** See below.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

**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.

**Admission requirements:** Master's degree and other general requirements (see Admission) and, for licensure candidates:

### 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.

### Special Education Administrator

- 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 in law, public policy, higher education, or other related field accepted by the department.



# Doctor of Education in Educational Leadership

70 credits: 54 credits course work, 16 credits research • Up to 33 prior post-master's transfer credits accepted

This degree program may satisfy licensure requirements for K-12 public school educators.

## Edd Degree & Concentration Options

Concentration	Administrator Licensure	Credentials Earned	Transfer Credit Limits
• School Administration . . . . .	yes . . . . .	CAGS/EdS & EdD . . . . .	12
• Special Education Administration . . . . .	yes . . . . .	CAGS/EdS & EdD . . . . .	12
• Curriculum & Instruction . . . . .	no . . . . .	CAGS/EdS & EdD . . . . .	12
• No concentration . . . . .	no . . . . .	EdD only . . . . .	33

Year 1.....36/33 credits

### Research & Leadership Core..... 19 credits

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

### Practicum/Seminar ..... 5 credits

- **With concentration:** see CAGS program chart for practicum.
- **No concentration:** do the Curriculum & Instruction practicum/seminar, adapted for individual professional needs.

### CAGS/Licensure Courses

See CAGS program chart..... 12 credits

(Additional course for supt/asst supt; program total 73 credits.)

Year 2.....34/37 credits

### Doctoral Electives.....choose 6 credits

Students who complete the research and leadership core at Cambridge College are waived out of EDL810 and need only three elective credits. More electives may be available; see website.

EDL810 Transformational Leadership . . . . . 3

EDL820 Collective Bargaining & Conflict Resolution . . . . . 3

### Doctoral Required Courses ..... 15 credits

EDL830 Schools & Social Justice . . . . . 3

EDL840 Social & Cultural Foundations of Educational Leadership. 3

EDL850 Using Quantitative and Qualitative Research  
for School Improvement . . . . . 3

EDL860 Advanced Qualitative Research Skills . . . . . 3

EDL870 Advanced Quantitative Research Skills. . . . . 3

### Dissertation & White Paper Advising ..... 16 credits

EDL900 Introduction to the Dissertation . . . . . 1

EDL905 White Paper for Education Reform . . . . . 3

EDL910, 920, 930, 940 Dissertation — 4 term sequence . . . . . 12

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

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

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

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

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

Further requirements as follows:

- See CAGS program chart.
- Five years of progressively responsible professional experience.
- Comprehensive evaluation of your application by a doctoral admissions committee.

**3-credit courses meet** for 35 contact hours.

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

# Course Offerings Plan for CAGS & EdD

## Year 1 • CAGS

### SUMMER..... Location

ECL800	Foundns of Social Sci Research.....	Camb, NITE
ECL801	Advc Research Seminar (req. ECL800).....	Camb
ECL802	Advc Leadershp.....	NITE
ECL803	Advc Technol in Education.....	NITE
ECL804	Advc Leadershp in Pol & Pract.....	NITE
	Practicum/Seminar I (preqs. on program chart).....	Camb
	Practicum/Seminar II <b>and</b> Research Project.....	Camb, NITE
ECA703	Managing Financial Resources.....	Camb, NITE
ECC707	School Restructuring.....	NITE
ECC710	Assess Dev Eval Curric.....	NITE
ECS713	Admin of Special Educ.....	NITE
ECS714	Collab & Consult Technq.....	NITE
ECA720	Advc Systems Theory.....	NITE
ECA725	Instructional Leadership.....	NITE

### FALL

ECL800	Foundns of Social Sci Research.....	Camb
ECL801	Advc Research Seminar (req. ECL800).....	DL, Camb
ECL802	Advc Leadershp.....	Camb
ECL803	Advc Technol in Education.....	Camb
	Practicum/Seminar I (preqs. on program chart).....	Camb
	Practicum/Seminar II <b>and</b> Research Project.....	Camb
ECA701	School Mgt & Law.....	DL, Camb
ECA703	Managing Financial Resources.....	Camb
ECC708	Learning Theories & Instructl Design.....	DL
ECC710	Assess Dev Eval Curric.....	Camb
ECS716	Philos & Psycho-Social Foundns.....	DL, Camb

### SPRING

ECL800	Foundns of Social Sci Research.....	Camb
ECL801	Advc Research Seminar (req. ECL800).....	Camb
ECL804	Advc Leadershp in Pol & Pract.....	Camb
	Practicum/Seminar I (preqs. on program chart).....	DL, Camb
	Practicum/Seminar II <b>and</b> Research Project.....	Camb
ECA701	School Mgt & Law.....	Camb
ECA703	Managing Financial Resources.....	DL
ECA704	Effective Schools.....	DL, Camb
ECC705	Curriculum Design & Renewal.....	Camb
ECC707	School Restructuring.....	Camb
ECS712	Advc Psycho-Educ Assess't.....	DL, Camb
ECA725	Instructional Leadershp.....	Camb

## Year 2 • doctoral

### SUMMER..... Location

EDL810	Transformational Leadership.....	NITE
EDL820	Collective Bargaining & Conflict Resolution.....	NITE
EDL830	Schools & Social Justice.....	NITE
EDL840	Social & Cultural Foundns.....	NITE
EDL850	Quantitative & Qualitative Research.....	NITE
EDL900	Intro to Dissertation.....	NITE
EDL905	Educ Reform & White Paper (final summer).....	NITE
EDL910	Dissertation I (req. EDL900).....	NITE
EDL940	Dissertation IV (req. EDL930; final summer).....	NITE

### FALL

EDL820	Collective Bargaining & Conflict Resolution.....	Camb
EDL830	Schools & Social Justice.....	Augusta
EDL860	Qualitative Research Skills (req. EDL850).....	Camb
EDL870	Quantitative Research Skills (req. EDL850).....	Camb
EDL900	Intro to Dissertation.....	Augusta, Camb
EDL920	Dissertation II (req. EDL910).....	Camb

### SPRING

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

#### Locations:

- Camb-Cambridge main campus ● NITE-summer site
- DL-Distance Learning ● Augusta, GA Regional Center

**Course offerings plan subject to change** without notice.  
See website.

**Website:** [www.cambridgecollege.edu/edleadership/](http://www.cambridgecollege.edu/edleadership/).

# Education Course Descriptions

## Master of Education Courses

Not all courses are offered every term or at every center. See online course schedules each term on website portal.

**Autism** . . . . See Special Education.

### Early Childhood & Elementary Education (ECE, ELE)

#### **ECE691-693 Professional Seminar in Early Childhood Education - 3 terms, 6 credits total**

Pre-practicum: 5 hours of directed field-based training required. 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 observations. 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: Pre-practicum 75 hours, 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 op-

portunity 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, align lesson plans with the Massachusetts Curriculum Frameworks, 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 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 edu-

cator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development in early childhood education.

**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 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 - 3 credits**

Pre-practicum: 10 hours of directed field-based training required.

This course explores basic theories and concepts in cognitive, social, emotional, and physical development from childhood to adolescence; and the characteristics and instructional implications of moderately and severely disabling conditions. These theories are then applied to instruction, with emphasis on Piaget's theory of cognitive development. Students explore multiple theories of intelligence and learning, and strategies for a curriculum reflecting the diverse intellectual needs of children as learners. The stages and characteristics of child development are introduced and students apply this knowledge to the classroom through the use of integrated curriculum. Participants investigate methods of systematic observation and recording of child behavior in light of child development theories, and utilize this information in their planning and implementation of instruction.

**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, critical thinking, and writing skills. This course introduces basic art techniques and inexpensive, easily available materials that are simple to use.

Educators learn how to create works of art and develop lessons that integrate the visual arts into general curricula and enrich the learning and understanding of other disciplines, in accord with Learning Standard #10 in the Massachusetts Arts Curriculum Framework. Educators develop an appreciation of art history and learn strategies to incorporate art-historical images into the curriculum. A trip to the Fogg Museum is included.

**ELE594 Integrating Physical Education into the Early Childhood and Elementary Curriculum - 1 credit**

Pre-practicum hours of directed field-based training required.

This course reflects current thinking and practices in physical education for the classroom teacher. Emphasis is on the importance of quality physical education programs and to raise awareness of teachers combining their expertise and content to integrate with other disciplines. It is here that we see a widening of achievement and gained knowledge in student performance.

**ELE620 Integration of Children's Literature in Early Childhood and Elementary Curriculum - 3 credits**

Pre-practicum: 10 hours of directed field-based training required.

This course introduces some of the best literature—children's, young adult, adult and contemporary—and helps children become lifelong learners and readers. Students gain knowledge of the Massachusetts English Language Arts Curriculum Frameworks. Many genres of literature are explored, along with basic literacy elements and techniques including the necessary basics of the English language with emphasis on correct grammar, usage and composition. Lesson plans and models for teaching literature are presented.

**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

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 75 hours, 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, align lesson plans with the Massachusetts Curriculum Frameworks, 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 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 than the integration of strategies, but as a discreet set of separate components. Different approaches to doing word study are covered. This is a practical course; teachers reflect on ways to set up classroom contexts that best enhance reading comprehension.

**EDU630 Emergent Literacy: Reading, Writing and Oral Development in the Early Grades - 3 credits**

The practice of offering the same reading and writing instruction to all children in first grade at the same time and in the same order has contributed to children failing initial reading instruction. This course gives an overview of basic perspectives on communication and the role of language; how biological, social, and cultural factors influence

literacy development; and how it is manifested in children learning oral language and literacy. Pre-service and early development teachers gain a strong grounding in the theoretical and practical aspects of emerging literacy; they will observe and analyze reading and writing.

**EDU632 Understanding Reading K-5 - 3 credits**

This course introduces theoretical and instructional issues in reading development. Educators engage in reflective, critical considerations of students' diverse needs as readers. Strong emphasis is given to the social nature of reading; thus children learn to read best within a rich and rigorous interactive community of learners in which teachers learn from their students. Topics include: reader capacities that help explain variations in comprehension outcomes (e.g., short term memory, reading fluency, vocabulary, background knowledge, and motivational factors); text features that impact comprehension; the purposes of reading that define comprehension outcomes (e.g., reading to learn, applying knowledge, engagement); and the social context of reading.

**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 environ-

ment 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 combination? We build our discussions around these questions and refer to works by Coles, Dewey, Glasser, Kohlberg, Montessori, Piaget, Vigotsky, and others, especially in regard to children's moral development from birth through puberty, especially children in grades K-6.

Students prepare a short case study from their own teaching, parenting or counseling, illustrating the adult's role in cultivating some aspect of moral development in a child. The class puts together an in-

formal 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 hand-outs 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 Intelligences - 3 credits**

Revitalize your teaching with methods which will help all of your students to learn more easily in less time. Model units will be presented based on Howard Gardner's Multiple Intelligence Theory, which capitalizes on the student's natural learning style. Lessons in math, language arts, science and social studies will be demonstrated through active participation.

**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 effectiveness 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 Sugestopedia, 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.

**EED721 Special Topics in Contemporary Education - 3 credits**

This course offers varying viewpoints on educational issues of current concern. Students select topics that are being debated in their home districts. They conduct literature searches to find possible solutions and develop position papers for possible presentation to students, faculty, administrators, school boards, and other community groups.

**EED732 The Culture of Adolescence - 3 credits**

What was your world like as a teenager? What were your passions? What were your dreams? What was your favorite song? What did you think you would become when you "grew up"? These are some of the questions we explore to understand adolescent culture. Through recollection of our own teenage years, various readings, and inter-

views 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 performing artistic capabilities into their teaching, and use puppetry in children's learning. Lectures, cooperative learning projects, and hands-on activities provide a knowledge of the history of puppetry and instructional techniques in the use of puppetry to teaching subject content and manage a classroom. Students develop skills for crafting several kinds of puppets and introductory techniques for using puppets in classrooms and other teaching settings.

**EED800 Independent Learning Project - 3 credits**

The Independent Learning Project (ILP) is a comprehensive, culminating learning experience in the master's program. Students relate their learning experiences in the Master of Education program to their experiences as educators and to their professional development interests. The ILP may take a number of forms: a traditional thesis, a professional or curriculum project for use in the classroom, or a creative project with discussion of its pedagogical value. The Professional Seminar leader provides support, advice, and oversight throughout the ILP process; the seminar group and some of its activities provide additional support.

**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 autobiography; 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 students' concentration, attentiveness, motivation, and retention. Music therapy principles are used to explain the physical, mental, emotional, and spiritual effects of music. Techniques for developing motivating and exciting lesson plans include selection of appropriate music for desired effect. We also explore the integration of various cultural music styles into the curriculum.

This course is applicable to all grade levels and content areas. It is also useful for music and special education teachers, counselors, and administrators interested in understanding the use of music in the classroom.

**EUE545 Brain Gym - 3 credits**

Brain Gym is a series of quick, fun, and energizing activities that integrate and balance the brain for thinking, feeling and performing in any context. In a learning environment these movements eliminate stress from the environment and maximize students' ability to receive, process, store and access information. Teachers who participate in these activities will increase their ability to effectively manage their behavior and raise their self esteem. Teachers in this course learn the Brain Gym activities and how to use them in their classrooms.

**EUE572 Brain-Compatible Learning and the Arts of Teaching - 3 credits**

Here's how to create a powerful classroom learning experience that is based upon how the brain learns. This course presents effective classroom approaches and activities that support natural learning processes. Learn about multiple intelligences and discover how to teach to all students through their strengths while increasing abilities in challenge areas. Find out how brain-body cycles effect learning and discover Edu-K and other techniques that prepare the learner by integrating mind and body. Experience numerous ways to use music to create an enhanced atmosphere that expands retention, stimulates problem-solving abilities, and increases joy and meaning in the classroom. Explore the reasons accelerated learning techniques are so effective in helping students learn quickly and easily.

**EUE589 Cross-Cultural Rhythms: Sound Ethnomusicology for Bridging Diversity in the Classroom - 3 credits**

Diversity implies difference, novelty, variety. Cultural, social, racial, gender, age, ethnic, economic, political and other differences can create barriers. In this course, psychology and music are combined to provide practical techniques, concepts and resources to help educators bridge differences and increase our sensitivity to differences that can hinder understanding. Emphasis is on relationship building, attentive listening, clear communication, respect and acceptance of diversity. Experiential exercises involve class participation, relaxation techniques, skill building exercises, music and video presentations, readings and discussion. Unique identities are celebrated in a safe, collaborative environment.

**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 introductory course builds participants' professional knowledge so that as educators, they can teach ESL learners (ESLs) more effectively in diverse K-12 settings. Emphasis will be put on the philosophy, history, and politics of education in regards to English Language Learners (ELLs). Instructional methods will address listening, speaking, reading, and writing, with a primary focus on English language development. This includes increasing participants' 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 that are appropriate for various disciplines across K-12 classrooms and with students of diverse English language proficiency. Participants will also learn how to integrate appropriate sheltered English or subject matter strategies for ESL as well as guidelines for interpreting formal and informal assessments of content knowledge.

**ESL610 Linguistics and Language Variation - 3 credits**

This course introduces the study of language as it applies to the professional preparation of teachers. Participants will examine the different analytical levels of language and consider their role in the development of linguistic and academic proficiency in English of language-minority students. They will explore how various factors (regional, socioeconomic, and developmental factors) play a role in language variation and bilingualism or multilingualism. In addition, participants will demonstrate their understanding of the structure of language (phonology, morphology, semantics, syntax, and discourse analysis). Participants will also apply linguistic concepts to assess second language learners' proficiency level to guide how to differentiate their instruction for ELLs of varying proficiency levels.

**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 strate-

gies. The course will explore theory and practice through discussion, demonstration, and other strategies. In addition, participants 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 English Language Learners (ELLs) gain access to the content material. This course reviews a range of technological techniques that can be integrated into the mainstream, bilingual, SEI (Sheltered English Instruction) or ESL classroom that will help scaffold and accelerate ELLs' learning. Participants will have an opportunity to experiment with these techniques, analyze the use of such techniques, and draw conclusions about the best practices made available by the various technologies. They will also explore the teaching/learning theories that informed the development and use of technologies in the classroom. The use of various technologies for sheltered instruction will be considered within the framework of general best practices, based on the concepts of UDL (Universal Design for Learning).

**ESL630 Equitable Assessment of 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 various means to assess the progress of English language learners. For Massachusetts teachers, the state-required tests for English proficiency will be looked at in-depth. Participants will have the opportunity to become authorized by the Massachusetts Department of Elementary and Secondary Education to assess students using the MELA-O and to interpret the results to plan instruction.

**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 for 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. This course will explore educational theory of language development and address how to best work with students from various language skills. Participants will discuss how culture influences our attitudes and approaches to education. Issues of language and culture will be covered as they relate to the academic development of second language learners in a sheltered instruction classroom. Participants will also have an opportunity to put into practice their personal awareness of social, political, and cultural constraints on teaching ELLs. 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. Participants will revisit the educational theories of first and second language acquisition and their implications for effective instruction and assessment of ELLs. Participants will use the Sheltered Instructional Observation Protocol (SIOP) model of instruction to explore the components of effective classroom practices in a SEI classroom. This course will provide participants will multiple opportunities to learn and apply sheltering strategies in their specific content area and curriculum. They will have the opportunity to investigate, apply, incorporate, and ponder about sheltered techniques and strategies throughout the course and in their own classrooms. Participants will also develop lessons and practice activities that integrate content and language objectives in ways that are both comprehensible and cognitively demanding for English language learners at varying stages of language proficiency.

**ESL640 Identification and Instruction of ESL Learners with Disabilities and Limited Formal Schooling - 3 credits**

This course will provide a framework for developing a comprehensive system for the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling. Participants will gain an understanding of the second language acquisition process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. They will identify key issues in assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling, including under-representation and over-representation in special education, appropriate assessment measures, and legal responsibilities. Participants will discuss the use of alternative assessment measures for distinguishing between disability, literacy development, and developmental process of second language learning. They will also develop appropriate second language instruction for ELLs with disabilities and/or limited formal schooling.

**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 including language across the curriculum, CALLA, process writing, cooperative learning and cognitive instruction. Participants will have guided practice in using and applying effective teaching strategies that support the linguistic and academic development of ESL learners within the context of the content area classroom. They will learn how to plan and deliver instruction to help ESL learners understand academic content, develop academic language, increase higher-order thinking skills, and strategically apply learning strategies.

**ESL691N-692N Professional Seminar I & II 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 who has experience in the field of 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. Participants integrate their learning from courses, 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 (ILP)—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

Exit Performance Portfolio required for credit.

The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision.

The Practicum experience is in the role and at the level of the license sought, under a cooperating ESL teacher, with Cambridge College supervision. The Practicum experience provides student teachers opportunities to gain insights into the profession and to master the current Professional Standards for Teachers by working with English Language Learners in public schools and classrooms. Students work with the guidance and support of an experienced educator and by observing his/her instructional and classroom management strategies in action. Students develop instructional strategies for a variety of learning formats, appropriate curriculum materials, classroom management skills, strategies for creating a learning environment that fosters an appreciation of diversity and interactive learning. Students reflect on their own professional growth and examine theory through actual classroom practice. An Exit Performance Portfolio documents their experiences.

### **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 ESL - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators to integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for ESL teachers and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

## General Science (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 lifelong learners and "health literate" teachers, students are involved in planned and structured activities around issues related to professional development and academic excellence in health education in the context of the culture of the school. The seminar group becomes the curriculum and serves as the source of discussion, problem-solving and networking around current experiences as classroom health educators in school settings. Students discuss the unique challenges and issues in school health encountered in today's challenging environment, when resources are scarce.

**EHE692P Professional Seminar II in Health Education - Professional Level - 2 credits**

The second term emphasizes the development and implementation of school health policies and procedures which impact the health status of students and classroom health education programs. The group continues to serve as a source of discussion, problem-solving and networking on recent developments affecting school health policies in the context of current health issues—local, state, national and global. Through case studies and sharing of school health policies and their implementation, students examine new ways of approaching current school health education problems. Class discussion of real situations allows presenters to see the issues more clearly and view them from other perspectives. The case study method permits a more objective view of problematic issues and may provide suggestions for new approaches and solutions.

**EHE693P Professional Seminar III in Health Education - Professional Level - 2 credits**

In the third term, students focus on community and public health. They learn about the influence of social factors on health and the contribution of public health. They investigate the role of health teachers in promoting health education locally, in the state and in the country. They investigate ways of encouraging their own students to promote the health of others in their schools, families and communities. They share ideas for developing student awareness of national and global health needs and concerns. Other strategies explored include service on advisory councils and professional organizations; outreach to parents and community members; and collaboration with others to facilitate healthy, safe and supportive communities.

**EHE701 Current Research on the Interrelationship of Risk Factors - 3 credits**

This course investigates the findings of biomedical and behavioral health research about youth risk behavior. Societal, psychological, family and environmental influences are analyzed and discussed.

Research is presented on interrelationships between drug and alcohol abuse, violence, early sexual experimentation, smoking and mental health issues such as depression. Educators also investigate other recent long-term scientific findings about health risk behaviors and programs that have been successful in helping their students avoid these behaviors. Educators learn to analyze the best ways of building student skills and promoting coordinated health programs.

### **EHE703 New Perspectives in Teaching Human Sexuality - 3 credits**

Educators investigate current trends in comprehensive sexuality education at all grade levels. Issues addressed include: different cultural and religious attitudes toward teaching about sexuality, gender identity, homophobia; strategies for building support for gay, lesbian, bisexual, and transgender youth; and building acceptance of diverse family structures. Other areas discussed include: local, state and national policies; teaching sexuality to youth with disabilities; methods of handling controversy; sexual exploitation and sexual harassment; updated statistics on sexually-transmitted diseases. Special attention is given to sensitive issues and strategies for involving parents in the teaching program.

### **EHE705 Promoting Wellness in a Media-Saturated Society - 3 credits**

Educators explore their own approaches to viewing the media and interpreting health messages. They also analyze ways in which the media influence youth behavior in areas such as nutrition and body image, smoking, consumer buying patterns, early sexual experimentation, stereotypes, violence, and attitudes toward environmental issues. They study examples of messages affecting health in the media including television, film, advertising, teen magazines, music videos, and the Internet. Educators also learn to use media analysis in teaching written and oral expression in the health classroom.

### **EHE707 Aspects of Violence Prevention: Special Concerns in Today's School Environment - 3 credits**

School health educators need to address new concerns: bullying, interpersonal violence, sexual harassment, gender-based violence, racial/ethnic prejudice, child abuse. In this course, educators review the many different aspects of violence in school settings and various ways of responding to these incidents. The mental and emotional short- and long-term effects of viewing or being victimized by violence are discussed. New approaches to classroom discipline and raising awareness of students to the effects of their behavior are discussed. Materials for addressing these issues with students at all grade levels and parents are presented. Educators learn to review interactive strategies and develop their own plans for use of the material.

### **EHE709 The Interdependence Between the Ecological Environment and Human Health - 3 credits**

Educators address issues related to personal responsibility for the maintenance and improvement of the ecological environment. Personal and societal behavior affects individual, family, community, and global health through energy use, water use, waste disposal, food production, and care of the natural environment. Educators investigate strategies for teaching young people about the conservation of the environment and effects of inattention to these issues on the future health of all people. Methods of involving young 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, espe-

cially 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 understanding of American history and western civilization. The course covers the concerns philosophers have had in respect to historical 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. Presidents 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 interaction 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 interpretation 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 transform a society? What is government? The course will address 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 of 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 or issue related to humanities and freedom. Clearly identify 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 Masseur*, and *The Hours*.

## Individualized M.Ed. & Humane Education (EIE, EIH)

**EIM610 Planning Seminar: Individualized MEd - 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.

**EIH620 Introduction to Humane Education - 3 credits**

This course introduces students to humane education and explores innovative educational philosophies and methods, exciting and effective ways to approach teaching and learning, and positive communication skills and conflict resolution. Forming the foundation for the issues courses that follow, Introduction to Humane Education invites students to examine the ways in which they can more fully model their message as educators, and bring the underlying concepts of good communication and teaching to their students as they incorporate the important issues of human rights, environmental ethics, animal protection, and culture.

**EIH630 Animal Protection - 3 credits**

This course covers a variety of animal issues including animal agriculture, experimentation, hunting and trapping, companion animal concerns, and more. It explores different philosophies regarding the inherent rights of other sentient animals to be free from exploitation and abuse, and encourages students to grapple with and determine for themselves their own ethics regarding nonhuman animals. Animal Protection examines the ways in which humans, animals, and ecosystems can be protected for the good of all and helps students develop techniques for teaching about complex issues in a positive manner that invites dialogue and positive solutions.

**EIH640 Environmental Ethics - 3 credits**

This course covers a range of environmental issues including global climate change, population, endangered species, pollution, resource and energy use, and more. It offers a solution-oriented approach to environmental challenges, balancing the study of environmental problems with positive ideas for creating sustainable and restorative systems that benefit people, animals, and the earth itself. Environmental Ethics examines how we might teach about environmental issues in a comprehensive, interconnected manner that encourages people to approach environmental challenges in ways that foster answers that work for all.

**EIH730 Cultural Issues - 3 credits**

This course explores the many ways in which cultural norms influence ideas, beliefs, and actions. Covering consumerism, media, advertising, globalization, public relations, economics, and politics, this course provides a foundation for understanding the ways in which people are shaped by their culture. This course enables students to become aware of the influences in their own lives and to become effective at giving others the tools to think critically and creatively as well. By recognizing the ways in which our thoughts and behaviors are often molded by culture, we gain the ability to determine more consciously our behaviors and actions.

**EIH740 Human Rights - 3 credits**

This course examines a range of human rights issues including escalating worldwide slavery, child and sweatshop labor, and genocide, as well as civil, gay and lesbian, disability, women's, and other rights. This course also examines acts of human courage, compassion, and kindness and invites students to find in themselves and others sources of deep and abiding humaneness, both as a model of human goodness, and as examples for exploring with others the ways in which humans can solve our conflicts and stop oppressing and exploiting others. As always, this course examines the links between all forms of cruelty and uncovers solutions that will benefit all people, while also benefiting the environment and other species.

**EIH791 Humane Education Residency - 3 credits**

Students in Humane Education gather together for a summer training week (five days). Students learn and practice important teaching techniques for bringing humane education into traditional and non-traditional educational settings. Residency week is conducted and supervised by IMED/Humane Education faculty. This internship residency includes practical, hands-on learning, and offers you an opportunity to work with your fellow students and practice humane education activities and techniques. Internship I: Residency Week is held at the International Institute for Humane Education, in Surry, ME. Pre-requisites include EIH610, Individualized Planning Seminar and interviews with humane education faculty.

**EIH792 Humane Education Internship - 3 credits**

The internship is a chance for students to practice teaching and/or presenting on a humane education topic. The internship represents 40 hours of teaching experience. A teaching internship enables the student to apply what they have learned by designing and presenting a humane education program in schools or communities. The internship must be approved by faculty and should be done toward the end of the program. The internship does not lead to licensure. Students apply principles and practices of humane education within a field setting.

**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.

**EIM800 Individualized MEd 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 <sup>(EIT)</sup>

**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, 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 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.

**ELM533 Information Literacy - 3 credits**

This course is focused on information literacy skills, their theoretical foundations, and the strategies to teach information literacy skills to technology users, integrating these into school curriculum. Students will examine information literacy standards set by the Department of Education Information and School Library Program, information search models and activities to integrate these into the curriculum.

**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 life-long 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, multi-ethnic, multiracial society such as ours. The culminating activity is an autobiographical statement of one's own learning, a plan for educating one's own children in light of this study, and the preparation of lesson(s) to teach a major concept, skill, or procedure.

### **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** . . . . See the School of Psychology and Counseling.

**School Nurse Education****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.

**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.

**ESN691-692 Professional Seminar in School Nurse Education I-II - term I: 0 credit, term 2: 2 credits**

"No one knows what everyone knows." The Professional Seminar is a signature element of the adult learning model at Cambridge College. It grounds learning in a cohort group of students with a faculty leader. The group studies professional issues in school nursing, such as what it means to be a school nurse in the twenty-first century, how school nurses can influence positive behavior in schools and their communities, and current responsibilities of school nurses. Students integrate their learning from classes, workshops, and experience. Transformed by reflection, readings, and discussion, students become reflective practitioners and lifelong learners.



**ESN710 Dealing with Grief and Loss: The Role of Educators, Counselors and School Nurses - 3 credits**

This course assists students in dealing with grief and loss as it impacts their professional role. Students identify the issues that influence our society in dealing with grief and loss and recognize the physical, psychological, social and cultural manifestations of grief. The role of death education is presented and students learn how the development of our understanding of death influences our reactions. The course focuses on how issues of grief and loss are present in the work environment and explores approaches to help the grieving individual cope with loss.

**ESN725 Legal Responsibilities and Ethical Issues for School Nurses - 3 credits**

An analysis of federal, state and municipal legal mandates which govern school health programs. A review of professional standards and an examination of the ethics of care, advocacy, equity, confidentiality, responsibility, accountability, and other ethical issues, which affect the school health program, school children and their families, and the school nurse.

**ESN750 Evaluation of School Health Programs - 3 credits**

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

*Includes 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 classroom. Activities address technology and engineering content and methods to support the Massachusetts Curriculum Frameworks standards.

Students also learn how to align their district's middle school science curriculum with the Frameworks. Pro-Sem II activities address safety in the science classroom, and methodology, and pedagogy.

The cohort studies professional standards for general science teachers, and the requirements for state licensure. Transformed by the resulting knowledge, competencies, attitudes and values, students become reflective science teachers and lifelong learners.

The seminar also supports students' work on their independent learning projects, from identifying topics, to guiding the research and writing, to completion. The seminar leader approves the finished projects.

**SCI591 Introduction to Online Science Learning - 1 credit**  
Online course.

This activity-based course is strongly recommended for teachers new to online courses and navigating the World Wide Web. It provides a foundation for success for online learners as well as an in-depth look at inquiry and teaching and learning styles. Course participants will develop a personal professional development 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 environments. Content includes interactions among living organisms, energy flow within and among living communities, dynamics of adaptive evolution, and survival strategies. Week one focuses on the variety of water habitats from rain puddles to oceans. Week two examines adaptations of organisms for survival in water. Energy flow and inter-active relationships among producers, consumers, and decomposers are featured in weeks three and four. The final course week considers the human impact on aquatic environments. Each course participant becomes an in-depth expert in at least one ecosystem.

**SCI603 Electricity and Magnetism - 1 credit**

Online course.

Although the essentials of electricity may be familiar, fundamental understanding may be muddled with misconceptions and confusion. Week one of this course addresses the misconceptions of electrostatic charging. Week two examines charge separation and its role in voltage generation. Weeks three and four explore current electricity and the circuits through which it flows. Concepts including Ohm's Law, schematic diagrams, and current that flows from wall outlets are covered in this section. Week five examines the intimate relationship between magnetism and electricity. Before leaving this class, teachers have the opportunity to construct a simple electric motor using everyday, inexpensive materials.

**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 experimentation 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 seconds 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 investigates potential solutions that can preserve both the quantity and the quality of the fresh water on the planet for generations to come.

**SCI607 Structure of the Earth - 1 credit**

Online course.

This course examines the physical earth including its internal structure and the processes that make it an ever-changing place. Week one begins by looking at the structure of matter, including atomic bonding and the formation of minerals. The second week concentrates on the origin of landforms and constructive forces like volcanoes, earthquakes, and mountain building. During this week, igneous and metamorphic processes and their contribution to the rock cycle are examined. Week three takes a close-up look at weathering, erosion, and other destructive forces that not only re-shape earth's surface, but also contribute sediment to that portion of the rock cycle. Finally, in weeks four and five, the learner digs deep into the inner depths of the planet to examine plate tectonic theory and is rewarded with a greater understanding of the internal forces which help drive our dynamic earth.

**SCI609 Transfer of Energy - 1 credit**

Online course.

This course focuses on the National Science Education Standards' approach to energy and its transformation between forms. Week one addresses common misconceptions in the types and characteristics of energy forms. Week two deals with the transformation of energy and applies this transfer to concepts that range from dieting to firefly lights. Week three takes a close-up look at heat to explore the fundamentals of this energy form. Week four shifts focus to the sun and assumes an interdisciplinary approach to light energy. During this week, teachers will integrate elements of physical, space, and life sciences. Week five opens with wacky Rube Goldberg machines, advancing from the whimsical to the practical with the operations of everyday energy transformation devices such as car engines and air conditioners.

**SCI611 Ocean Science - 1 credit**

Online course.

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 as 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 than "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.

## Special Education

*Includes Moderate Disabilities and Autism Spectrum Disorders*

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.

**ESP610 Autism: History, Prevalence, Diagnosis and Characteristics - 3 credits**

This course examines current research and theoretical models that focus on typical and atypical development of children. Emphasis is on understanding the child with autism in terms of psychological, intellectual, social, and physical development. The historical problem of biological versus psychological causation of autism will be examined along with trends in autism research that continue to this day. This course will focus on autism as a neurological developmental disorder characterized by impairments in social interaction, communication skills, and in behavior. Autism is acknowledged as a "spectrum" disorder meaning that children with autism may range from extremely low cognitively to highly intelligent with little or no language to communicate to being highly verbal. The cause(s) of autism is not known at this time, with nine out of ten, for whom the cause is idiopathic. Autism Spectrum Disorder is the fastest growing developmental disability with one in 150 children now being diagnosed with autism. It is

more common than Cerebral Palsy, Down Syndrome, and Childhood cancers combined.

**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.

**ESP616 Communication Disorders (ASD) - 3 credits**

Pre-practicum: 10 hours of directed field-based training required.

Communication-based disabilities are a diagnosing criteria of Autism spectrum disorders, diagnoses with similar characteristics, and are commonly seen in severe levels of developmental delay. Not only do communication difficulties greatly impact life-long educational, social, and vocational opportunities, they are closely associated with the presence of challenging behaviors such as aggression and self-injury. Following a review of typical and atypical language development, physiological, environmental, and psychological theories of language development will be presented. This course will examine criterion-based and peer-normed communication assessments, effective language-based teaching strategies for children with severe disabilities, and alternative communication forms such as picture exchange communication system, sign language, and other non-vocal communication systems.

In addition, students will be introduced to the following:

- Provision of family-centered services;
- Impact of culture on work with individuals with disabilities and their families; and
- Recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

**ESP621 Assessment and Appraisal Process (ASD) - 3 credits**

Effective instruction is difficult to implement in the absence of effective assessment and appraisal data. The goal of this course is to introduce candidates to several educational and functional assessments that are frequently used to establish skill strengths and deficits in children with autism spectrum disorders and diagnoses with similar characteristics. Such tools as the Psychoeducational Profile, 3rd edition (PEP-111), Assessment of Basic Language and Learning Skills Revised (ABLLS-R), and the Vineland Adaptive Behavior Scales, classroom edition, will be reviewed and interpreted. Along with an emphasis on these assessments, this course will stress considerations of student specific goals including variables such as, needs in the home setting, activities of daily living, vocational training, and an independent and self determined adult life.

**ESP622 Basic Applied Behavior Analysis - 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission.

The basic principles of applied behavior analysis relevant to the

design and implementation of behavioral interventions in educational and human service environments will be presented in this course. Behavioral principles such as schedules of reinforcement, measurement techniques, analysis and interpretation of behavioral data, ethical, and pragmatic issues will be covered. Students will critique the validity and usefulness of behavioral research to applied problems. The course will provide credit hours towards eligibility for the behavior analysis certification examination.

### **ESP625 Behavior Management (ASD) - 3 credits**

Pre-practicum: 10 hours of directed field-based training required.

Individuals diagnosed with Autism Spectrum Disorders and diagnoses with similar characteristics, frequently manifest challenging behaviors that inhibit learning and access to many life long opportunities. This course will introduce students to the Functional Behavior Assessment (FBA) process and intervention through the use of Positive Behavior Intervention and Support (PBIS). The dynamic intervention formats utilize the scientifically supported techniques of PBIS across a three tier level of need that includes school wide support, secondary support for at-risk students, and individualized intervention. This course will emphasize the use of least restrictive, non-aversive, research supported techniques that take into account a whole child perspective, intervention for teaching functional equivalent skill deficits, increasing appropriate behavior, and decreasing challenging behavior.

### **ESP630 Social and Psychological Perspectives for Students With Severe Disabilities - 3 credits**

Social deficits are one of the defining characteristics of Autism, including Asperger's Syndrome, and are almost always associated with other Autism Spectrum Disorders and similar diagnoses. This course will introduce candidates to social skills intervention through a whole family approach focusing on both students with deficits associated with global delay as well as higher functioning students who demonstrate deficits primarily or exclusively in the area of social skills. This class will take into account the needs of not only the student, but also siblings, parents, separated parents, extended family relationships, household economic needs, and culturally specific variables that make up the landscape of the dynamic American family.

### **ESP635 Teaching and Curriculum Development for Students with Severe Disabilities - 3 credits**

This course will emphasize diagnosis, assessment and best educational practices in teaching persons who are diagnosed with severe intellectual disabilities, multi handicaps and autism. A focus on legal provisions, regulations and program standards in unbiased assessment as well as work on specialized terminology used in assessment of this special population will be noted. A special focus on the Massachusetts Alternate Assessment preparation will be developed. Adaptive behavior scales will be discussed. Students will be apprised of the specialized policies regarding students with extensive disabilities concerning referral and placement procedures. While developing best practice instruction students in this course will focus on the students' abilities and similarities to children without disabilities, utilize research-supported instructional strategies and practices and will design and implement sensory stimulation programs for students in need of intensive services. There will be a demonstration of a variety of settings where these students' needs can be met. During the semester we will design, implement and evaluate instruction programs that will enhance students' social participation in family, school and community activities. We will focus on the Massachusetts Frameworks and discuss how to align instruction while using the Frameworks. Students will develop an appreciation of how to teach culturally responsive functional life skills relevant to independence in

the community, personal living, and employment inclusion accessing public transportation, cooking, shopping laundry, functional reading and sexuality.

### **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 development is examined along with more recent investigations and adaptations. Theories of the role of context (physical, social and cultural impacts on development) are compared. The course also investigates the impact of developmental theories on the education of children with disabilities.

Formulation of developmentally appropriate Individual Educational Programs are discussed.

**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.

**ESP691S-693S Professional Seminar in Special Education/Autism Spectrum Disorders - 3 terms @ 2 credits each**

The first semester emphasizes the development of leadership and human relationships, and the impact for the special educator with an emphasis on understanding the most recent literature and findings on the autism spectrum. Students become aware of prevalent and current learning theories. There is an emphasis on the adult learner as a teacher. Discussion focuses on the growth and development of the professional, the functioning of organizations, the study of organizational behavior, and how special education, in particular, students with ASD "fit" within the organizational structure of the education system.

The second semester activities will focus on the nature of change. In particular the development of the field of autism. Students will be expected to narrow their choices for their Independent Learning Project. During this semester, the student will submit a final proposal for approval by their Seminar Leader.

Professional Seminar III provides the opportunity for students to spend time completing their research and creating an ILP that will be a positive addition to the study of autism. The cohort will continue to meet as a group sharing ideas and supporting each other as they complete their projects.

**ESP695 Special Education Laws and Regulations - 3 credit**

Pre-practicum: 15 hours of directed field-based training required. This course will review all special education laws (IDEIA, 2004, and specific regulations such as 34 C.F.R. 300; 603 CMR 28:00) regarding the prereferral and referral of a student, and the development of an Individual Education Plan (IEP). Additionally, the course will discuss the relevance of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA, 1990), the Family Education Rights and Privacy Act (FERPA), as well as the procedures for Special Education Appeals relating to public schools' obligations to provide Free and Appropriate Public Education for students with disabilities. An additional emphasis in this course will be on students with a diagnosis of autism and the process for developing IEP's for these students in the least restrictive environment (LRE), using theories and

strategies for including students in general education classrooms. Special attention shall be paid to the particular state legislation governing special education.

**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.

**ESP722 Clinical Applications of Applied Behavior Analysis - 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; ESP622.

An examination of contemporary developments and issues in Applied Behavior Analysis. Behavior change strategies in a variety of situational contexts and organizational settings will be examined. In addition, recent developments in several areas related to Applied Behavior Analysis will be explored. Students will be required to present on specialized topic areas, construct quizzes to accompany these presentations, and write critical summaries of issues in each topic area studied. There is no final examination or final paper in this course.

**SPA 723: Implementing Behavior Analysis in Educational Settings - 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; ESP622.

Focuses on the clinical practice of applied behavior analysis in a variety of settings. The application of the principles of applied behavior analysis in educational and treatment settings will be examined and the unique issues presented in these contexts will be reviewed and discussed. These issues include functional behavior assessments, ethics of practice, staff/parent training, and behavioral education in public schools.

**ESP724 Research Design and Ethical Considerations in Applied Behavior Analysis - 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission. May be taken concurrently with ESP622.

Detailed examination of research designs and ethical issues in the study of human behavior. Scientific method and behavior as the focus of study are investigated. Students gain familiarity with measurement of behavior, specific research designs, accurately interpreting data from studies of applied behavior analysis, and ethical issues associated with research and practice in applied behavior analysis.

**ESP726 Advanced Applied Behavior Analysis - 3 credits**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission; and ESP622.

Extends the study of basic applied behavior analysis. Concentration on behavior change strategies. Specific strategies for accelerating and decelerating behaviors will be reviewed. Issues of generalization of behavior change will be explored. A focus on research strategies will be included. You will also write a review of the literature focusing on a particular procedure designed to develop new behavior or to decrease behavior.

**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.

**ESP792 A,B,C,D BCBA Practicum Fieldwork - four terms @ 2 credits and 250 hours each; 1000 hours total**

Prerequisites: Graduate status; enrollment in BCBA certification preparation program or permission. May be taken concurrently with ESP622.

Ongoing supervision of the student's work in an applied treatment setting in a manner consistent with the Behavior Analyst Certification Board (BACB) requirements. Supervision will be provided by a board certified behavior analyst.

**ESP800 Independent Learning Project in Moderate Disabilities - 3 credits**

The Independent Learning Project is a culminating learning experience that helps educators integrate their personal and formal learning and their professional experiences into a meaningful whole. It reflects the general guidelines for teachers of students with moderate disabilities and articulates the individual's educational and administrative philosophy. The project is research- and action-based, on a focused topic chosen by the educator, within the area of licensure. It engages educators in sustained research into educational practice and curriculum development; parts of the project may be implemented during the practicum.

# CAGS & EdD Courses

## School Administration

### **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.

### **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.

### **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.

### **ECA805A-806A Practicum Seminar I-II: Superintendent/Asst Supt (all levels) - 3 credits and 2 credits**

This is a two-term 300-hour supervised practicum in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the superintendent/assistant superintendent position at all levels of the educational system. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on state, district, and school policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the superintendency.

### **ECA805B-806B Practicum Seminar I-II: Principal/Asst Principal (PreK-6) - 3 credits and 2 credits**

This is a two-term 300-hour supervised practicum in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the elementary level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the school level and its relationship to and impact on district, school, and classroom policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

### **ECA805C-806C Practicum Seminar I-II: Principal/Asst Principal (5-8) - 3 credits and 2 credits**

This is a two-term 300-hour supervised practicum in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the middle-school level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the school level and its relationship to and impact on district, school, and classroom policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

### **ECA805D-806D Practicum Seminar I-II: Principal/Asst Principal (9-12)**

This is a two-term 300-hour supervised practicum in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the principal/assistant principal position at the high-school level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the school level and its relationship to and impact on district, school, and classroom policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.

### **ECA805E-806E Practicum Seminar I-II: Supervisor/Director (at level of prerequisite license)**

This is a two-term 300-hour supervised practicum in a school setting under the guidance of a cooperating practitioner. This practicum allows the development of administrator competencies specific to the supervisor/director position at the middle-school level. The practicum provides opportunity for experienced professionals to become fully immersed in examining how theory and practice interact in school administration at the district level and its relationship to and impact on district, school, and classroom policies and practices. Attendance at four seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of central administration.

### **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.

### **ECC710 Assessment and Developing and Evaluating Curriculum - 3 credits**

All educational leaders regardless of their position within a school

system should have the ability to lead instruction. This course provides a better understanding and practices related to the real-world application of instructional leadership in regard to curriculum. The course strengthens the knowledge, skills, and dispositions of educators as instructional leaders, and provides practice in identifying and researching current and emerging curricular issues. Beginning with the premise that instructional leaders are essential in creating thoughtful learning communities of adults and students, the course focuses on the standards of leadership, models of curriculum designs that promote achievement for all students, work with data to inform decisions about instruction, and discuss current issues that impact teaching and learning.

## Curriculum & Instruction

Some courses are listed under School Administration.

### **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.

### **ECC705 Curriculum Design and Renewal for the 21st Century - 3 credits**

This course explores the issues and problems that curriculum leaders face when trying to develop, implement, and evaluate curriculum for elementary, middle, and high schools. Participants examine existing curriculum models and approaches to curriculum renewal and discuss current concerns faced by curriculum developers. Special focus is placed on building a knowledge of research on effective approaches to curriculum change; identifying and understanding key issues in curriculum development; developing leadership skills for K-12 school settings; and examining challenges of leadership in curriculum development.

### **ECC706 Critical Thinking and Problem Solving - 3 credits**

This course explores critical thinking and problem solving as cornerstones of education reform movements, and vital skills for students in the new millennium. It offers a unique opportunity for experienced teachers to consider their individual classroom instructional practices in the context of broader political and social change by exploring the work of theorists who emphasize transformative dimensions of reflective judgment in adult learners. A primary focus is the design of instructional formats and learning environments that foster these essential skills. This advanced course examines philosophies, epistemological constraints, and methods of assessing higher-order thinking skills.

### **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.

### **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 action research project, 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 action research project.

## Educational Leadership

### **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.

**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 an action research project. Special educators write a program implementation plan. Professionals in curriculum and instruction develop a curriculum development plan.

**ECL801 Advanced Graduate Research Seminar - 3 credits**

Prerequisite ECL800.

Students begin implementing their research designs that were created and approved in ECL800. 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**

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 educa-

tional 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.

**ECS805-806 Practicum/Seminar I-II: Special Education Administration - 3 credits and 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.

## Year 2 Courses (EDL)

**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 use 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 Advanced 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 Advanced 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.

## Dissertation & White Paper

### 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.

### EDL905 White Paper for Educational Reform - 3 credits

This course links theoretical and policy perspectives of educational reform to doctoral students' dissertation research. The course provides opportunities for students to formulate and implement educational reform initiatives at the classroom, school, and district level based on individual research. This "white paper" is the practical culminating outcome of students' dissertation research findings and synthesizes the programmatic features of social justice, educational reform, and transformational leadership. The course uses case studies, action research, and models of organizational change to structure and support final projects that make a meaningful difference in educational leadership.

### 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 I - 4 credits

This course is for students who did not defend the dissertation by the end of EDL940. Students must enroll in this course in the term immediately following EDL940 in order to maintain their degree candidacy and continue working with their dissertation advisor.

### ED942 Dissertation Extension II - 4 credits

This course is for students who enrolled in EDL941 but did not complete the dissertation in that term. Students must register for this final course in the term in which they intend to defend the dissertation.

# 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 management courses. Students learn to assess their own strengths and abilities, and create academic and professional development plans that build teamwork, leadership, and communication skills.

*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 health care management concentration provides the education needed to meet current and future challenges faced by health care managers and team members. Health care is viewed from a systems perspective—as a totality of structure, process, and outcome—with 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.

**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.

### Master of Management — Blended Learning

Management courses and programs are now offered at some Cambridge College regional centers using our blended learning format. Cambridge College's intensive classroom learning is combined with 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.
- **Online learning. Between classes**, online instruction is facilitated by the management faculty.

#### Please note:

- Special tuition rate applies (see Tuition & Fees).
- In Cambridge, management courses are onsite, in class. Selected courses and programs may be offered in blended learning format.

### Management Education for Organizations

Academic programs and courses may be tailored to meet the needs of private and public organizations. An organization may select courses from the catalog to meet its needs for staff training and/or to serve its mission and clients. We can focus the course content and activities on the organization's particular situation, or more broadly, as needed.





# Programs at Cambridge College Centers

## Programs of Study

## Offered at Cambridge & Selected Regional Centers

Cambridge, MA  
Springfield, MA  
Lawrence, MA  
Chesapeake, VA  
Augusta, GA  
Memphis, TN  
Ontario, CA  
San Juan, PR

### Bachelor of Science

Management Studies (see Undergraduate Programs) ..... ● ..... ● ..... ●

### Master of Management

*Choose your management electives or concentration:*

General Business ..... ● **B** ..... ● ..... **B** ..... ●

Health Care Management ..... ● **B** ..... ● ..... **B** ..... ●

MM-55 (for qualified students without bachelor's) ..... ● **B** ..... ● ..... **B**

Business Negotiation & Conflict Resolution ..... ●

Small Business Development ..... ●

Leadership in Human & Organizational Dynamics ..... ●

Non-Profit & Public Organization Management ..... ●

Diversity & Disparity in Health Care ..... ●

Health Care Informatics ..... ●

Information Technology Mgt/E-Commerce (42 credits) ..... **B**

Technology Management ..... ● ..... **B**

#### Program formats

● In classroom

**B** Blended learning in classroom and online

**Programs offered as of July 2008;** 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.

# School of Management Faculty

Mary Ann Joseph, Ph.D. Northwestern Univ., Professor; Acting Dean,  
School of Management

## Cambridge, MA — Full-time

Martha Belden, J.D. Western New England College, Professor  
Shirley J. Harrell, M.A. Case Western Reserve Univ., Assistant Professor  
Cynthia Y. Ker, Ph.D. Univ. of Colorado at Boulder, Professor  
Joseph Crawford Reed, Ph.D. Univ. of Wisconsin (on leave); Vice  
President for Academic Affairs

## Cambridge, MA — Part-time

Robert J. Awkward, M.Ed., Boston Univ., M.S. Northeastern Univ.  
Carl F. Barron, M.B.A. Harvard Univ.; 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 Univ.  
Sandor Blum, Ph.D. Boston Univ.  
Donald J. Boyle, M.B.A. Columbia Univ.  
Melissa Brodrick, M.Ed. Harvard Graduate School of Education  
David S. Browne, J.D. Univ. of Michigan Law School  
Diego A. Camacho, M.B.A. Santa Clara Univ.  
Donald A. Carbone, M.A. Boston State College  
Matthew T. Casey, J.D. New England School of Law  
Arnold B. Clickstein, M.A. Northeastern University  
Bruce E. Cohen, M.B.A. Boston College, M.A. Ohio Univ.  
Moshe Cohen, M.B.A. Boston Univ.  
Noma. Saba Corey, Ed.D. Harvard Univ.  
Martin Joseph Cotton, M.A. Antioch Univ.  
Ralph J. Covino, Ph.D. Nova Southeastern Univ.  
Rita Daniel, Dr. Life Chiropractic Univ.  
William M. Davidge, M.S. Northeastern Univ.  
Edmund M. Dunn, M.B.A. Univ. of California  
Ronald R. Franceschi, M.A.P.A. Golden Gate Univ.  
Steve A. Frigand, M.M. Massachusetts Institute of Technology Sloan  
School of Management  
Kristen W. Girrell, M.Ed. Pennsylvania State Univ.  
Peter Gold, B.S. Suffolk Univ.  
Robert Goldberg, M.B.A. Boston Univ.  
Jonathan Grollman, M.B.A. Southern New Hampshire Univ.  
William F. Hancock, M.B.A., CPA, CMA, CLU, CPCU, CDP,  
Wharton School, Univ. of Pennsylvania  
James Hannon, M.B.A. Framingham State Univ.  
Roger A. Holt, D.B.A. Nova Southeastern Univ.  
David Hoover, Ph.D. New York University  
Frank Jenkins, M.B.A. Wharton School, Univ. of Pennsylvania  
Parha P. Kanjilal, Ph.D. Univ. of Sheffield, UK  
John Killeen, M.S. Northeastern Univ.  
Victor T. Kwo, M.S. Univ. of Massachusetts/Amherst  
Daniel R. LeBlanc, M.S. University of Massachusetts  
Yvonne G. Lerew, M.Ed. Harvard Graduate School of Education  
Donna Maimes, M.Ed. Cambridge College

Edward F. McDonough, III, Ph.D. Univ. of Massachusetts/ Amherst  
Hugh V. McGill, M.M. Cambridge College  
Liza D. Molina, Sc.D. Harvard Univ. School of Public Health  
Stephen A. Morreale, DPA, Nova Southeastern Univ.  
Haresh K. Patel, M.S., Lesley Univ.  
David Precopio, M.B.A., Thunderbird, American Graduate School of  
International Management  
Barbara Reinhold, Ed.D. Northeastern Univ.  
David W. Rynick, M.A.L.S. Wesleyan Univ.  
Eric O. Schmidt, Ph.D. Georgia Institute of Technology  
Catherine Seo, M.S. Marlboro College  
Lesley C. Sheppard, A.B.D. Argosy Univ.  
Edward H. Simches, M.S. Bentley College  
Henry (Hank) Tarbi, M.Ed. Northeastern Univ.  
Trellany V. Thomas-Evans, M.B.A. Pfeiffer Univ.  
Michele Vitti, M.A. Lesley Univ.  
Sharon A. Wulf, Ph.D. Columbia Pacific Univ.

## Health Care Management Faculty

### Cambridge, MA — Part-time

Clark C. Abt, Ph.D. Massachusetts Institute of Technology  
Susan Abughosh, Ph.D. Univ. of Rhode Island  
Ellen Alperen, Ph.D. Le Salle Univ.  
Joanne M. Baker, M.M. Cambridge College  
Craig W. Bennett, J.D./M.P.A. New England School of Law/Suffolk  
Univ.  
Debra A. Bloom, M.A. New York Univ.  
Debra A. Blyth, J.D., Suffolk Univ.  
Lisa J. Boucher, M.B.A. Univ. of Connecticut  
John A. Brennan, M.B.A. Pace Univ.  
Linda A. Burns, M.B.A./M.H.A. Univ. of Chicago/Univ. of Michigan  
Maureen Chisholm, Ph.D. LaSalle Univ.  
Patricia A. Crutchfield, M.L.S. SUNY Center Albany  
Lynne Devnew, D.B.A. Boston Univ.  
Ronald J. Doncaster, M.S. Lesley Univ.  
Kathleen Duchainey, Ph.D. Capella Univ.  
Brendan Egan, M.B.A. Univ. of Chicago  
Frances C. Fairbanks, M.M. Cambridge College  
Ken Farbstein, M.P.P. Harvard Univ.  
Denise Garrow-Pruitt, Ed.D. Nova Southeastern Univ.  
Raymond Guillette, Ed.D. Johnson & Wales Univ., RI  
Jay Hargis, M.S. Northeastern Univ.  
Susan Haslam, J.D. Boston Univ. School of Law  
Vivian Hatziyannis, M.A. Tufts Univ.  
Jeffrey J. Isaacson, J.D. New England School of Law  
Stephen Kiley, J.D. New England School of Law  
Richard Kropp, Ed.D. Boston Univ.  
Joyce LaTulippe, M.Ed. Harvard Univ.  
Stephen Lemire, M.S. Univ. of Lowell, M.A.

Joseph Mahoney, Ed.D. Boston Univ.  
 Bruce A. Maloof, Ph.D. Brandeis Univ.  
 MaryAnn McCarthy, M.S.W. Boston Univ.  
 Rebecca McLaughlin, M.A. Salve Regina Univ.  
 Susan McNamara, M.Ed./M.B.A. Harvard /Northeastern Univ.  
 Jacqueline McRae-Mitchell, D.S. Ashwood Univ.  
 Joseph Miglio, Ed.D. National-Louis Univ.  
 Jackie K. Moore, Ph.D. Florida State Univ.  
 Katherine Nolin, M.Ed. Univ. of Phoenix  
 Ashley Pearson, M.P.A. Suffolk Univ.  
 Gary C. Phillips, M.P.A. Northeastern Univ.  
 Stephen Priest, M.S. Univ. of Rhode Island  
 Anne Rundle, M.S. Simmons College  
 James Saccoach, M.S. Lesley College  
 Thomas P. Salmon, M.P.H. Univ. of Michigan  
 Raymond D. Sanzone, M.H.A. Columbia Univ.  
 Diah Schur, M.S.E.C./M.S.M. National Univ./Troy State Univ.  
 Ruth B. Smith, Ph.D. Boston College  
 Matthew Sweeney, M.S./MHA Lesley Univ.  
 Mary Vaeni, M.P.A. Bridgewater State College  
 Edward Wang, Psy.D. Univ. of Denver  
 Mary-Louise White, Ph.D. Warren National Univ.  
 Richard Williams, Ph.D. Boston College  
 Dawn Zapata, M.A. Harvard Univ.  
 Nancie Zecco, M.P.H. Univ. of Massachusetts

## Springfield, MA

### Full-time

Richard Turner, Ph.D. Nova Southeastern Univ.; Director, Springfield  
 Regional Center & Coordinator of Management and Academic  
 Technology

Joseph Defazio, J.D. Western New England College, Professor

### Part-time

Carol Bevan-Bogart, M.A. Emerson College  
 Barbara Herbert, M.D. SUNY Stony Brook  
 Mohammad Idrees, D.Ed. Univ. of Massachusetts Amherst  
 Barbara Mroz, M.M. Cambridge College

## Lawrence, MA — Part-time

Howard F. Allen, M.Ed. Cambridge College  
 Mary Andruszkiewicz, M.S. Massachusetts Institute of Technology  
 Alberto Betances-Mendez, M.D. Universidad Nordestana  
 Thomas Campbell, M.Ed. Cambridge College  
 David Crimmin, M.A. Harvard University School of Education  
 Julio DeCarvalho, C.A.G.S. Cambridge College  
 Kanchan Dandage, M.S. University of Central Florida  
 Subhash Dandage, Ph.D. University of Wisconsin  
 Carlos R. Espendez, M.M. Cambridge College  
 Peter J. Hughes, M.Ed. Antioch University  
 Victor T. Kwo, M.S. University of Massachusetts  
 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  
 Susan Smith, Ed.D. University of Massachusetts / Lowell  
 Mark Speller, M.M. Cambridge College  
 Gabriel Vallee-León, M.B.A. American Intercontinental University

## Chesapeake, VA — Part-time

Nancy Carlo Adams, M.A.P.A. Old Dominion Univ.  
 Michael J. Aroney, M.B.A. Embry-Riddle Aeronautical Univ.  
 Michael Bryant, Ph.D. Nova Southeastern Univ.  
 William J. Dempsey M.B.A. Golden Gate Univ.  
 Jan D. Felton, Ph.D. Walden Univ.  
 Nathaniel Fuller, M.S. Nova Southeastern Univ.  
 William C. Harper, III, B.S. Southwest Missouri State Univ.  
 Albert Mauzy, M.M. Cambridge College  
 William McMican, M.S. Naval Postgraduate School, Monterey, CA  
 Kelly Nevala, M.A. George Washington Univ.  
 Lisa D. Orton, M.S. SUNY/Buffalo  
 Raymond Tranchant, M.S. Old Dominion Univ.



# Master of Management

37 credits

## Management Seminar & Project ..... 12 credits

MMG690 Introductory Seminar ..... 1

### Management Seminar I-IV:

MMG691 Self-Diagnosis &amp; Goal Setting ..... 2

MMG692 The Manager as Team Developer &amp; Leader ..... 2

MMG693 Continuous Improvement, Lifelong Learning &amp; 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

**55 credits — approval required for admission  
for qualified students without a bachelor's degree**

## Managerial Competencies & Theory ..... 18 credits

Required *before* MM-37 seminar & project, core, concentration

MMG504 Computer Applications for Business ..... 3

MMG505 Graduate Writing ..... 3

MMG506 Quantitative Analysis for Managers ..... 3

MMG507 Managerial Analysis &amp; Communication ..... 3

MMG508 Information Research &amp; Technology ..... 3

MMG509 Political, Social &amp; Economic Aspects of Business ..... 3

Note: Students may be required to take a pre-introductory seminar.

MMG504, 505, and 506 may be waived based upon assessment conducted at the beginning of the term.

## Concentration Options ..... 16 credits

Choose a concentration (below) or 16 credits of graduate management course work to meet career and academic goals.

General Business

Health Care Management

Health Care Informatics

Diversity &amp; Disparity in Health Care (classes start Fall 2009)

Leadership in Human &amp; Organizational Dynamics

Non-Profit &amp; Public Organization Management

Business Negotiation &amp; Conflict Resolution

Small Business Development

Technology Management

See concentration details on next page.

### EDUCATION required for admission:

**MM37:** Bachelor's degree.**MM55:** Associate's degree, professional degree (e.g. RN); or at least 60 undergraduate credits that meet general criteria for transfer.**Bachelor's degree required** for the following concentrations:

Health Care Informatics, Diversity &amp; Disparity in Health Care, Computer Security Management

### EXPERIENCE required for admission:

**MM37:** Five years of work experience *recommended*.**MM55:** Five years of relevant work experience *required*.**Health Care Management (MM37 & MM55):** Health care experience required.**OTHER GENERAL REQUIREMENTS:** see Admission.

### MM55—approval required for admission:

- *Interview* with the dean, director of health care management programs, or regional center director.
- *Evaluation* of eligibility by admissions committee and the dean and/or regional center director.
- *Approval* of dean or regional center director required for admission.

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

## Master of Management

Continued

## MM Concentration &amp; Certificate Options

Any subject area below may be taken as a concentration within the Master of Management degree or alone as a certificate.

**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
MMG709	Innovation & Product Development	3
MMG713	Total Quality & Operations Management	3
MMG715	Management Information Technology	3
MMG725	Financial Management	3
MMG728	Business Law	3
MMG732	Global Business	3
MMG734	Business Planning	3
MMG735	Entrepreneurship & Small Business Management	3
MMG746	The Manager as Negotiator	3
MMG757	Consulting Skills for Managers	3

**Choose one directed study:**

DMG506	Essentials of Accounting	1
DMG602	Project Management	1
DMG603	Drafting Business Contracts	1
DMG621	Statistical Analysis With Spreadsheets	1

**Business Negotiation & Conflict Resolution**

MMG746	The Manager as Negotiator	3
MMG747	Conflict Management: Strategies, Tactics & Behavior	3
MMG748	Multi-Party/Multi-Issue Negotiations	3
DMG603	Drafting Business Contracts	1

**Choose two elective courses:**

MMG749	Global Negotiation	3
MMG758	Mediation in the Workplace	3
MMG560	Managing a Diverse Workforce	3
MMG761	Conflict Resolution in Multicultural Organizations	3

**Small Business Development**

MMG710	Project Management Concepts & Practice	3
MMG725	Financial Management	3
MMG733	Marketing Management	3
MMG735	Entrepreneurship & Small Business Management	3
MMG740	Human Resources Management	3
DMG623	Business Solutions Using the Internet	1

**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
DMG753	Introduction to Organizational Coaching	1

**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 Organizations	3
MMG740	Human Resources Management	3

**Choose one elective course:**

MMG746	The Manager as Negotiator	3
MMG750	Business, Government & Ethics	3

**Technology Management..... choose 16 credits**

DMG623	Business Solutions Using the Internet	1
MMG710	Project Management Concepts & Practice	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	3

**MM degree program is modified:**

- MMG802, which includes the ILP, replaces MMG800.

Continued → on next page.

## Master of Management

 MM Concentration & Certificate Options

Any subject area below may be taken as a concentration within the Master of Management degree or alone as a certificate.

**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 Health Care Setting . . .	3
MHC750	Health Care Policy & Ethics . . . . .	3

**Health care Informatics**

*(Bachelor's degree required; not open to MM55)*

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

**Diversity & Disparity in Health Care** (classes start Fall 2009)

*(Bachelor's degree required; not open to MM55)*

MHC721	Introduction to Health Care Disparities – Race, Ethnicity & Health . . . . .	1
MHC722	Policy in Health Care Disparities & Client Services . . . . .	3
MHC723	Unequal Treatment: Disparities in Health Care . . . . .	3
MHC724	Research in Diversity & Disparities in Health Care . . . . .	3
MHC726	Managing a Diverse Health Care Workforce. . . . .	3
MHC727	Cultural Competence in the Elimination of Health Care Disparities . . . . .	3

## Master of Management with Concentration



# 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.

# 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.

## **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 health care are introduced. Students learn about the functioning and outcomes of health care.



**MHC721 Introduction to Health Care Disparities – Race, Ethnicity and Health 1 credit**

This course is designed to provide students with knowledge about racial and ethnic disparities in health and health care. The course will examine the ways in which dyadic relationships and multiple forms of discrimination contribute to racial and ethnic disparities in health. Students will examine the ways in which neighborhood and community factors and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes. Individual characteristics such as acculturation, patient preferences, provider congruence and cultural competence will be explored in this course.

**MHC722 Policy in Health Care Disparities and Client Services - 3 credits**

This course is designed as an in-depth review of the history and management of policies that have led to health disparities and affected client health services. Students will consider the challenges posed by an increase in multi-cultural and diverse populations seeking health care services in an environment that has not always responded to multiple needs with appropriate policies or service delivery mechanisms. This requires that students understand and accept that policy and service delivery demand that healthcare organizations use all of their resources to meet diverse and disparate health care needs. Strategic responses to policies and to planning of appropriate delivery of services are integral to health care management.

**MHC723 Unequal Treatment: Disparities in Health Care - 3 credits**

This course will examine racial and ethnic disparities in health and human services, and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed or color and how this important policy has been implemented and enforced over time. The course will use as its primary text the Institute of Medicine's (IOM) report issued in 2003, *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. While most of the research in this area has focused on health care, we will continually look at the relevance and application to social and human services. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

**MHC724 Research in Diversity and Disparities in Health Care - 3 credits**

This course reviews the research knowledge base on diversity and health care disparities, examines current and proposed policies that address disparities in health care, and explores the implications of research in the field for health care practitioners. Health care practitioners enrolled in the course will draw on professional and professional experiences to develop and offer alternative hypotheses, concepts and insights into diversity and disparities in health care.

**MHC726 Managing a Diverse Health Care Workforce - 3 credits**

This course focuses on understanding and developing key competencies necessary to manage the diverse workforce present in today's healthcare organizations. The rapidly changing mix of staff and patients who populate hospitals and other health care organizations makes effective management of diversity a critical competency for successful managers and executives of these organizations. Throughout the course students explore the management issues tied to diversity, inclusion, and cultural competence. They view these through

the lenses of personal experience, organization change, and leadership commitments. Students in this course expand their perspectives through thinking about difference in the workplace, through exploring best practices, through analyzing their understanding and current viewpoint, and through assessing individual and organizational action strategies.

**MHC727 Cultural Competence in the Elimination of Health Care Disparities - 3 credits**

This is a skill building course for managers with the goal to increase organizational capacities to provide culturally effective health care services. It also enhances managers' abilities to respond to the richness of perspectives and approaches as well as challenges which employees of various racial, ethnic and cultural groups bring to the organization. The course intends to move from "why" to "what and how" to eliminate health care disparities of the core cultural competency skills of health care managers in the 21st century.

**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**

This one credit course requires the student to visit one of our affiliate hospitals and write an assessment of their informatics software. By

arranging an interview with a member of the IT staff a basic understanding of the automation that is being used to provide day to day operations can be assessed. The student may make recommendations for additional software to enhance the organization's information flow.

**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 organiza-

tion'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.

**MMG706 Economics - 3 credits**

The main objective of this course is to provide students with the basic concepts and analytical tools of economics and to apply them so as to understand the workings of a market economy and to increase their effectiveness as managers. After an introduction to the basic economic tools of supply and demand, and the treatment of profit maximization, we will cover the basic concepts of microeconomics for use in business decision making. Throughout the course, we will use economic theory and real world examples to analyze and understand the main issues of microeconomics and macroeconomics as they apply to the business world. Secondary course goals include improved writing and computer skills.

**MMG707 Innovation & Product Development - 3 credits**

This course will focus on how companies' top managers handle the complexity of managing growth through innovation and new product development. In today's economy competitive advantage goes to those firms that are able to out innovate the competition. The course will help students (1) to increase their understanding of what it takes to make an organization and its employees embrace innovation, (2) to understand the approaches companies are taking to fostering new product development globally, and (3) to understand the capabilities organizations need in order to handle the complexities associated with the implementation of a global new product development strategy.

**MMG710 Project Management Concepts and Practice - 3 credits**

In this course, students will learn how to use the concepts, tools and techniques of project management in order to successfully manage system development projects. System development project failures are generally failures of management, not failures of technology. Good management, along with an understanding of the appropriate use of technology, is therefore essential. Students will learn, in particular, how to apply the concepts, tools and techniques of project management in today's dynamic, digital business environment, where projects must be brought to completion under increasingly compressed timeframes and where decisions must be made under conditions of uncertainty.

**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.

**MMG734 Business Planning - 3 credits**

This course allows students to learn about business development, new product/service planning, feasibility analysis and trends in innovation. During this course, students will learn how to test new products, forecast financial needs, and analyze market requirements. The basis of competition for new products/services, major traits of successful new ventures, market situation analysis, opportunities for professional challenge, common pitfalls and ways to avoid the common pitfalls will be addressed.

**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 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 interagency 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**

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**

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 Global Negotiation - 3 credits**

This course is designed for students who work in multi-cultural teams or negotiate in a multi-cultural setting. Students will learn how culture affects negotiating strategies, conflict management techniques and team effectiveness. Students will learn and apply a framework to help manage cultural differences whenever they impact business deals, disputes or team work. The methodology is lecture, discussion, video and negotiation simulations and role-plays. The text for the course is *Negotiating Globally* by Jeanne Brett. Other readings will be provided by the instructor. There is the opportunity for 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.

**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.*

# Programs at Cambridge College Centers

Programs of Study		Offered in Cambridge & Selected Regional Centers							
	Licensures in Massachusetts	Cambridge, MA	Springfield, MA	Lawrence, MA	Chesapeake, VA	Augusta, GA	Memphis, TN	Ontario, CA	San Juan, PR
<b>Master of Education</b>									
Counseling Psychology .....	pre-licensure .....	●	●						
CP/Forensic Counseling .....	pre-licensure .....	●	●						●
Addiction Counseling .....	CADAC, LADC .....	●	●						●
Marriage & Family Therapy .....	LMFT, LMHC .....	●	●						●
Mental Health Counseling .....	LMHC .....	●	●						
Mental Health & Addiction Counseling .....	LMHC, CADAC .....	●	●						
School Adjustment Counseling .....	ESE, LMHC .....	●	●						
Mental Health, Addiction & School Adjustment Counseling .....	LMHC, CADAC, LADC, ESE .....	●	●						
Psychological Studies .....	none .....	●	●						
School Guidance Counselor .....	ESE initial .....	●	●		●	●	●		●
<b>Certificate of Advanced Graduate Studies</b>									
Counseling Psychology .....	LMHC (optional) .....	●	●						
<b>Certificate</b>									
Mental Health Counseling for School Guidance Counselors .....	LMHC, ESE professional .....								●

**Programs offered** as of July 2008; 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.

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 Assessment & Support

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.

### 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 credentialing of master's level counselors a matter of great sensitivity and importance. Consequently, faculty review and discuss students' behavior within the graduate academic program and the field work site.

The 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 Univ.; Dean, School of Psychology & Counseling

## Cambridge, MA — Full-time

John Carew, Ph.D. Boston College

Paul D. Gerson, Ph.D. Univ. of Pittsburgh; Coordinator: Counseling Psychology (36), Psychological Studies, CAGS, Clinical Practica/ Internships

Vero L. Kelly, M.A. Boston College; Coordinator, Addiction Counseling, Mental Health Counseling

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

Robert Prague, M.Ed. Boston College

## Cambridge, MA — Part-time

Larry M. Allen, M.Ed. Antioch College

Diane L. Boettcher, D.Ed. Boston College

Harvey Botman, Ph.D. Duke Univ.

Judith Bralove, M.S.W. Boston College

Elena Cherepanov, Ph.D. Moscow State Univ. (Russia)

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

D. E. Dale, C.A.G.S. Boston Univ.

Paul R. Deschenes, M.Ed. Northeastern Univ.

Joseph M. Erickson, M.S.W. Simons College

Eleanor A. Farinato, Ed.D. Univ. of Massachusetts/Amherst

Giovanna Franchi, M.A. Lesley College

Steffen Fuller, Ph.D. Purdue Univ.

Margery Gans Ed.D. Harvard Graduate School of Education

Irle M. Goldman, Ph.D. Rutgers Univ.

Vita Golub, M.Ed. SUNY/Buffalo, M.A. Univ. of Massachusetts/ Boston; School Adjustment Counseling Coordinator

Colleen Goode, M.Ed. Cambridge College

Russell Gwilliam, M.A. Anna Maria College

Matthew Hoffman, M.P.H. Boston Univ.

Seward T. Hunter, M.S.W. Simmons College, M.Div. Harvard Univ.

Shaun Kelly, M.A. Framingham State College

Mary Mopsy Kennedy, M.S.W. Boston Univ.

Maureen McGlame, M.Ed. Univ. of Massachusetts

Edward McGrath, Ed.D. Argosy Univ.

Kathy A. McMahon, Psy.D. Antioch College

Jesse Mellor, M.S. Columbia College

Deborah A. Merriam, Ed.D. Boston Univ.

Stephen Merther, M.A. Antioch New England Graduate School; Coordinator, Marriage & Family Therapy

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

James Reilly, D.M.D. Tufts Univ.

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

Thomas P. Salmon, M.P.H. Univ. of Michigan

Daniel J. Simone, M.A. Lesley Univ.

Thomas Thelin, M.Div. DePaul Univ.; M.S. Fitchburg State Univ.

Arthur B. Trundy, M.Ed. Cambridge College

John Twomey, Ed.D. Boston Univ.

## Lawrence, MA — Part-time

Susan E. Beliveau, M.Ed. Cambridge College

Sandra Coombs, MSW, LISW, Boston College

Denis Dupuis, Ph.D. Columbia Pacific Univ.

Nancy C. Foster, M.S. Boston Univ.

Kevin Charles Grimes, Ph.D. Wright Institute (Los Angeles)

Lionel S. Joseph, Psy.D. Massachusetts School of Professional Psychology

Paul L. Koppenhaver, Ph.D. Walden Univ.

Thomas J. McDonough, Ed.D. Boston Univ.

Daniel Morocco, Ed.D. Univ. of Rochester, NY

Laurie Thomas, M.A., LMHC, Lesley College

Elaine C. Walker, M.A. Lesley Univ.

Charles D. Weinstein, MA, Lesley Univ., LMHC

Heather Winters, Ph.D., Argosy Univ.

## Springfield, MA — Full-time

Deborah Merriman, C.A.G.S. Univ. of Massachusetts

## Springfield, MA — Part-time

Jacqueline Bearce, M.Ed. Univ. of Massachusetts/Amherst

Michelle Barbara Caliento M.Ed. Springfield College

Efrain DeJesus, MSW, Univ. of Connecticut

Deborah Manzano-Sickler Psy.D. Caribbean Center for Advanced Studies (Carlos Albizu Univ.)

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. Univ. of Virginia

Doris K. Schuh, M.Ed. Springfield College

Walter M. Stephaniv, Ph.D. Ball State Univ.

## School Guidance Faculty

Joseph A. Huff, Licensed School Guidance Counselor K-12; Ed.D. Boston Univ.; School Guidance National Coordinator

## Cambridge, MA — Part-time

Larry M. Allen, M.Ed. Antioch College

Diane L. Boettcher, D.Ed. Boston College

Janice I. Brenner, M.Ed. Suffolk Univ.

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

Victoria M. DaPonte, M.Ed. Cambridge College

Beth A. (Zieff) Hecker, M.Ed. Univ. of Massachusetts/ Boston

Maureen Martin, M.Ed. Boston College

Mary B. Mastrangelo, M.Ed., C.A.G.S. Suffolk Univ.

Deborah A. Merriam, Ed.D. Boston Univ.; Licensed School Guidance Counselor K-12

Jeanne E. Richardson, C.A.G.S. Harvard Univ.

## Springfield, MA — Part-time

Jeanne Cyr Trinqu, M.A. Westfield State College

**Augusta, GA — Part-time**

Jan'et Bishop, Ed.S. Augusta State Univ.  
 Elias Etonge Etinge, Ph.D. Univ. of Alabama  
 Audrey Clinton Fisher, Ph.D. Univ. of Michigan  
 Kay S. Marsh, Ed.D. Univ. of Sarasota  
 Myrel Seigler, Ed.D. Georgia Southern Univ.  
 Susan H. Stafford-Hawes, M.Ed. Georgia College & State Univ.  
 Pamela D. Thomas, Ph.D. Capella Univ.

**Memphis, TN — Part-time**

Larry M. Allen, M.Ed. Antioch College  
 Dana Bell, M.S. Univ. of Memphis  
 Warren E. Harper, Ph.D. Vanderbilt Univ.-Nashville  
 Deborah A. Merriam, Ed.D. Boston Univ.; licensed School Guidance  
 Counselor K-12)  
 Andrea Nichols, Ph.D. Univ. of Memphis

**Chesapeake, VA — Part-time**

Muriel Rachel Azria-Evans, Ph.D. Auburn Univ.  
 Norma Wright Brumage, Ed.D. Virginia Tech  
 Melendez O. Byrd, Ph.D. Virginia Tech  
 Carla Castor, Ph.D. Virginia Commonwealth Univ.  
 Dana Cook, M.S. Old Dominion Univ.  
 Sylinda B. Gilchrist, Ed.D. George Washington Univ.  
 Sandra A. Rasmussen, Ph.D. Harvard Univ.  
 Susan M. Sigler, Ed.D. Nova Southeastern Univ.  
 Alveta G. Mitchell, Ed.D. George Washington Univ.



## Master of Education

# Counseling Psychology

36 credits • Pre-licensure

**Core** ..... 11 credits

CCP691-693	Professional Seminar — 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. OR choose a focus, below.

**Elective Focus Option****Forensic Counseling**..... 9 credits

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

Practicum and Internship Includes supervised field experience in an approved forensic setting.

**Forensic counseling** provides 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.

Graduates are not eligible for licensure or vendorship in Massachusetts.

## Master of Education With Concentration

# Psychological Studies

36 credits • No licensure

**Core** ..... 11 credits

CCP691-693	Professional Seminar — 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.

**Psychological Studies** is a non-clinical program for people needing a master's degree for professional advancement in careers that do **not** focus on direct clinical work. Please note: students who complete this degree **cannot** do a CAGS to meet LMHC licensing requirements.



Master of Education With Concentration

# Addiction Counseling

36 credits • CADAC & LADC

## Core ..... 10 credits

CCP691-693 Professional Seminar — 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 & 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 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.

**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 assessment, counseling, education, professional responsibilities, and case management.

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

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

**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

# Mental Health Counseling

62 credits • Mental Health Counselor (LMHC)

**YEAR 1** ..... 35 credits

CCP691-693	Professional Seminar — 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 <i>or</i>	
CCP614	Child & Adolescent Psychopathology	3
CCP630	Human Development Across the Lifespan	3
CCP650	Group Dynamics/Group Counseling & Human Systems	3

**Research & Evaluation**

CCP518	Research Design & Evaluation	3
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**Practicum & Internship**

Includes supervised field experience; see program handbook for requirements.

CCP520	Counseling Practicum	3
CCP641	Counseling Internship	3

**YEAR 2** ..... 27 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**

CCP754	Perspectives in Cross-Cultural Counseling	3
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**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	Marriage & Family Therapy: Basic Counseling Skills	

**Electives — choose two** ..... 6

One elective must be in counseling psychology, one may be in education or a mediation course in the graduate management curriculum.

**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.

**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.

**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





Master of Education With Concentration

# Mental Health & Addiction Counseling

62 credits • Dual licensure • CADAC/LADC • Mental Health Counselor (LMHC)

## YEAR 1 ..... 34 credits

CCP691-693	Professional Seminar — 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 <i>or</i>	
CCP614	Child & Adolescent Psychopathology	3
CCP630	Human Development Across the Lifespan	3
CCP650	Group Dynamics/Group Counseling & Human Systems	3

### Research & Evaluation

CCP518	Research Design & Evaluation	3
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### 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

## YEAR 2 ..... 28 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

CCP754	Perspectives in Cross-Cultural Counseling	3
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### Assessment/Appraisal — choose one ..... 3

CCP624	Assmt/Appraisal Proc: Intelligence & Achiev Testing	
CCP626	Assmt/Appraisal Proc: Projective Testing	

### Additions (includes Special Treatment Issues)

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

**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.

**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.



Master of Education With Concentration

# Marriage & Family Therapy

71 credits • Dual licensure • Marital &amp; Family Therapist (LMFT) • Mental Health Counselor (LMHC)

**YEAR 1** ..... 35 credits

CCP691-693 Professional Seminar — 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 <i>or</i>	
CCP614 Child & Adolescent Psychopathology	3
CCP630 Human Development Across the Lifespan	3
CCP650 Group Dynamics/Group Counseling & Human Systems	3

**Research & Evaluation**

CCP518 Research Design & Evaluation	3
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**Practicum & Internship**

Includes supervised field experience; see program handbook for requirements.

CCP520 Counseling Practicum	3
CCP641 Counseling Internship	3

**YEAR 2** ..... 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**

CCP754 Perspectives in Cross-Cultural Counseling	3
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**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 Marriage & Family Therapy: Basic Counseling Skills	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	

**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.

**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.

**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.



Master of Education With Concentration

# School Adjustment Counseling

65 credits • Dual licensure • School Social Worker/School Adjustment Counselor (ESE) • Mental Health Counselor (LMHC)

## YEAR 1 ..... 38 credits

CCP691-693 Professional Seminar — 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

### Research & Evaluation

CCP518 Research Design & Evaluation ..... 3

### Mass. DOE 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 (29 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 DOE requirements.
- SAC: 450 hours minimum must be completed in two sequential terms in a DOE-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.

## YEAR 2 ..... 27 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 & Community

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

CCP606 Substance Abuse in the Family ..... 3

### Second half (450 hrs) of 900-hour DOE 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

### School Social Worker/School Adjustment Counselor (all levels)

— Program approved by the Massachusetts Dept. of Elementary & Secondary Education (ESE) as preparation for initial licensure.

**Paths to ESE 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 also complete the academic requirements for LMHC licensure by the Massachusetts Board of Registration of Allied Mental Health Professionals. Candidates must also pass a competency examination and complete two years of post-masters supervised clinical practice.

**Admission 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 program to better prepare students to meet new requirements.



Master of Education Leading to Massachusetts INITIAL LICENSURE

# School Guidance Counseling

48 credits • 5 terms • Program approved by the Massachusetts Dept. of Elementary & Secondary Education for the preparation of school guidance counselors (PreK-8 or 5-12).

## Requirements

### Professional Seminar & Project..... 9 credits

CSG691-693 Professional Seminar: School Guidance Counseling & Graduate Research — 3 terms @ 2 credits ..... 6  
Includes clinical journal, assessments, advisement, professional growth plan.  
CSG800 Independent Research Project in Guidance..... 3

### Initial Licensure Courses ..... 31 credits

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 Assmt/Appraisal Proc: Intelligence & Achiev 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 or Special Education Elective ..... 3

## Guidance Counseling Practicum & Internship

### Practicum prerequisites

- Pre-Practicum — 75 hours of directed field-based training ..... 0
- CSG695 Counseling & Consulting Techniques Lab

CSG789 Practicum Fieldwork & Seminar — 100 hours ..... 2

### Internship Prerequisites

- 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.

**Internship Fieldwork & Seminar** — Home state site under a licensed/certified guidance counselor, with Cambridge College supervision.

CSG790 Fieldwork — 2 terms @300 hours, 600 hours total . . . . 3

CSG791 Internship Seminar — completed exit portfolio required for credit ..... 3

**Admission 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.

## Course Offerings Plan

### FALL or Term 1

CSG691 Professional Seminar I  
Take state test(s) required for licensure.  
CCP501 Intro to Counseling  
CCP540 Personality & Counseling  
CCP616 Counseling in the Schools  
CSG695 Couns & Consult Technq. Lab (practicum prep.)  
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

**Internship Fieldwork & Seminar** — Fall or Spring only.

for **PreK-8:** register for CSG790C and CSG791C

for **5-12:** register for CSG790E and CSG791E

### SPRING or Term 5

Counseling or Special Education Elective

**Internship Fieldwork & Seminar** — Fall or Spring only.

for **PreK-8:** register for CSG790D and CSG791D

for **5-12:** register for CSG790F and CSG791F

- Completed Exit Portfolio required for internship credit.

**All courses meet** for 35 contact hours/3 credits.

**Course offerings plan for Cambridge,** subject to change without notice. Regional centers set their own schedules.

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

Master of Education With Concentration

# Mental Health, Addiction & School Adjustment Counseling

75 credits • Triple licensure

• School Social Worker/School Adjustment Counselor (ESE) • Mental Health Counselor (LMHC) • CADAC/LADC

**YEAR 1** ..... 38 credits

CCP691-693 Professional Seminar — 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

**Research & Evaluation**

CCP518 Research Design & Evaluation	3
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**Mass. ESE 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
- Pass all first-year requirements including IRP (29 credits.)

**First half (450 hrs) of 900-hour ESE 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 ESE requirements.
- SAC: 450 hours minimum must be completed in two sequential terms in a ESE-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
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- SAC coordinator approval required for SAC field experience.

**YEAR 2** ..... 37 credits

CCP615 Psychopathology	3
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**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	3
CCP626 Assmt/Appraisal Proc: Projective Testing	3

**Social/Cultural**

CCP754 Perspectives in Cross-Cultural Counseling	3
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**Working with Families & Community**

CCP561 Counseling Techniques with Multi-Problem Families in Changing Communities	3
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**Elective — choose one** ..... 3

CCP624 Assmt/Appraisal Proc: Intelligence & Achiev Testing	3
CCP626 Assmt/Appraisal Proc: Projective Testing	3
CCP627 Family Assessment from a Multicultural Perspective	3
CCP631 The Counselor in the Forensic Environment	3
CCP658 Expressive & Activity Therapies	3
CCP670 Career Counseling	3
CCP710 Marriage & Family Therapy: Basic Counseling Skills	3
CCP715 Multicultural Counseling: Children, Adolescents in Context	3
CCP716 Cognitive Behavior Therapy: Theory & Practice	3
CCP725 Psychopharmacology	3
CCP695 Counseling & Consulting Techniques Lab	3

**Additions**

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 ESE Practicum/LMHC Internship**

CCP792-793 School Adjustment/Mental Health Field Experience III-IV — 2 terms @ 3 credits	6
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- SAC coordinator approval required for SAC field experience.

CCP708 School Adjustment Counseling Exit Portfolio	0
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**Continued** → on next page

# Continued → Mental Health, Addiction & School Adjustment Counseling

**Admission 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 Dept. of Elementary & Secondary Education (ESE) as preparation for initial licensure.

**Paths to ESE 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

27 credits • 4 terms • Mental Health Counselor (LMHC) • School Guidance PROFESSIONAL LICENSURE (DOE)

### Counseling Practice Courses

CCP550	Basic Counseling Skills: Rogerian Therapy . . . . .	3
CCP615	Psychopathology <i>or</i>	
CCP614	Child & Adolescent Psychopathology . . . . .	3

### Professional Identity, Function & Ethics

CCP730	The Practice of Mental Health Counseling . . . . .	3
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### Research & Evaluation

CCP518	Research Design & Evaluation . . . . .	3
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If students have completed the M.Ed. in School Guidance at Cambridge College, this subject area has been covered and this course is not required. Other students may need to take this course, depending on transcript review. Program total 27 credits.

### Social/Cultural . . . . . 3

CCP754	Perspectives in Cross-Cultural Counseling	
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### 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

### Admission 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 (DOE) —

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.



Certificate of Advanced Graduate Study

# 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
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### 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 for 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 & 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 experience, 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.

**School Adjustment Counseling** — Your CAGS course work and practicum/internship may meet licensure requirements. Course choices must be considered carefully in consultation with the program coordinator.

**Academic track** — If you do not need licensure, the internship is replaced by additional electives. CAGS courses will support your academic interest within the field of psychology and counseling, and your research project. Course choices must be considered carefully in consultation with the program coordinator.

# Counseling Psychology Course Descriptions — M.Ed.

## Alcohol & Drug Counseling

### **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.

### **ADC515 Ethics and Boundaries for Substance Abuse Professionals - 3 credits**

This course allows students to review ethical standards, raise awareness and explore six areas of ethical concern. 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 and licensing requirements. Initial expectations of agency work are introduced and a site visit is arranged. Evaluating a particular program in various settings.

### **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 an LMHC. Requirements for those not seeking a mental health license will be provided by the program director or your advisor.

### **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 require-

ments 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.

### **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 psychodynamic to motivational enhancement as well as modern approaches to relapse prevention will be explored.



# Psychology & Counseling

## **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.

## **CCP518 Research Design & Evaluation - 3 credits**

This course provides students with a foundation in research and evaluation methodologies and strategies, program evaluation and needs assessment. Students will gain an understanding of different types of research and research design, procedures for data collection and analysis, analysis of both hard and soft data, and ethical and legal considerations associated with research. Students will leave the course prepared to conduct and be discriminating consumers of research.

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

Enrollment limited to 10.

This course is for students beginning their master's program field-

work. 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 ag-

ing, families, and spirituality and consider the possibility that there is something primary, perhaps even sacred about the human quest for connectedness.

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

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

**CCP606 Substance Abuse in the Family - 3 credits**

This course bridges the gap between substance abuse counseling and family therapy. It examines the specific interactional patterns that help to maintain addictive behavior within the family. Case examples illustrate how to intervene in addictive families. The following topics are covered: a systemic perspective on addictive behavior; assessing substance abuse and setting treatment goals; the over-responsibility/under-responsibility dynamic in families; the Family Intervention Model; treatment needs of young children and adult children of addictive families; and facilitating family adjustment to sobriety. Course requirements include class attendance, reading, participation in experiential exercises and role play.

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

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

**CCP609 Counseling for Grief and Loss - 3 credits**

This course examines a broad range of topics within the scope of grief and loss, including Kubler-Ross' stages of grief and William Worden's task model. Students explore personal beliefs concerning grief and loss as the class examines the beliefs, death rituals and practices of a variety of cultures. This class addresses counseling challenges presented by clients who are experiencing loss. Students learn a current bereavement counseling model, then practice related techniques in classroom exercises. The class explores issues related to death and dying in contemporary society, including suicide, assisted suicide and capital punishment. Guest speakers may address special topics.

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

Prerequisite: Take concurrently with CCP540 or after completing it. This course relates counseling theory and practice to the specialized roles and settings of forensic counselors. It identifies the counseling theories and technical approaches most appropriate to forensic work, and explores current social theories of offending behavior. Students

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

**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 approach-

es 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 counseling settings. Topics examined include job values and interests, experiences and skills, specification of career targets, research and analysis of career targets, and developing a comprehensive plan of action. Students can apply such information to develop and assess career goals and to make use of appropriate career resource materials. Course experiences include worksheets, sub grouping, completion and study of interest inventories (including an examination of basic psychometric issues and discussion of strengths and weaknesses of standardized instruments), and discussion of computer resources which enhance the career guidance process. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*. The course stresses a practical approach to career development; underlying career development theory is discussed.

**CCP680 Human Sexuality - 3 credits**

Sensitization to sexual issues and exploration of how a therapist's perceptions of such issues affects her/his work with clients is explored in this course. Introduction to the theory and practice of sex therapy, including information about sexual function and dysfunction and appropriate intervention methods is presented. Emphasis is on the relationship system and the dynamics of sexual functioning within that system.

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

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

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

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

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

The final term of the Professional Seminar examines professional requirements in relation to individuals' career paths and goals. Students are encouraged to express challenges to current themes in order to strengthen and continue their growth in flexible thinking and tolerating differences. Class discussions include reflections on the experiences of the prior year, including group dynamics, observations and assessments of students' learning experiences.

**CCP700 Internship Seminar - 3 credits**

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 Marriage and Family Therapy: Basic Counseling Skills - 3 credits**

This course will cover the theories behind marital and family therapy and provide a practical integration of interests and skills. The course is designed to meet the needs of both beginning and experienced therapists.

Beginning students will have the opportunity to build a sound theoretical foundation for marital and family therapy while more advanced students can refine technique and explore emerging treatment approaches. Written assignments will be similarly tailored.

One basic counseling skills course is required in each counseling program. The course stresses development of counseling skills which are essential to a particular area of training and practice. One or more active teaching methods, such as role-play, live or videotaped demonstration, or other experiential exercises form a significant part of the course experience.

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

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

This course explores the counseling process with children and adolescents from two perspectives: first from the experiential world of the child or adolescent, and secondly, from an ecological/systems perspective, with strong emphasis on cultural strengths and concerns. Topics include: the world of the child, exceptionality, family approaches, evaluation, consultation, play/activity techniques, group work, counseling in the schools. Also: assessment; diagnosis; gathering and communicating information; relevant laws and regulations; ethics, ethnic, linguistic, racial, gender and religious diversity; interviewing, dealing with research; resources and referrals; hazards and problems of normal development; communicating with children and adolescents of different ages.

**CCP716 Cognitive Behavior Therapy: Theory and Practice - 3 credits**

This course reviews operant conditioning, classical conditioning and social learning theory, especially as they relate to the development and current practice of cognitive behavior therapy. Special attention is paid to dialectical behavior therapy as the most recent research-based application of behavioral treatment, in combination with Eastern theories and practice. The primary focus of the course is on the actual practice in class of the most relevant behavioral techniques including: deep muscle relaxation, mindfulness meditation, 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 health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding

mental health issues, and the impact of their perspective in working with culturally different people.

### **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 CSG790C Fieldwork **and** CSG791C Internship Seminar  
Term 2 CSG790D Fieldwork **and** CSG791D Internship Seminar

*5-12 — two terms @300 hours*

Term 1 CSG790E Fieldwork **and** CSG791E Internship Seminar  
Term 2 CSG790F Fieldwork **and** CSG791F Internship Seminar

*PreK-8 — one term @ 600 hours*

CSG790A Fieldwork **and** CSG791A Internship Seminar

*5-12 — one term @ 600 hours*

CSG790B Fieldwork **and** CSG791B 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, phenom-

ological 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 health and deviant behavior are discussed. The importance of understanding the cultural context is emphasized, both in the prevention and in the resolution of psychological problems. Students become aware of their own cultural beliefs regarding mental health issues, and the impact of their perspective in working with culturally different people.

**CCA756 Substance Abuse in the Family - 3 credits**

This course looks at substance abuse counseling in the context of the family. The systems perspective tells us to assess the function of addictions, codependency, scapegoating and sobriety, and other related issues in the family. This course helps the advanced student to develop his or her own model of assessment and intervention in this area. Students are expected to apply these skills in their professional life and share with the class their reframing of past experiences from their new perspective.

**CCA766 Cultural and Religious Issues in Counseling and Family Therapy - 3 credits**

This course expects students to look at cultural and religious issues at both personal and professional levels. Students look at their transference/countertransference potential around aspects of culture, religion, spirituality, race and related topics. Further, students look at these same issues in the workplace and develop a better understanding of the institutionalization of myths related to these areas and develop personal action plans to help themselves to avoid the attendant pitfalls.

**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 Axis II personality disorders and features. Further attention is focused on differential diagnosis, treatment planning and best practices in applied settings. This course utilizes actual sites and cases of the students to practice the usage of principles covered. Confidentiality and other related ethical issues are considerations throughout the course.

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

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

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

This course explores neurological, biological, chemical, developmental and disease-related phenomena which 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 to help the experienced professional to understand the theory behind career counseling by looking at how they arrived at this point in their own development. It will also focus on when to refer someone to career counseling, what to expect, and what can be learned from interest inventories. This course stresses a practical approach to career development. Students should have access to the book *What Color is Your Parachute?* or *How to Create a Picture of Your Ideal Job or Next Career*.

**CCA785 Human Psychological Development - 3 credits**

While the practicing clinician, educator, or related human services professional is facing the daunting task of working with the process of human development gone awry, not all aspects of the physical, emotional, cognitive, moral, and vocational aspects present are problematic. This issue can be further complicated by ethnic, gender, and other cultural differences. This course seeks to explicate the issues of "normal" versus "abnormal" development and, in fact, will also focus on the adaptive aspect of these supposedly abnormal responses to very stressful and often traumatic life situations.

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

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

**CCA791 Ethics & Professional Issues for School Counselors & Mental Health Practitioners - 3 credits**

Cross-listed as CCP622 (replaced CCP602 and CCP612). 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 & Services

## 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:

- Cecelia Cull, Assistant Vice President for Student Services, at ext. 1120 or at [cecelia.cull@cambridgecollege.edu](mailto:cecelia.cull@cambridgecollege.edu).
- Carol Lane, Assistant to the Director, at ext. 1138 or at [carol.lane@cambridgecollege.edu](mailto: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.*

### Counseling—Where to Get Personal Help

At the main campus, a list of counseling resources is available from the director of the Office of Student 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, psychological, 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 Diane Paxton at 617-873-0470 or [diane.paxton@cambridgecollege.edu](mailto:diane.paxton@cambridgecollege.edu) 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 for providing documentation from qualified and licensed medical or testing personnel. Any expense incurred in obtaining such documentation is the student's responsibility.

bility. 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** — Accuplacer, a nationally standardized series of placement tests, is used to assess new undergraduate students'

skills and to direct them to appropriate writing and math course work. 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.

**Portfolios** are an option for Cambridge College undergraduate students 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 Cecelia Cull, Assistant Vice President for Student Services, at ext. 1120 or at [cecelia.cull@cambridgecollege.edu](mailto:cecelia.cull@cambridgecollege.edu).

### Career Resources

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

## Alumni Affairs

Alumni are invited to take advantage of Cambridge College offices, services, and events.

- Attend Saturday workshops for free.
- Network through College offices.
- Use the computers and internet access in the computer labs.
- Alumni tuition discount (see Tuition and Fees).
- Participate in local Commencement activities.
- Access to online career development resources.

### Alumni Association

- 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.

- Phonathon solicitations.
- Give courses, workshops and seminars.
- Develop collaborative out-reach programs in communities where alumni live and work.
- Involve alumni in College events.
- Develop an alumni network for the purpose of keeping alumni in touch with each other and assisting one another to secure employment.

### For more information, contact

Joy King '88, Director of Alumni Affairs  
(617) 873-0475 • [Joy.King@cambridgecollege.edu](mailto:Joy.King@cambridgecollege.edu)

# Library Services

## Cambridge College Online Library

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

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

Cambridge College Online Library services include:

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

## Other Libraries

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

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

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

## Cambridge, MA

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

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

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

## NITE — Summer Study

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

## 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/](http://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** — For specifics for each center or for other regions/international, see the "Traditional Library Skills" section of [www.cambridgecollege.edu/library/research.cfm/](http://www.cambridgecollege.edu/library/research.cfm/).

# Computers, Network & Information Systems

## Information Technology Resources, Services, & Policy Highlights

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, Cambridge College uses technology-based learning in our coursework. Thus, technology-based learning adds a rich dimension of learning to Cambridge College’s tradition of dynamic conversations and personal interactions of our adult classroom experience.

*Effective Spring 2009, students are responsible to provide their own computers. See what you need, below.*

### Student Computer Requirements

**MM, EdD, and NITE Students must have access to a laptop computer to bring to class** that meets the minimum requirements (below).

**All students must have access to a computer** that meets the minimum requirements in order to fully utilize the tools and services that Cambridge College has to offer such as MyCC, the On-Line Library, E-mail, E-Help Desk etc.

#### Hardware & Software Minimum

<i>Microsoft Windows</i>	or	<i>Macintosh OS</i>
Windows XP (or higher)		Mac OS 10
Microsoft Internet Explorer 7.0 or higher OR Mozilla FireFox 1.3-1.7 or higher		Apple Safari 1.2 or higher OR Mozilla FireFox 1.3-1.7 or higher
256 MB RAM (512 MB or greater highly recommended)		
56k modem (broadband DSL or cable-modem highly recommended)		
Wireless capability (most laptops have a wireless card)		
Sound card and speakers		
Anti-virus software protection required (Norton and McAfee are common brands)		
Software — Microsoft Office required (Office 2007 recommended)		

**Where to Use a Computer:** You may use the computers in any Cambridge College computer lab. Many local public libraries have computers available for use on-site.

**OR Purchase a Computer** that fits the College requirements. Go to the Information Technology website to see a list of computers and accessories recommended by the Cambridge College IT Department, that may be purchased from a partnering vendor. If you are eligible, the cost may be included in your application for a federal student loan (see Financial Aid). **Do not buy a computer until you receive your award notice.**

### Technical Support

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

- Personal laptop computer requirements and accessories
- Computer purchase program
- MyCC web portal • E-mail • Cambridge College website
- College network & connectivity problems
- College web applications

For hardware and software issues, please contact the manufacturer.

#### IT HELP DESK 1-800-877-4723 x1159

Monday-Thursday 10am-10pm EST • Friday 10am-9pm EST  
Saturday 9am-5pm EST • Sunday 12noon-5pm EST

#### E-HELP DESK <http://helpdesk.cambridgecollege.edu>

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

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

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

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

#### 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 and for unabridged policies.

### 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. Once registered, students will receive an e-mail from the IT department with their e-mail account information.

Your e-mail account may be used only for academic and administrative purposes pertaining to Cambridge College. Political and for-profit activities are strictly prohibited, including consulting for personal gain. (This restriction follows the laws governing the activities of educational and non-profit organizations.)

**YOUR PASSWORD** — Important: Keep your password private because it allows you—or anyone else—access to your computer, your confidential information on the MyCC portal, 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.

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

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

## Internet Access

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

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

## Computer Labs

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

### Computer Lab Policies

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

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

## All Users Subject to IT Policies & Laws

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

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

## Network & Computers Acceptable Use Policy

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

Cambridge College provides computers, software, and electronic resources for learning and teaching, research, communication, and public service. All members of the College learning community are expected to use these resources with proper regard for the rights of others, the College, and federal, state, and local laws. All users, on-site and remote or off-campus, must abide by all policies of the Cambridge College IT Office.

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

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

## Acceptable Use Agreement

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

- Only the person to whom it is issued shall use the account. You are responsible for the actions of anyone using your account. Your password is to be held privately and securely. Be responsible for all use of your account and for protecting your password. In other words, do not share computer accounts. If someone else learns your password, you must change it.
- Your account shall be used for academic and administrative purposes pertaining to Cambridge College only. You may send and receive electronic mail and maintain personal information as long as you observe the rules of etiquette, including refraining from obscenities and profanity. You may NOT conduct business transactions on the Cambridge College system or through its networks. This prohibition extends to consulting for private gain.

- The account shall not be used for unauthorized access or attempts to access computers, computer software, computer data or information, or networks without proper authorization, regardless of whether they are owned by the College. (That is, if you abuse the networks to which the College belongs or computers at other sites connected to those networks, the College will treat this matter as an abuse of your Cambridge College computing privileges.)
- You shall not take advantage of another's inexperience or negligence to gain access to any computer account, data, software, or file for which you have not received explicit permission to access.
- You shall not send fraudulent computer mail, break into another user's electronic mailbox, or read someone else's e-mail without his/her permission.
- You shall not use the College's computing resources to harass or threaten other users.
- You shall not copy software (other than freeware/shareware) without written permission of the system administrator.
- You are responsible for maintaining the security of your own electronic documents and for making backups of your work.
- You shall not encroach on others' use of College computers. Examples include: disrupting others' computer use by excessive game playing; sending excessive messages; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a College computer; damaging or vandalizing College computing facilities, equipment, software, or computer files.
- You should report any abuse of the above to the appropriate project director, instructor, supervisor, system administrator, or other College authority.

### Intellectual Property Policy

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

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

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

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

### Policy on Use of Software

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

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

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

### Violations & Discipline

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

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

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

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

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

### Classroom Technology Services

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

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

**Online Library** See Library Services.



# Institutes, Centers & Collaborations

## Blended & Distance Learning

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 a computer-based learning management system. 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  
 Bill McMican, M.S., Acting Chief Information Officer  
 ● 800-877-4723 x6192 ● william.mcmican@cambridgecollege.edu

## Business Resource Center, Lawrence Regional Center

The Business Resource Center serves the needs of the Greater Merrimack Valley Region by providing workforce training and education for business and industry, 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, one-on-one training and support workshops and seminars, referral and resource services.

The Center offers area businesses, non-profits and microenterprises business planning and access to micro-loans, family business succession planning and operations management, on-site training and development programs, and a business resource library.

**For more information, contact** Howard F. Allen, Director  
 603-867-5264 ● howard.allen@cambridgecollege.edu

## The CAYL Institute

Located at Cambridge College, Community Advocates for Young Learners—the CAYL Institute—is a new organization that has brought together and supports some well known fellowships including the Schott Fellowship in Early Care and Education and the Principals Fellowship.

The vision of the CAYL Institute is a nation where the right to high quality early education and care is embedded in public policy and professional practice. Our purpose is to organize, equip and empower people to create change on behalf of children. We are guided and in-

formed by our core principles: representative leadership, commitment to diversity, a focus on solutions, and impact and innovation.

### The CAYL Schott Fellowship in Early Care & Education

The CAYL Schott Fellowship is an innovative one-year leadership program that identifies and supports mid-career leaders in Massachusetts who demonstrate both commitment and experience working within communities of color and/or economically underserved communities. Since 2004, there have been 53 Schott Fellows.

The purpose of the CAYL Schott Fellowship is to ensure opportunities for diverse and representative leadership in policy advocacy for children. The Fellowship seeks to expand fellows' networks and capacity to engage with others in creating change for children in the Commonwealth. Over time, Fellows are expected to become visible in significant positions of public policy.

### The CAYL Principals Fellowship in Early Care & Education

The CAYL Principals Fellowship is a one-year professional development opportunity for Boston public school principals. We focus on five areas of the early childhood leadership challenge: vision, practice, supervision, policy and family/community. Using a cohort model, our program includes work that is expected to impact the individual principal, their organization (school and BPS) and society (Boston education). Since 2006, there have been 20 CAYL Principals Fellows.

The goal of the CAYL Principals Fellowship is to create change for children in the Commonwealth by equipping and promoting professionals who will become visible in leading a movement for high quality preschool in Boston-area public schools.

**Sign up** at [www.cayl.org](http://www.cayl.org) for our e-mail newsletter to receive updates on new and emerging initiatives!

### For more information and to apply, please visit [www.cayl.org](http://www.cayl.org)

Valora Washington, President  
 ● Valora.Washington@cambridgecollege.edu  
 Jessica D'Amico, Director of Operations  
 ● 617-873-0678 ● jdamico@cayl.org

## Center for English Language Learner Support Services — Lawrence, MA

**Ladder to Language** — The Ladder is an intensive and innovative three-term college preparation for English language learners at the intermediate ESL level with 250 hours of instruction in the classroom and extra-curricular conversational activities. This non-credit program prepares participants to enter college and/or advance in their careers through significant progress in English-language mastery.

### Ladder to Language is for:

- Cambridge College applicants whose writing assessments do not yet show the skills needed for college, and others already enrolled who need support to succeed and complete their degrees.
- Immigrant professionals stymied by the language barrier from translating professional credentials into American careers.
- Adults who need ESL support to advance in their jobs, get more education, and a degree in the U.S.

**The three-term non-credit certificate program:**

- Term one begins with a complete ESL grammar review and beginning writing skills. ESL, newspaper and English books immerse students in an English-only environment.
- In term two, students test out of ESL and move into academic English preparation, including beginning writing, American literature and individual goal-setting.
- In term three, students take a professional seminar, Ladder to Writing, and Ladder to Computers, preparing for entrance into a degree program at Cambridge College or elsewhere. Students compile a portfolio that showcases their studies, final goals, and enrollment in an academic program to begin next term.

Graduating students attend a graduation ceremony.

**Extra Support** for Ladder to Language current students, alumni, and enrolled Cambridge College students: 5-8 week courses with 15-20 hours of classroom instruction to build skills needed for continuing education and career goals:

- Ladder to Writing — Pre-college writing skills for ESL students.
- Ladder to Speaking — Builds confidence and fluency; decreases accents.
- Ladder to Computers — Introduction to computers for daily and academic use.
- Ladder to Careers — Preparation for new jobs with résumé and job interview practice.
- Ladder to Financial Literacy — Basic personal finances for newcomers and others.
- English in 24 Hours <sup>SM</sup> — Basic ESL for students who are not yet at the intermediate proficiency level required to enter the Ladder to Language program.

**Language Lab** — Tutors, new technology, and software 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 • 800-877-4723 x1469  
Fanny Feliz, Staff Assistant & Admissions Counselor  
fanny.feliz@cambridgecollege.edu • 800-877-4723 x1427

**ELS Language Center, Boston City Center**

With 50 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 • cphillips@els.edu  
617-873-0682 • fax 617-873-0686 • bcm@els.edu • www.els.edu

**The Evergreen Center & Beacon Services**

The Cambridge College School of Education is partnering with the Evergreen Center and Beacon Services in Milford, MA to expand the special education opportunities for teachers working with students diagnosed with autism or other autism spectrum disorders. Through this collaboration, the College will offer a master's degree, an approved course sequence, and practicum fieldwork supporting our students' efforts towards earning board certification of behavior analysis (BCBA).

**The Evergreen Center** is a residential treatment center and school serving students diagnosed with autism and related developmental disabilities. At the Evergreen Center the standard for successful instruction is social competence. The agency believes that the achievement of social competence is a reliable predictor of successful adjustment to a lifestyle centered in community participation. Evidence-based applied behavior analytic procedures are employed to achieve academic outcomes recommended by the National Center on Educational Outcomes and the adaptive behaviors that enhance independent living skills. All staff receive specialized training in behavioral and educational procedures designed to develop self-help, academic and vocational skills that may be applied in fully integrated community settings. Presentation of effective treatment techniques developed by Evergreen Staff members have been reported at professional conferences throughout the country.

**Behavioral Education, Assessment, and Consultation (BEACON Services)**

is a private practice of behavioral educators founded on the principles of applied behavioral analysis (ABA). BEACON is committed to using only empirically validated approaches for the treatment of autism and related disorders. The agency provides intensive home and school-based education, behavioral consultation, behavioral assessment and trainings services for early interventionists, parents and public schools. BEACON works with public schools to develop partnership programs supporting their efforts to provide high quality ABA services to children and families. BEACON is committed to the dissemination of applied research completed in educational settings through presentations at regional, national and international conferences.

**For more information, contact** the Evergreen Center and Beacon Services, 345 Fortune Blvd., Milford, MA 01757 • 508-478-5597  
• services@evergreenctr.org

## 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](mailto:contactasema@mindspring.com)

## 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 annually.

### 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](http://www.yearup.org) or contact

Gerald Chertavian, Founder & CEO

Linda Swardlick-Smith, Director, Community Partners & Admissions

• [admissions@yearup.org](mailto:admissions@yearup.org)

Sara Caimi, Director of Enrollment • [scaimi@yearup.org](mailto:scaimi@yearup.org)

## 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](http://www.yesweb.org) or contact:**  
Poonam Ahluwalia, President • 781-897-1756 • [info@yesweb.org](mailto: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.

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

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

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

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

### Important Tips

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

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

**Your admission file must be COMPLETE before:**

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

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

- Center for Educational Documentation, 617-338-7171, [www.cedevaluations.com/](http://www.cedevaluations.com/).
- World Education Services, 212-966-6311, [www.wes.org/](http://www.wes.org/).
- American Association of Collegiate Registrars & Admissions Officers, [www.aacrao.org/](http://www.aacrao.org/).

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

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

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

## Admission requirements for Cambridge College

# Undergraduate Study

## Application Form—Read & Complete Carefully

- Complete all items on the application.
- Sign the application.
- If you have a U.S. permanent resident card, a copy of both sides is required.
- International students, please attach international student form and all required documents listed.
- 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

**Interpreter training programs**— 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).

## One Professional Reference

See instructions on form provided in the application booklet.

## Health Insurance

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

## Immunizations Form

**Massachusetts** — Immunizations are required by law for:

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

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

## Admission requirements for Cambridge College

## Education: MEd &amp; CAGS

**Application Form—Read & Complete Carefully**

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

**Official Transcripts Documenting Your Education**

**Degree** earned from a regionally accredited college or university:

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

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

**Documents for Transfer Credit Evaluation**

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

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

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

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

**Interview** (*candidates for licensure programs*)

Please be ready to demonstrate:

- Appropriate competencies and knowledge in the subject area and at the level of licensure sought.
- Strong oral and written communication skills, including organization and clarity of thought, 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**

- All programs — Five years of work experience recommended.
- Professional and administrator licensure programs — Specific experience required (see program charts). Please provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the experience required. Students who do not submit this letter may be admitted by signing a waiver stating that they understand that **they will not be eligible for licensure at the completion of the program**.

**Documentation of Licensure**

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

**Written Personal Statement/Essay**

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

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

**Two Professional References**

See instructions on form provided in the application booklet.

**Additional Requirements**

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

**Health Insurance**

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

**Immunizations Form**

**Massachusetts** — Immunizations are required by law for:

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

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



## Admission Requirements for Cambridge College

## Education: Doctor of Education

**Application Form—Read & Complete Carefully**

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

**Official Transcripts Documenting Your Education**

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

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

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

**Documents for Transfer Credit Evaluation**

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

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

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

**Two Letters of Recommendation**

See instructions on form provided in the application booklet.

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

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

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

Recommendations should not be written by friends or family members.

**Tips for Obtaining Your Recommendation Letters**

- Ask at least two months before the application deadline.
- Give your recommender a current résumé and plenty of context for the letter.
- Send a "gentle reminder" a week before the due date if necessary.

**Curriculum Vitae or Résumé Documenting Your Experience**

- Five years of progressively responsible professional experience.  
Your résumé is a summary of your education and work experience. The CV is a detailed synopsis of your background and skills, including a summary of your educational history; teaching, research and professional experience; publications and presentations (including dates); grants, fellowships, awards, and honors; and professional associations, licenses and affiliations.

- Administrator licensure candidates — See CAGS program charts for experience required. Please provide a letter on your employer's letterhead signed by an official (e.g. principal or human resource director) stating that you have completed the experience required. Students who do not submit this letter may be admitted by signing a waiver stating that they understand that **they will not be eligible for licensure at the completion of the program**.

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

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

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

**Portfolio of Scholarly & Professional Work**

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

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

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

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

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

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

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

### Qualifying Assessment (QA)

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

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

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

**Process** — Upon receipt of your application, 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

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

### Health Insurance

Required by law for all doctoral students.

### Immunizations Form

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

## Admission requirements for Cambridge College

# Master of Management

## Application Form—Read & Complete Carefully

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

## Official Transcripts Documenting Your Education

**MM37:** Bachelor's degree from a regionally accredited college or university required for MM, and graduate certificates.

**MM55:** Associate's degree, professional degree (e.g. RN); or at least 60 undergraduate credits that meet general criteria for transfer.

**Bachelor's degree required** for the following concentrations and certificates:

- Health Care Informatics
- Diversity & Disparity in Health Care
- Computer Security Management

**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

**MM37:** Five years of work experience recommended.

**MM55:** Five years of relevant work experience required. Document and describe it in your résumé and personal statement.

**Health Care Management (MM37 & MM55):** *Health care* experience required.

**Computer Security Management (MM37):** Computer/IT basic knowledge required (IT work experience preferred).

## MM55: Approval Required for Admission

- *Interview* with the dean, director of health care management programs, or regional center director.
- *Evaluation* of eligibility by admissions committee and the dean and/or regional center director.
- *Approval* of dean or regional center director required for admission. Your admissions file must be complete and the admissions review completed before you may start classes.

## 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).

## One Professional Reference

See instructions on form provided in the application booklet.

## Health Insurance

Required by law for Massachusetts locations.

## Immunizations Form

**Massachusetts** — Immunizations are required by law for:

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

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

## Admission requirements for Cambridge College

# Psychology & Counseling: MEd & CAGS

## Application Form—Read & Complete Carefully

- Complete all items on the application.
- Sign the application.
- If you have a U.S. permanent resident card, a copy of both sides is required.
- International students, please attach international student form and all required documents listed.
- 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.

## Two Professional References

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, including NITE summer residency.

## Immunizations Form

**Massachusetts** — Immunizations are required by law for:

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

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

## Admission requirements for Cambridge College

# Certificates & Single Courses

## Application Form—Read & Complete Carefully

- Complete all items on the application.
- Sign the application.
- If you have a U.S. permanent resident card, a copy of both sides is required to take courses for academic credit.
- 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:

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

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

## 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.

# Financial Aid

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

## Eligibility

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

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

## Educational Expenses Eligible for Financial Aid

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

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

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

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

Continuing students (second year or beyond), if you do not yet have a computer that meets the requirements and now you need one, please contact the Financial Aid Office to discuss your needs.

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

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

- Arranged by Cambridge College — If Cambridge College has contracted with a hotel, conference center or college to provide rooms for students, the reasonable cost of basic accommodations may be included.



- Arranged by students — If students elect to stay elsewhere, or if the College has not arranged for accommodations, students must pay all their expenses up front. They may submit receipts to be considered for reimbursement.

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

## 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 awarded to your student account. **Financial aid may be awarded only when your admission file and financial aid file are complete and all data verified.**

**Step 1: Complete the Cambridge College Financial Aid Application.** This may be done while you are finishing your admission file. Go to [www.cambridgecollege.edu/financialaid/](http://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/](http://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/](http://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 2008	2008-09	2007	Sept. 20, 2008
Spring 2009	2008-09	2007	Jan. 20, 2009
Summer 2009	2008-09	2007	May 20, 2009

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.cambridgecollege.edu/financialaid/](http://www.cambridgecollege.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/](http://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](http://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 (SEOG)** for undergraduate students range from \$500 to \$2,000. Preference is given to Pell Grant recipients with high financial need.

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

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

## Loan Programs for All Students — Repayment Required

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

The interest on subsidized Federal Stafford Loans is paid by the federal government while students are enrolled. Students may pay the interest (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.

## Scholarships

**Cambridge College** — Through the generosity of foundations, corporations, alumni, and friends, Cambridge College offers scholarships to its students on the basis of demonstrated need. To be considered for a scholarship, students must complete:

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

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

### Scholarship Resources on the Internet

FastWeb Scholarship Search . . . . .www.fastweb.com

Next Student Scholarship Search Engine. . . . .www.nextstudent.com

Peterson's Education Center (find scholarships under the "Pay for School" tab) . . . . .www.peterson's.com

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

## Other Financial Resources

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

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

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

## Students Without a High School Diploma

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

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

## 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 after term charges have been paid, 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, enrollment status, leave of absence, withdrawal, etc.) is electronically downloaded to the National Student Loan Clearinghouse each term by the Registrar's Office. Student loan vendors receive this information directly to verify in-school status.

## Determining Grade Level

In accordance with federal guidelines for determining awards, undergraduate students are classified by grade level. For example, students are classified as first year until they have completed 30 or more credit hours. Students must complete at least 24 credit hours before advancing to the next grade level.

## Satisfactory Academic Progress

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

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

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

### SAP Standard — Undergraduate

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

### SAP Standard — Graduate/Post-graduate

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

#### Satisfactory grades: credits attempted and earned

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

#### Unsatisfactory grades: credits attempted but not earned

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

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

### Transfer credits

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

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

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

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

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

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

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

## Responsibility as a Student Loan Borrower

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

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

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

## Federal Loan Rehabilitation

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

In the case of borrowers who have a judgement rendered on their loan, borrower payments must be "voluntary" — equal to the amount required under the judgement.



# Transfer of Credit

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

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

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

## How to Get Timely Evaluation

Transfer credit evaluation is student-initiated.

As soon as you apply to Cambridge College, please:

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

## In Your First Term

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

## Transfer Credit & Time Limits

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

Degree Program	Credit Limit	Time Limit
<b>Bachelor's programs</b> (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
<b>Counseling psychology programs (MEd, CAGS)</b>	9	5 years
School Guidance Counseling	12	5 years
<b>Education programs (MEd, CAGS, EdD)</b>		
MEd programs without licensure (except as noted on program chart)	12	no limit

Degree Program	Credit Limit	Time Limit
MEd licensure programs, CAGS, & EdD with concentration (except as listed below)	12	10 years
Instructional Technology	12	3 years
Technology, law & finance courses for licensure		3 years
EdD without concentration	33	10 years
<b>Master of Management</b>	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.
- Degree credit-bearing graduate courses.
- Courses must meet current program requirements.

#### Please Note:

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

### NOT Acceptable for Master's, CAGS or EdD Credit

- 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 Elementary & Secondary Education (ESE) as a "waiver." Records of all waivers are kept in student files, and are subject to audit at any time by the Mass. ESE. These records will be required when you apply for licensure.

### Re-Evaluation of Transfer Credit

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

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

### Transfer to Another College

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

# Course Registration

## Web Registration

**Course registration is done online** through the Cambridge College website, [www.cambridgecollege.edu](http://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 the Student Records Office before you can register for your second term.

## Student Holds & Notification

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

## Continuing Students Registration

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

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

### Add a Course

You may register 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.

# International Students

General Policies • Admission Requirements • Resources

Cambridge College welcomes international students to its degree programs. **For assistance**, please speak with your admissions counselor or the International Students Office.

**Contact the Cambridge College International Students Office:**

**From outside the US** please e-mail: [ispo@cambridgecollege.edu/](mailto:ispo@cambridgecollege.edu/).

**From inside the US** please call 1-617-873-0142.

**Website** — [www.cambridgecollege.edu/](http://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 organization provides excellent English language instruction and services for international students. In their friendly and supportive environment, students learn the linguistic, cultural, and scholastic skills needed to succeed in the academic environment in the U.S.

### ELS Language Center

1000 Massachusetts Avenue, Room 302  
617-873-0686 • [cphillips@els.edu](mailto:cphillips@els.edu) • [www.els.edu](http://www.els.edu)

## International Student Documents Required

International students must meet all regular admissions 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.

**Official TOEFL Score** (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. We accept only original TOEFL documents, not copies.

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](http://www.toefl.org)

**Copy of Identification Pages of Your 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 six months) 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 first year of your program.

To find out the amount you will need, see Tuition and Fees, and contact your admissions counselor or the International Students Office.

**Affidavit of Support** stating that your sponsor is responsible for your tuition, fees, transportation, living expenses and health insurance, 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. 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 Previous Form(s) I-20** 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.

**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](http://www.uscis.gov)), or see [www.nafsa.org/](http://www.nafsa.org/).

**Immunizations Form** — See Admission.

**Health Insurance Form** — See Admission.

## Full-Time-Study & Academic Standing

International students are required by USCIS to maintain full-time status at Cambridge College, taking twelve 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 or three credits 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 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.

## Degree/Enrollment Verifications

Students in need of degree and/or enrollment verification must submit a signed request to the Registrar's Office, in the form of a letter or by completing the enrollment verification form available in the Registrar's Office. The request must specify the enrollment information to be disclosed as well as the name and address of the official destination of the letter.

## 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.

# Tuition & Fees

Spring 2009 rates as of January 2009 • 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

<b>Application fee</b> (non-refundable) . . . . .	\$30
<b>Application fee - IMEd</b> (non-refundable) . . . . .	\$50
<b>Application fee - EdD</b> (non-refundable) . . . . .	\$100
<b>Admission deposit</b> (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) . . . . .	\$365
MEd (per credit) . . . . .	\$435
CAGS (EC prefixes, per credit) . . . . .	\$550
EdD (ED prefixes, per credit) . . . . .	\$1,150
Dissertation extension courses (per credit) . . . . .	\$525
Puerto Rico: MEd, IMEd (per credit) . . . . .	\$325
MM: Cambridge, Lawrence & Springfield, MA (per credit) . . . . .	\$500
MM: Chesapeake, VA (per credit) . . . . .	\$425
MM: Ontario, CA (per credit) . . . . .	\$475
MM: other centers (per credit) . . . . .	\$590

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

**Undergraduate Certificates–non-credit** (per course) . . . . . \$520

**Graduate Certificates–non-credit** (per course) . . . . . \$580

## Other Charges & Expenses

<b>Check returned by bank</b> . . . . .	\$35
<b>Course materials fee</b> (for materials provided in class) . . . . .	variable
<b>Counseling Psychology internship/practicum fee</b> (MEd and CAGS; charged when internship/practicum is taken; course tuition additional) . . . . .	\$500
<b>EdD research fee</b> (charged in first term) . . . . .	\$350
<b>Financial aid late fee</b> . . . . .	\$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.

**Test administration fee** (CLEP and DSST; additional fees charged by the external testing agencies) . . . . . \$30

**Undergraduate portfolio evaluation fee** . . . . . \$100  
Per credit attempted (\$300 for a 3-credit course)

## Graduation & Transcripts

<b>Degree processing fee</b> . . . . .	\$110
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Charged in last term, for processing records.

<b>Official transcripts</b> (request in writing from Registrar) . . . . .	\$5
<b>Transcript with rush service</b> . . . . .	\$20

Additional charge for express shipping, if desired.

<b>Unofficial transcript</b> (given to student) . . . . .	\$2
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## Late Degree Completion Fees

<b>Active candidacy fee</b> . . . . .	\$100
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Per term with registration as a late degree completion student.

**Late Capstone fees (BA, BS)**

Second & third terms, per term . . . . .	\$200
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(includes active candidacy fee); no charge if completed in the next term after the first attempt.

Each additional term until completed . . . . .	\$100
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**Late Independent Learning/Research Project fees (MEd, MM, CAGS)**

Second & third terms after first registration (must register with final seminar) . . . . .	\$400
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Per term (includes active candidacy fee)

Each additional term until completed . . . . .	\$100
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# 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 cases, 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:

<b>Withdrawal Date . . . . .</b>	<b>Refund</b>
Before add/drop deadline (within first two weeks of term) . . . . .	100%
During third week of term . . . . .	75%
During fourth week of term . . . . .	50%
During fifth week of term . . . . .	25%
Thereafter . . . . .	0%

Title IV and state scholarship recipients are subject to different refund/repayment calculations (see below).

### Refund schedule for intensive courses:

Before course starts . . . . .	100%
After course starts . . . . .	0%



### Repayment of Federal Funds

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

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

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

#### Your disbursement or repayment owed:

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

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

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

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

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

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

#### Excess funds

In accordance with federal regulations, excess funds from federal financial aid, over and above current charges, cannot be held without written authorization from the student. Those funds will be available after term balances have been paid.

### Graduation Clearance

Diplomas, certificates and transcripts are released only upon full payment. All tuition and other charges must be paid in full by the published graduation clearance deadline. Student accounts that are not fully paid by graduation clearance day may be turned over to a collection agency if the account continues to be delinquent. In such cases, the student is liable for any court or agency costs (as allowed by Massachusetts law) which may total 40% of the outstanding bill.

# 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 application 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. Please note that financial obligations will be incurred for an audited course unless the course is dropped before the add/drop deadline.

## Changing Program or Concentration

Students should consider any change of program or concentration carefully and explore the financial and academic implications including:

- 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.**

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

If the completed form is received by the Dean of your school before the add/drop deadline, the change takes effect in the current term. Changes completed later in the term take effect in the following term.

## Class Attendance

Class attendance is mandatory. Makeup arrangements for missed coursework must 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 prior written 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.

## Degree/Enrollment Verifications

Student enrollment status and degree verifications are processed by the Office of the Registrar. Students in need of verification must submit a signed request to the Registrar's Office, in the form of a letter or by completing the enrollment verification form available in the Registrar's Office. The request must specify the enrollment information to be disclosed as well as the name and address of the official destination of the letter.

Educator licensure certification forms are processed by the Office of the Dean of the School of Education.

## 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.

<b>Advanced</b>	A	Very high proficiency, outstanding
	B	Commendable
<b>Intermediate</b>	C	Satisfactory
<b>Beginning</b>	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	Point Value	Numerical Range	Letter Grade	Point Value	Numerical Range
A	4.0	93-100	C+	2.3	77-79
A-	3.7	90-92	C	2.0	73-76
B+	3.3	87-89	C-	1.7	70-72
B	3.0	83-86	D+	1.3	67-69
B-	2.7	80-82	D	1.0	60-66

Undergraduate students may take one out of every five courses (no more than 20% of courses taken at Cambridge College) for a grade of Credit/No Credit. Since grades are needed to determine satisfactory academic progress and eligibility for graduation, Credit/No Credit courses must be limited.

#### 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.

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

#### 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 submit to the Registrar's Office your Intent to Graduate form** 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 Confer ral

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 ID 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

- Education — See introduction to the School of Education. Students should obtain further information from the program coordinator.
- Counseling — See introduction to the School of Psychology & Counseling. Students should obtain further information from the program coordinator or the 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.

## 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.

### 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.

- 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/](http://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 Assistant Vice President for Student 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 Assistant Vice President for Student 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.
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 & Services.

## **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/](http://www.eeoc.gov/).

*Massachusetts Commission Against Discrimination (MCAD)*  
One Ashburton Place, Sixth Floor, Room 601  
Boston, MA 02108 • 617-994-6000 • [www.mass.gov](http://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/](http://www.eeoc.gov/).

*Massachusetts Commission Against Discrimination (MCAD)*  
One Ashburton Place, Sixth Floor, Room 601  
Boston, MA 02108 • 617-994-6000 • [www.mass.gov](http://www.mass.gov)

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 Policy

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

From Massachusetts General Law:

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

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

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity that is likely to adversely affect the physical health or safety of any such student or other person, or that subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

### **269:18. Failure to report hazing.**

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

## 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.

**Keep your personal property safe**— Be alert to protect your belongings. Do not leave your purse, keys, laptop, or other valuables unattended. Theft, although rare, can happen. Please report any incidents to our security staff.

**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 Director of Safety & Emergency Management.

## 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 in bathrooms and stairwells.

## Student Information — Confidentiality, Access & 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 College has decided that personally identifiable information is not considered directory information. 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.

# Cambridge College

## Centers

### Practical Information

## Cambridge Campus

1000 Massachusetts Avenue • 80 Prospect Street • 17 Msgr O'Brien Highway • 315 Broadway • 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** and the **School of Psychology & Counseling** are in Central Square at 80 Prospect Street, is a 10-minute walk down Massachusetts Avenue.
- **Education, Psychology & Counseling admissions** is at Broadway & Prospect Streets, two blocks from the School of Education.
- **The School of Management** is at 17 Msgr. O'Brien Highway, across the street from the Museum of Science, on the corner of Museum Way.

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 (formerly DAN TES) 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.

### Student Lounges

The main building, the Schools of Education, Psychology & Counseling, and Management buildings all 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.

### Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**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/](http://www.cambridgecollege.edu/library/research.cfm/), and see the Traditional Library Skills section.

### Text Books

Cambridge College textbooks are available from the Harvard Coop, in Harvard Square, Cambridge. Please see the Cambridge College website for link to online ordering information.

## 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

Cecelia Cull, M.S., Acting Vice President for Administration . . . x1120  
CLEP and DSST standardized test service . . . . . x1138  
Disability Support, Diane Paxton . . . . . x1470

### Writing Tutor Appointments

1000 Mass Avenue. . . . . x1185  
80 Prospect Street . . . . . x1418

**Math Tutoring** . . . . . x1650

### Academic Technology (Instructional technology, online & blended learning)

William (Bill) McMican, Acting Chief Information Officer . . . . . x6192  
Hormoz Goodarzy, Director of Distance Learning. . . . . x1269  
Joseph Miglio, Academic Instructional Design & Faculty Development, Program Manager

### Administration

Cecelia Cull, M.S., Acting Vice President . . . . . x1120

**Facilities** Bruce Grigsby, Director . . . . . x1200

**Human Resources** Jerome K. Saunders, Director . . . . . x1170

**International Student Services** Bruce Grigsby, Director . . . . . x1200

**Registrar** . . . . . x1101

**Student Records & Data Management**. . . . . x1447

### Administrative Technology (Computer Services)

Gloria Davila, MM, Acting Chief Technology Officer . . . . . x1235

Achal Khatri, Asst Director. . . . . x1239

Saul Horowitz, Admin Asst . . . . . x1774

IT Help Desk & Student Computer Lab . . . . . x1159

### Admissions, Undergraduate

Farah Ravanbakhsh, Asst Vice President. . . . . x1124

Bella Margarian, M.Ed., Coordinator . . . . . x1145

Sara Mariam . . . . . x1253

### Admissions, Graduate

Steven Lyons, Director . . . . . x1167

Robin Laskey, C.A.G.S., Assoc Director, School of Education . . x1141

### School of Education

MJ Toohey, Asst Director. . . . . x1437

Tahia Bell-Sykes . . . . . x1573

**National Institute for Teaching Excellence** . . . . . 800-380-1218

Steve Lyons, Director . . . . . 800-380-1218

Maura DeJesus (off-site) . . . . . 800-380-1218

Salvatore Testaverde, Ph.D. . . . . 800-380-1218

Ada Robinson . . . . . 800-380-1218

### School of Psychology & Counseling

Kathryn Lenehan, Asst Director . . . . . x1280

Dahiana Alcon. . . . . x1622

### School of Management

Steve Lyons, Director . . . . . x1167

Leonid Eskin . . . . . x1194

Jessie Haigh . . . . . x1285

**Alumni Affairs** Joy King, Director . . . . . x1475

### Blended Learning

William (Bill) McMican, Program Manager/Acting Chief Information Officer. . . . . x6192

**Bursar** (Student Accounts) . . . . . x1326

**CAYL Institute** . . . . . 617-873-0678

Valera Washington, Ph.D., President

Jessica D'Amico, Director of Operations

**Chancellor/Founder** . . . . . 617-354-0033

Eileen Brown, Chancellor/Founder

Janet Bowe, Executive Assistant to the Chancellor

Cheryl Bowe, Director, Board & Donor Relations

Cesidia Bennington & Geraldine Holland, Staff Assistants

**Computer Services** see Academic Technology and Administrative Technology

**Counseling Psychology** see Psychology & Counseling**Development**

Judy Groleau, Acting Vice President, Development . . . . . x1228  
 Kim Dunbar, Communications Coordinator . . . . . x1228  
 Jocelyn Duran, Director of Events . . . . . x1136  
 Joy King, Director of Alumni Affairs . . . . . x1475  
 Wendell Seale, Multi-Media Manager . . . . . x6188

**Disability Support** for students with learning, psychological, or physical disabilities . . . . . x1470

**Distance Learning** Hormoz Goodarzy, Director . . . . . x1269

**Education, School of**

Jo-Ann Testaverde, Ed.D., Acting Dean . . . . . x1187  
 Kathy Blackwood, Staff Asst . . . . . x1130  
 Dan Butin, Ph.D., Asst Dean . . . . . x1619  
 Security, 80 Prospect St. . . . . x1272

**Licensure Programs** Ryan Lovell, J.D., Director . . . . . x1259

**Applied Behavior Analysis, Autism Spectrum Disorder**  
 Mary Garrity, Ed.D. . . . . x1168

**Behavioral Management, Teaching Skills & Methodologies**  
 Jo-Ann Testaverde, Ed.D. . . . . x1187

**Elementary Education** Gloria Stanton, C.A.G.S. . . . . x1226

**General Science** John Papadonis, C.A.G.S. . . . . x1292

**Health/Family & Consumer Sciences** Shirley Handler, Ed.D. . . . . x1245

**History** Jo-Ann Testaverde, Ed.D. . . . . x1187

**Instructional Technology** Hormoz Goodarzy, Ph.D. . . . . x1269

**Individualized M.Ed.** Pedro Schuck, Ed.D. . . . . 787-296-1101

**Library Teacher** Joseph Mastrocola, M.Ed.

**Literacy Education** Gloria Stanton, C.A.G.S. . . . . x1226

**Mathematics Education** Nick Rubino, Ph.D. . . . . x1188

**MEd/Administration, C.A.G.S., Ed.D.** Dan Butin, Ph.D. . . . . x1619

Shannon Houston, M.Ed., Office Director . . . . . x1669

**National Institute for Teaching Excellence (NITE)**  
 Jo-Ann Testaverde, Ed.D., Acting Dean . . . . . x1187

**School Administration** Dan Butin, Ph.D. . . . . x1619

**School Guidance** Joseph Huff, Ed.D. . . . . x1157

**Special Education** Mary Garrity, Ed.D. . . . . x1168

**ELS Language Center, Boston City Center**

Cindy Phillips, Director . . . . . x1682

**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

**Executive Vice President**

Joseph Daisy, Ed.D. . . . . x1271

Sara White, Sr. Administrative Manager . . . . . x1156

**Facilities** Bruce Grigsby, Director . . . . . x1200

**Finance**

Kim Gazzola, Chief Financial Officer . . . . . x1689

Lynn Salo, Controller . . . . . x1154

Al Scaramella, Bursar . . . . . x1118

Ava Schnock, Manager, Business Services . . . . . x1182

**Financial Aid** hotline . . . . . x1440

Frank Lauder, Director . . . . . x1137

**Human Resources**

Jerome K. Saunders, Director . . . . . x1170

Trudy Reddicks, Manager of HR Services . . . . . x1287

**Institutional Planning & Effectiveness**

Gregory LaPointe, Director . . . . . x1675

Christopher Dupuis, Program Assoc . . . . . x1266

Wenjun Chi, M.Ed., Researcher . . . . . x1207

**International Students Office** . . . . . x1142

Bruce Grigsby, Director . . . . . x1200

Anna Shanley, International Student Advisor . . . . . x1169

**Library Services** . . . . . Maida Tilchen, M.S.Ed. . . . . x1320

**Lost & Found** (1000 Mass. Ave.) . . . . . x1115

**Management, School of**

Mary Ann Joseph, Acting Dean . . . . . x1132

**Marketing & Publications**

Michiko Hirose, Marketing & Advertising Coordinator . . . . . x1191

Peter Wethervee, Graphic Designer . . . . . x1298

Eugenie Johnston, Editor/Designer . . . . . x1196

**Mass. Administrators for Special Education**

Carla B. Jentz, Executive Director . . . . . 617-354-4924

**NITE - National Institute for Teaching Excellence**

Jo-Ann Testaverde, Ed.D., Acting Dean . . . . . x1187

**President, Interim**

Eileen Brown, Interim President . . . . . 617-354-0033

See also Chancellor/Founder

**Psychology & Counseling, School of**

Niti Seth, Ed.D., Dean . . . . . x1208

Verene Lancaster, Admin Manager . . . . . x1223

**Addiction Counseling** Leroy Kelly, M.A. . . . . x1135

**C.A.G.S.** Paul Gerson, Ph.D. . . . . x1790

**Counseling Psychology** Paul Gerson, Ph.D. . . . . x1790

**Marriage & Family Therapy** Stephen Merther, M.A. . . . . x1410

**Mental Health Counseling** Leroy Kelly, M.A. . . . . x1135

**Practica/Internships** Paul Gerson, Ph.D. . . . . x1155

**Psychological Studies** Paul Gerson, Ph.D. . . . . x1790

**School Adjustment Counseling** Vita Golub, M.Ed. . . . . x1620

**School Guidance** Joseph Huff, Ed.D. . . . . x1157

**Regional Centers**

Jim Waldman, Acting Vice President . . . . . x6186

Jeri Clay, Assistant . . . . . x6202

For directory information, see individual regional centers, below.

**Registrar** . . . . . x1101

Rosa Cadena, Registrar • Robin Sultis-McDaniel, Asst Registrar

**Security** 1000 Mass Ave. . . . . x1115

**Student Accounts** (Bursar's Office) . . . . . x1326

**Student Records & Data Management** . . . . . x1447

### Student Services

Cecelia Cull, M.S., Acting Vice President for Administration . . . x1120

Lucilla Valerio, Director of Student Assessments . . . . . x1453

**Disability Support** for students with learning,  
psychological, or physical disabilities . . . . . x1470

Phone for hearing impaired . . . . 1000 Mass Ave reception desk, 1st floor

**Learning & Assessment Center** . . . . . x1120

**Student Advisory Board** . . . . . x1120

**Student Life Services** . . . . . x1120

**Student Ombudsperson** . . . . . x1120

**Transfer Credit** Ludmilla K. Lewis . . . . . x1181

### Undergraduate Programs

James Lee, M.A., Acting Dean . . . . . x1236

Susan Connors, Program Assoc. . . . . x1417

#### Academic Advising

Jeff Hogan, M.Ed. . . . . x1728

Andy Joseph. . . . . x1146

**Family Studies** Barbara Koffske Reid, M.Ed. . . . . x1165

**General Education** Gitte Butin, Ph.D. . . . . x1252

**Holistic Studies** Michael Siegell, Ph.D. . . . . x1250

**Human Services** Barbara Koffske Reid, M.Ed. . . . . x1351

**Interpreter certificates** Norma Green, M.Ed. . . . . x1246

**Juvenile Justice Studies** Carol Pepi, M.Ed. . . . . x1215

**Management Studies** Mary Ann Joseph, Ph.D. . . . . x1227

**Math & Science Programs** James Lee, M.A. . . . . x1236

**Multidisciplinary Studies** Gitte Butin, Ph.D. . . . . x1252

**Psychology** Michael Siegell, Ph.D. . . . . x1250

**Web Site** . . . . . [www.cambridgecollege.edu](http://www.cambridgecollege.edu)

## Directions

### to the Cambridge, MA campus

#### Admissions — Education, Psychology & Counseling

315 Broadway & Prospect Street, Cambridge

**Walking:** From 1000 Massachusetts Avenue, walk down Massachusetts Avenue to Central Square. Turn left onto Prospect Street and go 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 right 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**

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 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 parking garage, first building on left side of Museum Way/Industrial Park Road. Entrance faces Museum Way.

**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 light after the Sonesta Hotel, turn right onto Rte. 28 South, O'Brien Highway. Turn left at first traffic light onto Museum Way.

**From Storrow Drive:** Turn left at the Leverett Circle traffic light onto Rte 28N, O'Brien Highway, and turn right onto Museum Way.

**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. Turn right onto Museum Way.

**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. Turn right onto Museum Way.

**From the North (Rte. I-93):** Take Exit 26 (Storrow Drive). From Storrow Drive, turn left at the Leverett Circle traffic light onto Rte 28N, O'Brien Highway, and turn right onto Museum Way.

**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, and turn right onto Museum Way.

## 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 are subject to change.

### 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.

### Franklin, MA — Hawthorne Suites

835 Upper Union Street, Franklin, MA 02038 • 508-553-3500

**Public Transportation:** Please visit the [www.mbta.com/](http://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.

## 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 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 Classroom Locations

## Hospital Locations

Cambridge College is authorized by the Massachusetts Board of Higher Education to operate instructional locations at some area hospitals, providing classroom space for Cambridge College's Health Care Management Program. Some additional hospitals also provide classrooms.

All College offices and services are located at the Cambridge campus. See directory above.

### Boston Medical Center

One Boston Medical Center Place, Boston 02118  
617-638-8000 • Map & directions at [www.bmc.org](http://www.bmc.org)

### Cape Cod Hospital (Falmouth)

100 Ter Heun Drive, Falmouth, MA 02540  
508-548-5300 • Map & directions at [www.capecodhealth.org](http://www.capecodhealth.org)

**Classes meet at:** Cape Cod Health Care Employee Training Office, Home Port Office Complex, 210 Jones Rd., Suite 21, Falmouth MA, 02540

### Cape Cod Hospital (Hyannis)

27 Park Street, Hyannis, MA 02601  
508-771-1800 • Map & directions at [www.capecodhealth.org](http://www.capecodhealth.org)

### Children's Hospital Boston at Waltham

9 Hope Avenue, Waltham, MA 02453  
781-216-2000 • Map & directions at [www.childrenshospital.org/locations](http://www.childrenshospital.org/locations)

### Jordan Hospital (Plymouth)

275 Sandwich Street, Plymouth, MA 02360  
508-746-2000 • Map & directions at [www.jordanhospital.org](http://www.jordanhospital.org)

### Kindred Hospital (Stoughton)

909 Sumner Street, Stoughton, MA 02072  
781-297-8200 • Map & directions at [www.khstoughton.com](http://www.khstoughton.com)

### Lawrence General Hospital

One General Street, Lawrence, MA 01841  
978-683-4000 • Map & directions at [www.lawrencegeneral.org](http://www.lawrencegeneral.org)

### Massachusetts Eye & Ear Infirmary

*8th floor board room*  
243 Charles Street, Boston, MA 02114  
617-523-7900 • Map & directions at [www.meei.harvard.edu](http://www.meei.harvard.edu)

### Massachusetts General Hospital

*Burr Conference Room 3, 3rd floor, Bartlett Extension*  
55 Fruit Street, Boston, MA 02114  
617-726-2000 • Map & directions at [www.massgeneral.org](http://www.massgeneral.org)

### Merrimack Valley Hospital (Haverhill)

140 Lincoln Avenue, Haverhill, Massachusetts 01830  
978-374-2000 • Map & directions at [www.merrimackvalleyhospital.com](http://www.merrimackvalleyhospital.com)

### 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)  
Map & directions at [www.nwh.org](http://www.nwh.org)

### Radius Specialty Hospital (Boston)

59 Townsend Street, Boston MA, 02119  
617-989-8400 • Map & directions at [www.radiushospital.com](http://www.radiushospital.com)

### Spaulding Rehabilitation Hospital (Boston)

125 Nashua Street, Boston MA 02114-1198  
617-573-7000 • Map & directions at [www.spauldingrehab.org](http://www.spauldingrehab.org)

# Lawrence, MA Regional Center

60 Island Street, Lawrence, MA 01841 • 978-738-0502 • 800-877-4723

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 Lab** — 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, they offer topics such as: grammar review, vocabulary development, teacher test preparation (MTEL Communication and Literacy test).

**Test Center** — Cambridge College Lawrence is an ETS (Educational Testing Service) certified test administration site for the TOEFL® (Test of English as a Foreign Language). College Board CLEP®, the College-Level Examination Program, gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of the 34 CLEP® exams.

## 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** — Tutors, 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/](http://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/](http://www.cambridgecollege.edu/library/research.cfm/), and see the Traditional Library Skills section.

## Text Books

Please see the Cambridge College website for link to online ordering information.

## Office & Directory

**Phone** ..... 978-738-0502

**Toll-free** ..... 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

Linda Tankersley, Admin Asst, Administration .... x1472

**Academic Coordinator** Nan Hocking-McDonough, Ph.D. ... x1497

**Education (graduate)** Judith Alaimo, M.Ed., Coordinator

**ESL Program Coordinator**....Emile Tabea, Ed.D. .... x1378

**Academic Advisor (undergraduate)** Hilda Ramirez, M.Ed. ... x1497

**Admissions** Ruben Nieves, M.B.A., Coordinator ..... x1498

Guillermo Ortiz, M.M. .... x1473

Melissa Padilla ..... x1474

**Center for English Language Learner Support & Ladder to Language**

Sandy Blanes, M.M., Director ..... x1469

Fanny Feliz, Admissions Counselor ..... x1427

**Emergency** in emergency only, a student may be located in class and a message delivered. Call ..... 978-738-0502

**IT Technician** ..... x1493

**Reception Desk** ..... x1472

**Retention Counselor (undergraduate)** Kanchan Dandage .... x1484

**Security** ..... x1472

**Student Services** Raquel Liriano, M.Ed., Coordinator ..... x1481

Rose Pierre, Admin Asst, Student Services ..... x1484

**Test Center** ..... x1499

**Website** ..... [www.cambridgecollege.edu/lawrence](http://www.cambridgecollege.edu/lawrence)

**Writing Lab** ..... x1481

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326

Disability Support ..... 800-877-4723 x1470

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 x1120

Student Records. .... 800-877-4723 x1447

## Address & Directions

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.

# Springfield, MA Regional Center

570 Cottage Street, Springfield, MA 01104 • 413-747-0204 • 800-829-4723

Cambridge College Springfield is located close to Rtes. 91, 291 and the Massachusetts Turnpike, convenient for students in western Massachusetts and Connecticut. The College has offices, classrooms, a student lounge, and a kitchenette with microwave oven and snack machines for students' use.

## Writing Center

The Center offers tutorial services Tuesdays and Saturdays. 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/](http://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/](http://www.cambridgecollege.edu/library/research.cfm/), and see the Traditional Library Skills section.

## Text Books

Please see the Cambridge College Springfield homepage and click on Bookstore for online ordering information and link.

## Office & Directory

**Phone** .....413-747-0204 • 800-829-4723

**Fax** .....413-747-0613

**Office Hours** Mon.-Thurs. 9:00 a.m.-6:00 p.m. when classes are in session. One weekend/month 10:00 a.m.-2:00 p.m.

**Director** Richard Turner, Ph.D. .... x6618

**Academic Services & Registration** Colleen Perenick. .... x6614

### Admissions Counselors

Meaghan Prendergast, Asst Director. .... x6623

Teresa Forte ..... x6622

**Bursar's Office** Stacy Johnson. .... x6615

### Counseling Psychology Programs

Maybelle Mercado-Martinez, Ph.D. .... x6632

**Education Programs** Susan Brown, M.Music. .... x6636

**Emergency** in emergency only, a student may be located in class and a message delivered. Call. .... x6610

**Information Technology** Richard Turner, Ph.D. .... x6618

**Lost and Found** ..... x6610

**Management Programs** Richard Turner, Ph.D. .... x6618

**Reception** Stacy Johnson. .... x6615

**Undergraduate Programs** Sylvia Santucci. .... x6638

**Website** ..... [www.cambridgecollege.edu/springfield](http://www.cambridgecollege.edu/springfield)

**Writing Lab Appointments** ..... x6610

**Writing Programs** ..... x6618

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326

Disability Support ..... 800-877-4723 x1470

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 x1120

Student Records. .... 800-877-4723 x1447

## 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 campus.

## Weather Closings

College closings due to inclement weather or emergency are posted on the Cambridge College website, on 800-877-4723, or listed on stations: [wwlp.com](http://wwlp.com) (Channel 22 TV) • [wggb.com](http://wggb.com) (Channel 40 TV) CBS Radio, Hartford CT: WTIC AM; WTIC FM; WRCH; WZMX

# Inland Empire Regional Center at Ontario, CA

337 N. Vineyard Avenue, Suite 100, Ontario, CA 91764 • 800-877-4723

## 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.

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

The programs previously approved are: bachelor's degrees in Multi-disciplinary Studies, Psychology, and Management Studies; M.Ed. in Education, School Nurse Education; Master of 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/](http://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/](http://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 assistance to undergraduate and graduate students, with all aspects of the writing process. Students can get help with everything from starting a paper to the final editing and proofreading of a final project.

## Computer Lab

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.

## 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

Please see the Cambridge College website for link to online ordering information.

## Address & Directions

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

<b>Phone</b>	.....	<b>800-877-4723</b>
<b>Toll-free</b>	.....	<b>1-800-877-4723</b>
<b>Fax</b>	.....	<b>909-635-0253</b>
<b>Director</b>	Adam Lipson, M.A. ....	800-877-4723 x1568
<b>Admission Counseling</b>	Teresa Testani, M.Ed. ....	800-877-4723 x1561
<b>Administrative Assistant</b>	Miledi Salvatiera . . .	800-877-4723 x1564
<b>Academic Coordinator</b>	Ellie Kaucher, M.A. . .	800-877-4723 x1562
<b>MM Coordinator</b>	Ken Teague, M.B.A. ....	800-877-4723 x1560
<b>IT Technician</b>	Charles Adams, M.Ed. . . . .	800-877-4723 x1565
<b>Undergraduate Advisor</b>	Nancy Yates, M.Ed. . . . .	760-220-1090
<b>Emergency</b>	in emergency only, a student may be located in class and a message delivered. ....	909-635-0250

## Resources in Cambridge, MA

Bursar's Office	.....	800-877-4723 x1326
Disability Support	.....	800-877-4723 x1470
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 x1120
Student Records	.....	800-877-4723 x1447

## 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.



# Augusta, GA Regional Center

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

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**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/](http://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

Please see the Cambridge College website for link to online ordering information.

## Office & Directory

**Phone** ..... 706-821-3965

**Toll-free** ..... 800-877-4723

**Fax** ..... 706-821-3793

**Office Hours** Monday-Friday 9:00 a.m.-5:00 p.m.

**Director** Sharlotte Evans, Ed.D. .... x1521

Horace Lamback, Asst Director. .... x1528

## Admissions Counseling

Shironda Brown ..... x1529

Bruce Holbrook. .... x1574

**Admissions Reception/Data Entry** ..... x1525

**Administrative Manager** Linda Luke ..... x1523

**Curriculum Coordinator** Geoff Schlichter ..... x1524

**Emergency** in emergency only, a student may be located in class and a message delivered. .... x1522

## Program Coordinators

Joan Ashley ..... x1526

Kay Blanchard ..... x1527

**Reception** ..... x1522

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326

Disability Support ..... 800-877-4723 x1470

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 x1120

Student Records. .... 800-877-4723 x1447

## Address & Directions

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 10th 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.

## 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, an announcement will be on the recorded greeting.

# Puerto Rico Regional Center

The Hato Rey Center Bldg, Suite 1400, 268 Ponce de León Avenue, San Juan PR 00918 • 787-296-1101

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.

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

## Library Services

**Cambridge College Online Library** — This full-featured virtual library is easily accessed from any internet-enabled computer. Go to [www.cambridgecollege.edu/library/](http://www.cambridgecollege.edu/library/).

**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/](http://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/](http://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

Please see the Cambridge College website for link to online ordering information.

## Office & Directory

**Phone** ..... 787-296-1101

**Fax** ..... 787-296-0215

**Office Hours** Mon.-Fri. 9:00 a.m.-5:00 p.m.; Sat. 9:00 a.m.-1:00 p.m.

**Director** Pedro Schuck, Ed.D. .... x7

**Academic Support** Alex Hernandez, Coordinator .... x5

**Academic Coordinator** Rosalina Burgos ..... x6

**Admissions Counselors** Wilfredo Rivera, Coordinator. .... x2

Eric Amill. .... x1

**Office Manager** Carmen Mendez. .... x4

**Administrative Assistant** Wilma Hernandez. .... x8

**Student & Administrative Services Coordinator**

**& Cambridge Liaison** Jorge Valentine ..... x3

**Institute for Leadership & Continuing Education** Marta Perez. .... x9

**Reception** Melissa Matias ..... x0

**Emergency** in emergency only, a student may be located in class and a message delivered.

Call Student Services Coordinator ..... 787-296-1101 x3

On Saturdays call ..... 787-296-1101 x0

**Website** ..... [www.cambridgecollege.edu/puertorico](http://www.cambridgecollege.edu/puertorico)

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326

Disability Support ..... 800-877-4723 x1470

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 x1120

Student Records. .... 800-877-4723 x1447

## Address & Directions

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.

# Chesapeake, MA Regional Center

1403 Greenbrier Parkway, Suite 300, Chesapeake, VA 23320 • 800-877-4723

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.

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

The following programs are approved: bachelor's degrees in Multi-disciplinary Studies; Master of Education programs in Early Childhood Teacher, Education, Elementary Education, School Guidance Counselor, Teacher of Students with Moderate Disabilities, School Administration. C.A.G.S. in School Administration is approved, as well as the 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/](http://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/](http://www.cambridgecollege.edu/library/research.cfm/), and see the Traditional Library Skills section.

## Text Books

Please see the Cambridge College website for link to online ordering information.

## Office & Directory

**Phone** ..... 800-877-4723

**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** Christopher Sawyer, M.C.J. .... 800-877-4723 x6200

**Assistant Director** Ella Benson, Ed.D. .... 800-877-4723 x6193

### Admissions: Bachelor's & Master of Education

Chloe Jones ..... 800-877-4723 x6191

Katie Clemons ..... 800-877-4723 x6205

### Admissions: Master of Management

Leah Sechong ..... 800-877-4723 x6188

**Student Services** Sherri Michaels, Manager . 800-877-4723 x6187  
(liaison with bursar, financial aid, registrar, and student records)

**Emergency** in emergency only, a student may be located in class and a message delivered. .... 800-877-4723 x6195 or x6200

**Office Manager** Erin Lagey ..... 800-877-4723 x6195

**Website** ..... [www.cambridgecollege.edu/chesapeake](http://www.cambridgecollege.edu/chesapeake)

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326

Disability Support ..... 800-877-4723 x1470

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 x1120

Student Records ..... 800-877-4723 x1447

## Address & 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.

# Memphis, TN Regional Center

Oak Ridge Building, Suite 401, 8000 Centerview Parkway, Cordova, TN 38018 • 901-755-9399 • 800-877-4723

Cambridge College Memphis Regional Center services students in the Mid-South and is located in Memphis. We are located in Germantown Park, 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/thecc/](http://www.state.tn.us/thecc/)).

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

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

## 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/](http://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/](http://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

Please see the Cambridge College website for link to online ordering information.

## Office & Directory

**Phone** ..... **901-755-9399**  
**Office Hours** Mon.-Thurs. 9:00 a.m.-5:30 p.m., Fri. 9:00-3:00 p.m.  
**Director** Lee Jones. .... 902-755-9399 x1540  
**Academic Coordinator** Cynthia Gentry ..... x1547  
**Office Manager** Barbara Bailey. .... x1542  
**Emergency** in emergency only, a student may be located in class and a message delivered. Call ..... x1540

## Resources in Cambridge, MA

Bursar's Office ..... 800-877-4723 x1326  
 Disability Support ..... 800-877-4723 x1470  
 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 x1120  
 Student Records. .... 800-877-4723 x1447

## Address & Directions

Oak Ridge Building, Suite 401, 8000 Centerview Parkway,  
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**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.

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Call during afternoon office hours to ask whether evening classes will be cancelled due to inclement weather.

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# Cambridge College

for working adults

## Cambridge College Massachusetts

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315 Broadway, & 17 Msgr. O'Brien Highway  
Cambridge, MA 02138  
617-868-1000 • 800-877-4723

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February 2009

